

St Ambrose Barlow RC High School



# Quality Assurance Policy

## *September 2023*

Person Responsible: Dawn Johnston  
Ratified by Governors:  
Date of planned Review: September 2025



## LOVE

A place of love where **everyone is welcome and respected.**

A family of faith where **everybody matters;** where we are **unique together;** where we plant the seed that will one day **flourish.**

A **community with Christ** at the centre where the dignity of each person is celebrated so that they can **embrace excellence.**

**I AM RESPECTFUL**  
**I AM KIND**  
**I AM INSPIRING**



## LEARN

A place to learn that is **alive with inspiring experiences** and a curriculum rich in knowledge and wisdom.

A family of faith where together we **seek truth, celebrate endeavour and achievement.**

A community that **values curiosity and nurtures learning** into action in the service of others.

**I AM READY**  
**I AM CURIOUS**  
**I AM BRILLIANT**



## LEAD

A place to lead where young people grow to become men and women for others, **creative and courageous, ambitious** for the higher gifts.

A family of faith where we serve with **integrity, hope and determination.**

A community that values justice for the most vulnerable so that all may have **life to the full.**

**I AM CREATIVE**  
**I AM BRAVE**  
**I AM A PROBLEM SOLVER**

## **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. Insoluble 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 Pupil Premium Indicator (PPI), Special Educational Needs (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 Spiritual, Moral, Social and Cultural (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 Pupil Premium Indicator (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: Question and Answer 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



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#IAMONBOARD