Quality Assurance Policy - Secondary

Version 2.3

Important: Important: This document can only be considered valid when viewed on the Trust website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online. **Name and Title of Author:**	Scott Ratheram, Executive Principal
Name of Responsible Committee/Individual:	Board of Trustees
Implementation Date:	October 2019
Review Date:	September 2021
Target Audience:	All Staff, Students and Parents/Carers
Related Documents/References	

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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, Local Governors and Trustees in achieving consistently outstanding performance in all areas of school life across all trust schools.

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 CEO's reports to Trustees and Heads of Schools' reports to Local Governors.

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.

2. INTRODUCTION

This document describes the quality assurance processes, outcomes and actions that are used in the trust and its schools' annual cycles of review, the summary of which underpins the judgements in each school's Self Evaluation Summary (SES). There is a trust-wide monitoring and reporting cycle and each school has a school improvement entitlement which is dependent on a school's capacity for self-improvement and for contributing to the improvement of other schools.

Each school's SES 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.

Trustees have oversight of the performance of each school and Local Governing Bodies have more detailed understanding of the strengths and areas for development for individual school.

3. 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 SES. 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.

Trust Processes

- Trust Key Performance Indicators (KPIs)
- Chief Executive Officer's Report to Trustees
- CEO Visits
- Core School Information (CSI)
- Trust Development Plan
- Improvement Partner Visits
- Trust Reviews

School Processes

- School performance data
- Head of School Report to Governors
- Self-Evaluation Summary (SES)
- SLT performance analysis meetings
- Autumn Achievement Report (AAR)
- Quality of Education Summary
- Presentation to Governors
- Line management meetings
- Zoning
- Learning walks
- Work sample
- Classroom observations (NQTs, subject or staff monitoring)
- Floodlighting/Spotlighting
- Performance development (PD)
- Parent and carer voice
- Student voice

The CEO, with the Executive Principal and Heads of School, will produce an annual monitoring & evaluation plan and calendar with key responsibilities and dates.

TRUST PROCESSES

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

Officer's Report to Trustees. The CEO, Executive Principal, Heads of School and Central Trust Team can monitor KPIs daily, weekly or at any given interval through SIMS School View.

Chief Executive Officer's Report to Trustees
Following the collection of Trust KPIs, The CEO meets with the Head of School to scrutinise the data. The CEO RAG rates each area and reports to Trustees.

CEO Visits
The CEO undertakes three formal QA visits per year to each school. Visits will typically take half a day. The purposes of the visits are to scrutinise data, review the school improvement plan, meet staff, review and agree trust support and undertake any other QA activity the CEO or Head of School deems relevant.

Core School Information
Every week, each school produces a CSI sheet with key information from that week. The Head of School analyses the data and highlights key issues and immediate actions required. The CSI sheet is submitted to the CEO and is scrutinised by the trust team. The CSI is used to identify any emerging issues and to ensure trust capacity is focused in the right areas.

Trust Development Plan
This is a plan that indicates the long-term priorities for the trust identified as a result of internal and external monitoring and national and regional developments. Broad development themes are decided at trust team and executive board levels and objectives are produced by members of those teams reflecting their individual responsibilities. The CEO has responsibility for the implementation and review of the plan.

The Trust Development Plan will be reviewed at Trustees' 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.

Improvement Partner
The trust has an Improvement Partner for each phase – primary and secondary. The Improvement Partner is external to the trust and is an NLE or LLE. The Improvement Partner undertakes a minimum of one visit each year to each school in the autumn term. The purpose of the visit is to scrutinise performance data from end of key stage exams, to review draft School Improvement Plans and to provide support and challenge to the Head of School.

SCHOOL PROCESSES

School Performance Data
Sets of key data about each school's performance are collated following each data collection and a data pack is produced. The purpose of the data pack is to enable the SLT 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.

Head of School Report and Governors' Monitoring and Evaluation

Regular scrutiny of all aspects of the school is carried out by local governors through regular reports, presentations and link visits to the school. These are ratified in full governors' meetings four times per year. Governors also receive a Head of School Report four times each year. The report analyses all areas of school performance and summarises evidence from all quality assurance processes. Governors also monitor performance through subject presentations to Governors and through the work of designated governors for Child Protection, Looked After Children, Pupil Premium, SEN and Inclusion and monitoring and evaluation (and sixth form where relevant).

Self-Evaluation Summary

The SES 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.

SLT 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 SLT member and the Data Manager 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. SISRA is available at these meeting to interrogate data further.

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' forum. Immediately following the Performance Analysis Meeting, the SES is updated and the Head of School writes their report for Governors.

School Development 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. Common priorities across a school or group of schools may be decided at trust or SLT levels

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 is reviewed 3 times per year by a school's SLT in the first instance and review dates for each development theme are planned at the start of each academic year and is common in each Trust school. Following each review, the Head of School (or Executive Principal) meets with the CEO to review progress and significant updates are shared at the next trust team meeting. At each Local Governing Body meeting, review of the SIP is a standard agenda item. 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.

Each subject area has its own Department Development Plan. The DDP is reviewed by the subject leader and SLT link using the same timescales as review of the SDP.

Autumn Achievement Report
Immediately following the summer exam results, subject teachers analyse the results of all the Year 11 and 13 classes they taught and produce a concise report that is submitted to the subject leader.

Subject leaders 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 Head of School (and the SLT link for that subject). The outcomes of the AAR and formal meeting form basis of the Department Development Plan (DDP). The DDP will indicate the priorities for the subject under the same broad development themes as the School Development Plan. The DDP is submitted to the SLT link and the Head of School and is shared with teachers within the department. This work is completed by the final day of the first half term.

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 SLT link and the Head of School 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 DIP. Subject leaders are not required to complete additional raising achievement plans outside the QES

Presentation to Governors
Subject leaders periodically present their monitoring and evaluation analysis to governors in the form of a Subject Review. The Subject Review will be made up of Quality of Education information, DIP and an executive summary. Subject leaders are not required to complete lengthy additional documentation or presentations. Following autumn results analysis, governors may select one subject per term to present a subject review to the LGB throughout the year. Following each SLT Performance Analysis Meeting, the SLT may select up to 2 subjects to present a subject review to SLT. Where serious concerns about performance arise the SLT may direct an Extended Subject Review consisting of lesson observations, learning walks, interviews and book samples.

Line Management Meetings
All middle and senior 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 and DIPs 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 Head of School. The frequency of these meetings may vary but are likely to be weekly for members of SLT and every three weeks for middle 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.

Zoning

SLT and middle leaders carry out zoning throughout the week on a rota basis to support teaching staff and student services, particularly where there has been an identified cause for concern. The focus of zoning is agreed by SLT and may be communicated to staff. It varies according to circumstances and need, but may include a review of behaviour, uniform, individual year groups or classes, subject areas and student movement thus giving a *snapshot* at particular points in the term and in the school week. Zoning also plays a crucial role in guaranteeing a high profile of SLT around school and supporting student progress and learning. The findings of zonings are recorded centrally and are reviewed weekly by the SLT. Statistics and patterns of causes for concern are shared with Local Governing Bodies as part of the Head of School Report.

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 Local Governing Bodies as part of the Head of School Report.

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.

Floodlighting/Spotlighting

Periodically leaders will conduct floodlighting activities to gather evidence to review a particular aspect of provision. The focus of the floodlighting will be shared with staff in advance and will consist of a combination of lesson visits, work samples and student voice. Feedback will be shared with staff as a group. As a follow up to this, an individually recorded learning walk or work sample will be used as a spotlighting activity to re-visit areas for development or particular strengths. The floodlighting and spotlighting will inform subject specific CPD in Curriculum Development Time.

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 trust appraisal policy. Most teaching staff will set only one goal for the year and this should be set around using evidence effectively to improve teaching. Subject leaders may set two goals.

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 SLTs, Local Governing Bodies and the trust team.

Student Voice

The views of students are collated from a range of activities involving students both directly and indirectly. Each school's students' council has a system to record and report back to SLT and governors and student leaders attend governors' meetings where appropriate.

Quality Assurance Calendar 2020-21

Subjects to present Subject Reviews to Boards or SLT will be selected by Boards or SLT following summer results and reviewed after each data collection.

Monitoring Outcome	Deadline
~~Subject Teacher Exams Analysis by class~~	~~Monday 2 September~~
~~Autumn Achievement Reports~~	~~Friday 13 September~~
Draft School Development Plan finalised	Friday 2 October
Trust KPI 1 (09.09.20 – 16.10.20)	Friday 16 October
Department Development Plans finalised	Friday 16 October
School Data Collection 1a: Years 11 & 13	Monday 2 November
School Data Collection 1a: Subject Leader checking deadline	Monday 9 November
School Data Collection 1b: Years 7 – 10 & 12	Monday 30 November
Trust KPI 2 (19.10.20 – 04.12.20)	Friday 4 December
School Data Collection 1b: Subject Leader checking deadline	Monday 7 December
Quality of Education and DDP Update 1	Monday 11 January
Trust KPI 3 (07.12.20 – 29.01.21)	Friday 29 January
Year 11 Mock data deadline	Monday 1 February
School Data Collection 2a: Year 12	Monday 22 February
School Data Collection 2a: Subject Leader checking deadline	Monday 1 March
Year 13 Mock data deadline	Monday 1 March
School Data Collection 2b: Year 11	Monday 8 March
School Data Collection 2b: Subject Leader checking deadline	Monday 15 March
Trust KPI 4 (01.02.21 – 19.03.21)	Friday 19 March
Quality of Education and DDP Update 2	Monday 12 April
Trust KPI 5 (22.03.21 – 14.05.21)	Friday 14 May
School Data Collection 2c: Years 7 – 10	Monday 21 June
School Data Collection 2c: Subject Leader checking deadline	Monday 28 June
Trust KPI 6 (17.05.21 – 02.07.21)	Friday 2 July
Quality of Education and DDP Update 3	Monday 12 July
Year 12 Mock data deadline	Wednesday 14 July
Trust Annual KPI (09.09.20 – 16.07.21)	Friday 16 July