Quality Assurance Policy

**Version 2.0**

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| **Target Audience:** | All Staff |
| **Related Documents/References** | CPD Policy |

1. **AIM**

To ensure a coherent, comprehensive and efficient quality assurance cycle that underpins all school planning and supports classroom teachers, middle leaders, senior leaders and the Local Authority in achieving a consistently high standard performance in all areas of school life.

**Key principles:**

We have developed our quality assurance cycle so that it is:

* + comprehensive, consistent and accurate;
	+ efficient, transparent and understood by range of audiences;
	+ based on effective and sensible use of evidence;

Furthermore that it:

* + evaluates performance around all aspects of the quality of education in schools
	+ is not onerous and does not significantly increase workload
	+ shares responsibility among all teaching staff;

And above all it:

* + leads to actions that improve outcomes for all students.

**Outcomes:**

Self-evaluation is an ongoing cycle that is inseparable from school planning and performance management; it is summarised in a Self-Evaluation Summary document, in the report to the Executive Headteacher and in the reports to Local Authority.

Middle and senior leaders are secure in their judgements of all aspects of school performance, including the areas defined in the Ofsted Framework for Inspection.

Judgements of performance draw on a wide range of evidence; they are robust, well-documented and consistent across all subjects and areas of school; they provide evidence for tackling underperformance and underachievement.

Quality assurance identifies and celebrates a wide range of achievements of both students and staff.

1. **INTRODUCTION**

This document describes the quality assurance processes, outcomes and actions that are used in the school’s annual cycle of monitoring and review, the summary of which underpins the judgements in the Self Evaluation Document (SED) for each campus . There is a monitoring and reporting cycle and each campus has a school improvement plan.

Each SED will be updated as necessary, to reflect an up-to-date view of the school and the judgements made in it will inform whole school and subject planning, individual performance management and whole school and individual training priorities.

The executive Headteacher has oversight of the performance of each campus and the Local Authority, where applicable, has a more detailed understanding of the strengths and areas for development for the school.

1. **PROCESSES AND METHODS**

The following practices specify how quality assurance will take place and each has a recording and checking procedure that will build into a body of evidence to support the school’s judgements in the SED. The list is followed by individual descriptions that detail the process, the expectations of the staff involved and the responsibility for ensuring the rigour and effectiveness of the process.

Overall Processes

* Key Performance Indicators (KPIs)
* Director of Quality of Education Report
* School Development Plan
* School Reviews

School Processes

* School performance data
* Self-Evaluation Summary (SES)
* ELT performance analysis meetings
* Termly Achievement Report
* Quality of Education Summary
* Presentation to LA
* Line management meetings
* Learning walks
* Work sample
* Classroom observations (NQTs, subject or staff monitoring)
* Performance development (PD)
* Parent and carer voice
* Student voice

The Executive Headteacher with the Executive Leadership Team, will produce an annual monitoring & evaluation plan and calendar with key responsibilities and dates.

# OVERALL PROCESSES

 **KPIs**

Sets of key data about each campus’s performance are collated 6 times each year. The purpose of the KPI document is to enable the ELT to monitor the comparative performance of each campus across a range of measures. This provides early warning of any interventions that may be required across the school that have not been identified through other processes of monitoring and evaluation. KPIs are reported to the Executive Headteacher

. The ELT can monitor KPIs daily, weekly or at any given interval through Arbor.

# Quality of Education Report

Following the collection of KPIs, the Executive Headteacher meets with the ELT to scrutinise the data. The Director for Q of E RAG rates each area.

# Director of Education Visits

Visits will typically take one day. The purposes of the visits are to scrutinise data, review the school improvement plan, meet staff, review and agree support and undertake any other QA activity the ELT deems relevant.

# School Development Plan

This is a plan that indicates the long-term priorities for the school identified as a result of internal and external monitoring and national and regional developments. Broad development themes are decided at executive management levels and objectives are produced by members of those teams reflecting their individual responsibilities. The Director for Quality of Education has responsibility for the implementation and review of the plan.

The Development Plan will be reviewed at ELT meetings, with updates on actions and impacts. At the end of each year new objectives may be set and any still on going from the previous plan will be carried forward or subsumed in the new objectives.

# SCHOOL PROCESSES

**School Performance Data**

Sets of key data about each school’s performance are collated following each data collection and a data analysis is produced. The purpose of the data analysis is to enable the ELT to identify trends in achievement, teaching, behaviour, attendance and punctuality by comparing data to similar periods in previous years. This provides early warning of any interventions that may be required that have not been identified through other processes of monitoring and evaluation.

# Executive Leadership Team Monitoring and Evaluation

Regular scrutiny of all aspects of the school is carried out by ELT through regular reports and presentations to the school. The report analyses all areas of school performance and summarises evidence from all quality assurance processes. ELT also monitor performance through subject presentations and through the work done for Child Protection, Looked After Children, Pupil Premium, SEN and Inclusion and monitoring and evaluation.

# Self-Evaluation Document

The SED is the single central document that summarises evidence from all monitoring and evaluation processes and provides a judgement on the school’s performance in terms of quality of education, behaviour and attitudes, personal development and leadership and management. The judgements made in it inform whole school and subject planning and whole school training priorities.

# ELT Performance Analysis Meetings

Performance Analysis Meetings take place four times each year, once following the summer results and three times following each data collection. The relevant ELT members compile a package of documentation that consists of performance dashboards, a data spread sheet and analysis of attainment and progress in subjects in each year group.

The Performance Analysis Meeting is a single item extended meeting focussed on raising achievement, developing teaching and improving behaviour. A range of actions and responsibilities for those actions is agreed at the meeting and the outcomes and actions are shared with the subject leaders. Immediately following the Performance Analysis Meeting, the SED is updated by the Director for Quality of Education.

# School Development/Improvement Plan and Department Development Plans

This is a 3-year plan that indicates the long-term priorities for the school identified as a result of internal and external monitoring and national and regional developments.

It is essential that trust, school and subject-level planning makes effective use of evidence of what is likely to have the greatest impact. All senior leaders are trained on the use of evidence and effective implementation and leaders are encouraged to use the logic model for planning. School Development Plans and Department Development Plans should be as concise as possible and must take account of the need to reduce the workload of all staff.

Progress against the SDP/SIP is reviewed 3 times per year by a school’s ELT in the first instance and review dates for each development theme are planned at the start of each academic year. Following each review, the ELT meet with the Executive Headteacher to review progress and significant updates are shared. At the end of each year new objectives may be set and any still on going from the previous plan will be carried forward or subsumed in the new objectives.

# Autumn Achievement Report

Immediately following the summer exam results, subject teachers analyse the results of all the Year 11 classes they taught and produce a concise report that is submitted to Teaching and Learning Lead.

Subject teachers use these and their own analysis to write a detailed report on achievement (attainment and progress) in their subjects. This is completed by the end of week 2 of autumn term and is discussed in a formal meeting with the Teaching and Learning Lead. The outcomes of the AAR and formal meeting contribute to the School Development Plan.

# Quality of Education Summary

The Quality of Education Summary document highlights strengths and areas for development in each department based on quality assurance and data analysis. It is a live document which is updated as QA processes take place and is submitted to the Executive Headteacher no later than 2 weeks following the data collection. The QES is the main agenda item of the following line management meeting and is used to update the SDP/SIP.

# Line Management Meetings

All leaders meet staff who they line manage on a regular basis to support them in their duties and responsibilities and to ascertain that those sections of the SIP/SDP for which they are responsible are proceeding as expected and on target. The outcomes of these meetings are communicated through the meeting cycle to the Quality of Education Director. The frequency of these meetings may vary but are likely to be weekly for members of ELT and every three weeks for other leaders. Other line management meetings, such as links with associate staff, may occur on a half-termly basis. Records of discussions at LM meetings should be concise and capture the main actions arising from the meeting but should not be onerous to complete or read.

# Learning Walks

Leaders undertake learning walks regularly and focus on a specific area of teaching and learning. The findings are shared with subject leaders and teaching colleagues. In addition, subject specialists carry out learning walks in their subject areas. The evidence from these learning walks are shared with colleagues in departments, summarised in the Quality of Education Summary document and inform subject specific CPD. Patterns of strengths and causes for concern are shared with the Headteacher and, where necessary, the proprietor.

# Work Sample

Students’ books and folders are sampled to collect evidence of achievement, quality of teaching and learning, behaviour of students and quality of leadership and management.

Books are sampled by leaders with two different purposes. Marking checks focus on consistency of marking and feedback; work sampling looks at progress, challenge, inclusion and impact of feedback. This element of the book sample will be completed by a subject specialist and designed to identify strengths and areas of development for staff and departments linked to curriculum implementation. Additional learning conversations are conducted at subject leader level with groups of students and focus on progress, attitudes to learning, challenge, sufficiency and assessment. Findings will be shared during curriculum development time and provide opportunity for discussion and celebrated practice.

# Classroom observations

Observations are crucial in forming an accurate picture of teaching and learning through a focussed objective. Senior leaders regularly undergo training and review their practice to ensure they are consistent in their conversations and feedback to staff.

Every teacher will be observed as part of their professional development and linked to school and department priorities for curriculum implementation. Observations are not graded and will form part of the dialogue between senior leaders, subject leaders and teachers to drive personal development and support the learning of students in every classroom. Where a colleague is an NQT, as part of a thematic or subject review or where support has been put in place as a result of concern about standards through other forms of monitoring or at the request of the teacher, more regular observations can be expected.

# Curriculum Development Time

Designated time within departments will be used to review and reflect current areas of strength and areas of development linked to specific priorities within the department. Trust and school priorities will be shared, and subjects will have the opportunity to work collaboratively to plan, share and design curriculum aspects with a key focus on improving the outcomes of all students through better subject specific knowledge and pedagogy. Where appropriate agendas may be set through trust, school or subject leads to ensure consistency and high impact development for all colleagues in every department.

# Performance Development

All teaching staff undergo a process of performance development annually in line with the school Performance Management policy. Most teaching staff will set only one goal for the year and this should be set around using evidence effectively to improve teaching.

# Parent & Carer voice

A wide range of formal and informal methods is used to evaluate parental views including formal surveys, Ofsted’s Parent View site, email contact and Head of School surgeries. Each school undertakes a Parent View style questionnaire at each parents’ evening. The results of these questionnaires are shared with ELT, the proprietor and the Local Authority.

# Student Voice

The views of students are collated from a range of activities involving students both directly and indirectly.