



Quality Assurance Policy - Primary

Version 2.3

<p>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.</p> <p>Name and Title of Author:</p>	<p>Ian Clennan, School Improvement Advisor</p>
<p>Name of Responsible Committee/Individual:</p>	<p>Board of Trustees</p>
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<p>Target Audience:</p>	<p>All Staff, Pupils and Parents/Carers</p>
<p>Related Documents/References</p>	<p>Individual schools' policy suites, including policies and procedures relating to:</p> <ul style="list-style-type: none"> - Assessment and Reporting - Curriculum - Teaching and Learning - Feedback

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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, school 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 pupils.

Outcomes:

Self-evaluation is an ongoing cycle that is inseparable from school planning and performance management; it is summarised in a Self-Evaluation Summary (SES) document, in the CEO's reports to Trustees and Headteacher's Report to Local Governors.

School leaders are secure in their judgements of all aspects of school performance, including the areas defined in the Ofsted Framework for Inspection. Leaders use the Inspection Data Summary Report (IDSR) to analyse any strengths and areas for development.

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 pupils 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
- Inspection Data Summary Report
- Headteacher Report to Governors
- Self-Evaluation Summary (SES)
- Quality of Education Summary documentation
- Presentation to Governors
- Work sample
- Classroom observations (for example, Early Careers Teachers)
- Floodlighting/Spotlighting
- Staff Development Time
- Performance development (PD)
- Parent and carer voice
- Pupil voice

The CEO, with the Executive Principal and Headteacher, 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, Headteachers and Central Trust Team can monitor KPIs daily, weekly or at any given interval.

Chief Executive Officer's Report to Trustees

Following the collection of Trust KPIs, The CEO meets with the Headteachers 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 Headteacher deems relevant.

Core School Information

Every week, each school produces a CSI sheet with key information from that week. The Headteacher presents and analysis 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 Development Plans and to provide support and challenge to the Headteacher.

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 set is to enable school leaders 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.

Headteacher 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 Headteacher Report three 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, SEND and Inclusion and monitoring and evaluation.

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 area planning (e.g. subject level) and whole school training priorities.

School Development Plan

This 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 area-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 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 school leaders 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 Headteacher (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 SDP 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.

Quality of Education Summary

The Quality of Education Summary documents highlight strengths and areas for development in each area based on quality assurance and data analysis. It is a live document which is updated as QA processes take place. The QES is the main agenda item of the school leadership meeting.

Presentation to Governors

School 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 and an executive summary. School 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.

Where serious concerns about performance arise, school leaders may direct an Extended Review consisting of lesson observations, learning walks, interviews and book samples.

Learning Walks

Leaders undertake learning walks regularly and focus on a specific area of teaching and learning. The findings are shared with other leaders and teaching colleagues. The evidence from these learning walks is shared with colleagues, summarised in the Quality of Education Summary document and informs specific CPD. Patterns of strengths and causes for concern are shared with Local Governing Bodies as part of the Headteacher Report.

Work Sample

Pupils' books and folders are sampled to collect evidence of achievement, quality of teaching and learning, behaviour of pupils and quality of leadership and management.

Books are sampled by leaders with two different purposes: checks focus on consistency of standards; work sampling looks at progress, challenge, inclusion and impact of feedback. This element of the book sample will be completed by a school leader and designed to identify strengths and areas of development linked to curriculum implementation. Additional learning conversations are conducted, where appropriate, with groups of pupils 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 can be important in improving teaching and learning. School leaders will, where possible, observe with a subject/phase expert to ensure they are consistent in their conversations and feedback to staff.

Observations are not graded and will form part of the dialogue between leaders and teachers to drive personal development and support the learning of pupils in every classroom.

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 pupil 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.

Staff Development Time

Designated time within staff meetings will be used to review and reflect current areas of strength and areas of development linked to specific priorities within the school. Trust and school priorities will be shared, and school staff will have the opportunity to work collaboratively to plan, share and design curriculum aspects with a key focus on improving the outcomes of all pupils through better subject specific knowledge and pedagogy. Where

appropriate agendas may be set through trust, school or middle leaders to ensure consistency and high impact development for all colleagues.

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. 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 Headteacher surgeries. Each school undertakes a Parent View style questionnaire at each parents' evening. The results of these questionnaires are shared with school leaders, Local Governing Bodies and the trust team.

Pupil Voice

The views of pupils are collated from a range of activities involving pupils both directly and indirectly. Each school's pupils' council has a system to record and report back to school leaders and governors. Governors are encouraged to visit school and talk to pupils. In turn, they feedback to the Local Governing Body.

