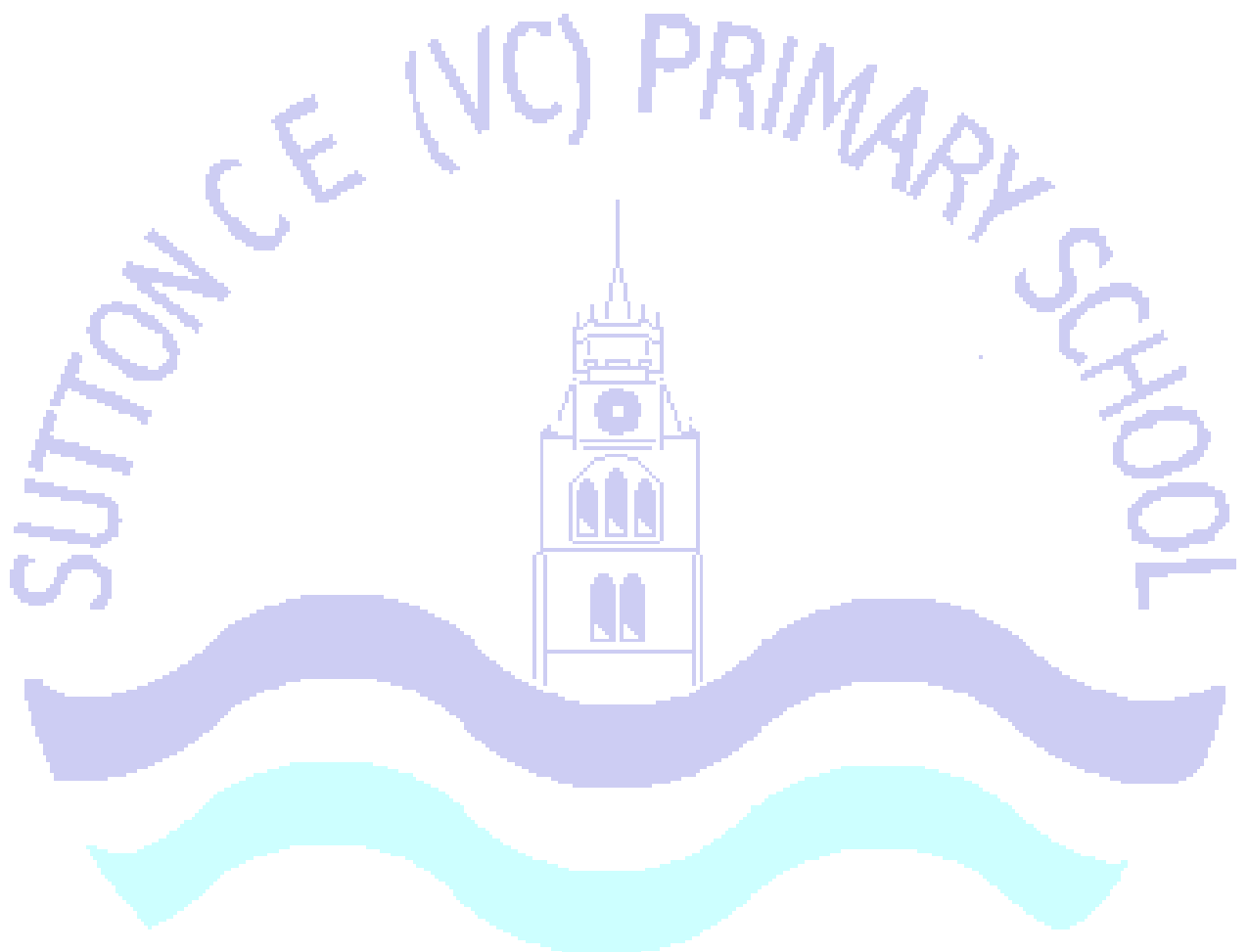




Sutton CE (VC) Primary School

Assurance of Excellence Policy

October 2021



Assurance of Excellence Policy

1. Introduction

This policy has been devised to ensure systems and procedures in school are focussed upon delivering the highest quality education to the children in our care. In formulating this policy, we also seek to ensure the school operates with absolute transparency so that all stakeholders have an insight into how the school seeks to address historical underperformance and instil confidence in the school's efforts to serve the community in which it is situated.

Sutton C of E (VC) Primary School is committed to implementing effective processes of Quality Assurance in order to promote continuous improvement for all pupils, staff and parents. Our processes take full account of national and local priorities and advice.

The school is developing a range of processes for self-evaluation, which measure achievements and allow pupils, staff and parents to identify the strengths and development needs of the school. They also establish our planning priorities. These in turn will inform future priorities and procedures to ensure the school delivers the best possible outcomes for its pupils.

By implementing effective quality assurance procedures we aim to raise standards of attainment and achievement, thereby enabling all children to reach their full potential. To this end a cycle of activities is carried out throughout the school year, which enables staff to translate our policy statement into practice. This is our fundamental purpose as a school and all actions within this policy are based upon our core values:

Excellence: We endeavour to achieve excellence in everything we do

Nurture: We ensure the best possible care, protection and opportunity for both pupils and adults alike.

Respect: We strive to show the highest levels of respect and understanding.

Integrity: We strive to be honest and true in all that we do.

Community: We strive to serve the community and value the contribution of all.

Hope: Developing a sense of joy and peace through opportunity and achievement.

Aims

- The school will ensure that its pupils receive a high standard of education that meets or exceeds the needs and expectations of all.
- The standard of education provided and the methods of its deployment will be consistent and effective throughout the school and have at their core, the values of raising the aspirations and achievements of its pupils.
- The school will provide a coherent structure for monitoring, evaluating and reviewing standards across the school.

Key Processes

In order to fulfil these aims, the following processes are to be adhered to:

- Policy Making and adherence to thereafter
- Self-Evaluation
- Planning for Improvement
- Staff Development
- Leadership
- Effectiveness and deployment of staff with additional responsibilities

2. Processes of self-evaluation

Our self-evaluation processes are effective as a result of the following actions:

- Teaching and non-teaching staff continuously check the effectiveness of their work
- Teaching and non-teaching staff recognise the necessary contribution to such checks by management, Local Governors, Local Authority, HMI etc.
- Self-evaluation is supported by audit sheets, based on the Quality Indicators and themes
- There is systematic coverage of key areas
- An annual broad audit of performance in the key areas is carried out with all staff
- Staff gathers evidence for evaluation from use of/ reference to

- ✓ Pupil attainment
- ✓ Targets
- ✓ Parents' views
- ✓ Pupils' views
- ✓ Views of colleagues or promoted staff
- ✓ National and local authority advice and reports
- ✓ Formal assessment procedures
- ✓ Audit sheets based on the themes of each quality indicator

Monitoring and Evaluation by Senior Leadership Team (SLT):

SLT monitor and evaluate in the following ways:

- Quality of teachers' plans through the use of monitoring sheets
- Staff agrees contents of a focused monitoring classroom practice sheet/format which will identify:
 - ✓ School Improvement Plan
 - ✓ A Quality Indicator or theme of Learning and Teaching focus
 - ✓ Conform to Risk Assessments
 - ✓ List of evidence
 - ✓ Overall comment
 - ✓ Teacher self-evaluation
 - ✓ Agreed next step
- SLT observes staff in classes, study the attainment of their pupils, discuss outcomes and share good practice on an agreed timetabled basis
- Time for dialogue and feedback is given to ensure the effectiveness of all staff
- SLT annually review management remits taking into account the job description, the development needs of the school and individual strengths
- SLT to monitor work in books, planning and teaching in order to raise standards of teaching and encourage consistency of approach across the school
- SLT monitors the effectiveness of communication within the school along with teaching and non-teaching staff, parents and pupils
- SLT use audit sheets/questionnaires focusing on Leadership and Effectiveness and Deployment of staff with additional responsibilities with all staff, parents and pupils to evaluate the effectiveness of their own performance
- SLT recognises the need for external evaluation of their performance (LOCAL EDUCATION AUTHORITY, HMI)

Applying and Managing agreed actions by Middle Leadership Team (MLT):

- The MLT has responsibility for carrying out the following specific tasks:
 - ✓ To ensure the upkeep of the learning environment within their phase
 - ✓ To support staff in matters arising from their performance management
 - ✓ To plan and schedule activities to action issues identified in the SIP as appropriate to their phase
 - ✓ To support staff with issues of pupil behaviour/pupil learning behaviour/pupils who are failing to make progress/parental engagement etc. These issues may be raised during or outside meeting time.

Reporting on Standards and Quality

The school produces an annual Standards and Quality report from the following actions:

- The self-evaluation process is carried out throughout the year
- Evidence of self-evaluation is recorded
- Evidence from broad and focused audits is gathered
- Statistical information is gathered and summarised
- Progress towards meeting targets is discussed
- Progress towards meeting the targets in the Development Plan is evaluated
- Standards and Quality report is written
- Standards and Quality report is submitted to the LAIG
- Appropriate information for parents is prepared and issued
- School prospectus is updated.

3. Planning & Improvement

The School Improvement Plan

The school produces its Improvement Plan by taking account of the following:

- Plan contains aims, action and audit sections and links between them are apparent
- The aims are clear statements about what is important to the school taking account of the need to improve standards
- The Action section identifies manageable and specific priorities for development as a result of self-evaluation and identifying next steps.
- The Audit section contains an evaluation of the success of the development based on criteria for success and other/evidence/audit procedures.
- Next steps are identified.
- Final plan is approved and copies distributed to all relevant parties including Governors.

Action planning

Action plans are written for each development by taking account of the following:

- Related action plans clearly identify how priorities will be implemented and objectives met.
- Each action plan clearly identifies
 - ✓ Link to school aims
 - ✓ Key area and Quality Indicator
 - ✓ Targets
 - ✓ Criteria for success
 - ✓ Implementation strategies
 - ✓ Timescales
 - ✓ Risk Assessment as appropriate
 - ✓ Persons responsible
 - ✓ Resources
 - ✓ Staff development
 - ✓ Evaluation procedure
- Staff are consulted on the contents of action plans so that they have shared understanding of the plan and the criteria for improvement.
- Actions will be prioritised so as to ensure teacher workload remains viable and does not compromise their capacity to plan and teach to the highest standards required.

The Impact of Planning

The school can evaluate the impact of the Development Plan through the following actions:

- Regular progress checks are identified to evaluate how far targets are being achieved.
- There is evidence to show that the implementation of plans has improved the quality of pupils' experiences and has had a positive impact on maximising attainment.
- Staff will be fully committed to the plan through being involved in its formulation and will have shared understanding of the contents of the plan and criteria for improvement.
- Rigorous self-evaluation will ensure the plan is suited to the school's needs.

4. Staff Development

Links between Staff Review and development and school self-evaluation and planning

The school ensures staff development is linked to self-evaluation and planning by the following actions:

- The school's self-evaluation process informs staff development and school needs.
- Information from staff review and other sources is used to inform the school's self-evaluation and planning process.

Staff Review Procedures

Staff review procedures are implemented in the following ways:

- The school carries out procedures for review for all staff in keeping with guidelines.
- These meet or exceed the key principles of best practice highlighted in guidance.
- At an identified time in the school calendar, a programme for staff review is agreed for the forthcoming session.

- At the same time the overall success of the current year's programme is evaluated.
- Throughout the year, the programme is implemented and monitored
- The system for identifying and acknowledging successes and needs is applied at all levels.

Staff development

Staff development procedures are implemented in the following ways:

- At an identified time in the school calendar, staff development needs are submitted and a programme for staff development is agreed for the forthcoming session. Teacher Standards (as outlined by the Department for Education) and current School Development Priorities at the time will heavily influence when these are scheduled.
- Staff development is well planned and effectively matched to the identified needs of individuals and of the school/department/ stage section.
- The continuing professional development programme makes effective use of staff, local expertise as appropriate to the school.
- Activities are followed up, shared with other staff, evaluated and findings are used to influence future plans.
- An effective school induction process is in place for new staff, including newly appointed leaders.

5. Roles & Responsibilities

All members of staff have a responsibility for ensuring pupils receive an education of the highest quality.

Headteacher & SMT

The Headteacher, Deputy Headteachers and Assistant Headteacher have responsibility to oversee all aspects of the Quality Assurance process. It will ensure that all stakeholders are fully consulted and informed of progress at all stages of the process. They will:

- Liaise with Local Authority and other outside agencies
- Manage Quality Assurance procedures
- Audit provision
- Conduct school reviews
- Consult with stakeholders to identify development priorities
- Identify ways of consulting with, and involving pupils in decisions concerning the everyday running of the school
- Prepare a school Development Plan giving due consideration to the National Priorities and Local Improvement objectives and taking into account existing resources
- Prepare school action plans
- Monitor implementation of action plans
- Evaluate effectiveness of development priorities
- Support whole school/stage developments
- Review Development Plans
- Monitor and evaluate developments
- Prepare Standards and Quality report
- Participate in Staff Development and Review process
- Evaluate own practice

Teaching Staff

Teaching staff will contribute to the Quality Assurance process through:

- Identification of development priorities by participating in whole school and Key Stage audits
- Implementation of the development priorities within existing resources
- Evaluation of effectiveness of the action plans and impact upon pupil progress and attainment
- Staff Development and review processes
- Evaluation of own practice
- 'In house' training and CPD

Non-Teaching Staff & Office Staff

Non-teaching staff will contribute to the Quality Assurance process through:

- Identification of development priorities by participating in whole school audits as appropriate

- Evaluation of own practice

The Role of Parents and Pupils

The Standards and Quality report and improvement plan is available for consultation with the wider Parent forum:

The Pupil council is consulted on relevant matters

Governors

Governors will contribute to the Quality Assurance process by:

- Play an active and visible role in the school and forging strong professional relationships with stakeholders so ensure effective collaboration in fulfilling school development priorities.
- Holding the school to account for both its statutory and non-statutory obligations.
- Overseeing performance of the school and its strengths and weaknesses.
- Participating in the strategic thinking and planning of the school.

To facilitate this, the individual remit of Local Governing Body members will correlate with leadership roles and responsibilities within school staff structure

Improvement Priorities Coordinators:

Safeguarding (Headteacher)

Christian Faith & Ethos (Headteacher, Ex Officia Church Representative on School Governing Board)

Staff Wellbeing (SLT, Staff Governor)

Early Years (Early Years Lead)

Teaching & Learning (Deputy Headteacher)

SEND (Assistant Headteacher)

Vulnerable Groups (SLT)

Curriculum (Deputy Headteacher, Curriculum Subject Leaders)