



SUTTON CE (VC) PRIMARY SCHOOL

Assurance of Excellence

November 2025

1. Introduction

1.1 Purpose of the Policy

This Assurance of Excellence Policy sets out Sutton CE (VC) Primary School's commitment to ensuring high-quality education through robust, consistent systems of self-evaluation, planning, staff development and leadership. The policy promotes transparency and accountability, addressing historical underperformance, and ensures stakeholders are informed and engaged in the school's continual drive for improvement.

1.2 School Vision and Core Values

Our Christian vision is rooted in John 10:10:

"I have come that they may have life, and have it to the full."

We seek to provide all children with a rich and holistic education, enabling them to flourish academically, spiritually, socially and emotionally.

At the heart of our work sit our STRIVE values:

- **Safe** – We ensure every child and adult feels physically and emotionally safe.
- **Together** – We work collaboratively with our community towards shared goals.
- **Respect** – We show respect to ourselves, others, and our environment.
- **Integrity** – We act with honesty and strong moral principles in all that we do.
- **Valued** – We ensure everyone knows they are seen, heard, and cared for.
- **Excellence** – We strive for excellence in learning, teaching and school life.

These values permeate all school improvement activity and are integrated into every aspect of our culture.

1.3 Alignment with National Policy and Inspection Framework

The policy aligns with:

- Department for Education (DfE) guidance on school improvement and self-evaluation.
- Ofsted's Education Inspection Framework (EIF).
- Teachers' Standards (DfE, 2012).
- Local Authority and Diocesan expectations for Church of England Voluntary Controlled schools.

1.3 Aims

- Ensure that all pupils receive a high-quality and equitable education meeting or exceeding national standards.
- Promote a coherent, consistent approach to planning, evaluation and review.

- Raise aspirations and achievement in line with our Christian values and school vision.
- Instil confidence in the school's provision amongst all stakeholders

1.4 Key Processes

The school's Assurance of Excellence is established through the following integrated processes:

- Policy formulation and implementation
- Whole-school self-evaluation
- Strategic planning for improvement
- High-quality staff development
- Effective leadership at all levels
- Deployment and review of staff with additional responsibilities

2. Self-Evaluation Processes

2.1 Whole-School Self-Evaluation

Our self-evaluation process is dynamic, thorough and ongoing. The process:

- Identifies strengths and development areas across all key judgments in the Ofsted framework.
- Involves all teaching and non-teaching staff in continuous reflection on the impact of their work.
- Uses a range of evidence sources including:
 - Pupil attainment and progress data
 - Target setting outcomes
 - Stakeholder voice (pupil, parent and staff)
 - National and local authority benchmarking
 - Internal and external quality assurance reviews
 - Audit tools linked to Quality Indicators and school priorities

2.2 Leadership Monitoring and Evaluation – SLT

The Senior Leadership Team undertakes a structured approach to monitoring:

- Evaluation of teaching and learning through books, lesson visits, planning scrutiny and pupil voice.
- Use of agreed monitoring templates aligned to School Development Plan (SDP) priorities.
- Focused review of teaching-quality indicators using:
 - Teacher self-evaluations
 - Agreed next steps and coaching

- Time scheduled for feedback and ongoing dialogue.
- Annual review of leadership remits based on school needs and individual strengths.
- Regular monitoring of communication effectiveness across the school community.
- Use of staff and stakeholder questionnaires to inform leadership evaluation.
- Commissioning of external validation through local authority advisers, HMI or Diocesan reviews.

2.3 Subject Leadership - Monitoring Responsibilities

Subject Leaders:

- Lead improvement within their phase or subject area.
- Evaluate the quality of the learning environment.
- Support staff with behaviour, progress or parental engagement concerns.
- Deliver agreed actions in the SDP relevant to their responsibilities.
- Monitor and evaluate progress in collaboration with SLT.

2.4 Reporting to Governors

The school reports to governors:

- Summarises self-evaluation findings and audit outcomes.
- Details pupil performance data across the school and against national benchmarks.
- Evaluates progress towards SDP targets and development plans.
- Reflects consultation with pupils, parents and staff.
- This is summarised and key findings are shared with parents and used to inform the school prospectus.

3. Planning and Improvement

3.1 The School Improvement Plan (SDP)

Our SDP is the central strategic document for improvement and includes:

- Clearly defined school aims reflecting long-term priorities.
- Focused, manageable and evidence-based priorities for improvement.
- Audit sections measuring impact and success, informed by data and stakeholder feedback.
- Identification of next steps and strategic review points.
- Plan approval by the Governing Body and wider staff dissemination.

3.2 Action Plans

Each priority within the SDP is supported by a detailed action plan including:

- Reference to school aims and Ofsted key judgments.
- Specific targets and success criteria.
- Implementation strategies and responsible personnel.
- Timescales and interim monitoring points.
- Qualitative and quantitative evaluation procedures.
- Required resources, CPD, and risk assessments.
- Consultation and ownership by relevant staff teams.

To support staff well-being, actions are strategically prioritised in line with DfE guidance on workload management and professional sustainability.

3.3 Evaluating the Impact of Planning

The school measures SDP impact by:

- Scheduled review checkpoints analysing progress towards development goals.
- Improvement in pupils' attainment, personal development and engagement
- Feedback from stakeholders including staff, pupils and parents.
- Coherent staff ownership of priorities through involvement in planning.
- Integrated use of external benchmarks and self-evaluation tools for ongoing improvement.

4. Staff Development

4.1 Linking Staff Development to School Priorities

Staff development is tied directly to SDP and self-evaluation outcomes:

- Training priorities arising from identified school and individual needs.
- Performance appraisal targets support the development of professional skills and leadership capacity.
- Opportunities aligned with DfE's Career Progression and Teachers' Standards framework.

4.2 Staff Review and Appraisal Procedures

- Annual performance management cycle tied to teachers' standards, pupil progress and school development priorities.
- Mid-year check-points provide formative support.
- Evaluations used to inform whole-school CPD and workforce planning.

4.3 CPD Planning and Evaluation

- Annual CPD programme tailored to strategic priorities and Teaching Standards.

- Access to local and national training programmes, including leadership development, subject networks and evidence-based pedagogy.
- Opportunities for staff to disseminate learning through in-house CPD and practice-sharing formats.
- Evaluation of CPD undertaken to assess effectiveness and inform next steps.

4.4 Staff Induction

An established induction programme supports all new staff. It includes:

- Safeguarding and compliance training
- Introduction to school values, curriculum and policies
- Assigning of mentors for Early Career Teachers and new leaders
- Structured support plan with feedback and review points

5. Roles and Responsibilities

5.1 Senior Leadership Team

The SLT is responsible for overseeing all Quality Assurance processes. They will:

- Liaise with LA, Diocese and other external agencies
- Lead development of the SEF, SDP and Standards Report
- Manage internal policies, audits, and school reviews
- Monitor and evaluate development plan outcomes
- Ensure stakeholder consultation and communication
- Promote pupil voice in school life and improvement planning
- Oversee staff development and review processes
- Regularly evaluate their own practice

5.2 Subject Leaders

Subject Leaders will:

- Interpret and implement the SDP within their key stage or subject area.
- Conduct audits and analyse data relevant to their phase or curriculum area.
- Support staff with performance and professional development.
- Monitor classroom environments and adherence to school expectations.

5.3 Teaching Staff

Teachers will:

- Participate in school and phase-level audits.
- Contribute to developing and meeting objectives in action plans.
- Engage in self-evaluation and staff development activities.
- Evaluate and reflect upon personal and professional practice.
- Access and provide in-house training as appropriate.

5.4 Non-Teaching and Administrative Staff

Non-teaching and administrative staff will:

- Participate in whole school audits and QA activities.
- Contribute to school improvement priorities relevant to their role.
- Engage in relevant training and development.
- Reflect on and enhance their own professional practice.

5.5 Pupils and Parents

- Pupil voice is gathered to ensure representation on areas of improvement and school life.
- Parents are regularly consulted via surveys, forums and communications.
- They are provided with accessible school development plan overviews and Standards Reports.

5.6 Governors

Governors will:

- Provide strategic direction and hold leaders to account.
- Oversee the school's performance, safeguarding, and statutory responsibilities.
- Ensure evaluation of school development plans is thorough and well documented.
- Align link governor roles with leadership responsibilities in school to ensure a clear monitoring framework.

5.7 Improvement Priority Coordinators

Focus Area	Lead
Safeguarding	Headteacher & Safeguarding Governor
Christian Faith & Ethos	Headteacher, Assistant Headteacher & Church Representative Governor
Staff Wellbeing	Headteacher, Deputy Headteacher & Governor
Early Years	EYFS Lead
Teaching & Learning	Assistant Headteacher
Inclusion (SEND and Vulnerable Groups)	Headteacher, Deputy Headteacher (Inclusion Lead) & Link Governor
Curriculum	Assistant Headteacher, Curriculum Subject Leaders & Subject Link Governors

6. Monitoring, Evaluation and Review

- Revisions to policy will reflect changes in national policy, Ofsted expectations, and school improvement outcomes.
- Policy implementation and effectiveness will be monitored through SLT meetings, governor visits, and Quality Assurance activities.
- Success will be measured through improvements in outcomes, sustained progress, and high levels of stakeholder confidence.

“I have come that they may have life, and have it to the full.” – John 10:10
At Sutton CE (VC) Primary School, we are committed to ensuring every child thrives and flourishes in a safe, inclusive, aspirational environment shaped by our vision and STRIVE values.

