



Quality Assurance

Aim: to ensure excellent teaching and learning experiences for all learners within BHS

Barrhead High engages regularly in effective quality improvement and moderation activities. We have an agreed programme for quality assurance that involves all stake-holders within the school community. The Head Teacher and Senior Leadership Team oversee the implementation of intelligence gathering that looks at classroom practice and key data at all stages of the curriculum. All faculties have a moderation policy in place to ensure consistent practice and high standards. All teachers, learners and parents are committed to improving the experience and outcomes of all learners through regular engagement in self-evaluation and sharing their views on the school and its performance against key HGIOS indicators.

Self-evaluation in Barrhead High is based on the following key questions:

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

Collaborative approaches to self-evaluation

Data will be gathered from a range of sources, for example:

- Systematic tracking and monitoring of academic progress.
- Systematic tracking and monitoring of pupil achievement.
- Whole school, class and parent surveys/questionnaires.
- Pupil, staff and parent focus groups.
- Consultation with pupil and parent councils.
- Classroom visits.
- Regular evaluation of partnership working.

Analysis and evaluation of intelligence and data.

HGIOS 4 and robust analysis of data collected will help us identify areas for improvement.

Tracking and Monitoring

Scrutiny and analysis of Insight data allows us to track our overall progress in comparison to our virtual comparator and to identify areas of strength and development. Detailed spread sheets which include attainment and intervention strategies are issued to all staff to allow gaps to be identified and addressed. Regular training on the use of Insight and spread sheets allows for more sophisticated and in depth analysis of pupil attainment. Leaver destination information is rigorously tracked via the data hub to ensure a positive destination is in place for all those leaving school.

Self Evaluation Calendar

All faculties have a self-evaluation calendar agreed at the start of the session which follows the school calendar to ensure factors such as homework sampling, jotter sampling and behaviour are reviewed on a regular basis. In addition, Faculty Heads

will carry out regular classroom visits to ensure young people are experiencing excellent learning and teaching practice across the faculty.

Peer Visit Programme

All staff participate in an annual whole school peer visit programme. Good practice from each visit is recorded on a toolkit which allows evidence from across a faculty to be collated and used to create a faculty report which will inform a whole school report. The purpose of the peer visit programme is to share good practice and to inform future CLPL for all staff.

Learning and Teaching Group

The Learning and Teaching Group contributes significantly to whole school improvement. Staff lead learning by sharing new and innovative approaches to teaching and learning, this group is also supported by pupils and parents who regularly contribute.

Professional Learning and Development

All staff participate in Professional Review and Development (PRD). PRD is an integral part of the scheme of Professional Update whereby staff will engage in a process of reflection and self-evaluation against appropriate GTCS standards for the post held. Staff will review their progress towards previously agreed targets and professional development activities. Continuing Professional Learning is well recognised in education as supporting continuous improvement in schools.

Impact on Learners' Successes and Achievements

Barrhead High has seen an improvement in academic attainment and achievement based on more rigorous approaches to self evaluation. Staff will continue to be reflective practitioners and pupils encouraged to be reflective learners. Working in partnership with all stakeholders we will continue to improve and provide our learners the opportunity to progress onto a range of pathways.

Article 29:

You have the right to a good quality education.

