Quality Assurance Policy

Approved by:	Terence Breen
Date:	October 2026
Next review due :	October 2027

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 of 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 a 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
- It 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 document, in a report to the Headteacher and in reports to the Local Authority where applicable.

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.

INTRODUCTION

This document describes the quality assurance processes, outcomes and actions that are used in the school's annual cycle of monitoring, evaluating and reviewing, the summary of which underpins the judgements in the Self Evaluation Form (SEF).

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

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 SEF. 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.

Processes:

- Quality of Education Report
- School Development Plan
- School Reviews
- School performance data
- Self – Evaluation
- Line management meetings
- Learning Walks
- Book Scrutiny
- Classroom observations (ECTs, subject or staff monitoring)
- Performance development
- Parent and carer voice
- Student voice

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

School Performance Data

Sets of key data about the 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 and attendance and compare the data to previous years. This provides early warning of any interventions that may be required and that have not been identified through any 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 meeting and reports. ELT analyse all areas of school performance and summarises evidence from all quality assurance processes. ELT also monitor the work done for Child Protection, Child In Care, Pupil Premium, SEND and Inclusion.

Self – Evaluation Form

The SEF 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 training opportunities.

ELT Performance Analysis Meetings

Performance Analysis meetings take place four times each year, once following the summer results and three times following each report and data collection. The relevant ELT members compile a package of documentation that consists of performance dashboards, a data spread sheet and an analysis of attainment and progress. Immediately after each Performance Analysis Meeting, the SEF is updated by the ELT.

School Development Plan

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

Progress against the SDP is reviewed 3 times per year by ELT and review dates for each development review planned at the beginning of the academic year. At the end of each

year new objectives may be set and any still ongoing 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 their Year 11 classes they taught and produce a concise report that is submitted to the DHT.

The outcomes of the AAR are discussed and contribute to the SDP.

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 SDP for which they are responsible are proceeding as expected. Records of LM meetings should be concise and capture the main actions arising from the meeting and 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 teachers. In addition, subject specialists carry our learning walks in their subject areas. The evidence from these learning walks is used to inform CPD. Patterns of strengths and causes for concern are shared with the Headteacher.

Book Scrutiny

Books are sampled to collect evidence of achievement, quality of teaching and learning, behaviour and the 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 the impact of feedback. Finding will be shared during curriculum development time and Line Management Meetings providing an opportunity for discussion and celebrated practice.

Classroom Observations

Observations are important in forming an accurate picture if teaching and learning through a focussed objective. Leaders undergo training and review their practice to ensure they are consistent in their conversations and feedback to staff.

Every teacher will be observed at least once as part of their professional development and linked to school priorities for curriculum implementation. Observations are not graded and will form part of the dialogue between senior leaders and teachers to drive professional development and support the learning of students in every classroom. Where a colleague is an ECT, more frequent 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. School priorities will be shared and subject staff will have the opportunity to work collaboratively to plan, share and design their curriculum with the key focus on improving outcomes for student through better subject knowledge and pedagogy.

Performance Development

All teaching staff undergo a process of performance development annually in line with the School Performance policy.

Parent and Carer Voice

A wide range of formal and informal methods is used to evaluate parental views including formal surveys, OFSTED's Parent View site, e mail contact and Parents Evenings.

Student Voice

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