

# Best Value Statement

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**CAPTAIN WEBB PRIMARY SCHOOL**

**Governors**

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# CAPTAIN WEBB PRIMARY SCHOOL

## BEST VALUE STATEMENT

### Vision & Values

## L.E.A.R.N

At Captain Webb Primary School we take a collaborative approach to learning, by **listening** to, and involving, all people in our school community.

Every child is valued as an individual and **encouraged** to **achieve** and succeed in all that they do.

All people involved with Captain Webb Primary School are thoughtful and **respectful** of others, creating a **nurturing** environment to help us strive for success.

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## **1. What is Best Value**

1.1. Best value is about obtaining Value for Money (VFM), it is not geared towards accepting the lowest cost but is about getting the right balance between quality and cost. The three elements of VFM are:

1.1.1. Economy: minimising the costs of resources used.

1.1.2. Efficiency: relationship between outputs and the resources used to produce them.

1.1.3. Effectiveness: extent to which objectives have been achieved.

1.2. Trustees will apply the four principles of best value:

1.2.1. Challenge

1.2.1.1. Regularly review the functions of the academy and challenge.

1.2.1.2. Is the school's performance high enough?

1.2.1.3. Why and how is a service provided? Do we still need it, or can it be delivered differently?

1.2.2. Compare

1.2.2.1. Monitor outcomes of the students and financial performance and compare.

1.2.2.2. How does the school's pupil performance and financial performance compare with all academies/schools?

1.2.2.3. How does it compare with other local academies and LA schools?

1.2.3. Consult

1.2.3.1. Consult appropriate stakeholders before major decisions are made.

1.2.3.2. How does the school seek the views of stakeholders (Internal and External) about the services the school provides?

1.2.4. Compete

1.2.4.1. Promote fair competition through quotations and tenders.

1.2.4.2. How does the school secure efficient and effective services?

1.2.4.3. Are services of appropriate quality and are they economical?

## **2. The Governors Approach**

2.1. The governors and school staff will apply the principles of best value when making decisions about the:

2.1.1. Allocation of resources to best promote the aims and values of the school.

2.1.2. Targeting of resources to best improve standards and the quality of provision.

2.1.3. Use of resources to best support the various educational needs of all pupils.

## **2.2. The governors and school staff, will:**

2.2.1. Make comparisons with other/similar academies using data provided by the Government, e.g. RAISE, quality of teaching & learning, levels of expenditure.

2.2.2. Challenge proposals, examining them for effectiveness, efficiency, and cost, e.g. setting of annual pupil achievement targets.

2.2.3. Require suppliers to compete on grounds of cost, quality and suitability of service, product and backup, e.g. provision of computer suite, redecoration.

**This will apply in particular to:**

Staffing

Use of premises and resources

Quality of teaching and learning

Purchasing

Student's welfare

Health and safety.

## **2.3. Governors and school staff will not waste time and resources:**

2.3.1. investigating minor areas where few improvements can be achieved.

2.3.2. to make minor savings in costs.

2.3.3. by seeking tenders for minor supplies and services.

**2.4. The pursuit of minor improvements or savings is not cost effective if the administration involves substantial time or costs. Time wasted on minor improvements or savings can also distract management from more important or valuable areas.**

## **2.5. Governors and school staff will:**

2.5.1. Staffing - deploy staff to provide best value in terms of quality of teaching, quality of learning, adult to pupil ratio and curriculum management.

2.5.2. Use of Premises - consider the allocation and use of teaching areas, support areas and communal areas; to provide the best environment for teaching & learning, for support services, and for communal access to central resources, e.g. the library.

2.5.3. Use of Resources - deploy equipment, materials and services to provide pupils and staff with resources which support quality of teaching and quality of learning.

2.5.4. Teaching - review the quality of curriculum provision and quality of teaching, to provide parents and pupils with a balanced and broadly based curriculum which satisfies the requirements of section 78 of the Education Act 2002, the LA Agreed RE Syllabus, and the needs of pupils of different abilities; and which builds on previous learning and has high expectations of achievement. Personal, social, health and economic education (PSHE) should also be included, drawing on good practice. Teachers must take account of the needs of pupils whose first language is not English.

2.5.5. Learning - review the quality of pupils' learning, by cohort, class and group, to provide teaching which enables children to achieve nationally expected progress, e.g. monitoring progress against annual pupil achievement targets.

2.5.6. Purchasing - develop procedures for assessing need and obtaining goods and services which provide "best value" in terms of suitability, efficiency, time, and cost. Measures already in place include:

Competitive tendering procedures (e.g. for goods and services above £50,000).

Utilising supplier frameworks offered through the Crown Commercial Services as recommended by the DfE for which competitive quotations are not required.

Procedures for accepting competitive quotes based on suitability for purpose and quality of workmanship, between £3,001-£49,999.

Procedures which minimise office time by the purchase of goods or services under £3,000 direct from known, reliable suppliers (e.g. stationery, small equipment).

2.5.7. Staff and Pupils' Welfare - review the quality of the academy environment and the school ethos, to provide a supportive environment conducive to learning and recreation.

2.5.8. Health & Safety - review the quality of the school environment and equipment, carrying out risk assessments where appropriate, to provide a safe working environment for pupils, staff and

visitors.

### **3. Monitoring**

**3.1. These areas will be monitored for best value by:**

3.1.1. In-house monitoring by the Headteacher and SBM

3.1.2. Termly target setting meetings between the Headteacher and SBM

3.1.3. Annual Performance Management of all staff

3.1.4. Annual Budget Planning

3.1.5. Headteacher monthly financial review

3.1.6. Regular meetings to review and monitor the budget and report to the Finance, Risk and Audit committee.

3.1.7. Analysis of pupil performance data, e.g. SATs results, standardised test results against all

academies and similar LA schools

3.1.8. Benchmark data for all academies and LA schools and analyse the results

3.1.9. Analysis of DfE pupil performance data, e.g. RAISE

3.1.10. Ofsted Inspection reports

3.1.11. Governors termly classroom observations

3.1.12. Schools full termly meetings

3.1.14. Annual Finance Review carried out by the Full Governing Body

3.1.15. SATs Target Setting Meeting to be coordinated by the Headteacher and Full Governing

Body.

3.1.16. Annual School Development Plan written by the Headteacher and confirmed with the Full Governing Body.

**3.2. The Governing Body will:**

3.2.1. Review the “Best Value” statement annually and discuss how “Best Value” principles are applied within the school.

3.2.2. Maintain a complete asset register.