

# Quality Assurance Policy



## Fraserburgh South Park School and nursery

2023/2024

## Rationale / Aims

South Park Primary School is committed to providing a quality service to pupils, parents, and the local community, taking account of national and local priorities and advice. We aim to provide high quality learning and teaching experiences, in order to ensure that all children reach their fullest potential.



Our School Aims and Values provide the basis for developing policies and guidelines and the foundation for self-evaluation in order ensure that everyone achieves at South Park. We also strive to provide opportunities for our pupils to develop as successful learners, confident individuals, responsible citizens and effective contributors, the key capacities outlined in A Curriculum for Excellence.

This requires the implementation of effective processes of Quality Assurance in order to promote continuous improvement for all pupils, staff and parents. All stakeholders within the school environment, including staff, parents, pupils, the local community, the Education Authority, Education Scotland, and the Care Inspectorate are involved in this process.

Through ongoing self-evaluation, we aim to monitor, measure, and evaluate the impact on and outcomes for our pupils. The findings from our rigorous and systematic processes of self-evaluation will enable us to successfully identify our strengths and areas for further development in order that we can best effect improvements for our learners and manage change in our practice.

## The Framework for Self-evaluation

Our framework for self-evaluation is based on **How Good is Our School 4 (HGIOS4)**, and **HGIOELC** to:

- ensure educational outcomes for all learners are improving.
- address the impact of inequity on wellbeing, learning and achievement.
- consistently deliver high-quality learning experiences.
- embed progression in skills for learning, life and work from 3-18.
- further strengthen school leadership at all levels.
- improve the quality and impact of career-long professional learning.
- extend and deepen partnerships to improve outcomes for all learners.
- increase learning for sustainability.
- tackle unnecessary bureaucracy.

The questions which remain at the heart of self-evaluation:

*How are we doing?*

*How do we know?*

*What are we going to do now?*

Through this approach, we will look inwards to analyse our work through self-evaluation, look outwards to find out more about what is working well for others locally and nationally challenge our own thinking and look forwards to gauge what continuous improvement might look like and plan how to get there.

These documents set out a range of quality indicators, arranged under, themes which Education Scotland uses for evaluation purposes.

*How good is our leadership and improvement?*

*How good is the quality of care and learning we offer?*

*How good are we at ensuring the best possible outcomes for our children?*

The framework of quality indicators provides a series of challenge questions that we can ask ourselves to stimulate collegiate professional discussion and reflection on the work of the school. This reflection is an aid to evaluating the quality of our work and a means of improving our performance thus raising attainment and achievement for learners. This process helps us to confirm where we are and plan the way forward.

### **Early Years**

The Care Inspectorate is a scrutiny body which supports improvement. Care Inspectorate Quality Frameworks (February 2022) incorporate the rights of the child and the Health and Social Care Standards. This is a tool to aid our self-evaluation and ensure we are providing a high standard quality service.

These frameworks are based around three questions.

- How are we doing?
- How do we know?
- What are we going to do now?

<b>New key questions</b>	<b>New quality indicators</b>
1: How good is our care, play and learning?	1.1 Nurturing care and support 1.2 Children are safe and protected

	<p>1.3 Play and learning</p> <p>1.4 Family engagement</p> <p>1.5 Effective transitions</p>
2: How good is our setting?	<p>2.1 Quality of the setting for care, play and learning</p> <p>2.2 Children experience high quality facilities</p>
3: How good is our leadership?	<p>3.1 Quality assurance and improvement are led well</p> <p>3.2 leadership of play and learning</p> <p>3.3 Leadership and management of staff and resources.</p>
4: How good is our staff team?	<p>4.1 Staff skills, knowledge and values</p> <p>4.2 Staff recruitment</p> <p>4.3 Staff deployment</p>

In Early Years we also reference - Building the Ambition National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act 2014.

### **Quality Assurance Systems and Processes**

Several quality assurance processes are in place to gather evidence to inform our ongoing self-evaluation. These are documented in the quality assurance calendar in Appendix 1. More detail can be found below.

### ***Curriculum Map***

We use a three yearly curriculum map to plan and evaluate effective learning across the session to ensure a systematic approach in tracking impact on and outcomes for pupils.

### ***Self-Evaluation***

This occurs on an ongoing basis which enables us to identify strengths and weaknesses, which inform the improvement plan for the next session. Throughout the session staff,

pupils and parents will engage in self-evaluation activities to inform future improvements and ongoing evaluations.

### ***Pupil Tracking System/Attainment Meetings***

A pupil tracking system is in place to monitor pupil progress, attainment, achievements, engagement, and participation. These are completed four times throughout the year in conjunction with SLT/class teachers attainment meetings. During these meetings pupil progress is evaluated, next steps identified, and the impact evaluated at the following meeting. This practice allows us to identify areas for development for pupils, parents, or staff.

### ***Additional Support for Learning***

Staff meet when necessary, with the H.T/ EYSP and consult with professionals such as Speech and Language, English as Additional Language Teacher or Educational Psychologist for example to evaluate and review any additional support provided to individuals/groups. This information is used to inform next steps in the child's learning and any additional supports that are required. Parental consent is gained if required following any informal discussions.

### ***Moderation***

As part of our collegiate calendar, teaching staff meet four times yearly to focus on aspects of the moderation cycle, across stages, across years groups and across the school. The purpose is to ensure a common understanding of what progress and achievement looks like from Early to Second level and beyond.

### ***Assessment Calendar***

Our assessment calendar highlights our whole school approach to assessing progress. This also identifies additional supports that are available for when professional judgement and testing data does not align.

### ***Pupil Focus Groups***

The SLT meet with small groups of focus individuals to evaluate a wide range of work of the school. These areas for discussion are taken from the school improvement plan. The information gathered from these discussions informs whole school next steps.

### ***Monitoring of IEPs/ IBPs (Individual Educational/Behavioural Programme)***

All Nursery Staff and Keyworkers work together with EYSP to devise individual IEPs where appropriate, and these are monitored and evaluated three times yearly. Parents will be offered the opportunity to be part of the discussion to formulate an IEP / IBP for their child and copies of completed IEPs/ IBPs.

### ***Improving Practice***

Visits are arranged on at least one occasion each session, with an agreed focus linked to the current school improvement plan. Moderation is carried out by the Head Teacher,

Early Years Senior Practitioner or through peer evaluation. Following discussion, feedback is provided on a written record. These visits recognize good practice, areas for development and provide a basis for discussion and follow-up actions.

### ***Planning Feedback***

Plans and profiles are monitored by the Early Years Senior Practitioner and the Head Teacher 1-2 times termly. Written feedback is provided, and a planning meeting is held when necessary. These planning observations are used to inform discussion points at attainment meetings.

### **Parental Involvement**

The views of parents are sought through both formal and informal channels.

### **Professional Review and Development/Personal Performance Plans**

Staff self-evaluation is encouraged and supported through the PRD/PPP scheme, which takes place annually for each individual member of the nursery staff. This meeting provides an opportunity for practitioners to reflect on successes during the previous year and to identify development needs. A balance is sought between supporting individual and whole school development needs in line with the school improvement plan. Development is ongoing in line with our RAG evaluation document and action plans derived from this.

### ***Attendance***

Pupil attendance/lateness is monitored by the DHT and school office on a fortnightly basis. Any issues which arise follow the authority attendance policy and are followed up by single agency meetings, or multi-agency meetings as appropriate. The nursery children are also included in this.

### **Standards and Quality**

We use our ongoing RAG evaluation tool to report on our self-evaluation, our progress and achievements, and our next steps in improving the service we provide. A summary of the report is provided for parents in leaflet form. The Improvement Plan priorities are negotiated and agreed with all staff and with pupils and parents as appropriate. Staff take a leading role in implementation.

Clear attention is given to:

- Targets in line with school Aims, National Priorities and Local Improvement Objectives,
- Measurable Criteria for Success
- Implementation Strategies
- Timescales
- Resources
- Monitoring and Evaluating Procedures

**Improvement Plan progress**

Progress in implementing action plans for school developments is monitored by all staff. Ongoing review is built into staff meetings and recorded. Improvement plans are regularly looked at to identify progress.

**Authority Support**

Our school quality assurance processes are supported by Aberdeenshire Quality Improvement Framework and our Self-Improving Schools Approach.