



# QUALITY ASSURANCE POLICY 2025



**Approved by:** Mica Coleman Jones

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**Signed by Chair of  
Trustees**

*DM Costley*

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## FOREWORD

Lilya's Clarendon School and Lilya's Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

## 1. INTRODUCTION AND AIMS

The role of the Quality Assurance Policy is to ensure all students receive the highest possible quality education throughout their time at The Lilya Lighthouse Education Trust (LLET). Through sharing, understanding and applying standards and expectations, our quality assurance will help to raise standards and levels of consistency across staff.

Rigorous and robust quality assurance gives confidence in teachers' judgements and provides assurances to students, parents and carers, and other stakeholders that all learners receive appropriate recognition for their achievements in line with agreed national standards and are at least progressing in line with expectations.

Quality assurance in education refers to the mechanisms and processes put in place to monitor, assess, and improve the quality of teaching, learning, leadership, and student outcomes. It ensures schools operate efficiently and effectively, adhering to high standards

in both education delivery and management. QA practices aim to provide a consistent and excellent education that helps students develop academically, socially, and emotionally.

Internal and external quality assurance mechanisms to evaluate and improve school performance. Internal processes often involve self-assessment, peer reviews, and monitoring by school leadership, while external quality assurance is largely conducted by bodies like Ofsted (Office for Standards in Education, Children's Services and Skills) and our commissioners.

The main tool for monitoring what is happening in a curriculum or subject area is the Quality Assurance (QA) that leaders undertake. The QA serves to:

- Develop a deep understanding of teaching and learning within the school
- Develop a shared vision of every child in every classroom enabled to meet or exceed high standards
- Assist in "coaching" for improved practice
- Develop a learning community
- Aid reflection on professional practice
- Give new insights and understanding into school improvement

## 2. QUALITY ASSURANCE IN STAFF APPRAISAL

Quality Assurance is a vital element of the teacher and staff appraisal cycle in schools. It supports ongoing school improvement by identifying areas for development, both at an individual and organisational level. Informing CPD strategy is central to quality assurance practice.

Methods of Quality Assurance will vary from school to school, but in essence the term refers to the cycle of feedback, reflection and adoption [of improved practice] which is repeated throughout the academic year.

At our trust, our staff can expect to receive constructive feedback on their performance throughout the year and as soon as practicable after observation has taken place. Feedback will highlight particular areas of strength as well as any areas that require further development.

### 3. QUALITY ASSURANCE METHODS

#### 3.1 SCHOOL SELF EVALUATION

Our self-evaluation is a continuous process in which we assess our own performance across various areas, including teaching and learning quality, student progress, leadership effectiveness, and overall school environment. Schools regularly review data on student achievement, attendance, and behaviour, and seek feedback from staff, students, and parents and carers.

Our self-evaluation helps us to identify strengths and areas for improvement, informing our school development plan. It also serves as evidence during external inspections and contributes to strategic planning.

#### 3.2 DATA-DRIVEN DECISION MAKING

We collect data on a wide range of metrics, including student attainment, attendance, and behavioural records. Our quality assurance processes involve analysing this data to identify trends, strengths, and weaknesses.

By using data to inform decisions, we can better target resources, interventions, and strategies to improve outcomes. For example, we might identify students who would benefit from additional support or analyse trends in attendance to address underlying issues.

#### 3.3 CURRICULUM DEVELOPMENT AND MONITORING

The curriculum is central to quality education. We regularly review and evaluate our curricula to ensure they meet statutory requirements and are responsive to the needs of their students. Schools must ensure that the curriculum is broad, balanced, and provides opportunities for all students to succeed.

Monitoring the delivery of the curriculum through lesson observations, student work scrutiny, and feedback from students and parents ensures that teaching aligns with the intended learning outcomes.

#### 3.4 STUDENT VOICE

Involving students in quality assurance processes is extremely important to us. Student voice initiatives allow students to provide feedback on teaching, learning, and school culture. Their insights can be valuable in identifying issues that might not be visible to staff.

Through surveys, focus groups, and student forums, we will gather feedback from students, which help to shape future decisions and ensures that their needs and views are taken into account in the quality assurance process.

### 3.5 EXTERNAL INSPECTIONS

Rigorous external inspections play a critical role in quality assurance for all education settings. These inspections ensure that schools remain accountable to the government, parents, and the local community. As unregistered alternative provision, we are not currently inspected by Ofsted. However, we do actively seek external verification of our quality assurance processes and outcomes and encourage all our commissioners to conduct their own quality assurance of our provision.

## 4. METHODS OF QUALITY ASSURANCE IN STAFF APPRAISAL

Quality Assurance practice in schools is commonly referred to as monitoring, observations or feedback. In our trust, a variety of different methods may be used, to gather a range of perspectives on individuals.

These methods may include:

### 4.1 SELF-EVALUATION

Teachers reflect on their own practice against set standards, e.g. the Teachers' standards (UK) or the school's own definition of best practice. This often takes place at the start of the appraisal cycle, allowing appraisees to identify areas of development for their objectives.

### 4.2 OBSERVATIONS / LEARNING WALKS / LESSON VISITS

Peers or senior leaders observe lessons. This activity may be repeated throughout the year and feedback is often provided immediately after or through coaching. Observations may focus on particular areas of practice aligned to the individual's objectives or wider school priorities.

#### 4.3 INSTRUCTIONAL COACHING

A supportive conversation between an experienced teacher and their mentee. This practice underpins the observation-feedback-practice cycle, with regular and ongoing conversions taking place throughout the year.

Our feedback processes are ongoing to minimise the impact on workload.