

QUALITY ASSURANCE AND MONITORING POLICY

St Mary Magdalene Academy is a Christian community of learning. We aim to nurture young people to become high achievers and to discover their vocation in the global society.

“Show by a good life that your works are done by gentleness born of wisdom”
James 3.13

QUALITY ASSURANCE AND MONITORING POLICY

St Mary Magdalene Academy implements critical and rigorous self-examination and evaluation to ensure that it is an efficient, effective and successful institution whose outcomes are worthwhile and has the motivation and means for continuous improvement. It is based on the systematic monitoring of performance and the evaluation of classroom practice, in order to provide a clear diagnosis of how teaching and learning can be made more effective.

“The school is best placed to recognise its strengths and weaknesses and should be capable of putting in place plans and actions which will sort out the weaknesses and improve the strengths.”
(David Bell, HM chief Inspector of Schools)

RATIONALE

A rigorous system of monitoring and self-evaluation is required at all levels throughout the Academy. This requires leaders and managers to apply a critical analysis of all that they line manage. Pre-determined standards are applied against a range of evidence. Judgments are made and findings published in a fair and constructive manner. The findings are built into a continuous process of self and academy improvement, through action plans, CPD, Performance Management and Improvement Plans.

AIMS

- To ensure that basic minimum standards are being met
- To praise hard work and success
- To meet the Ofsted self-evaluation requirements.
- To ensure our success in comparison with other schools
- To ensure value in terms of the relationship between input and output.

SELF-EVALUATION AND MONITORING PROCEDURES

1.0 FRAMEWORK - THE SEVEN ELEMENT MODEL

The academy as a whole is evaluated in all its areas of provision:

A Internally: as a whole academy; learning centres; cross-curricular; houses; students etc. A variety of different approaches will ensure triangulation of the evidence is possible.

B Externally: comparisons with similar academies and schools.

- 1.1 **End of semester Management Report.** To be completed by AVPs and House Managers. For AVP the foci include teaching; learning; Home Learning; progress against Improvement Objectives. For HM, competencies; punctuality; attendance, student progress and consultancies.
- 1.2 **Learning Centre Review.** AVP annual report presenting analysis of public examinations. Including judgements on number of students achieving NC Level 5+, A*-C and A*-G as individuals, classes and number on roll. Further analysis of attainment by ethnic groups, gender, statemented students and Looked After Children.
- 1.3 **Learning Centre Audits.** Small LG audit teams to conduct investigations into teaching, learning, leadership and management in individual Learning Centres. Audits to take place over a three-day period by 3-5 Leaders (depending on size of Learning Centre). Audit report to be compiled by team leader and fed back to Learning Centre or House Manager and EMG.
- 1.4 **Lesson Observations.** All teaching staff to be observed in practice by a member of the leadership team. The SMMA lesson observation sheet to be used, which requires awarding of OFSTED grades.
- 1.5 **Triangulation.** This will be predominantly from analysis of data such as rewards and sanctions, punctuality and attendance. Spot checks will also be conducted other aspects associated with teaching and learning, such as work samples.
- 1.6 **Comparison with other schools.** Statistical comparisons can also be made via exam results etc.
- 1.7 **Management of Self-Evaluation.** EMG to manage the entire Self-Evaluation package, each taking on the leadership of specific aspects and ensuring that the data is recorded.

2.0 ACTION PLAN FOR LEARNING CENTRE AUDITS

2.1 METHODOLOGY

The overall package must be clear and simple to ensure that all staff have a clear understanding of their role and responsibilities. Rules for the reviewing and analysis of data need to be established and understood.

The process must be fair, objective, statistically sound, realistic, manageable, affect learning practices, organised thoroughly and provide learning points for everyone.

3.0 PROCESS

3.1 Establish the nature of the desired data.

The following areas of provision will be the sources of data during the Learning Centre Audits:

Teaching	Learning	Assessment	Attainment
Behaviour and Attitudes to Learning	Management	Leadership	

The following areas of provision will be the sources of data during the House Audits:

Teaching	Learning	Assessment	Standards of Behaviour
Standards of Attitudes	Management	Leadership	

3.2 Monitor and collect data

The data from the first five areas of provision will be sourced through lesson observations. Ten percent of the total number of lessons for that LC will be observed. Teachers will receive feedback from the Auditors. Data for Management and Leadership will be established through short interviews with team members and a full hour-long interview with the Manager.

3.3 Review and analyse the data

LG auditors will be responsible for collecting and collating notes on the evidence collection forms provided. On the third day of the Audit a team meeting will take place at which the data will be discussed and analysed.

3.4 Evaluate the performance of LC

The Team Leader will compile a report of the Audit findings. Drafts will be circulated amongst the team and Principal. A final draft will be agreed and then fed back to the AVP. The AVP will have the right to challenge any of the evaluation and present evidence to support their claim. The AVP will receive a copy of the report, which must remain confidential. S/he should summarise the main areas of strength and areas in need of development for team members.

3.5 Identify necessary action.

The Team Leader and AVP will discuss future action to work on areas in need of development. These will be agreed as areas for professional development for the team. Information about areas in need of development which require whole-school support or external training will be passed on to the member of the LG responsible for staff training.

Finally, the report will be handed on to the AVPs line manager to monitor and support progress.