Cairney School

Quality Assurance Policy

January 2015

Quality Assurance Policy

Cairney School is committed to implementing effective processes of Quality Assurance in order to ensure a consistently high quality of learning and teaching and to promote continuous improvement for all pupils, staff and parents. Our processes take full account of national policies and guidelines.

Cairney School has a range of processes for self evaluation which measure achievements and allow pupils, staff, parents and the wider school community to identify the strengths and development needs of the school. These processes inform our planning priorities and identify good practice.

Putting policy into practice

By implementing effective quality assurance procedures, we aim to raise standards of attainment and achievement in Cairney School, thereby enabling all children to realise their full potential. A cycle of activities is carried out throughout the school year enabling us to put our policy statement into practice.

The key processes involved in quality assurance are:

- School vision, aims and policy making
- Self-evaluation
- Planning for improvement
- Leadership
- Professional development and review

School Vision, Aims and Values

Cairney School's vision, aims and values are clear, in line with a Curriculum for Excellence and embody the views of pupils, staff and parents (Appendix 3). They provide the basis for developing policies and guidelines and the foundation for self-evaluation.

- Our aims, vision and values are drawn up in consolation with staff, parents and pupils. They are reviewed regularly. They are concise and focus on improving the quality of pupils' learning and attainment.
- Staff, pupils and parents have an appropriate understanding of the aims, vision and values.
- Our aims, vision and values are used as a benchmark for constructing policies and guidelines and improvement plans.
- Staff are encouraged to be involved in the development and review of school policies and curricular guidelines.
- Staff take responsibility for drafting policies through whole school consultation.
- The school takes appropriate steps to consult and communicate with the school community on school policies.

Self - evaluation

- We recognise the need to regularly check the effectiveness of our work
- We actively involve all staff, pupils, parents, members of the school community and other agencies in this process
- Evidence is gathered from a number of sources; we will evaluate pupils' work, reports to parents, programmes of study or schemes of work, teachers' plans and policies and guidelines etc. (Appendix 1: A summary of self -evaluation systems)
- Evidence collected is used to inform the Standards and Quality report
- The documents we use to support self evaluation are listed in Appendix 2
- The Standards and Quality report is written on an annual basis
- The Standards and Quality report is shared with all members of the school community.

Planning for improvement

- Our improvement plan is regularly consulted and updated throughout the year in light of ongoing self-evaluation
- The process of self-evaluation informs the improvement plans
- Local and national policies and guidelines are adhered to.
- The key priorities are shared with stakeholders in term 1 of each new school session.
- Budgets are matched carefully to the improving learning and teaching and the impact this will have on our pupils

Staff development and review

Our staff are our most important resources in the learning and teaching process. There is a need to provide opportunities to develop new skills and to enable staff to acquire new knowledge; this process in known as continuing professional development.

We recognise that we learn more when we:

- engage in self- evaluation
- feel that we have some control over the processes
- have our successes identified and acknowledged.
- have our professional development needs recognised and supportively planned.

Therefore, in Cairney School, review meetings for all staff are carried out annually and their development /training needs are endeavoured to be met as far as possible and in line with the development plan, budgetary constraints and by taking into account personal needs.

Leadership

All staff need opportunities to develop their leadership skills and areas of interest to ensure continued enjoyment at work and career development opportunities. Time, resources and

trust have to be made available for distributed leadership to flourish. Everyone's work should fit into the local working time agreement.

The Head Teacher will:
- Lead all aspects of the school's work.
- Promote teamwork and staff involvement in policy development, quality assurance and planning for improvement.
- Communicate effectively and develop productive relationships with pupils, parents, staff agencies and the wider school community.
- Show professional competence and commitment across a wide range of management skills.
- Demonstrate leadership qualities.

In Cairney School we operate a culture of leadership at all levels and the development of the skills of all members of staff and pupils. Opportunities to enhance leadership skills are provided by for example, members of the school community being given the opportunity to lead whole school projects or developments and to contribute their ideas and views about the direction of the school.

Roles and responsibilities

A reflective practitioner:

- Shows commitment to self-evaluation and continuing professional development as key means of improving practice and widening areas of expertise
- Has a working knowledge and understanding of the school policies and puts them into practice in the classroom
- Systematically evaluates the impact and effectiveness of classroom practice on pupils' learning
- Is prepared to make changes to teaching approaches where necessary as a result of this evaluation
- Use the results of pupil assessment to evaluate and improve teaching and learning and attainment of pupils.

The Head Teacher will:

- Ensure that relevant national, council and school policies are implemented in a manner designed to promote continuous improvement in learning and teaching.
- Consistently monitor and evaluate the work of the school in a variety of ways, involving members of the school community where appropriate
- Promote quality assurance explicitly in the school Improvement plan, in-service days and in collegiate meetings
- Allocate resources to identified development priorities in order to effect improvements in learning and teaching

Appendix 1

Calendar of quality assurance procedures

QI	Term 1
	Class lists and school roles reviewed after holidays
	Implement collegiate working time agreement
5.8	Child Protection update – all staff
5.8 8.3	Health and safely information shared with all staff
5.7 6.3	Distribute Standards and Quality Report to relevant stakeholders
5.9	Self - evaluation focus areas discussed and agreed with staff
5.2 5.9	Agreed Learning and teaching focus for classroom monitoring – linked to self - evaluation above (including class teacher self -evaluation)
5.3 5.8	Class Teachers to liaise with SFL Teacher (if necessary to ensure the needs of all pupils are met)
1.2 5.3 5.8	Complete ASN documentation e.g. IEPs
5.7 6.2	Pupil voice groups established and meetings taking place every two-three weeks
5.5 5.6	Expectations of pupil behaviour shared with all members of the school community.
1.1 2.1	Learner profiles – ongoing tracking and gathering evidence of progress and attainment, including analysis of results any of standardised assessments
2.1 5.2 5.3 5.4 5.9	Monitor Teacher Forward Planning – this will include staff self evaluation.
1.1 2.1	Monitoring of pupils' work and exploring pupils' views
7.3	Staff annual reviews where appropriate.
7.3	Continue to monitor and plan CPD needs for the future.

1.2 5.3 5.8	Evaluate progress made in IEPs etc
5.8	Monitor pupil attendance (monthly)
5.3	Learner profiling/journeys – I Can/achievements
5.7	Share Learner profiling/Learning Journeys with parents/guardians and gather feedback
2.1 5.2 5.3 5.4	Head Teacher to review the term and compile a termly overview. Gather evidence of focused audits to support self evaluation
9.1- 9.4	Monitor implementation of the school IMP
6.1	Review School Handbook
Term 2	
	Implement collegiate working time agreement
5.9	Self - evaluation focus areas discussed and agreed with staff
5.2 5.9	Agreed Learning and teaching focus for classroom monitoring – linked to self - evaluation above (including class teacher self -evaluation)
5.3 5.8	Class Teachers to liaise with SFL Teacher (if necessary to ensure the needs of all pupils are met)
1.2 5.3 5.8	Complete ASN documentation e.g. IEPs, etc
5.7 6.2	Pupil voice groups meetings taking place every two-three weeks
1.1 2.1	Learner profiles – ongoing tracking and gathering evidence of progress and attainment including analysis of results any of standardised assessments
2.1 5.2 5.3 5.4 5.9	Monitor Teacher Forward Planning – this will include staff self evaluation.
1.1 2.1	Monitoring of pupils' work and exploring pupils' views
7.3	Staff annual reviews as appropriate.
7.3	Continue to monitor and plan CPD needs for the future.
1.2 5.3 5.8	Evaluate progress made in IEPs etc

5.8	Monitor pupil attendance (monthly)
5.3	Learner profiling/journeys – I Can/achievements
5.7	Share Learner profiling/Learning Journeys with parents/guardians and gather feedback
2.1 5.2 5.3 5.4	Head Teacher to review the term and compile a termly overview. Gather evidence of focused audits to support self evaluation
9.1-9.4	Monitor implementation of the school IMP
5.7	Parent/teacher consultations
Term 3	
	Implement collegiate working time agreement
5.1 5.8	P7 – S1 Transition meetings/information compiled
ALL	Questionnaires to Stakeholders to identify priorities for improvement
5.9	Self - evaluation focus areas discussed and agreed with staff
5.2 5.9	Agreed Learning and teaching focus for classroom monitoring – linked to self - evaluation above (including class teacher self -evaluation)
5.3 5.8	Class Teachers to liaise with SFL Teacher (if necessary to ensure the needs of all pupils are met)
1.2 5.3 5.8	Complete ASN documentation e.g. IEPs, etc
5.7 6.2	Pupil voice groups meetings taking place every two-three weeks
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1.2 5.3	Evaluate progress made in IEPs, etc

5.8	
5.8	Monitor pupil attendance (monthly)
5.3	Learner profiling/journeys – I Can/achievements
5.7	Share Learner profiling/Learning Journeys with parents/guardians and gather feedback
9.1-9.4	Monitor implementation of the school IMP
Term 4	
	Implement collegiate working time agreement
5.9	Self - evaluation focus areas discussed and agreed with staff
5.2 5.9	Agreed Learning and teaching focus for classroom monitoring – linked to self - evaluation above (including class teacher self -evaluation)
5.3 5.8	Class Teachers to liaise with SFL Teacher (if necessary to ensure the needs of all pupils are met)
1.2 5.3 5.8	Complete ASN documentation e.g. IEPs etc
5.7 6.2	Pupil voice groups meetings taking place every two-three weeks
1.1 2.1	Learner profiles – ongoing tracking and gathering evidence of progress and attainment including analysis of results any of standardised assessments
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5.8	Monitor pupil attendance (monthly)
5.3	Learner profiling – I Can/achievements
5.7	Share Learner profiling/Learning Journeys with parents/guardians and gather feedback

2.1 5.2 5.3 5.4	Head Teacher to review the term and compile a termly overview. Gather evidence of focused audits to support self evaluation
9.1- 9.4	Monitor implementation of the school IMP
5.7	Parent consultations
5.9 6.3 9.4	Finalise evaluation of session's Action Plans and agree next session's improvement plan
6.3	Standards and Quality report and school IMP plans written
5.1 5.8	Transition information shared with schools
5.1 5.4 5.8	Update class information/overview prior to transition

Throughout the Session:	
1.1	CfE Levels and targets
5.8	Behaviour
5.8	Attendance
8.3	Health and Safety Checks including EBRP
6.3 9.4	Progress in Improvement Plan
ALL	Sampling – Pupils' views, parents' views, staff views.

Appendix 2

Resources used to support Quality Assurance Processes

- How Good Is Our School 3 (2007)
- Effective Provision for Special Educational Needs
- Buchanhaven School's vision and aims statement
- Lessons about school Improvement
- Improving the curriculum through self- evaluation
- Improving teaching improving learning
- Improving outcomes for learners
- Learning together Opening up learning
- Aberdeenshire Council's Service Plan for Education
- Curriculum for Excellence National Expectations Self-evaluation resource: QI 5.1 The curriculum and QI 5.9 Improvement through self-evaluation

We will use the 6-point scale to evaluate our performance:

6	excellent	outstanding or sector leading
5	very good	major strengths
4	good	important strengths with areas for improvement
3	adequate	strengths just outweigh weaknesses
2	weak	important weaknesses
1	unsatisfactory	major weaknesses

Appendix 3

Our Vision:

Cairney School aspires to be a happy, safe and inclusive learning community where everyone is treated fairly and with respect and encouraged to be the best they can be. Through high-quality, enjoyable learning experiences, we strive to inspire and challenge our learners to achieve their fullest potential. In our school, learning is an active, exciting, positive experience. We work in partnership with parents, carers and the wider community to enable our children to become

- **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.**

Aims:

We aim to:

- **sustain a welcoming, positive ethos which promotes health, wellbeing and respect for all,**
- **offer high quality learning opportunities, including outdoor learning experiences, which are enjoyable, relevant, engaging, challenging and promote both independence and teamwork**
- **ensure that all members of our learning community feel valued and supported and that individual achievements are recognised, shared and celebrated.**
- **identify opportunities to involve the wider community in the life of the school and work effectively with other agencies to ensure the best experiences for all our learners**
- **develop a whole school culture of self evaluation and reflection to ensure continuous improvement as we strive for excellence**
- **to provide opportunities for all members of our learning community to communicate and interact with others in many different situations**
- **to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected, responsible, included and nurtured**

Our values are:

Respect

Hard working

Encouragement

Honesty

Happiness

Fairness

QUALITY ASSURRANCE POLICY

Date of Original Policy: April 2015

Revision No.	*Details of Change*	*Date*
1	Consultation with staff	
2	Policy update	
3	Next Policy Update	

QUALITY ASSURRANCE POLICY

Do you have any comments to make regarding this policy?

Signed _____   Date _____

Name (please print) _____

Please remove and return to the Head Teacher Carney School