St Martin's CE (Aided) Primary School

East End, Newbury, Berkshire RG20 0AF

Telephone: 01635 597796

E-mail: adminoffice@st-martins.hants.sch.uk

Headteacher: Mrs K Bartlett

Best Value Statement

Status: Draft / Final

Date policy produced/reviewed: 07.03.20

Policy produced/reviewed by: Headteacher

Ratified by the FGB: 01.04.20

Signed:

Position:

Date of next review: March 2021

St Martin's CE (Aided) Primary School

Our School Vision

An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make our world a better place.

Best Value Statement

As a Governing Body we will endeavour to provide best value by adhering to the four C's principle:

1. Compare
Compare our school's performance with that of other schools, so we have a firm financial basis for the identification of spending priorities/moving the school forward.

2. Challenge
Challenging whether our school's performance is high enough, how we can further improve standards and monitor the service being provided critically at all times.

3. Compete
Be aware of developments in the field of education and business and where we are placed. Be aware of ways in which our school secures efficient and effective services, thus maximising the "spend value" of the budget.

4. Consult
We aim at all times to work in close partnership with our parents, the church and the wider community. We regularly seek the views of members of the school community on a wide range of issues, including the services provided.

In deciding spending priorities, we will:

- address school priorities as set out in the School Development Plan (this document is agreed with due regard for self evaluation procedures, inspection outcomes and consultation);
- consider local and national priorities in terms of development initiatives and decide where and how we meet requirements;
- challenge existing patterns of expenditure to identify possible savings and alternative use of resources;
- ensure full consultation with staff and parents if significant changes to provision are proposed;
- challenge the use of resources to ensure that waste is minimised;
- challenge whether any aspect of the school's provision could be resourced differently to secure savings;
- challenge the deployment of all staff to ensure their skills are being used to bring maximum benefit to children's learning;
- challenge the allocation of funding for professional development and be flexible and creative in securing a range of training to ensure a good match with school identified priorities, individual training needs and on-going training needs;
- compare the quality, cost and impact of services purchased from outside providers including the LA, particularly SLAs.

In allocating resources across the budgets, we will question the following:

- is the spending long or short term – do we identify priorities in well-communicated plan?
- will the spending needs change over time: do we therefore need an on-going review programme?
- is the spending sustainable: have we correctly identified a rolling programme?
- how does the proposed spending fit in with other plans?
- will the quality of provision in this area or in others be adversely affected?

We will take steps to ensure we receive the funding to which we are entitled so that income is maximized.

Monitoring and evaluating spending decisions
Our spending is guided by the School Development Plan which is reviewed and monitored in several layers:

- the governing body monitor the effectiveness of the overall plan;
- the Headteacher monitors the effectiveness of the overall plan and reports to the governing body each term through the written report to governors;
- staff performance review cycles and targets are fed into the planning and review cycle.