



**Kildrum
Primary School**

Quality Assurance Policy

Working together to evaluate, improve and achieve excellence for every learner.

Introduction

At Kildrum Primary School, we are committed to providing high-quality learning experiences which enable every child to achieve their full potential. Quality assurance is an integral part of our continuous improvement journey and helps us ensure that our vision, values and aims are reflected in daily practice. Through regular monitoring, evaluation and self-evaluation, we work collaboratively with children, families, staff and partners to improve outcomes for all learners.

Policy Rationale

Quality assurance provides a structured approach to evaluating the effectiveness of our learning, teaching and wider school provision. By gathering and analysing evidence from a range of sources, we identify strengths, address areas for improvement and ensure that decisions are informed by the needs of our learners. This supports equity, inclusion, wellbeing, attainment and achievement across the school.

Aims

- Promote a culture of continuous self-evaluation and improvement.
- Ensure consistency and high standards across all aspects of school life.
- Monitor and improve the quality of learning, teaching and assessment.
- Support professional learning and leadership at all levels.
- Raise attainment, achievement, wellbeing and inclusion for all learners.

Our School Values

At Kildrum Primary, our shared values guide every interaction and decision:



Respect: We are kind and listen to everyone. We care for ourselves, our school and the world.



Learning: We are curious and try our best, so we can discover new things.



Responsibility: We are accountable for our actions and our choices. We look after ourselves, others, and our planet.



Nurturing: We are caring and supportive of each other, creating a safe and happy place where everyone feels valued.



Creativity: We are imaginative and explore new ideas, allowing our unique talents to shine.



Inclusion: We are a team where everyone belongs.

These values were agreed in consultation with pupils, parents/carers, staff and partner agencies and are embedded in our curriculum, relationships, and everyday routines.



*Created: April 2019
Last Review: May 2025
Next Review: May 2028*

Quality assurance is a shared responsibility and is embedded within the daily life and work of the school. We use a range of approaches to evaluate the quality of our provision and the impact this has on children's learning, wellbeing, attainment and achievement.

Our approach is firmly rooted in self-evaluation and focuses on identifying what is working well, what could be improved and what actions will lead to better outcomes for learners.

Evidence is gathered from a variety of sources including classroom practice, attainment data, stakeholder feedback and professional dialogue.

Quality assurance activities are designed to be supportive, developmental and improvement-focused. They provide opportunities for staff to reflect on practice, share effective approaches and continuously improve learning experiences for children.

Roles and Responsibilities

Effective quality assurance relies on the active participation of all stakeholders. The Senior Leadership Team has overall responsibility for leading and coordinating quality assurance activities, analysing evidence, monitoring progress and ensuring that findings contribute to school improvement priorities. Teaching and support staff are expected to engage fully in self-evaluation activities, professional dialogue and improvement planning while continually reflecting on and developing their practice.

Children play an important role by sharing their views on learning and school life through learner conversations, surveys and other consultation activities. Parents, carers and partners contribute through ongoing feedback, consultation processes and collaborative working, helping to shape future developments and priorities across the school.

Learning, Teaching and Assessment

High-quality learning, teaching and assessment are at the heart of our quality assurance processes. Regular monitoring enables us to evaluate classroom practice, celebrate effective approaches and identify areas where further support or development may be required. This includes learning visits, professional dialogue, moderation activities, planning reviews, attainment tracking meetings, learner conversations and the review of attainment and achievement data.

The evidence gathered provides valuable insight into learners' experiences and progress. It supports staff in refining their practice, informs professional learning opportunities and contributes to a shared understanding of high-quality learning and teaching across the school.

Monitoring learner progress is essential in ensuring that all children achieve their potential and receive the support and challenge they require. Information relating to attainment, achievement, wellbeing, attendance and engagement is reviewed regularly throughout the school session. This enables staff to identify trends, evaluate the impact of interventions and ensure that resources are targeted effectively.

Progress is discussed through attainment meetings, GIRFEC planning processes and wider professional dialogue. A particular focus is placed on reducing barriers to learning, promoting equity and ensuring positive outcomes for all learners.

Stakeholder Voice

At Kildrum Primary School, we value the experiences, perspectives and views of all members of our school community. Meaningful engagement with children, families, staff and partners is an essential component of effective self-evaluation and improvement.

A range of approaches is used to gather feedback, including learner conversations, surveys, Parent Council meetings, committee work, consultations and evaluations of school events and initiatives. Feedback is analysed carefully and used to inform school improvement priorities and future developments. We are committed to ensuring that stakeholders understand how their views have influenced decision-making and contributed to positive change.

Partnerships and Communication

Strong partnerships play a vital role in supporting positive outcomes for children. We work collaboratively with parents, carers and a wide range of partner agencies to support learning, wellbeing and inclusion. Regular communication and consultation help to ensure that our approaches remain responsive to the needs of children and families.

Quality assurance activities relating to partnerships include parent consultations, GIRFEC review meetings, multi-agency planning meetings, transition evaluations and reviews of family learning opportunities. Through these processes we seek to strengthen relationships, improve communication and enhance the support available to our learners.

Robust self-evaluation requires evidence to be gathered from a variety of sources. This includes direct observation of learning, attainment and achievement data, learner conversations, professional dialogue, staff self-evaluation, surveys, parental feedback, attendance information and the outcomes of curriculum

moderation activities. Evidence may also be gathered through local authority quality improvement activities, external validation processes and national guidance.

By considering a range of quantitative and qualitative evidence, we develop an accurate picture of the effectiveness of our provision and the impact it has on learners.

Using Evidence for Improvement

Evidence collected through quality assurance activities is analysed and used to drive continuous improvement. It informs professional learning, supports effective allocation of resources and contributes directly to the development of school improvement priorities. Findings are used to identify strengths, address areas requiring improvement and enhance learning, teaching and assessment across the school.

This cyclical process of evidence gathering, reflection, action and review ensures that improvement activity remains focused on achieving the best possible outcomes for all children.

The following Quality Indicators from How Good Is Our School? (4th Edition) underpin our approach to self-evaluation, improvement and ensuring positive outcomes for all learners. They provide a framework for evaluating the quality and impact of our practice.

QI	Title	Why It Matters
1.1	Self-evaluation for Self-improvement	Core focus of quality assurance activities
1.2	Leadership of Learning	Professional dialogue, monitoring and improvement
1.3	Leadership of Change	Using evidence to inform improvement priorities
2.3	Learning, Teaching and Assessment	Monitoring classroom practice and learner progress

UNCRC - Key Articles

At Kildrum Primary School, we are committed to upholding children's rights and ensuring that the voice, wellbeing and educational entitlement of every child are central to our quality assurance and improvement processes. The following UNCRC Articles are particularly relevant to this policy.

Article	Theme
3	The best interests of the child must be a top priority.
12	Children have the right to express their views and have them taken seriously.
28	Children have the right to education.
29	Education should help children develop their talents and abilities to their fullest potential.

Monitoring and Evaluation

The implementation and impact of this policy will be monitored throughout the school session as part of the school's ongoing self-evaluation processes. Quality assurance findings will be considered regularly by the Senior Leadership Team and shared with staff through collegiate activities and professional dialogue.

The effectiveness of the policy will be evaluated annually in consultation with staff, learners and parents. Findings will inform the Annual Improvement Plan and future quality assurance priorities.

Review Cycle

This policy will be reviewed every three years or sooner if required due to changes in legislation or guidance. The next scheduled review is **May 2028**

