

**ST CUTHBERT MAYNE SCHOOL**  
**Joint Catholic and Church of England 11-18 Comprehensive School**  
**Dioceses of Plymouth and Exeter**



**St Cuthbert Mayne School**  
**Quality Assurance Policy**

<b>Approved by Standards Committee:</b>	<b>November 2023</b>
<b>Reviewed by Full Governing Body:</b>	<b>December 2023</b>
<b>Next Review Date:</b>	<b>November 2024</b>

## USE OF THE QUALITY ASSURANCE POLICY AT ST. CUTHBERT MAYNE SCHOOL

- 1.1 Our vision of joint Catholic and Anglican education calls us to acknowledge that the Body of Christ is in the school community. We believe that God is incarnate (present) in the 'day to day' life of our school. Our understanding of Christian spirituality is therefore as much about dealing with each other as it is about meeting God.
- 1.2 We believe that each member of our community has a divine origin and an eternal destiny.
- 1.3 We believe that through his Incarnation Jesus affirmed us as whole people and redeemed us through his resurrection.
- 1.4 We believe, therefore, that the intrinsic dignity of each member of our school community is to be honoured in spirit, in word, in deed and in law.
- 1.5 These beliefs underpin our approach to assessment and thereby commit us to encourage all members of our community, staff and pupils alike, to grow towards human wholeness. The Governing Body aims to meet this responsibility by:
  - Affirming, consolidating and celebrating the achievements of our teachers (Challenge, affirmation, evaluation, consolidation, celebration and prayerful reflection will be important characteristics to our approach in this school and will be an accepted part of the process)
  - Challenging ourselves, staff and pupils to recognise the unique contribution that each of us can make and work towards making that contribution in the fullest sense
  - Supporting staff in this process in a positive manner

## ***‘Educating for life in all its fullness’***

### **Quality Assurance Policy**

The purpose of this policy is to set down a procedure where all curriculum and pastoral areas are reviewed over a period of time.

### **Rationale**

All aspects of the school’s provision for the students are subject to inspection by OFSTED. Line managers of curriculum are ultimately accountable to the Headteacher for their work. As such the quality assurance review will be carried out by the Leadership Team. The Headteacher may delegate the authority for this to either an external reviewer or another member of the Senior Leadership Team.

### **Aims**

The aims of the quality assurance process are to:

- Support departments and teams in school improvement;
- Recognise and celebrate progress;
- Provide challenge and support to team leaders and their teams;
- Ensure that the best quality service is provided to the students of the school;
- Review all the procedures and processes in the area;
- Produce a report that identifies emerging issues;
- Prepare the teams and therefore the school for any external inspection.

### **Review and Planning Cycle**

The following aspects listed below are part of the Quality Assurance process at St Cuthbert Mayne school:

1. The Department Improvement Plan or Year Improvement Plan is submitted to the Line Manager (and copied to Jen Ashington) by the end of June.
2. Exam Reviews take place in September/October.
3.
  - i) Departments to monitor and review student progress, teaching and the implementation of the Department Improvement Plan throughout the year, through the Teaching, Learning and Assessment Calendar. Progress towards desired outcomes will be monitored during fortnightly line management meetings.
  - ii) Heads of Year to monitor and review student behaviour and expectations, and the implementation of the Year Improvement Plan throughout the year. Progress towards desired outcomes will be monitored during fortnightly line management meetings.
4.
  - i) Once every year a Department will have a subject QA or sooner should the need arise.

- ii) Pastoral areas will have an internal or external audit to monitor the effectiveness of the implementation of Year Improvement Plans including behaviour and expectations.

## **Implementation**

**(a flow chart for the process can be found in the Appendix below)**

### *Phase 1*

**The Department will be told at the beginning of the year that they will have a QA during a particular half term. During this half term or on allocated days, leaders or external partners will drop in to department lessons and conduct learning walks with the Curriculum Leader.** The nominated lead person for the QA will meet with the Curriculum Leader to make the arrangements for the quality assurance process. Arrangements will include, but are not exclusive to:

- documentary evidence that will be required by the SLT;
- work sampling;
- the timetable for the report and its dissemination;
- discussion and clarification of the issues raised in the most recent DIP.

### *Phase 2*

Prior to the subject QA, the Curriculum Leader will be asked to complete a Departmental Self Evaluation form which will feed into the process particularly in the professional discussion element referenced below.

### *Phase 3*

#### *Learning Walks*

Curriculum Leaders will meet with the member of SLT or external partner and take part in a curriculum conversation. They will then accompany the leader on a learning walk of the department. During this time Curriculum Leaders and the QA leader ( SLT/external partner) will speak with students and chose up to 6 students to meet with them to discuss their learning with their books ( work sampling)

Learning walks will be conducted across the department with Curriculum Leaders, SLT and or external partners. Drops ins will be for 10-15 minutes .

#### **Documentary evidence and work sampling**

The reviewing SLT will study all the department's records during the QA. These might include:

- Schemes of Learning discussed in Curriculum Conversations
- School Website documents including Learning Journeys
- Student Voice
- Department Improvement Plan (including Department Evaluation Sheet)
- Student's work across the full age and ability range.
- Evidence of monitoring of student progress including Department Achievement Meetings (DAM)

- Performance management arrangements
- SLT Climate Walks
- Subject review led by the Teaching and Learning team and including the Curriculum Leader
- Department learning walks
- School coaching learning platform
- School Improvement Partner visits and activities
- Outcomes- data analysis of both current and historic

The reviewing SLT/external partner will also conduct a professional discussion with the Curriculum Leader as part of this process. This professional discussion will help inform the assessment of leadership in the Department as well as other areas including Curriculum.

#### *Phase 4*

#### *Compiling the report*

The report will be compiled under the direction of the Headteacher or their nominated lead ( SLT or external partner) . It will comment on the following:

#### **Part A**

Areas of Strength

#### **Part B**

Areas for development

The report will be presented to the SLT for comment. Further to this meeting the SLT will meet with the Curriculum Leader and discuss the report.

It is not anticipated that a QA report will require an action plan but the DIP should be amended in response to the QA report.

Staff should raise any concerns about the policy and its implementation with the SLT leader in the first instance. If the matter is unresolved then staff should raise this with the Headteacher.

QA reports should be filed in the Department portfolio along with the DIP.

#### **Monitoring and evaluation**

The Headteacher and Deputy Headteacher will monitor the implementation of the policy, along with governors.

QA reports also form part of the evidence base for Whole School Evaluation.

### **APPENDIX**

### Subject QA process

Timetable is agreed by SLT and shared with all CLs in September.



Lead asks the CL to complete a Self Assessment two weeks before QA date.



Lead carries out the QA process looking at a range of data. This week will include a learning walk and a Leadership discussion with the CL and other TLR holders where the Self Assessment and curriculum will be the focus.



Are any sections causing concern

YES



Extra support sourced internally or through external partners. An action plan may be used to support improvement

NO



QA will be repeated within 12 months.



Development points and actions from QA will be checked within 12 months in an update meeting with the SLT line manager.

## Appendix B - Monitoring activities

### Quality Assurance

#### Monitoring the quality of Teaching and Learning

1. How do we know our policies and strategies are being followed on the ground?
2. How do we measure the impact of those policies?
3. How do our findings lead to continuous improvement?
4. How is the monitoring system effectively maintained and sustained with manageable workload?

Process	Frequency	Purpose	Recording system for actions – who and how?	Maintenance	Workload/time/owner
T&L student voice	3 per year	Qualitative and quantitative feedback on implementation and effectiveness of teaching strategies	Google Forms – – report to SLT (and staff) termly Summary on govs report	Actions inform T&L meetings, CL briefings and Line Management meetings	One hour per term to set questions, collect data and formulate actions =3 hours
Department Student voice	2 per year	Qualitative and quantitative feedback on implementation and effectiveness of teaching strategies	Google Forms – – report to SLT line manager and department	Actions inform Dept DIP and wednesday briefing and line management meetings	One hour per survey to set questions, collect data and formulate actions =2 hours
T&L Teacher voice	3 per year	Qualitative feedback on implementation and effectiveness of teaching strategies	Google Forms – – report to SLT (and CLs) termly Summary on govs report	Results and actions inform strategy	One hour per term to set questions, collect data and formulate actions = 3 hours
Parent Voice	2 per year	Qualitative and quantitative feedback on implementation and effectiveness of teaching strategies	Google Forms – – report to SLT (and staff) termly Summary on govs report	Actions inform T&L meetings, CL briefings and Line Management meetings	One hour per survey to set questions, collect data and formulate actions =2 hours
SLT T&L meetings	Fortnightly (possible weekly?)	Monitoring of T&L strategies , climate walk data - teachers causing concern  Enhanced coaching	Climate walk and learning walk doc	Actions inform SLT meetings T&L weekly briefing , CL briefings and Line Management meetings	2 hour per fortnight ( weekly if possible)
SLT T&L briefing	Weekly	Qualitative feedback on implementation and effectiveness of teaching strategies	Climate walk and learning walk doc  Weekly dashboard?  Informs T&L briefings – actions included in T&L report to SLT (half-termly) and governors	Actions published on summaries- SLT minutes	Twenty minutes per week plus 10 minutes to record and agree actions
Department briefings	Weekly	Sharing good practice		Google slides like CLs? - if needed?	5 mins per week

				E.g. maths Sparx data	
Steplab-Coaching programme	Fortnightly coaching conversation and drop ins	Tailored incremental improvement of classroom practice	Steplab– online system Summary at weekly SLT meeting	Overseen by AS. Report to SLT every week and Governors at Standards’ meeting	Up to two hours per fortnight per coach Half hour per coachee. One hour for AS
SLT Climate Walks	Daily drop ins focusing in on school ambition areas	Qualitative and quantitative feedback on implementation and effectiveness of teaching strategies and progress for school ambitions	Google form - shared with SLT and feed to CLs for action	Overseen by SK Report to SLT every week and Governors at Standards’ meeting	1 hour daily
Department learning walks	Open door policy – at least once per fortnight	Check policies and curriculum are followed. Share best practice	Fortnightly Google Form spreadsheet open to LoDs, HoYs and SLT Summary of actions reviewed at monthly SLT meeting	Summarised by CLs in weekly briefing and fortnightly SLT Line Management – one hour scheduled	Hour per fortnight
Joint learning walks ( CL and SLT	Open door policy - during LM meeting - 1 per half term	Check policies and curriculum are followed. Share best practice	Google Form and LM meeting minutes	Arranged by SLT with CL - actions in line management	Hour per half term
Book-looks	All departments visited each year formally  Daily drop ins for climate walks  Key targeted groups ( key stages, SEND, Disadvantaged, higher attainers)	Check teaching is responsive	Actions recorded on Google doc	Impact report of actions	1 hour per department for formal book look          3 hours per half term
Curriculum Conversations	1 per department CL	Check intent , implementation , SOL	Actions recorded on Google doc	Impact report of actions	1 hour per conversation and 30mins follow up actions
Parental or pupil or teacher unsolicited comments	Ad hoc	Shifts focus for monitoring	On SLT report		
Summary of T&L actions sheet /school ambitions	Reviewed at SLT monthly. 3 times per year for governors	Sustained Monitoring effectiveness of follow-up	Quality of Education Report for Governors and SLT		Three hours per month for T&L lead