

The Cam Academy Trust	
FRAMEWORK FOR QUALITY ASSURANCE, DEVELOPMENT PLANNING AND SELF-EVALUATION	
Approved in consultation with the Curriculum and Standards Committee on behalf of the Trust Board:	14th January 2020
Reviewed without changes:	8th February 2022
To be reviewed:	Every two years or as appropriate
Date of next review:	January 2024
Responsible Officer:	Director of Education – P. Lawrence

Aims and Principles

The Cam Academy Trust aims to ensure that every pupil within its academies attains standards of achievement that are the highest of which they are capable, by providing an ambitious curriculum which is well designed and effectively delivered.

This can only happen if each school is continually reviewing, evaluating and revising its practice. We believe that each individual academy within our trust is best placed to determine the specific approaches to ensuring that this happens effectively. Consequently, it is expected that each academy will develop its own policy/policies for quality assurance, self-evaluation and development planning.

At all times school leaders should be mindful of the key principles of the Trust (embodying its commitment to excellence, comprehensive education, partnership, community, the international dimension and a broad curriculum) and keep them in mind when evaluating the quality of a school's provision and plans for future development. School leaders will also be mindful of summarising and presenting their evaluation and planning in a way that can be readily understood by external agencies, including Ofsted.

The following framework summarises the key considerations of which all academy leaders and governors will need to be mindful when they are developing quality assurance, self-evaluation and development planning processes within their own schools. It is crucial that leaders can articulate how the approaches it adopts are consistent with the six core principles of the Cam Academy Trust and this framework.

Quality assurance of the curriculum

Each school in the trust will design robust procedures for assuring the quality of their curriculum. School leaders must ensure processes within the school allow them to accurately answer the questions:

- What is the quality of education like at this school?
- How do we know?

School leaders will ensure that their procedures draw upon a range of evidence gathering activities which will include

- Visits to lessons
- Discussions with relevant staff
- Work scrutiny

- Discussions with pupils about what they remember, know and can do
- Evaluation of historic and current pupil achievement data
- Liaison with other key stakeholders such as parents.

Teachers who are responsible for individual curriculum areas and who therefore have had oversight of the design and sequencing of that subject curriculum must ensure that they can answer the questions above for their subject areas and that they are confident about the extent to which the intended curriculum is being enacted.

Each school must also design processes by which senior leaders can moderate the accuracy of the judgements made by curriculum leaders. These processes will involve a sufficient number of the activities listed above to provide a secure triangulation of conclusions.

Self-evaluation of other key areas

School leaders will ensure that they have clear and robust processes in place for monitoring and evaluating the effectiveness of all areas of the school's provision. These will include:

- The behaviour of pupils, including their conduct, their attitudes to learning, their attendance and punctuality.
- The extent to which pupils benefit from coherent and effective approaches to their personal development which ensure they are confident and well-informed members of our local, national and global community
- The quality of leadership at all levels in the school
- Safeguarding.

Development Planning

The trust publishes an annual statement of priorities which runs across each *calendar* year. Academy leaders will be mindful of these priorities, and academy development/improvement plans will demonstrate how each academy will contribute to addressing them.

Academy leaders will produce a detailed annual improvement plan. This will normally be for each *academic* year.

Academy leaders will also be able to articulate a longer-term plan which outlines the aspirations towards which the annual plan is helping the academy move.

Academies should start each academic year with a development/improvement plan in place. To this end, these annual development plans will normally be drafted across the summer term and adopted by local governing bodies during this term.

Plans should have the flexibility to be amended in the light of unforeseen improvement priorities thrown up by evaluation of the summer external assessment results.

Once plans have been amended as necessary at the start of the autumn term they should be forwarded to the trust (via YC). This must be by half-term at the latest. Each academy's statutory Pupil Premium strategy statement should be appended at the same time.

The performance management cycle for individual members of staff should support the delivery of the priorities contained in the whole-academy plan. School leaders should be able to demonstrate how they co-ordinate individual staff targets to meet whole-academy targets.

A suggested cycle for development/improvement planning and self-review is included as **Appendix 1**.

Development/improvement planning and self-evaluation

The academy's ongoing self-evaluation process will clearly feed into the academy development/improvement plan.

During the autumn term this will include analysis and evaluation of external assessment results at a whole-academy level, alongside that carried out by the teams responsible for developing different areas of the curriculum.

This analysis will fully exploit externally published data, including that provided by Fisher Family Trust (FFT) and Department for Education (DfE).

Team-level self-evaluation will feed into any team-level development/improvement planning which is appropriate for each individual academy.

Academies will undertake robust evaluation of the progress of all pupils, including those in year groups which are not subject to external assessment. They will undertake analysis of the progress of all pupils, and that of key pupil sub-groups, including those defined by gender, disadvantage and prior-ability.

The relationship between team-level and whole-academy development plans will be iterative and reciprocal. Team plans will outline how whole-academy priorities will be delivered, while priorities identified additionally in team plans will in turn feed into the whole-academy plan.

Academies will maintain a short summary of their self-evaluation against the current Ofsted framework. This will be reviewed at least termly and updated at least annually. Academy leaders will ensure that any areas for development highlighted in their self-evaluation summary are clearly addressed within their development/improvement plan.

This self-evaluation will help academies annually to review how successfully they are meeting the targets set out in their development/improvement plans. Academies will undertake ongoing monitoring of progress against targets.

Academy self-review and development/improvement planning will be thoroughly supported by trust officers; the director of education and primary executive lead will work with school leaders throughout the year to coordinate guidance and support. This will include every academy's entitlement to annual Trust review.

Stakeholder consultation

Academy leaders will be able to show that all relevant stakeholders have had an opportunity to contribute to identifying priorities for the academy development/improvement plan. These shall include:

- Senior leaders
- Middle leaders
- Teaching and support staff
- Governors
- Parents

- Pupils/students

Structure and format

School leaders will structure their development/improvement plans in a format which makes it easy to relate the priorities identified to

- a) each of the trust's six principles (and current priorities)
- b) each judgement area of the current Ofsted framework.

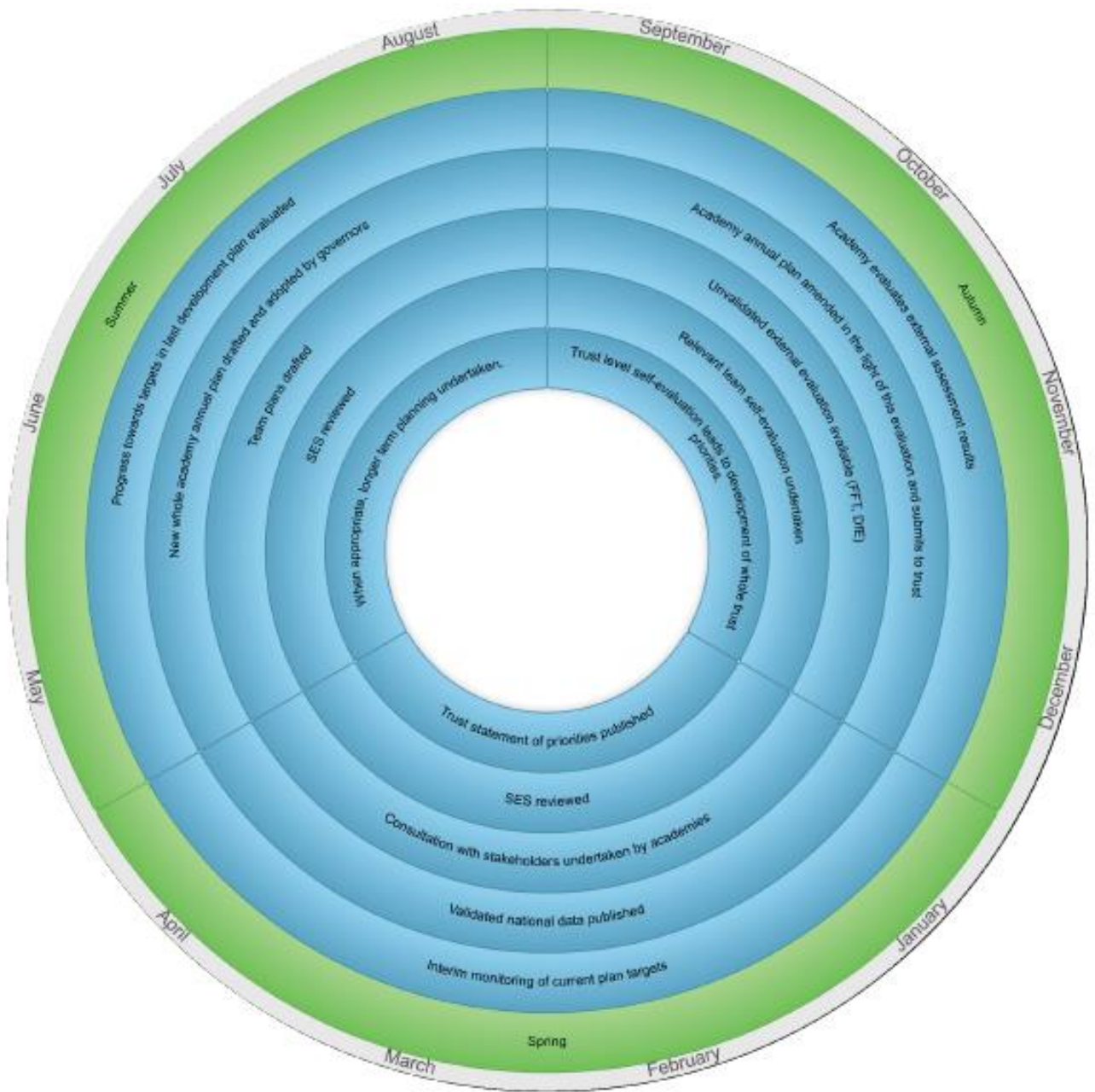
The strongest development/improvement plans usually include:

- The identification of clear, relevant priorities for improvement
- The actions that are planned to address these priorities
- Success criteria
- Timescales and milestones
- An indication of who is responsible for delivering, monitoring and evaluating each element.

School leaders will be able to articulate where their plans include this information, or why it is not appropriate in any particular case.

A potential format for constructing academy development plans is included as **Appendix 2**.

Appendix 1: This chart shows one way that an academy can accommodate the stages covered in this framework. This model can be adjusted to meet the needs of individual academies.



Appendix 2

An **example** of a potential development plan format which covers the headings suggested in this document, applied in this case to a section on *outcomes*.

Academy priority: Outcomes for Pupils	Trust principle: High quality educational provision for all pupils. This will require high standards of teaching and learning that lead to high levels of student aspiration and achievement.	Trust priority: Ensure excellent outcomes for all students in all subjects across all key stages. This clearly to be evident for disadvantaged pupils, boys and the most able.
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What do we need to achieve?	What do we intend to do?	Success Criteria	Delivered by?	Monitored by?	Evaluated by?	Key timescales?