



**Federation of
Westminster Special Schools
& Bi-Borough Inclusion Service**

FEDERATION BEST VALUE STATEMENT

Approved by Full Governing Board: February 2025

Review due: February 2026

FEDERATION VALUE STATEMENT

Introduction

The Governing Board is accountable for the way in which the Federation's resources are allocated to meet the objectives set out in the Federation and school development plans. Governors need to secure the best possible outcome for children and young people (CYP), in the most efficient and effective way, at a reasonable cost. This will lead to continuous improvement in the Federation's achievements and services

What Is Best Value?

Governors will apply the four principles of best value:

- Challenge - Is the Federation and the individual school's performance and that of the Bi-Borough Inclusion Service high enough? Why and how is a service provided? Do we still need it? Can it be delivered differently? What do parents want?
- Compare - How does the individual school CYP performance and financial performance compare – Careful work is needed to identify similar schools to College Park and QEII as a more subtle and complex process and a different task to mainstream schools. Use can be made of Challenge Partners, Equals to aid suitable comparison schools.
- Consult - How does the school seek the views of stakeholders about the services the Federation provides?
- Compete - How does the school secure efficient and effective services? Are services of appropriate quality, economic?

The Governing Board Approach

The Governing Board will apply the principles of best value when making decisions about:

- the allocation of resources to best promote the aims and values of the Federation and those of the individual schools.
- the targeting of resources to best improve standards and the quality of provision.
- the use of resources to best support the various educational needs of all CYP.

Governors, and the Federation/School leaders will:

- make comparisons with **confirmed** similar schools levels of expenditure
- challenge proposals, examining them for effectiveness, efficiency, and cost.
- require suppliers to compete on grounds of cost, and quality/suitability of services/products/backup, e.g. redecoration etc
- consult individuals and organisations on quality/suitability of service we provide to parents and CYP and services we receive from providers.

This will apply in particular to:

- staffing

- use of premises • use of resources
- health and safety.

Governors and Federation/School Leaders:

- will not waste time and resources on investigating minor areas where few improvements can be achieved
- will not waste time and resources to make minor savings in costs
- will not waste time and resources by seeking tenders for minor supplies and services. 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.

Staffing

Governors and Federation/School Leaders will deploy staff to provide best value in terms of quality of teaching, quality of learning, safe and appropriate adult-CYP ratio, and curriculum management.

Use of Premises

Governors and Federation/School Leaders will 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, school hall etc.

Use of Resources

Governors and Federation/School Leaders will deploy equipment, materials and services to provide CYP and staff with resources which support quality of teaching and quality of learning.

Teaching

Governors and Federation/School Leaders will review the quality of curriculum provision and quality of teaching, to provide parents and CYP with:

- a curriculum which meets children and young people's individual learning and support needs as set out in their Education, Health & Care Plans and in each school's curriculum documentation.
- teaching which builds on previous learning and has high expectations of CYP's achievement.

Learning

Governors and Federation/School Leaders will review progress made by individual children & young people as related to their Education, Health & Care Plan and school curriculum documentation.

Purchasing

Governors and Federation/School Leaders will 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:

Purchases below £10,000 signed off and approved by School Headteacher/Head of BIS.

Purchases between £10,000 and under £100,000 3 written quotes are obtained

Procedures for accepting “best value” quotes, which are not necessarily the cheapest (e.g. suitability for purpose and quality of workmanship) |

Governors and Federation/School Leaders will review the quality of each school environment and ethos, in order to provide a supportive environment conducive to learning and recreation.

The Finance Manual contains more detailed instructions in this area including when an Invitation to Tender must be made.

Health & Safety

Governors and Federation/School Leaders will review the quality of the school environment and equipment, carrying out risk assessments where appropriate, in order to provide a safe working environment for CYP, staff and visitors. The Federation has appointed two Link Governors in this area.

Monitoring

These areas will be monitored for best value by:

1. In-house monitoring by each School Headteacher and Head of BIS and curriculum managers, e.g. classroom practice, use of resources, work sampling
2. Annual Performance Management
3. Annual Budget Planning
4. Head Teacher’s monthly budget monitoring meetings
5. Close liaison between key officers within City of Westminster and the Federation
6. Analysis of school performance data with evidence of the progress of children & young people in relation to their EHCPs and outcomes.
7. Analysis of LA financial data, e.g. FMS reports, against bench mark data for all similar special schools. (This needs care as many special schools are not actually similar when the situation is investigated).
8. Governors’ termly classroom observations
9. Governors’ full termly meetings
10. Governors’ Annual Finance Review and six monitoring meetings a year
11. Governors’ Annual Development Plan Meeting
12. Governors’ Annual Report to Parents