

QUALITY ASSURANCE STRATEGY

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The Redhill Academy Trust considers the process of self-evaluation to be a critical tool in ensuring the on-going development of the highest quality of education. Quality assurance processes are used judiciously. Any process undertaken is rigorous and robust and always has a clear end-point: what do we do next to make our practice even better

Principles of Trust Quality Assurance

- Includes a range of reviews to meet school's needs
- Provides information to determine the timing and focus of reviews
- Reviews can include a specific focus as determined by each school
- Reviews are led by Senior Leadership Teams and supported (where appropriate) by Trust colleagues
- Standardised documentation across the Trust for lesson observations, action planning and self-evaluation.
- Standardised Trust surveys for staff, students and parents. Additional questions can be added to meet the needs of an individual school.
- Good practice is shared and support is provided by the Trust QA group.

Individual School and Cross-Trust Approach to Quality Assurance: Our Values

Individual schools across the Trust create a Quality Assurance Calendar to best serve their own specific needs / areas of focus. Sitting alongside this is the Trust Quality Assurance Calendar. This comprises a range of Trust-wide Quality Assurance processes which are common to every school and take place at fixed points in the year.

The Redhill Academy Trust works with schools during any Trust-wide Quality Assurance process to engender a supportive and collaborative approach, rather than a top-down model.

Cross-Trust Quality Assurance allows staff to take part in a common process and helps cement a shared Trust vision. Opportunities are given to staff to take part in Quality Assurance activities at other Trust schools which further develops cohesion and a sense of commonly understood expectations and standards.

Outcomes from any Trust Quality Assurance process are shared with individual schools to support school improvement. These outcomes also allow the Trust to identify best practice across its full range of schools and to ensure that this is disseminated widely for others to learn from. It further facilitates the effective deployment of staff from the Redhill Trust School Improvement Services to provide on-going support as appropriate.

Working Together

Schools across the Redhill Academy Trust work in partnership to support each other. Each school has a member of SLT responsible for Quality Assurance. These leaders meet together regularly as a Quality Assurance Strategic Group to develop, revise and refine Trust-wide Quality Assurance processes.

Common documentation is devised by the Group for use across the Trust so that outcomes can be easily shared, supporting reflection on best practice and effective action-planning.

Trust-wide Quality Assurance supports the setting of the highest standards and expectations across all its schools.

Quality Assurance Strategy Appendix

The following information outlines the common Trust quality assurance activities which support school improvement:

Trust Quality Assurance Activities

Whole school review of Teaching and Learning

- A Short Notice Review (SNR) is conducted annually by all schools and takes place each year.
- It aims to gather information on the standards across the whole school. This is normally a two or three-day review (dependent on the size of school) conducted by the Academy Senior Leadership Team with invited Trust senior colleagues.
- The process involves lesson observations using the 'progress over time' materials; work scrutiny; student voice activities; and data analysis.
- Judgements are made about whether students are making above expected progress, expected progress or below expected progress.
- A written report is completed and feedback provided for all staff.
- Teaching and Learning priorities are included in the whole school and subject improvement plans

Standards Review

- Completed for all academies new to the Trust. They can be requested by individual Headteachers if it is deemed that all other strategies have been exhausted.
- They aim to gather information on the standards within a faculty or subject area. This is normally a two-day review of a faculty / subject area conducted by a Trust Director and at least one other very experienced member of staff (usually a Lead Practitioner or SLT).
- The process involves lesson observations, work scrutiny, student voice activities and can include analysis of staff mark books and/or department data tracker.
- Middle leaders are integral to the process.
- A written report is completed and feedback provided.

- Middle Leaders include the identified priorities into their subject action plans.

Faculty reviews

- All departments should be reviewed within a 2-year cycle cording to priority (with no department going longer than 3 years between reviews)
- They aim to review the quality of the work and outcomes achieved by students across a department / faculty. It is normally a 2-day process conducted by school staff.
- The process involves an observation of each teacher in the faculty; meetings with the Head of faculty (achievement and leadership focus); meetings with wider department; student panel discussions; and work scrutiny.
- A written report is completed and feedback provided.
- Middle Leaders include the identified priorities into their subject action plans.

Other reviews

- These can be requested through the Executive Principle and Trust Director of School Improvement & Quality Assurance.
 - Bi-annual behaviour and attitude survey
 - Specific themed reviews (e.g. Post-16, Pupil Premium, Attendance, Safeguarding etc) as necessary
 - Other reviews can be facilitated on request

Staff survey (Microsoft forms)

- To be completed during January each year.
- 30 questions answered on a 5-point scale from 'strongly agree' to 'strongly disagree'. Academies can request additional questions to meet the needs of their school.

Student survey (Microsoft forms)

- To be completed during June (bi-annually).
- Schools should manage the completion of the survey in school to avoid misinterpretation.
- 20 questions (which are based on updated Ofsted questions) answered on a 5-point scale from 'strongly agree' to 'strongly disagree'. Academies can request additional questions to meet the needs of their school.

Parent survey (Microsoft forms)

- To be completed during June (bi-annually).
- 10 questions (which are based on updated Ofsted questions) answered on a 5-point scale from 'strongly agree' to 'strongly disagree'. Academies can request additional questions to meet the needs of their school.

Academic year	Staff survey	Student survey	Parent survey
2020/2021	January 2021	June 2021	
2021/2022	January 2022		June 2022
2022/2023	January 2023	June 2023	

To administer a staff, student or parent survey, Academies need to liaise with the Trust Director of Operations.

** Individual academies should continue to seek additional student, staff and parent feedback as required.*

Wider Trust Quality Assurance activities

In liaison with the Trust Director for School Improvement and Quality Assurance, requests can be made for support of QA activities. Trust Directors (Subject), Lead Practitioners and Specialist Leaders of Education can be deployed where appropriate.