

# Christ The King Sixth Form College

## Quality Policy and Procedures

### **Mission Statement**

We are a Catholic College dedicated to the education and development of the whole person, so that all students can realise their full potential.

To achieve this as a community we will:

- ✚ Provide the highest standards of teaching and learning.
- ✚ Expect students to show commitment to their studies and the Christian values of the College.
- ✚ Provide equality of opportunity, with mutual respect and positive encouragement.
- ✚ Build and further develop a partnership with parents, schools, parishes, higher education and the local community.
- ✚ Value staff and support their professional development.

In doing this we will reflect Christ's teaching in the life and work of the whole College.

### **Introduction**

The College has a Catholic mission that underpins all of its work. The College Mission Statement provides a clear set of guiding principles and in reflecting Christ's teaching the College aims to be outstanding in all it does. Through this pursuit of excellence, the college confirms its dedication and commitment to its community and it is in delivering a high quality service that the college ensures that its mission is achieved.

The Quality Policy outlines the process by which the college pursues excellence and provides a framework within which the college mission is taken forward. As such it is the key mechanism for understanding its strengths, addressing its weaknesses and sharing good practice.

### **The Quality Policy Statement**

Christ The King College is committed to the highest standards in all its work and the quality framework provides evidence that these standards are being met. It is aspirational in nature and utilises a systematic review process, along with action planning and target setting, to create a cycle of continual improvement. As part of the drive to achieve the highest standards of teaching and learning the 'Quality Enhancement Programme' will seek to build on our existing Quality Assurance framework and validate its findings.

In this context it is College policy to:

- 1 Regularly review and evaluate the quality of all college provision.
- 2 Use internal and external information to measure and benchmark quality.
- 3 Require any aspect of provision that is assessed as less than good, to put clear actions in place to address weaknesses.
- 4 Ensure quality assurance mechanisms reflect Ofsted and LSC requirements are effective in maintaining or improving the quality of provision.
- 5 Require all staff, irrespective of their role, to have responsibility for the quality of provisions.
- 6 Use differentiated approaches to quality assurance so that 'Outstanding' areas of provision are subject to lighter touch monitoring than those that are causing concern.
- 7 Devise mechanisms to share good practice.

This means that:

- 1 Every course and all service areas will undertake an annual self assessment review, using college course or service review documentation. The self assessment review cycle will be validated by the 'Quality Enhancement Team' who will conduct documentation reviews and department checks as part of the 'Quality Enhancement Programme'
- 2 Benchmarks will provide challenge and whenever possible provision will be measured in relation to sixth form college performance.
- 3 'Good' will be measured specifically in relation to benchmarked success rates and value added data. Actions will be required to be meaningful, specific and regularly reviewed.
- 4 The quality policy will be reviewed bi-annually to ensure they remain fit for purpose.
- 5 Staff responsibility for quality assurance will be evidenced in a range of ways, including a systematic observation process and through staff appraisal and review interviews.
- 6 The sampling of subjects and service areas will arise from the previous years moderated grades and be informed by the Quality Enhancement Report. Subjects or service areas graded below satisfactory will be subject to a more detailed review process and may become subject to a Quality Improvement Plan.
- 7 Sharing good practice will form a key objective of the college's annual planning activities.

In this context, the quality assurance framework is designed to ensure that delivery of the quality policy statement is realised.

### **The Quality Assurance Framework**

The Quality Assurance Framework consists of:

- ✚ Course and Service Review processes which culminate in the production of an annual graded course/service area report.
- ✚ A process of action planning whereby areas of weakness are addressed and identified strengths are maintained or improved.
- ✚ Validation processes to ensure that course and service review grades are moderated and awarded on a consistent basis.
- ✚ The use of qualitative and quantitative performance indicators linked to benchmarking.
- ✚ A college-wide system of teaching/lesson observations.
- ✚ A consistent and formalised process for the collation and use of qualitative and quantitative feedback.
- ✚ A quality communication framework in which all staff have the opportunity to contribute through Cluster meeting groups
- ✚ The production of an annual college Self-Assessment Report (SAR).
- ✚ The production of an annual staff development and training plan which is informed by the SAR.
- ✚ The production of a strategic development plan and annual strategic objectives in which tasks are action planned.

The Quality Assurance processes are monitored using differentiated approaches through:

- 1 Formal annual meetings held with the Principal and relevant Senior Managers, where the course or service review is presented.
- 2 Annual post examination results meetings held with the Principal and Vice Principal, where success rates and value added data is reviewed.
- 3 Targeted Improvement Plans
- 4 The Quality Enhancement Programme
- 5 Peer Review initiatives
- 6 Written procedures for the formal recording and following-up of complaints.

- 7 The observation systems which take place annually.
- 8 The staff appraisal and review interviews which take place annually.
- 9 The work of the Senior Management Team which meets weekly.
- 10 The work of the Curriculum and Quality Leadership Team which meets monthly.
- 11 The work of Cluster groups which meet termly.
- 12 The Curriculum and Quality Committee of the Governing Body which meets termly.

## The Quality Assurance Cycle

In the context of the quality assurance framework the following quality assurance cycle is followed:

<b>Month</b>	<b>Department Process</b>	<b>Strategic Process</b>
<b>September</b>	Stage 2 course reviews: results analysis (success rates and value added). Action plan updated	HOD, RMC, JOV review of results and action plan
<b>October</b>	Course review documentation finalised	Sample of final course reviews presented and moderated
<b>November</b>	Induction questionnaire feedback	SAR written, agreed with governors and uploaded onto LSC portal
<b>December</b>		Individual course and service reviews available on the intranet
<b>January</b>		
<b>February</b>		Annual risk assessment plan reviewed and updated
<b>March</b>		College development plan reviewed, updated and agreed with governors and the Learning Skills Council (LSC)
<b>April</b>		
<b>May</b>	Stage 1 course reviews: end of year analysis and action plan SAR1 interviews	Service reviews presented and moderated Stage 1 course reviews sampled.
<b>June</b>	Service reviews undertaken	
<b>July</b>		Staff development plan completed Provider Financial Assurance (PFA) review undertaken
<b>August</b>	Results analysis published	

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