



# ASPIRATIONS

## Quality Assurance Strategy

### Magna Academy Poole

Version Control	
<b>Quality Assurance Strategy</b> 2023-07-31	Inclusion of focus for work scrutinies for each unit. Subjects to provide QLA post-mocks.
<b>Quality Assurance Strategy</b> 2024-07-11	Addition of student conferencing QA. Updates on rewards QA. Section added on QA of disadvantaged outcomes

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## Introduction

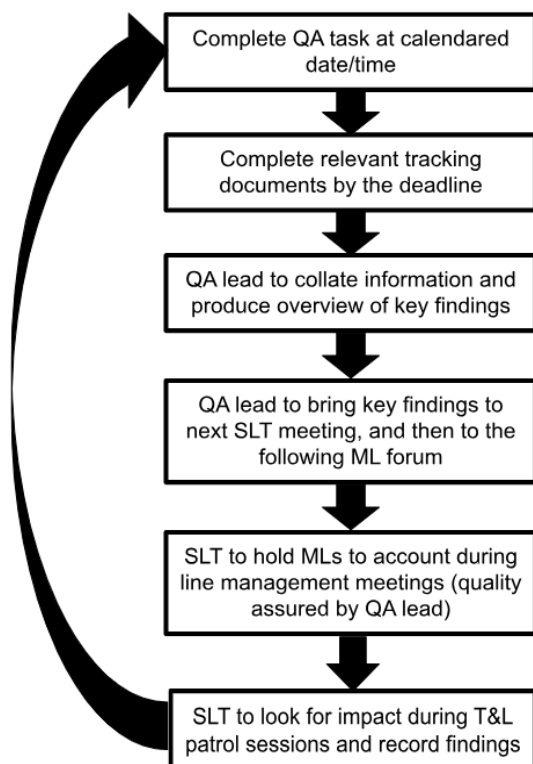
At Magna Academy Poole we have a clear and uncompromising vision for how we should continually be striving for excellence, in order to provide our students with the highest standard of education. We believe that rigorous and systematic self-review is critical to secure improvements in the academy, raise the achievements of all our students and provide worthwhile professional development for our staff, who are both well supported and effectively held to account by leaders. We have robust arrangements for monitoring our processes and standards which are continuously reviewed.

## Aims and Purpose

A reflective academy and reflective staff constantly evaluate aspects of their work. Self-evaluation, both formal and informal, is an integral part of a quality assurance system that aims:

- To provide a coherent structure for monitoring, evaluating and reviewing standards and processes across the academy.
- To develop a consistent approach to quality assurance across all curriculum areas which is supportive and transparent.
- To ensure continuous improvement so that students receive the highest standard of education that meets the needs of all.
- To identify further areas for development and improvement through systematic review, use of the Ofsted framework and stakeholder views.
- To foster a culture of self-reflection and willingness to learn to maximise the potential for all students and staff.

## SLT Quality Assurance Cycle



The cycle outlines the current QA measures with clear accountability for processes. It ensures a consistent approach through a centralised system of monitoring and a continuous improvement cycle that feeds into strategic planning at all levels of leadership and management.

### Quality Assurance Cycle 2024-2025

- SLT Lesson Drop-ins (ongoing)
- SLT Book Scrutiny (once per unit)
- Formal lesson observations (termly)
- Department Learning Walks (on-going)
- Department Book Scrutiny (on-going)
- Planning Scrutiny
- Student Conferencing

*Adapted from Michael D. Watkins (2013)*

## The Framework

The Quality Assurance Framework has 4 strands, with specific areas assigned to these as set out in the table below.

All aspects of the Quality Assurance framework feed directly into area Self-Evaluation Forms (SEF) with key areas for development from these forming the basis of the area Improvement Plans (IP). The focus for this is determined by the whole Academy Self-Evaluation Form and Improvement Plan.

1. Quality of Education	1. Behaviour and Attitudes	2. Personal Development	3. Leadership and Management
Subject Leader /Curriculum area Focused Review (inter-department) Homework SEND Disadvantaged Curriculum Teaching & Learning Student Conferencing	Behaviour Rewards Attendance	Personal Development Curriculum Futures (CEIAG)	Line Management SEF & AIP Stakeholder Voice External Review Safeguarding Data & Tracking Statutory Compliance CPD EVC Sixth Form Provision Appraisal

### 1. Quality of Education

#### 1.1 Subject Leader/Curriculum Area Quality Assurance

It is part of the role of a Subject/Curriculum Leader to ensure all aspects of the department's work is regularly quality assured, particularly the quality of teaching and learning (including curriculum planning, attainment, and progress. Teachers will contribute to this process by continually evaluating their teaching and the progress of their students. Each Subject/Curriculum leader will maintain a Quality Assurance file. This can be a physical or electronic file which should be updated regularly and at least termly.

We also expect Heads of House to keep a House file with key information regarding their house and students.

Evidence we expect in the folder includes:

- line/curriculum/house meeting records (sample) - to include evidence of discussions around curriculum, raising attainment, teaching and learning
- results and data analysis (including assessment point progress review reports)
- work scrutiny forms
- lesson drop in/observation forms (inc. ECTs)
- student conferencing review
- planning and curriculum documents including LTP/MTP/Units of Work, homework, assessment overview and exemplar assessments (with moderation evidence)
- SEF and IP
- key/departmental policies
- ARE
- Assessment journeys
- budget information
- remote education provision (e.g. an overview for the department)
- *English only: Direct Instruction overview, impact analysis*

Any documents created electronically that should be stored in this file must be printed and included. Please create a working contents page and use dividers to separate each section.

A Quality Assurance focus area will be agreed upon during line management meetings. Quality Assurance activities should include:

- Work scrutiny (including homework quality and completion)
- Lesson Drop-ins (6MF, Magna Basics, Know More Remember More strategy, literacy, oracy, SEND, High Prior Attainment, Disadvantaged)
- Planning Scrutiny
- Student Conferencing

To ensure that these activities take place, these have been calendared for the year where possible/applicable.

### 1.2 Focused Review (inter-department)

A focused review is only conducted in two instances. Firstly to diagnostically evaluate areas of success and share best practice or secondly as a response to a particular area causing concern.

A focused review will include the following, as appropriate:

- leadership by member of SLT with responsibility for this area
- other key staff as and when deemed appropriate (e.g. SENDCO)
- a programme of observations and/or other evaluation methods agreed according to focus
- production of a report with targets, clear dates for improvement and professional development requirements. For Key Stage 4 subjects, this could be in the form of a Rapid Improvement Plan (RAP) in regards to examination outcomes.
- report presented to Aspirations South Coast Regional Board (if appropriate)

### 1.3 Homework

Homework is work that is set to be completed outside of the timetabled curriculum, on a cyclical basis. It contains an element of independent study in that it is not usually directly supervised by a teacher. Homework is important in raising student achievement, and should enhance student learning opportunities and help them to 'Know More and Remember More'.

Key stage 3 homework consists of daily self-quizzing, reading, Tassomai, Sparx Maths and Sparx Reader. Students will be directed by their tutor to specific lines of their Knowledge Organiser to learn each evening. Students are expected to complete a minimum of 1 page in their practice book. This will be checked during the following morning during tutor time.

Key stage 4 homework consists of daily self-quizzing which is checked by their tutor the following morning. Students are expected to complete a minimum of 1 page in their practice book. Students will also be set 1 hour of subject specific homework each week, set and checked by their subject teacher. Students will have a week to complete this.

The quality of homework will be assured through the following process;

- Daily checking of completion by tutor teams

- Subject Area Work Scrutiny (Week 1 of each unit - begins unit 2)
- Teacher spot checks in lessons
- Sample check of homework in advance of each unit by SLT link
- Evidence of deadlines being set by staff members, and met by students, via google classroom
- Homework detentions analysis - via SLT meetings (once per unit)
- Monitoring of homework club attendance

Key stage 5 homework consists of 8 hours a fortnight per subject, plus an additional 2 hours of Wider Independent Study per subject to enhance and further embed key knowledge and skills. Students will complete a variety of tasks from self-quizzing to exam style questions. Sixth Form tutors will perform weekly folder checks to ensure that work is completed to the standard required. The Head of Sixth Form also carries out regular work scrutiny to check the quality of homework set in subject areas.

For more information please refer to the Homework Strategy.

#### 1.4 SEND

High quality teaching, differentiated for individual needs is the first step in responding to students who have or may have SEND (Special Educational Needs and Disabilities). Provision of SEND within the classroom is quality assured during both formal and informal lesson drop-ins. Assistant Principal Inclusion supports staff completing the drop-ins to help identify what quality first teaching looks like. The SEND students are also tracked within curriculum areas as part of Magna's internal tracking system, both in terms of attendance and progress.

Additional interventions are provided to support the quality first teaching. The impact and quality of these interventions are evaluated regularly on Provision Map by scoring each student from -2 (Significantly less than expected) to +2 (significantly more than expected) in terms of meeting the expected outcome of the intervention. This ensures that the correct intervention is supporting the students to make progress.

Students with an Education, Health and Care Plan (EHCP) have an annual statutory review meeting to ascertain their progress made towards the outcomes on their plan. These meetings also need to include checking the banding criteria to ensure that the appropriate funding has been allocated.

Students on the SEND register have a learning profile on provision map. The learning profile is used to support teachers meeting the SEND need in the classroom. In addition to the learning profile provision map details what is being provided that is additional to what the majority of students receive. The provision map is quality assured in order to make sure that the provision on offer matches the student need at Magna Academy. This takes place at the end of each intervention, where each student will be given a score from -2 to +2 depending on how well they have met the expected outcome.

Aspirations audit the SEND provision annually, this includes completing an audit in September followed by a visit to the academy to quality assure the provision. Quality Assurance of the use of student learning profiles.

## 1.5 Curriculum

The Curriculum is designed to enable all students to have the qualifications and skills needed to progress to the next stage of their education, employment or training. The Curriculum is reviewed annually to ensure:

- That it continues to meet the needs of students to make progress
- Any statutory requirements are met
- Students are fully prepared to take their place in society
- SMSC is supported in the academy through interleaved personal development and futures links
- Students achieve excellent exam results in terms of attainment and progress
- Take up rates for subjects at KS4 and KS5
- Value for money (an annual submission is made to the EFA with a value for money statement)

The Academy curriculum model is reviewed annually, to ensure it is fit for purpose and in order to fully staff it for the forthcoming academic year. Subject curriculums are reviewed regularly throughout the academic year, through departmental and line meetings. Preparing for the next academic year. Assessment data is one tool that is regularly used to monitor the quality of each subject curriculum, monitoring student attainment and progress throughout the academic year.

Curriculum planning and resources are quality assured each unit by subject leaders and their SLT link. As part of the annual curriculum review, subject leaders update curriculum plans (Long Term Plans, Medium Term Plans, Assessment Journeys and Age Related Expectations (AREs)) in the summer term, and a rigorous quality assurance process involving SLT link review and a sample check by all of SLT, with a clear timeline for this is built into the middle leaders' calendar.

## 1.6 Teaching & Learning - Implementation

### Formal Lesson Drop Ins

All teachers are formally observed once per term to maintain an accurate picture of strengths and areas for improvement within the quality of teaching across the Academy, and to support their development.

- Formal lesson drop ins should be agreed at least 1 week in advance, and should last up to approximately 20 minutes.
- Formal lesson drop ins should usually be carried out by the relevant line manager. On occasion it may be deemed appropriate to have joint observers or an observation by a member of the senior leadership team to quality assure judgements.
- Any lesson plan, resources and class file should be handed to the observer at the start of the observation.
- During the observation, the observer should take the opportunity to review books and folders, as well as engage with students about their progress and learning opportunities within the subject area. The observer should particularly focus on asking students questions such as, "What are you learning?", "Why are you learning it?", and "Do you know how to improve?"

- The lesson drop in evidence form should be completed during the lesson to ensure all details are recorded accurately.
- Feedback should be scheduled within 48 hours of the observation whenever possible. A copy of the form should be given to the teacher and to PHH, while the observer should retain the original in their own QA file.
- The quality of teaching should not be judged based on the lesson alone. Instead, a comprehensive assessment should be made using evidence from progress data, work scrutiny, student feedback, and observations over time to determine the typicality of teaching quality. Ofsted gradings should reflect this holistic evaluation approach, and individual lesson observations should not result in a grading for the teacher.
- Feedback is a crucial element of staff improvement and development, and every opportunity should be taken to make this a meaningful and effective training experience.
- If a teacher is dissatisfied or disagrees with the feedback received following a formal lesson drop in then they should be given the opportunity to discuss this with their line manager. If this cannot be resolved the teacher may wish to write to the Vice Principal responsible for quality assurance to request a review of all the evidence and if appropriate request a further lesson observation.

### Informal Lesson Drop Ins

Informal observations of learning (informal lesson drop ins) will occur throughout the academic year. These will give observers a regular snapshot of the quality of education in their given subject area. Evidence derived from drop ins will be used to identify trends and evaluate practice. Feedback will follow the strengths and areas to improve framework which can be applied to subject areas, curriculum areas, year groups and whole evaluation.

- Subject Leaders (Head of Department/ Academic Director) will normally carry out drop ins, although we encourage all staff to do this to share and learn from each other.
- These should only be for up to 5 minutes and are low stakes drop ins which should be carried out regularly in the week. The Magna Basics Framework forms the focus of each drop-in unless directed otherwise due to appraisal or support plan targets.
- Feedback is to be given to the teacher the same day via email – this should be a couple of bullet points outlining the positives (WWW) and any areas for development (EBI). The email is for that member of staff only, no one else needs to be copied in. If feedback in person is more appropriate, then this should be done as well.
- Subject Leaders are expected to maintain a lesson drop ins tracker to record notes from their informal drop ins, a template for this is saved in Google Drive.
- Additionally, subject leaders are expected to maintain a Teacher RAG tracker to record different aspects of each of their team's practice for triangulation purposes and to monitor any teachers who may not be meeting the teachers' standards, thereby providing more timely support and intervention. A template for this is available on Google Drive.

### SLT Informal Drop Ins

- The Senior Leadership Team will also carry out informal lesson drop ins on a weekly basis – this may be in any subject area.
- The purpose of the SLT drop ins is to provide support for teachers by having a highly visible SLT, to ensure that the team has a robust picture of the quality of

education across the Academy, and to monitor any variance between groups (within the same subject) in terms of challenge, student performance and presentation of work.

- Lesson drop ins will usually have a particular focus which is to be recorded on the spreadsheet e.g. SEND, most able, Magna Basics etc. This is another way of monitoring groups and the provision in place for them.
- Findings are recorded on a document on Google Drive (SLT Lesson Drop Ins Record) the same day for discussion at briefings/meetings – particular highlights or common themes can be raised in the weekly SLT meeting under Quality of Education.
- Individual staff members do not always need to receive feedback, although if appropriate then the member of SLT should arrange for this to happen, either via email or in person.
- SLT members should add details of any actions to be taken; it is important that SLT members monitor this column in order to give feedback through line management.

Lesson observers must ask for the class file to monitor the quality of these and to ensure they are kept updated, and that staff are employing the recommended strategies for SEND students.

ECTs will have an additional formal lesson observation each half term, usually carried out by their mentor.

### Work Scrutiny

Scrutinising the quality of student work is an essential and integral part of the monitoring of teaching and learning. We advocate collaborative work scrutiny where possible, and must also include students' self-quizzing books. This is carried out in several strands of the quality assurance process, including:

- Subject Leader/Curriculum Area Quality Assurance
- Departmental meetings - work sampling
- Formal Lesson Drops Ins
- Subject Area Work Scrutiny – Week 1 of each unit (begins unit 2)
- Aspirations Review
- Monitoring Visits
- SLT – Week 1 of each unit (begins unit 2)

During a student work scrutiny, the work is evaluated against the following criteria:

- Do the books show the sequence of learning as expected from the scheme of work?
- Do books show consistent assessment and identify where students are knowing and remembering more?
- Is the work of good quality?
- Do the books show students taking risks, making mistakes, self-correcting, being resilient learners?
- Is there evidence of marking that aligns with the academy feedback policy, including the correction of spelling mistakes and ongoing efforts to address misconceptions through improvement tasks?
- Do books show that the SEND and PP students are accessing the same curriculum as their peers?
- Are SEND students making good progress given their starting points? Compare with SEND records e.g., EHC plans. Level of independence?



- Are PP students making the same or better progress than their peers?

Work scrutinies, conducted by the Senior Leadership Team along with invited leaders from the Middle Leader team, will occur during weeks 2 to 7 of each unit. Books must be delivered to the Boardroom by 3pm on the Wednesday of unit week 1. The specific focus for each unit's work scrutiny can be found in the Middle Leaders' Google Calendar as outlined below.

- Unit 2 Week 1: Year 11/13
- Unit 3 Week 1: Disadvantaged
- Unit 4 Week 1: Year 10/12
- Unit 5 Week 1: SEND
- Unit 6 Week 1: KS3
- Unit 7 Week 1: Gender

A work scrutiny record will be completed for books seen and shared with the relevant subject leader to action. Overall strengths and areas for development will also be produced with clear actions and timeframe for improvement.

Further details about marking expectations are outlined in our Feedback Strategy.

### Disadvantaged

We have statutory requirements to provide and update our academy's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, outlining our planned expenditure for each academic year, and reporting on the outcomes achieved by disadvantaged pupils in the previous academic year. Areas of quality assurance include:

- Statement of intent
- Challenges
- Intended outcomes
- Activity in this academic year
  - Teaching (for example, CPD, recruitment and retention)
  - Targeted academic support (for example, tutoring, one-to-one support, structured interventions)
  - Wider strategies (for example, related to attendance, behaviour, wellbeing)
- Outcomes for disadvantaged pupils - measuring impact
- Externally provided programmes

Provision of PP within the classroom is quality assured during lesson drop-ins. Assistant Principal Inclusion supports staff completing the drop-ins to help identify what quality first teaching looks like. The PP students are also tracked within curriculum areas as part of our internal tracking system, both in terms of attendance and progress.

### Student Conferencing

Once per term, SLT will convene with students for quality assurance discussions through student conferencing. During these sessions, students will respond to key questions adapted from the Ofsted inspection pupil questionnaire and the Trust Quaglia Survey.

The conversations are confidential and complement evidence that will help SLT to triangulate findings from other quality assurance areas and set meaningful interventions for academy improvement.

### Analysis

The records and feedback from lesson drop ins will give the Vice Principal in charge of Curriculum an overview of the quality of education across the Academy. This information will be collated and reviewed in order to identify trends, evaluate practice and determine follow-up actions.

The Vice Principal will monitor the SLT Lesson Drop-Ins Record weekly to promptly identify any emerging issues, patterns, or areas of excellence that warrant wider recognition. All Lesson Drop-Ins Records completed by subject leads will be collected and reviewed by the Vice Principal on a termly basis. A detailed discussion of key strengths, areas for development, and corresponding action plans will be a regular agenda item during SLT meetings under "Quality of Education". This process will address any issues that arise across multiple staff members or areas, as well as with individuals. The CPD schedule will be adjusted accordingly to meet any identified needs across the academy. Teachers identified as concerns will undergo Stage 1 (close monitoring) of the Underperforming Teacher process.

## **2. Behaviour and Attitudes**

### **2.1 Behaviour**

All staff receive training on our behaviour policy at the beginning of each academic year, ongoing CPD is planned and delivered throughout the year based on trends, changes or just general reminders.

All positive and negative behaviour events (whether in or out of class) are recorded on Arbor (MIS), along with any follow up contact with the students parents/carers. All such events are monitored using the Arbor behaviour dashboard by Tutors, Heads of House, Subject Leads and SLT links, in order to ensure poor behaviour is dealt with in an appropriate way to resolve any underlying issues.

Persistent poor behaviour is monitored daily by the Assistant Principal and Vice Principal - Behaviour, Heads of House and the Behaviour Team. Appropriate sanctions, supportive measures and parental contact is made to reduce such incidents, following our Academy Behaviour Policy.

Behaviour events, Academy-based exclusions, and suspensions are recorded on Arbor and/or the Academy's Behaviour Dashboard. Data concerning lesson disruptions is shared weekly by the Assistant Principal for Behaviour during SLT meetings. Additionally, broader behaviour trends related to suspensions and Academy-based sanctions are discussed in half-termly Team Around the House meetings and reported to the Senior Leadership Team. The purpose of sharing this data is to help identify patterns and resolve underlying issues to improve student behaviour and attitudes. Actions will be instigated from these reviews in order to reduce such events and maintain excellent behaviour around the Academy. Data from these reviews will feed into the monitoring system of the Regional Board Meeting.

### **2.2 Rewards**

Personal student rewards are monitored weekly by each tutor, through the use of their Ready for Learning cards. Tutors will issue the points onto a Google sheet (MIS) before handing them to their relevant Head of House who will initiate an additional reward. Additional weekly recognitions include assembly announcements, weekly communications, including subject postcards.

House achievement points (HAP's) are earned for positive behaviour which goes exceeds basic expectations in the classroom, during house competitions, and through participation in

enrichment activities and opportunities. This is monitored alongside each unit and celebrated as part of our Sense of Accomplishment assemblies. Students also receive certificates for positive behaviour points, zero negative points and attendance three times an academic year. The top students within each house will receive weekly communication home to parents/guardians to recognise their success.

House flags will display throughout the academic year, identifying the house in the lead for the current competition or will reflect the current standings of overall points.

Rewards will be monitored every six weeks, with the analysis taken to SLT. This will help identify areas that are consistent but more importantly areas that are inconsistent and need addressing.

### 2.3 Attendance

Attendance is monitored daily by the Academy attendance lead, and Vice Principal Behaviour and Attitudes, who identifies any immediate concerns for action. This may range from following up incomplete registers, absent students without notification from parents/carers, to possible missing students. The attendance lead follows up such concerns on a daily basis with the relevant staff, parents and carers.

The attendance lead reviews all registers on a daily/weekly basis, ensuring that by the end of each week all registered marks are accurately recorded. This takes into account all communication from parents and carers.

The Attendance Lead, Head of Safeguarding and Welfare and the Vice Principal Behaviour and Attitudes, meet fortnightly to audit every student's attendance. Actions are formulated from the audit, following the Academy's Attendance Strategy. Minutes are taken and reviewed at follow up audits.

Attendance and patterns of absence for all students and groups of students, are reported weekly to the Senior Leadership Team to review and action. These reviews are used to report to the Academy RBM and BCP for further quality improvement.

## **3. Personal Development**

### 3.1 Role of the Tutor and the Delivery of Tutor Time Activities

Senior Leaders and Heads of House will support and monitor the quality of a tutor's pastoral and organisational responsibilities in line with the published House handbook expectations and job description. This will happen through tutor time drop ins, whole academy tutor meetings once per unit and CPD sessions. Students will also complete a confidence survey at the end of each unit and at the end of the academic year. The personal development lead will also meet with students during each unit to speak to them about their le

The following weekly tutor time activities could be identified as a focus for an informal tutor drop in:

- Line-Ups.
- The accurate and prompt completion of registration.
- Daily routines that include displaying the weekly message board, completing uniform/equipment/homework checking and issuing/collection of ready for learning cards (R4LC).

- Numeracy development tasks.
- Literacy development tasks.
- British Values and competition events.
- Personal development curriculum delivery - lesson resources, confidence trackers and end of unit quiz outcomes.
- DEAR (Drop Everything and Read) - Observers will be looking for the eight literacy techniques being used effectively and students having the opportunity to read independently and aloud, with appropriate discussion around vocabulary and themes.
- DEAR (Drop Everything and Revise) - Effective Revision for Year 11.

Evidence derived from drop ins will be used to identify trends and evaluate practice. Feedback will follow the strengths and areas to improve the framework which can be applied to tutor/year group and whole evaluation.

- SLT and Heads of House will carry out tutor drop ins.
- The purpose of the tutor drop ins is to provide support for tutors by having a highly visible pastoral leadership team to ensure that the team has a robust picture of the quality of tutor time delivery across the Academy, and to monitor any variance between tutor groups and year groups.
- These should only be for up to 5 minutes and are low stakes drop ins which should be carried out regularly in the week.
- Feedback is to be given to the tutor the same day via email – this should be a couple of bullet points outlining the positives (WWW) and any areas for development (EBI). The email is for that member of staff only, no one else needs to be copied in. If feedback in person is more appropriate, then this should be done as well.
- SLT findings will be recorded on a document on Google Drive (SLT Lesson Drop Ins Record) the same day for discussion at briefings/meetings – particular highlights or common themes can be raised in the following Monday morning briefing.
- HOH should store these emails in an electronic folder ('Informal Tutor Drop Ins') in their sent items.

### 3.1 Futures (CEIAG)

The Assistant Principal in charge of Personal Development will provide annual training for all tutors involved in delivering the Futures Programme. They will also offer guidance to tutors on course levels at transition points, enabling them to provide high-quality guidance for students.

The Senior Leadership and House Team will conduct drop-ins during Futures Education sessions from years 7 to 13. The Assistant Principal in charge of Personal Development will arrange enrichment activities and visits to enhance the programme, and also audit the booklets completed by students during Futures sessions. Data analysis will evaluate increased retention rates on post-16 and post-18 courses to ensure effective guidance.

Students will complete questionnaires at the end of each Futures Education session and unit in Personal Development. Parental questionnaires will include Futures-based questions to assess the impact of parental support on Futures Education. Engagement in Futures Education across year groups will be continuously tracked and monitored. Compass and Compass+ will be utilised to meet Gatsby Benchmarks and ensure comprehensive student engagement in Futures Education.

### 3.2 Parents' Forum

The implementation of a Parents' Forum that meets every half term is crucial. Meeting notes will be meticulously prepared and disseminated to ensure transparency and accountability among parents and staff. Additionally, a questionnaire will be administered to parents to evaluate the forum's impact, the clarity of information provided, and the effectiveness of its management.

Furthermore, the engagement of all parents during parents' evenings, through the Magna Futures online platform, and via responses to questionnaires will be systematically monitored.

#### **4. Leadership and Management**

##### **3.1 Line Management**

Regular, minuted line management meetings are an important part of raising standards and consistency within the Academy. They ensure clarity of focus and aid the process of prioritising, whilst providing evidence of both successes and areas to improve. The meetings will also ensure clear expectations and lines of accountability.

There is a two-week cycle for line management meetings. A fixed agenda for all line management meetings is in place (although not all items may need to be addressed each meeting, and additional items will be added):

- Action points from previous meeting
- Quality of Education (including Lesson Drop Ins Record)
- Raising Standards - Achievement (sustained progress review) – Y11 and Y13 priority inc RA and Academic Interventions
- Behaviour & Attitudes
- Personal Development
- Trips and Visits (calendar)
- Actions Moving Forward
- AOB

The Academy meeting record should be used to record minutes and action points – this should be electronic and saved in the line manager's 'My Drive' folder, and sent to the participant(s) with the former's line manager copied into the email. Action points will be attributable to individuals and have clear time scales. The Vice Principal will check a sample of minutes for quality, rigour and consistency at the end of unit 2, 4 and 6.

##### **3.2 Self-Evaluation Form and Academy Improvement Plan**

Self-evaluation is an important element of the Academy's work. The Academy's Self-Evaluation Form (SEF) is guided by the key areas for inspection. The Self-Evaluation Form (SEF) itself provides a judgement on each of the key areas for inspection accompanied by a brief commentary of evidence supporting each judgement. Priority areas for development are stated at the bottom of the document.

Each subject area, area of whole academy responsibility, and Head of House will construct a SEF.

The Academy Improvement Plan (AIP) outlines the crucial areas of focus for accelerating the Academy's progress towards targets. The key indicators and methodology by which improvement can be gauged are included, following best practice which will then be disseminated to inform other Improvement Plans (IP) within the Academy.

Each subject area and area of whole academy responsibility will construct an Improvement Plan, based on the targets outlined in the AIP and specific focus areas. The plan will detail how they intend to reach the objectives set.

Progress towards objectives within all Improvement Plans is monitored each term as follows:

- The Principal, Vice Principals and Assistant Principals will review and (RAG) rate progress against AIP objectives on a half termly basis.
- The Senior Leadership Team will monitor progress of all other Improvement Plans through line management meetings, with a formal review at the end of each half term.
- The link governor will review progress through SLT reports and Regional Board meetings.
- The Principal and Senior Leadership Team along with the whole staff will evaluate overall success of the AIP during the summer term, which will also inform the improvement plans for the next academic year.

### 3.3 Stakeholder Voice

Regular consultations will be held with students, parents and staff, mainly in the form of questionnaires with discussion panels/working parties where appropriate. They will take the form of the following:

- Student Voice Questionnaires and student conferencing (modified version of the Ofsted Student Questionnaire and Trust Quaglia Survey)
- Student Leadership Team involvement in high profile interviews, policy reviews and as a voice for consultation regarding key issues.
- Parent questionnaires
- Staff questionnaires
- Termly Parent Forum meetings
- Staff panel/working parties for involvement in interviews, policy review and as a voice for consultation regarding key issues that arise.
- Staff exit interviews to establish general perceptions of the academy and wider community. These will be optional and face-to-face, coordinated by the Director of Business & Operations and an Assistant Principal (wellbeing).
- Remote consultations with stakeholders on key academy policies

### 3.4 External Review

Regular external reviews are undertaken by the Aspirations Academy Trust and link Governor; this is an important part of the triangulation process for the Academy.

Quality assurance activities include:

- Examination review
- Half-termly monitoring visits
- Half-termly targeted learning walks
- Improvement/development planning meetings
- Termly safeguarding visits
- Review day (1)
- Deep dive review day (pre-Ofsted)

### 3.5 Safeguarding

The Designated Safeguarding Lead has weekly line management meetings with the Safeguarding and Welfare lead. These meetings are used to discuss students that have had concerns raised that week and students who currently have a social worker.

MyConcern is quality assured during these line management meetings in order to be confident that staff are raising appropriate concerns. Reports are produced from MyConcern which identifies the number of concerns raised and under what area of need. This information is used to inform our interventions and support that a particular year group may need.

Safeguarding is an agenda item in SLT, HOH and Curriculum area meetings. The DSL provides HOH and Curriculum areas safeguarding scenarios to discuss during these meetings. This helps to remind staff to recognise signs of abuse and how to respond and record disclosures.

The Phoenix team also meets weekly and safeguarding is always an item on the agenda.

All Child Protection and Child in Need conferences and reviews are attended. These reviews are multi-agency and any feedback would come back into via the weekly line management Phoenix team meetings.

Aspirations conduct an annual audit of the safeguarding provision, which involves completing an initial audit in September followed by a visit to ensure quality assurance of the provision. In addition to this internal audit, BCP audit Magna's safeguarding provision every four terms. This external audit process includes completing a comprehensive safeguarding audit and holding a detailed meeting to review the audit findings and develop an action plan based on them.

Interventions are reviewed on our provision map in order to quality assure the support given.

The DSL carries out regular staff quizzes through Google Forms to check for understanding and identify any areas of needs to be addressed through further staff training.

### 3.6 Data Analysis and Tracking

The intelligent use of assessment data, progress-tracking and targeted intervention is a key element in raising achievement. The purpose of analysing data is to help us identify priorities and strategies for subject and Academy improvement.

As part of the Results Review each September, Subject Leaders will meet with the Principal and their SLT Line Manager to review results, to agree actions and to identify strategies to incorporate into their next subject improvement plan.

Whole Academy results are analysed for all students and groups of students.

KS3 results are analysed in terms of:

- age related expectations (ARE)

- low, middle and high prior attainment bands
- progress matrix - projected grades based on KS2 data
- GL CAT4 Assessments, progress tests and NGRT reading and NGST spelling ages
- Attitude to Learning (ATL) including homework and personal development

GCSE and Level 2 Vocational results are analysed in terms of:

- attainment standards against national outcomes (A8, E&M and EBacc)
- progress from KS2 to KS4 (P8)
- achievement against FFT targets (FFT5 and FFT20)
- bucket 2/3
- low, middle and high prior attainment bands
- Attitude to Learning (ATL) including homework and personal development

A2/AS and Vocational results are analysed in terms of:

- standards against national results
- achievement against targets using ALPS
- level 3 value-added from GCSE
- retention and completion rates
- destinations
- research groups
- Attitude to Learning (ATL) including homework and personal development

Internal assessment journeys for each year group, following our Academy Assessment Calendar are reviewed by the relevant subject leader, head of house and by the Senior Leadership Team. There are three Assessment Points during the year for each year group. These outcomes are analysed for all students and groups of students against, although not relevant for all year groups:

- age related expectations
- expected progress
- attainment against targets
- projected end of course teacher outcomes
- most likely outcomes

Following each set of Assessment Points for KS4 and KS5, heads of subject will complete a progress review and present to their SLT line manager. The purpose of the review is to set appropriate student interventions and subject support is agreed and actioned. These are reviewed over time to measure impact and to develop the quality of the individual subject curriculum. These reviews inform the data presented at the Regional Board Meeting.

Subjects are required to keep an internal tracking overview of regular knowledge retrieval tests, end of unit/topic assessments, mock examinations and other assessed work. In addition, subjects are required to produce a question level analysis (QLA) post mock to identify areas and students for intervention. Subjects have the autonomy to create a QLA that suits the assessments needs of their subject. Following a year group assessment point (AP), the academy will provide, and regularly update, the key stage tracking overview document. The above will result in improvements in accurately projecting grades over time.

### 3.7 Statutory Compliance – Website and Policies



The Vice Principal in charge of Quality Assurance, alongside the Principal, has overall responsibility for ensuring that policies are up-to-date and reviewed when required (usually annually) to ensure compliance.

The academy uses GRC ONE for Education to manage compliance, in addition to an SLT calendar for the academic year ahead which also maps out policy dates for discussion and presentation at meetings. All policies are written in consultation with stakeholders before being ratified.

Key policies are sent to new staff upon appointment and all staff receive the most up to date policy annually.

### 3.8 Continuing Professional Development

High quality CPD is an essential part of teachers' development and an important factor in helping to improve outcomes. An internal, comprehensive programme is planned for the academic year based on Academy priorities, staff needs, educational research and best practice. These sessions are coordinated by the Vice Principal for Curriculum and primarily delivered by Academy staff identified as consistently demonstrating excellent practice. Resources are quality assured in advance of sessions by the Vice Principal and feedback is given after each session.

For both internal and external CPD courses, staff complete an evaluation form which is shared with the Vice Principal for learning and feedback acted upon as necessary. This includes evaluating whether the CPD demonstrates value for money.

The evidence of the impact of CPD is measured through various strands, including lesson drop ins, work scrutiny, data analysis/student progress and attainment, and other external reviews.

### 3.9 Educational Visits

All students will have access to at least one educational visit whilst at Magna Academy, with all students having the option of a residential trip either within or outside of the United Kingdom.

A report will be shared by the EVC at an SLT meeting at the end of each unit during the academic year. This report will include a list of all visits that have taken place during the last unit and academic year to date, a breakdown of the students who went on the visit (SEN, PP etc.) and feedback from staff and students following each visit.

### 3.10 Sixth Form Provision

Sixth form students at Magna Academy have access to a balanced, competitive curriculum, offered through a series of academic and professional pathways, both of which may be combined to tailor the needs of each individual student.

Retention targets are set at 25% of the yr 11 cohort progressing into year 12, and 8 students from external establishments. 2023/24 saw 20.5% retention and 9 external students enrolled.

Our aim is that every sixth form student leaves the Academy as confident and well rounded individuals, with a wealth of transferable skills and cultural capital. To support this vision, each individual programme enables students the opportunity to study for the Aspirations Employability Diploma (AED) and the Extended Project Qualification (EPQ). These courses are offered alongside full advice and guidance on destinations delivered through the Futures programme.

Provision is reviewed annually, taking account of course viability through evaluation of student numbers and staffing costs. Activities that monitor the quality of provision will include:

- Subject Leader/Curriculum Area Quality Assurance
- Line Management Agenda Items and Minutes
- Formal Lesson Drops in targeted at post 16 courses
- Subject Area Work Scrutiny – will take place during week 1 of unit 2 to 6

### 3.11 Appraisal

The core purpose of the Magna Academy appraisal process is to support colleagues to develop and excel; an effective appraisal process therefore improves the academy's educational provision.

Full details and guidance for completion of appraisal forms is sent to staff in advance of the process, along with self-review forms.

The Vice Principal has responsibility for the annual appraisal process for teaching staff, and the Director of Business and Operations has responsibility for support staff. Key indicators of performance include

:

- Outcomes
- Student voice and conferencing
- Work scrutiny
- Planning
- Lesson observation

All appraisal targets and decisions on pay progression are moderated by the Principal and the link governor. The Managing Director of Aspirations will facilitate the Associate Principal's appraisal process.

An annual report detailing progression statistics is produced by the Associate Principal and Director of Business and Operations.

Full details of the appraisal process are outlined in the Aspirations Appraisal Policy.

### 3.12 Regional Board

In our ongoing commitment to quality assurance, academies within the Aspirations Trust have integrated a Regional Board analysis, conducted each term. This initiative ensures that academic standards are consistently monitored and maintained across all academies in our region. By systematically evaluating academic performance, teaching methodologies, and resource allocation, we can identify both our strengths and areas needing improvement, fostering a culture of continuous enhancement. The data-driven insights gained from these analyses allow us to make informed decisions to enrich the overall educational experience. Additionally, the external perspective provided by the Regional Board helps us benchmark our performance against other institutions, ensuring we remain competitive and uphold the highest standards of education.

In addition to this, the Academy Improvement Advisor will work closely alongside the Principal and the Senior Leadership Team to quality assure the day-to-day work of the academy, as per the goals and objectives laid out in the Academy Improvement Plan.

## **Other Monitoring**

### Budget Planning

Budget holders complete a detailed annual planning exercise in March, which is reviewed by the Principal and Director of Business and Operations ahead of budget setting for the following academic year.

### Budget Monitoring

Budget holders and line managers receive monthly expenditure breakdowns from central finance. The Principal and Director of Business and Operations Budgets receive monthly budget overviews and meet with the Academy Improvement Advisor and Finance Manager monthly to review Management Accounts. Curriculum budgets are reviewed by budget holders and their line managers in November and February.

### Central Finance

The Academy budget is closely monitored by the Academy Improvement Advisor through monthly returns that are sent out to all members. The annual budget is set by the full governing body at its summer term meeting and an annual audited report published each January.

### Communications

We have the highest expectations of all communications from staff. There is a robust quality assurance process in place for Academy staff that must be followed when any communication is to be sent externally on behalf of the Academy, with the ultimate sign-off attributable to the Principal.