



St Ambrose Barlow RC High School & Sixth Form College

A National Teaching School
A National School of Creativity

Quality Assurance Policy

March 2016

Aims of the Policy

- To support the mission of the school.
- To ensure that pupils and students are receiving the best provision possible.
- To support staff professional development.
- To celebrate aspects of the school's work.
- To identify areas for school improvement.

Some guiding principles.

Quality assurance will be fully integrated into the professional work of the school. The school will work as a community celebrating each other's strengths and developing each other. It will work on the principle of personal and professional development of each individual so that the school as a whole will develop. There will be a focus on what is working rather than what is not working and a vision for the possible. This vision is engendered in the principle that there is a belief in the capabilities of the individuals involved. This then creates a dynamic state of self-belief that enables change to take place. Insolvable problems do not provide an unsurmountable obstacle; rather they are negotiated around with a view to creating the best outcomes for pupils. Use will be made of Socratic questioning techniques.

Who will be involved in the process?

All of the major stakeholders in the school will be involved in the quality assurance process, including; pupils, parents, all members of staff, line managers, governors and external 'critical friends'.

What will be quality assured?

- **The Mission of the School**
- **What are the outcomes for Pupils?**
 - Are pupils making substantial and sustained progress across the curriculum?
 - Is the gap closing for PPI, SEN and disabled pupils?
 - Do pupils articulate their learning in an age appropriate way?
 - Do pupils read widely and show comprehension across subjects?
 - Is pupils' progress including PPI and SEN above average in nearly all subjects?
 - Do pupils exceed expected progress in E+M?
 - Is the pupils' attainment for all groups in line with national averages or improving?
- **What is the quality of Personal Development, Behaviour and Welfare?**
 - Are pupils confident, self-assured and proud of their achievements?
 - Do pupils debate with empathy?
 - Does the school provide strong IAG?
 - Are pupils well prepared for their future?

- Are there high levels of attendance and punctuality?
- Are strategies in place for excellent self-disciplined behaviour
- Are pupil groups or individuals well catered for?
- Are there effective anti-bullying strategies?
- Are pupils and do they feel safe?
- Do pupils understand healthy living including emotional and mental wellbeing?
- Do pupils understand how to stay safe on line?
- Is there strong SMSC development including a focus on British Values?
- Are pupils well prepared for progression routes?
- Are pupils smart in their uniform?

- **What is the quality of Teaching and Learning and Assessment?**
- Do teachers show deep knowledge and understanding and correct pupils' mistakes?
- Is there effective planning, resourcing, and behaviour management?
- Are the pupils' knowledge, understanding and skills embedded with differentiation?
- Are there progress checks in lessons?
- Do the staff and pupils give formative feedback to ensure progress?
- Is homework challenging and developmental?
- Are reading, writing and communication skills embedded in teaching and learning?
- Do the staff have high expectations with positive attitudes to learning particularly with MAPs?
- Do staff develop a love of learning and resilience?
- Do pupils respond to formative feedback?
- Are parents involved in pupils' learning?

- **What is the quality of Leadership and Management?**
- Is there is a culture that enables pupils and staff to excel?
- Is there always a focus on improving outcomes for all pupils?
- Do we ensure improved outcomes for PPI pupils?
- Do we ensure rapid and sustained progress in English and Maths?
- Do governors challenge the leadership effectively?
- Are the views of staff, pupils and parents taken into account?
- Does the Performance Management process support and challenge staff?
- Do staff have the opportunity for self-reflection and development?
- Do we provide a broad and balanced curriculum? Others: QA of governors, Admin etc?

Measuring Quality The following will be used in order to quality assure:

- Lesson observations and learning walks including peer observations.
- Staff, parent and pupil surveys
- Work scrutiny
- Staff, pupil and parent interviews.
- Tracking and monitoring data.
- Departmental Self Evaluations.
- Weekly Dashboards
- Whole School Reviews

