

BOWDEN HOUSE SCHOOL

BEST VALUE STATEMENT

The Governing Body of Bowden House School is accountable for the means in which the school's resources are allocated to meet the objectives set out in the School Improvement Plan. Governors aim to secure the best possible outcome for students using the most efficient and effective method(s) ensuring that this is at a reasonable cost. Where applicable, the Governors will apply the four principles of Best Value, to secure continuous improvement in the raising of standards of attainment through effective leadership and management and therefore improve the school's achievements and services to its students.

Best Value

CHALLENGE	Regularly review the functions of the school; challenging how and why services are provided and setting targets and performance indicators for improvement
COMPARE	Monitor outcomes and compare performance within the school and similar schools, where possible
CONSULT	Seek the views of parents/carers and students about the education and care provided by the school; to consult with them on the development of policies or major changes in the use of resources which may affect the teaching and learning opportunities provided
COMPETE	Promote fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way

The Governors of Bowden House School will apply the principles of Best Value in the following areas:

Staffing	Staff will be deployed to provide best value in terms of quality of teaching; quality of learning; curriculum management; quality of care and appropriate adult:student ratio to meet the needs of students in a residential setting
Premises	Consider the allocation and use of teaching rooms; domestic areas and the communal and residential/care settings of the school to provide a safe/effective environment for teaching, learning and living
Resources	To deploy equipment, materials and services to provide students and staff with resources which support quality of teaching and learning. Appropriate resources for activities and leisure pursuits that meet the needs of students in a residential setting
Teaching	Review the quality of curriculum provision and quality of teaching to provide parents/carers and students with a curriculum which meets the requirements of the National Curriculum, National Strategies, e.g. literacy, numeracy, etc and the needs of students which builds on previous learning and has high expectations of achievement
Learning	The quality of students' learning by cohort, class and group to provide teaching which enables them to achieve progress in all Key Stages
Purchasing	Procedures will be developed for assessing need and obtaining goods and services which provide "Best Value" in terms of suitability, efficiency, time and cost.
Staff and Student Welfare	The quality of the school environment and the school ethos will be reviewed in order to provide a supportive environment conducive to teaching, learning recreation and care provision.
Health & Safety	The school environment and equipment will be reviewed on a regular basis with Risk Assessments, Standard 20 Inspections in order to provide a safe, working environment for students, staff and visitors

Monitoring

The above areas will be monitored for "Best Value" by a variety of means including:

1. Governors and the Senior Leadership Team through the setting and review of:

- The school's Development Plan
 - Self Evaluation Form
 - Annual Budget
2. Governors and the Senior Leadership Team through their recorded action to external inspection reports from Ofsted, the Local Authority (Education & Partnerships; Children's Social Care; H & S, etc) Risk Assessments, etc
 3. Governors through their full and committee meetings, visits, observations, etc and the Headteacher's Performance Management process
 4. Senior Leadership Team through the use of Performance Management for all staff, including termly review meetings that include assessment and setting of targets
 5. Senior Leadership Team through their analysis and response to a range of local and national data, results and bench-marking information, e.g. PSED, SATs, GCSE, Entry Level, etc as appropriate to a special, residential school
 6. Senior Leadership Team through the on-going monitoring of standards, e.g. lesson observations, financial integrity, standards of care (Standard 20 Inspection), Health & Safety Policy, etc.

This Best Value Statement will be reviewed on an annual basis to take account of:

- changes to the school environment
- advice from the Local Authority and its officers
- national legislation and proposals

This Policy is based upon the London Borough of Tower Hamlets Best Value Statement but has been adapted to reflect the requirements and circumstances of a residential school.

September 2009

Reviewed and agreed 08 October 2012 & 07 July 2014

Reviewed November 2016

Reviewed and up-dated March 2019

School: Bowden House

Policy: Best Value Statement

Agreed: Spring Term 2019

Responsibility: Governing Body

Review Date: Spring Term 2020

Signed by:
Chair of Governors

Date: