



Serlby Park Academy

Quality Assurance Systems

Setting standards for success

Date of Last Review/update:	December 2016
Reviewed by:	MC
Date of next Review:	December 2017

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1.0 Roles and Responsibilities

The responsibility for the implementation of this policy and provision rests with the Principal. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the **Associate Assistant Principal**.

2.0 Suggested audience

All teaching and support staff. As part of their academy induction or on-going professional development, all teaching and support staff will adhere to the principles and procedures in this policy.

3.0 Related policies

This policy is part of a suite of policies which should also be referred to:

- Equal opportunities for pupils
- Teaching and Learning Policy

4.0 Academy Mission Statement

Setting standards for success

5.0 Introduction

- 5.1 The success of each pupil at the academy and more widely, the relentless focus on continuous improvement across a wide range of targets: Attainment, behaviour, punctuality and attendance, attitudes and pupil aspiration are central to the work and direction of this academy and are wholly consistent with the sponsor, Delta Academies Trusts aims and aspirations for this academy. Quality Assurance of what the academy provides and its outcomes lies at the heart of this academy's purpose: to ensure that this academy is 'an institution with high expectations both for the individual and where there is collective responsibility for raising community aspirations.' The academy will work closely with Delta Academy Trust personnel to ensure this policy is fully and coherently implemented.
- 5.2 Quality Assurance (QA) systems are vital to ensure that these goals are achieved. Our aspiration is learning for each pupil which objectively assessed as outstanding practice, enabled by excellent teaching, supported by unrivalled access to resources and learning experiences which will make all achievement outstanding.
- 5.3 The principles for QA will also apply to processes not directly related to the classroom / teaching & learning as the contribution of all support services to the development of a place of 'world-class learning' is significant.

6.0 Rationale

- 6.1 The sponsor: Delta Academies Trust, the Principal and all academy staff are resolutely focused on ensuring the success of every pupil and supporting the professional development of every other member of staff. Quality assurance will support this aspiration.
- 6.2 More widely, Ofsted's most recent 'Framework for School Inspections (September 2012)' has identified the capacity for improvement as a key indicator in its appraisal of school success.
- 6.3 The academy will encourage staff to work together, to share best practice, learning from each other through a range of activities including, team teaching, peer reviews and senior leader involvement: challenging and supporting staff and departments to adopt excellent practice in all areas of professional practice. This collaboration will extend significantly beyond the academy to involve Delta Academies Trust Core Team, other Delta Academies Trust personnel and other Delta academies.
- 6.4 The academy believes that frequent monitoring and review provides the best support to the maintenance of quality provision across the organisation and is committed to the ongoing maintenance of self-evaluation procedures that will contribute to external review, such as including an objective summary of the academy's view of the quality of its provision and what it achieves.

7.0 Specific Roles and Responsibilities

- 7.1 **The sponsor, Delta Academies trust** - Through the Education Advisory Board, the sponsor will work with the Principal and staff to set the highest standards across a range of targets, and monitor and evaluate the progress of these on a regular basis. The sponsor will make full use of the Core Team, which comprises of outstanding senior leaders from other schools within Delta Academies Trust, and other professionals to provide the highest levels of professional challenge and support to the academy.
- 7.2 **The Principal** - The sponsor and Education Advisory Board have responsibility for implementing, monitoring and evaluating quality assurance systems along with the Principal, working in close collaboration with Delta Academies trust Core Team. The Principal will ensure that systems and resources are in place to carry out thorough Quality Assurance procedures across a wide range of targets, as directed by the sponsor's Advisory Board and Education Advisory Board.
- 7.3 **Associate Assistant Principal** - The operational responsibility for this important element of academy life rests with the Associate Assistant Principal, assisted by other members of the Senior Leadership Team.
- 7.4 **Middle Leaders** – Need to refer to their accountability
- 7.5 **All staff** – whether classroom-based or part of the wider academy team – every member of staff has a responsibility to support each pupil, to ensure they make the maximum progress possible, within 'formal' learning, but also as part of the

wider support for each pupil including the academy's systems: pastoral, careers guidance and programmes for social development.

- 7.6 Every member of staff has an important role to play in ensuring the success of the academy. Staff will fully support and comply with all quality assurance systems to support the development and progress of pupils and other staff.

8.0 Quality assurance process

- 8.1 The quality assurance process involves gathering evidence through a variety of sources, including lesson observations, work scrutinies, pupil voice and parent voice. Pupils' comments will be gathered through Pupil Council meetings, questionnaires (on-line or paper), or by setting up 'focus groups' involving pupils and parents/ carers. Parents/carers comments will be carefully gathered as a result of feedback from consultation meetings, individual parents'/carers' meetings, letters, e-mails and through surveys on the academy's website. Parental/ carer comments are carefully collated and compared with comments from earlier years to monitor any changes.
- 8.2 Work scrutinies and lesson observations are carried out at all levels across the academy. To ensure the quality assurance process is robust and effective, joint observations and work scrutinies are carried out and detailed feedback is provided in order to raise standards across the academy.
- 8.3 The evidence obtained is discussed as a regular part of line manager meetings in order to ensure that it is at the forefront of the academy ethos in striving for continuous improvement.

9.0 Systems to take action

The academy will take prompt action to support any pupil or member of staff who is identified as part of this Quality Assurance process as needing support. A range of measures including additional classroom support, peer mentoring, tutorials, greater subject leader or SLT involvement will be used. Progress will be sensitively and consistently monitored until standards have improved and the person in question feels confident to work independently. Resources will be identified by the Principal working with Delta Academy Trust Directors to enable this support to be provided.

10.0 Monitoring and Support

Every subject leader and senior leader has a clear responsibility to monitor and support the work of teams of staff and pupils. Whether or not there is an issue, monitoring will take place, but will be proportional to the degree of need, so those who have greatest need will receive the greatest support. On at least an annual basis subject leaders and senior leaders will be expected to make a formal report to the Education Advisory Board, highlighting any particular areas for support in use or required in future.

11.0 Monitoring and Review

The Associate Assistant Principal will work closely with other staff to ensure the implementation and full development of this policy and provision to make it wholly effective. These postholders will regularly monitor and review this policy, as it affects their phase and make an annual written report to the Education Advisory Board on its implementation and impact.

12.0 Approval by Education Advisory Board and Review Date

12.1 Aware of its responsibilities in this important area, the Education Advisory Board approves the implementation of these systems and fully supports the Principal and his staff in this area.

12.2 These guidelines will be reviewed on an annual basis by the Associate Assistant Principal and a summary report produced, outlining any changes and progress made.

Signed: _____
Chair of Education Advisory Board

Date: _____

Review Date: _____