



ST PETER'S SCHOOL
QUALITY ASSURANCE, SELF EVALUATION AND IMPROVEMENT PLANNING

Date Reviewed: September 2023
 Date of Next Review: September 2025
 Reviewer: Head Teacher (Christopher Bennet)
 Date of Governing Board ratification: 3rd October 2023

Document Control		
Edition	Issued	Changes from previous
1	Nov 2019	New policy
2	Sept 2021	No change

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
This policy links to other school policies on: Assessment Curriculum Performance management Teaching and Learning	Curriculum teams Year teams Specialist teams Business team

Introduction

St Peter's School is committed to demonstrating, as an organisation, the professional behaviour of being reflective on the impact of its practices. Whilst self reflection is valuable, being supported by stakeholders and colleagues both within/beyond the Trust to desire and informal, unbiased and rounded view of the school's current position and its developmental needs.

Why have a self evaluation process?

- 1) Recognise and celebrate effective practice
- 2) Raise the performance of the school and its students

Who should be involved?

- Leadership team
- Trust staff
- Governors
- School staff
- Students
- Parents

School Improvement Planning Cycle

Month	Activity
June	School Improvement Plan submitted to Governors for adoption (one and three year). This will be informed through both the summer term quality assurance cycle/Trust annual statement of priorities
September	School/Team Improvement Plans amended due to the August examination results
December	School/Team Improvement Plans and school SEF amended due to Autumn Term quality assurance processes
March	School/Team Improvement Plans and school SEF amended due to Spring Term quality assurance processes

Improvement planning

Whole school (School Improvement Plan – SIP) supported by:

1) Team Improvement Plans (TIPs)

- Curriculum teams
- Year teams
- Specialist teams e.g. SEND
- Business teams e.g. site

2) Quality Assurance process

During the academic year a cycle of quality assurance processes are conducted both internally and externally to the school supported by colleagues both internal/external to the Trust along with Governors (see quality assurance cycle which is available separately). Examples are:

- Curriculum teams involving:
 - External moderation of assessments
 - Learning walks (schedule available)
 - Student voice (examples available)
 - Peer reviews (involving colleagues internal/external to the school)
 - Student work scrutiny
- Year teams:
 - learning walks (tutor time)
 - Student voice
- Specialist teams e.g. Safeguarding:
 - Annual external audit
- Business team e.g. Finance
 - Regular Responsible officer (RO) visit (outcomes available)
 - Annual external audit (Trust outcomes available)

3) Self evaluation

The school maintains a self evaluation which directly relates to the current Ofsted Section 5 inspection framework. This is updated at least termly.

4) Performance management of staff

This process includes all staff (teaching and associate) and includes self evaluation and a formal review meeting.

Impact on plans

Issues identified as a result of the quality assurance process result in the amendment of improvement plans, allowing for regular monitoring of the impact of the planned actions.

Consultation

The School Improvement Plan is proposed for adoption to the Governors during the summer term, but is reviewed continuously through the regular Governing Body meetings, due to the continuous nature of the quality assurance process.

The plan is widely distributed and is available on our website with comments welcomed from all stakeholders.