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## **Best Value Statement**

Policy Reference:	B1
Created by:	Acting Deputy Headteacher Miss B J Cook
Responsibility:	Strategy Committee
Reviewed by:	Strategy Committee / SST
This Review:	October 2009
Next Review Due:	September 2010
Cycle:	Annually
Ratified by Full Governing Body on:	19 <sup>th</sup> October 2009
Signed:	
Mr Fred Newell	Chairman of Governors

## **GUILLEMONT JUNIOR SCHOOL**

### **Best Value Statement**

The Governors and Headteacher of Guillemont Junior School are committed to achieving Best Value in all decisions made. We use the principles within the school philosophy and of Best Value as they apply to securing continuous improvement in this school and will:

Regularly review the functions of the school, challenging how and why services are provided and setting targets and performance indicators for improvement

- Monitor outcomes and compare performance with similar schools and within the school
- Consult appropriate stakeholders before major decisions are made
- Promote fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

We will strive to ensure that the school is using its resources effectively to meet the needs of pupils.

We will submit our Best Value Statement with the Annual Budget Plan. The progress of the Annual Budget Plan and the Best Value Statement will be monitored with the School Improvement Plan in order to determine the extent of continuous improvement.

The principles that support Best Value are:

Compare, Challenge, Compete, Consult

### **Compare**

The school philosophy underpins the values of the school. The use of target setting, staff appraisal and benchmarking is informed by assessment data, screening, SEN Audit data and the prior attainment of pupils, available to the school and to individual teachers. This informs judgments concerning the school's performance in relation to other schools locally and nationally. The use of soft data and the results of questionnaires are also used where this is more appropriate. The governors also consider these comparative measures regularly.

### **Challenge**

The School Improvement Plan uses the information gained to set targets and to inform the next best steps to consolidate previous developments. The Headteacher and staff set targets for pupil progress embedded into specific improvement projects. Teachers set targets for pupil progress as part of their own appraisal process, in Annual Reports of Achievement and at Parent Consultations. The children complete self-evaluations and set their own targets each term in topic work and in their behaviour record cards

### **Compete**

The LEA maintains a list of suppliers of goods and services, setting out specifications for minimum standards and health and safety issues. The school seeks to build on this with clear specifications for developments and purchases. For works more than £15,000 (other than emergency repairs) the school seeks quotations or uses the recommended suppliers of HCC. (HCC is able to look at the aspect of value for money, overall level of service and a competitive price over a range of goods and services.) For significant building projects the advice of HCC Architects is sought.

## Consult

The Governing Body and Headteacher use consultation processes to inform future developments and provide information so that the views of stakeholders in the organisation can be considered. Pupils’ views are sought through the School Council.

The Governing Body uses an extensive questionnaire between OFSTED inspections, to seek parents’ views. Parents’ views are also sought through:

- Termly topic evaluations of pupils’ work
- Parents’ comment sheets attached to Annual Reports of Achievement
- In Reading Diaries
- Individual parent consultations
- Induction process evaluation

Staff views are sought through formal and informal evaluation processes.

The Friends of Guillemont Association (PTA) raises substantial sums of money each year and this committee is always consulted regarding the use of this money to support the school

### **In the years 2009 – 2010 we will focus on:**

- Raising teacher expertise, standards achieved by pupils, and resources to enhance the teaching of writing
- To develop the provision and raise the attainment for those children who are most able at the end of KS1
- Improve and develop the use of ICT to enhance learning
- Ensuring we can financially maintain our present class structure through the current dip in NOR
- Update and renew areas of the external environment to ensure they are safe for children’s use

Policy written in 2002 and undated annually