

REPORT TO: Education Committee

MEETING DATE: 16 June 2015

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Quality Assurance Policy 2015

1 PURPOSE

- 1.1 To seek the approval of the Committee for the Quality Assurance Policy 2015.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Approve the Quality Assurance Policy (Appendix 1).
 - ii. Authorise me to distribute the Policy to all educational establishments in East Lothian.

3 BACKGROUND

- 3.1 This policy was drafted in August 2014 and sets clear expectations for both Education Service Officers and staff in schools with regard to performance management and quality assurance.
- 3.2 Consultation ran between August 2014 and October 2014.
- 3.3 The new procedures contained within the policy were piloted between November 2014 and May 2015.
- 3.4 The draft policy was presented to the Senior Management Education Board (SMEB) in December 2014. The draft policy was approved by the SMEB, subject to a number of minor amendments which have been incorporated into the attached document (Appendix 1).

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 An Equality Impact Assessment has been carried out and no negative impacts have been found.

6 RESOURCE IMPLICATIONS

6.1 Financial - Any additional expenditure will have to be met from existing budgets.

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Quality Assurance Policy (Appendix 1).

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Education

Quality Assurance Policy

April 2015

Quality Improvement Team

This policy seeks to:

- **provide a rationale for performance management and quality assurance across the Education Service**
- **describe the nature and type of activity which underpins excellent performance management and quality assurance**
- **set clear expectations for both Education Service Officers and staff in schools with regard to performance management and quality assurance**

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Background

The Standards in Scottish Schools Act places a statutory duty on Education Authorities to ensure the quality of provision in its schools. East Lothian Council is committed to working in partnership with schools and parents to provide a high quality education service. The Council endorses the use of the national measures of school self evaluation as contained in How Good is our School (2007 edition) and uses these in its own quality assurance procedures in schools:

- Head Teacher review
- staff review
- school evaluation
- school improvement planning
- reviewing and monitoring the progress of the School Improvement Plan
- providing high quality Career Long Professional Learning (CLPL)
- monitoring learning and teaching

Aims

- to continuously improve the quality of learning and teaching in East Lothian schools for the benefit of each individual child
- to support staff in the processes of school self evaluation
- to provide a common framework for schools within East Lothian Council
- to inform the process of planning for school improvement

Format

Within East Lothian Council, the following Quality Assurance procedures and processes should be evident within each school. Schools should ensure that feedback provided to staff clearly focuses on impact on pupil learning.

Audit

The work of the school should be the subject of continuous self-evaluation, carried out against the quality indicators as contained in How Good is Our School and Child at the Centre and in line with Education Scotland Advice notes. Information gathered through the on going monitoring processes, which the school team is engaged in throughout the year, should be used to inform school improvement. It is essential that the views of staff, parents and pupils are taken into consideration.

School Improvement Plan

The purpose of the School Improvement Plan is to ensure that schools identify accurately those areas for improvement, which will have the greatest effect in enabling schools to continue to raise attainment. Schools will identify barriers to learning and issues of attainment/achievement.

Priorities for the School Improvement Plan will follow directly from the next steps identified in the Standards and Quality Report and will take account of National and Local Single Outcome Agreement. The plan should demonstrate clearly the school's focus on improvement and the benefit this will bring to pupils.

School Improvement Plans must have the following sections:

- school aims
- priorities for improvement
- expected outcomes
- personnel responsible
- timescales
- evidence
- evaluations

Due to the clear focus on pupil learning required by Improvement Planning, schools should also include summary details of maintenance tasks, curricular and pastoral developments through the use of annual calendars, remits and management plans.

It is a **statutory requirement that parents and pupils are consulted** on the formation of the School Improvement Plan. It is also necessary that plans are informed by all members of staff and the wider community so that everyone has ownership of the final plan.

School Improvement Plans must be submitted to Quality Improvement Officers by the end of June of the preceding session. This allows senior staff in schools time to amend plans in the light of feedback and to agree a programme of Continuing Professional Development activities in consultation with school staff.

The plan is an active document, which may be altered in the course of the year. This will be as a result of the ongoing process of monitoring and evaluating the progress of the plan. Alterations to the plan must be discussed with and communicated to staff and the school's Quality Improvement Officer.

Standards and Quality Reporting

Schools must produce an annual Standards and Quality Report, based on the Education Scotland self evaluation format and structured to include the context of the school and 3 key questions:

How well do children learn and achieve?

How well does the school support children to develop and learn?

How well does the school improve the quality of its work?

Evaluative statements should be referenced to the five key quality indicators:

Q.I. 1.1 Improvements in Performance

Q.I. 2.1 Learners Experiences

Q.I. 5.3 Meeting Learners' needs

Q.I. 5.1 The Curriculum

Q.I. 5.9 Improvement through Self Evaluation

The Standards and Quality Report should be clear and concise and is intended for distribution to parents. Evaluative statements must feature as well as factual information and attainment data. For example, "very good progress has been made in problem solving and pupils are now more able to apply appropriate strategies effectively". Next steps should also be identified and be used to inform the next improvement plan.

Professional Review and Career Long Professional Learning

Head Teacher Review will be managed by the school's Quality Improvement Officer or the Head of Education. It is expected that a review of all members of staff is carried out annually by the school's senior management. The authority expects a formal written record every year. Probationary teachers who are subject to the council's mentoring scheme would be the exception to this process. Staff review will inform the improvement planning process and the identification of professional needs aimed at supporting the school improvement and learning.

Career Long Professional Learning (CLPL) is based on the concept of teachers as enquiring practitioners who engage in deep, rigorous, high impact professional learning. They understand the inter-connectedness between enquiry and self-evaluation. Career-long professional learning links professional review and professional update. Teachers recognise the need for professional learning to impact on professional practice, the quality of learning and teaching and school improvement. Teachers know that through working and learning together and achieving the right blend and balance of professional learning activities, they will have the greatest possible impact on the learning of children and young people.

It is recognised that such development is not limited to attendance at courses and may include activities such as working alongside colleagues, shadowing, visiting other establishments, participating in or leading a working group, cluster working and professional reading.

As stated above Career Long Professional Learning is aimed at supporting school improvement and learning. CLPL is directly linked to the professional standards for teachers and those in leadership positions. Reviewer and Reviewee together are responsible for negotiating the individual's CLPL Plan for each year but each individual member of staff is responsible for maintaining his/her own CLPL Record.

Staff Remits

Staff remits will be reviewed annually to take account of outcomes from staff review and the needs of the School Improvement Plan. Promoted staff remits must be shared with all members of staff, pupils and parents.

School Self Evaluation

To promote effective learning, it is vital that a culture of self-evaluation exists where pupils and all staff members consciously and regularly self evaluate against national quality indicators. This can be achieved through planned opportunities during the course of the school year. School leaders should also seek staff, pupil and parent feedback on the effectiveness of leadership within the school. Evidence from the above can be used by the school to inform improvement at all levels.

In addition to this, it is expected that school management and staff teams monitor learning and teaching and school practices. This monitoring will include:

- the effectiveness of teaching plans
- assessment of pupils
- sampling pupil work
- the extent to which targets have been shared with pupils
- learning visits
- meeting with teaching staff to review pupil progress, attainment and targets
- liaison – stages, learning support, visiting specialists
- parent/pupil/staff questionnaires
- minutes of staff and management meetings.
- using performance information

It is vital that attainment and the progress of the individual feature as regular items on the agenda of management team meetings.

Use of Performance Data

The use of performance information should be an integral part of each school's self evaluation. Performance information should be considered in the context of the school and its comparator schools. It should be seen as a tool which generates questions for discussion between Education Services and Head Teachers and between Head Teachers and their staff.

Roles and Responsibilities

Education Services is responsible for:

- informing schools in good time of returns required
- setting a return date.
- issuing guidance if appropriate.

Schools are responsible for:

- ensuring the accuracy of data.
- ensuring that deadlines for returns (either electronic or paper) are met.
- ensuring that standards testing and other information gathering is carried out on time e.g SEE

Analysis

Data for performance analysis may be drawn from a number of sources including:

- Insight
- Seemis
- Standardised tests e.g. InCAS, Midysis
- External consultants.

Use of Information

Performance information is intended to support teachers in improving the effectiveness of programmes of work and forward planning. All teachers have a professional responsibility to make use of information available to improve teaching and learning.

Discussion of the information relating to individual schools and how this can support improved attainment and achievement will be a primary focus of all Quality Improvement Officers' ongoing contact with schools and attainment review meetings twice a session..

Monitoring

All schools will submit on an annual basis:

- School Improvement Plan
- Standards and Quality Report
- *Collegiate Working Time Agreements*

This information will be used as the basis of discussion on school improvement with the school's Quality Improvement Officer. The Quality Improvement Team will use evidence from school submissions and discussions in evaluation visits. As part of the programme for evaluation visits, officers will require to have access to supporting documentation on school self-evaluation. This will include:

- Timetables

- Classroom monitoring records
- Forward plans/course materials
- School arrangements for monitoring and tracking pupil progress
- Staff remits
- Management calendars
- Views of staff, pupils and parents.

Attainment Meetings with Secondary Schools. (September/February)

These meetings will take place with The Head of Education, School's Quality Improvement Officer, The Head Teacher, an additional Secondary Head and the MIS team.

Focus - The school's National Qualification performance data.

Agenda - The Head Teachers' analysis of the data school's performance data
Open discussion with colleagues about the analysis and possible actions arising from this discussion.

Each Meeting will be minuted with points for action identified.

February Meeting

Participants - As above

Focus - Progress on action points will be reviewed and will include analysis of 'Leavers' Data.

Agenda - Head Teacher's report on progress and an analysis of Leavers' Data
Head Teacher's report of projected levels of attainment in the upcoming National Assessments
Open discussion with colleagues about above

Secondary Evaluation visits

Evaluation Visit 1 (September- November)

Focus on Broad General Education and progress across the curriculum

Evaluation Visit 2 (March- June)

A second evaluation visit will be made on a proportionate basis where clearly identified reasons exist e.g. request from Head Teacher, progress on HMle Action Plan, New Management Team etc.

Secondary School Improvement Partnership Programme

All Midlothian and East Lothian Schools are involved in this programme. Schools work together to take forward specific development work. Schools are being supported the LA, Education Scotland and Glasgow University.

The Education Service will continue to support school with this programme to ensure that our schools continue to improve.

Primary

Cluster Attainment Meetings (September- October /March)

These meetings will involve about 4 Primary Head teachers responsible for schools of a similar background

September/October Meeting

Agenda- Each Head Teacher will provide an analysis based on a set of key .Open discussion with colleagues about the analysis and possible actions arising from this discussion.

Each Meeting will be minuted with points for action identified.

March Meeting

Participants- As above

Focus- Standardised Test Analysis
Progress on action points.

Open discussion with colleagues about above.

Evaluation Visits

Evaluation Visit 1 (September- February)

Focus on Improvements in Performance, especially in relation to the development of the curriculum and leading school based change.

All visits will be undertaken by the school's designated QIO, however a number of identified schools (e.g. Post inspection, Pre-Inspection) will include at least one other QIO and possibly another colleague e.g. Head Teacher or current practitioner (Nursery).

All visits based on school's self evaluation report. By the end of the visit the strengths and areas of development will be dated and signed by LA rep and HT.

Evaluation Visit 2 (March – June)

A second evaluation visit will be made on a proportionate basis where clearly identified reasons exist e.g. request from Head Teacher, progress on Education Scotland/Care Commission, Action Plan etc.

Primary School Improvement Partnership Programme.

Primary SIPP on a similar basis to the programme for Secondary Schools.

APPENDIX 1

Calendar of Activities for Performance Management

Month	Education Service	Primary Schools	Secondary Schools
August	Initial analysis of National/Local Measures by LA Officers		Initial analysis of National Measures by Senior Managements Teams
September	Attainment Meetings (Primary/Secondary)	Attainment Meetings Standardised Testing Programme (Baseline PIPS)	Attainment Meetings National Qualification Performance Meetings with Principal Teachers
October	Attainment Meetings (Primary/Secondary)	Attainment Meetings	Evaluation Visit 1
November	Evaluation Visit 1 (Primary/Secondary)	Evaluation Visit 1 Standardised Testing Programme (InCAS) P7 SEE return	Evaluation Visit 1
December	Evaluation Visit 1 (Primary)	Evaluation Visit 1	
January	Evaluation Visit 1 (Primary)	Evaluation Visit 1	School Leavers Data
February	Evaluation Visit 1 (Primary) Attainment Meetings (Primary/Secondary) Preparation of the National Measures (all), Local Measures: Candidate Initial Destinations and Breadth and Depth: Leavers stats. Briefings to Head of Education and Quality Improvement Officers	Evaluation Visit 1 Attainment Meetings Standardised Testing Programme (InCAS) P5 (this can be undertaken from Feb Break until Easter Break)	Attainment Meetings
March	Proportionate Evaluation Visit 2	Proportionate	Proportionate Evaluation

	(Primary Secondary) HoS presentation on National Measures and to Elected Members	Evaluation Visit 2 Standardised Testing Programme (InCAS) P3(this can be undertaken from Feb Break until Easter Break)	Visit 2
April	Proportionate Evaluation Visit 2 (Primary Secondary)	Proportionate Evaluation Visit 2	Proportionate Evaluation Visit 2 SOSCA Testing
May	Proportionate Evaluation Visit 2 (Primary Secondary)	Proportionate Evaluation Visit 2 Standardised Testing Programme (Baseline Follow up PIPS)	Proportionate Evaluation Visit 2 SOSCA Testing
June	Proportionate Evaluation Visit 2 (Primary Secondary)	Proportionate Evaluation Visit 2 Submit to the QIO-School Improvement Plan School Standards and Quality Report School Collegiate Calendar	Proportionate Evaluation Visit 2