

## ***Quality Assurance Policy***

### **1 Introduction**

**1.1** The Heart of Mercia Multi Academy Trust is committed to providing high-quality education across its academies.

**1.2** Quality assurance across the Heart of Mercia Multi Academy Trust is intended to be a supportive and developmental process designed to ensure that all academies have the support and challenge they require to carry out their core business effectively.

**1.3** Quality assurance in HoM refers to the systematic, evidence-informed processes used to monitor, evaluate and improve the quality of education, leadership, and operations across the Trust.

**1.4** The Trust's approach to quality assurance is aligned with the Department for Education's (DfE) Trust Quality Description five pillars:

- High-quality and inclusive leadership.
- School/College improvement.
- Workforce.
- Finance and operation.
- Governance and leadership.

Further detail on these can be found at:

[Annex A - Trust Quality Descriptions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

**1.5** The Trust seeks to work in a strengths-based way so that we perpetuate a learning culture across our academies. In this regard, our quality assurance systems have a clear focus on support and challenge, to enable the principles of collective efficacy and collaboration.

**1.6** For the purposes of this policy, the term 'academies' includes all member institutions within the Trust, including sixth form colleges.

### **2 Purpose**

**2.1** The purpose of this policy is to establish a framework that ensures consistent and effective monitoring and improvement of educational standards and outcomes across the Heart of Mercia Multi Academy Trust and its academies.

**2.2** This policy operates alongside and complements the quality assurance policies and procedures of each academy within the Heart of Mercia Multi Academy Trust.

**2.3** This policy reflects the Trust's commitment to maintaining and enhancing the educational standards and outcomes across all academies within the Heart of Mercia Multi Academy Trust. Details of the quality assurance process used by the Trust can be found in the Quality Assurance Framework.

**2.4** This policy and the Quality Assurance Framework should be read in conjunction with and have due regard to external inspection regimes which apply to academies of the Trust. This policy is also informed by the Ofsted Education Inspection Framework (EIF 2025).

### **3 Aims and Objectives**

**3.1** To uphold and enhance the overall quality of education and provision in each academy of the Heart of Mercia Multi Academy Trust (HoM).

**3.2** To ensure effective monitoring and evaluation of teaching and learning, and non-teaching and learning practices, in all HoM academies, ensuring that they align with best practice(s) in the field of education.

**3.3** To identify areas for improvement and implement strategies for continuous enhancement of provision and performance in the work of the academies of the Heart of Mercia Multi Academy Trust.

**3.4** To foster a culture of collaboration, innovation, and professional development among academies of the Trust and their staff.

**3.5** To ensure that the needs of all learners, including those with SEND and other identified vulnerabilities, are consistently met through inclusive practice.

### **4 Roles and Responsibilities**

**4.1** The Board of Trustees is responsible for overseeing the implementation of the Quality Assurance Policy. This is undertaken through the Trust's Curriculum and Quality Committee. Through the Scheme of Delegation, the Board of Trustees delegates the day-to-day responsibility for overseeing the quality of education in academies of the Trust to the Chief Executive.

**4.2** The Chief Executive ensures that quality assurance policies and procedures are in place and adhered to across all academies of the Trust.

The CEO is accountable to the Board of Trustees for the standards of education and quality of education provided.

The CEO delegates the day-to-day management and implementation of quality assurance processes and procedures to the academies of the Trust and Principals/Heads of each Academy within the Trust. Heads/ Principals are accountable for outcomes within each setting.

## Policy document

---

**4.3** Academy Headteachers and Principals ensure that suitable and robust quality assurance policies and procedures exist and are implemented within their academy. They are accountable for ensuring compliance with said policy and initiating improvement measures as required.

**4.4** The HoM Director of Strategy & Improvement develops and implements a comprehensive quality assurance strategy aligned with each academy's educational objectives, together with the Leads for each phase. They collaborate with academic and administrative teams across the Trust to integrate quality considerations into curriculum development and delivery.

The Director of Strategy & Improvement establishes and maintains the Trust quality assurance policy, procedures, and standards in line with educational best practices. They ensure compliance with accreditation requirements and educational regulations and provides assurance to CEO and Board.

They oversee and organise Trust wide quality assurance processes and procedures in the form of HoM Quality Visits and through the Self-Assessment Report validation process.

The HoM Director of Strategy & Improvement works with the CEO, other HoM Directors, and HoM shared service managers, academy Principals/Heads and other senior staff to ensure effective quality assurance is delivered across the Trust and its academies.

**4.5** Trust Quality Teams are formed to conduct regular reviews and assessments in HoM academies, through the processes outlined in Points 5.4 and 5.5 below. These are organised by the HoM Quality Team.

## **5 Assessment and Evaluation**

**5.1** Regular internal assessments will be conducted to evaluate the effectiveness of teaching methods and pupil/student outcomes. These are conducted through the quality assurance policies and procedures of each academy of the Heart of Mercia Multi Academy Trust.

**5.2** Data analysis is employed by the Trust and its academies to identify trends, strengths, and areas requiring improvement in their provision. All data used within quality assurance processes will be accurate, timely, and managed in accordance with the Trust's data protection policies.

**5.3** Feedback from students, parents, and staff is actively sought by academies of the Heart of Mercia Multi Academy Trust and considered in the quality assurance process.

**5.4** The Heart of Mercia Multi Academy Trust undertakes periodic quality visits to its academies. These are organised by the Trust's Director of Strategy & Improvement and involve a Quality Team visiting a HoM academy to review its provision and provide feedback, as required, on areas of strength or where improvement is needed.

- 5.5** Academies of the Heart of Mercia Multi Academy Trust participate in validation processes for their self-assessment reports (SAR). These are used to identify areas of strength and weakness in their respective provision and potential areas for collaboration and support. SAR validation and other quality assurance processes may include external validation and peer review to provide additional challenge, objectivity and assurance.

For HoM colleges, these take place in the second half of the Autumn term and are organised by the Trust's Director of Strategy & Improvement. The SAR validation meeting is attended by the CEO, the Principals and Vice Principals of the HoM Colleges, the Trust Director of Strategy & Improvement and an external verifier(s).

For schools, the School Development Plans and/or the School Evaluation Frameworks are reviewed with the head of the school and the relevant members of the HoM quality team.

- 5.7** Quality assurance processes will be proportionate and mindful of staff workload and wellbeing.

## **6 Collaborative Learning Communities**

- 6.1** The Trust facilitates and requires the leadership teams in academies of the Trust to work together in the appropriate phases to collaborate, cover different aspects of academy performance and share best practice in accordance with the Trust's core values.

- 6.2** The Trust regularly evolves structures and networks to support shared professional learning. There is a strong culture of subject networks, peer-to-peer coaching and reflective practice linked to improvement priorities which feeds into the Trust CPD cycle.

Details of the courses, curriculum area managers, and examination boards used in academies of the Trust are held by the Trust and disseminated by the HoM Marketing Coordinator to academy Principals/Heads. This facilitates the operation of subject networks and collaboration across the Heart of Mercia Multi Academy Trust.

- 6.3** The Trust organises regular collaboration events for staff in its academies to facilitate sharing of best practice and cross Trust co-operation. These are organised by the HoM ECT/ITT and CPD Coordinator and the HoM Marketing Coordinator.

- 6.4** The Trust facilitates links with other Trusts and organisations to allow for collaboration outside the organisation in the appropriate educational phases to allow for further external support and challenge.

## **7 Continuing Professional Development**

- 7.1** The CPD and staff development programs in academies of the Trust are established to ensure that educators stay abreast of the latest pedagogical advancements.

**7.2** The Trust's annual collaboration events enable HoM staff to engage with emerging issues and best practice in their field (academic or non-academic).

**7.3** Performance appraisals and peer reviews are conducted in academies of the Trust to identify and address individual professional development needs. Each academy of the Trust has process to appraise the performance of their teaching and non-teaching staff and if necessary, seek improvement in that performance.

## **8 Improvement Strategies**

**8.1** Academies of the Trust implement improvement strategies and target action plans based on assessment findings generated from their quality assurance policies and procedures.

**8.2** Local quality assurance findings are supplemented with the findings and recommendations from HoM Quality Visits and other Trust wide quality assurance processes [see appendix 1].

**8.3** Where appropriate, the Trust will consider allocating resources where an academy requires support in improving quality outcomes. This might include allocating a member of the Trust Central team to work with academy leaders to identify improvement actions and assist with the delivery of improvements.

**8.4** Academies of the Trust monitor and review the effectiveness of their improvement strategies on a regular basis and liaise when appropriate with the CEO and/or HoM Director of Strategy & Improvement. Where significant concerns are identified, escalation and intervention will follow the Trust's school improvement and risk management processes

## **9 Reporting**

**9.1** Regular reports on the quality assurance process and outcomes will be provided to the Board of Trustees, relevant stakeholders, and educational authorities.

**9.2** QA outcomes are reported to Trustees and stakeholders and findings inform strategic decision-making at Trust and academy level.

## **10 Review and Revision**

**10.1** The Quality Assurance Policy will be reviewed annually and revised as necessary to adapt to changing educational landscapes and best practices.

## Policy document

---

### 11 Compliance

#### 11.1 Compliance - Curriculum

**11.1.1** All academies of the Trust are required to adhere to the provisions of this policy and ensure awareness of, and compliance with the quality assurance processes and procedures within their academy by HoM staff.

**11.1.2** Any issues relating to performance and/or compliance by teaching staff in HoM academies are addressed using the following HoM policies:

- HoM Staff Code of Conduct
- HoM Support and Capability policy
- HoM Staff Disciplinary policy

#### 11.2 Non-Curriculum Compliance

**11.2.1** The Trust is subject to other quality assurance activities which focus on business management services which indirectly impact on the quality of education in our academies. These include, but are not limited to:

- Internal and external audit of the Trust's governance, internal systems, and risk management.
- External reviews by relevant bodies or authorities such as financial auditors, the Fire Service.
- Health and safety audits of the Trust's appointed competent person (HoM Health and Safety Coordinator) and external reviews.
- External reviews of ICT and information governance.
- Reviews commissioned by the DfE and/or the Education and Skills Funding Agency for specific needs.

**12.2** Whilst these areas of quality assurance provide an essential means of evaluating the Trust's compliance with statutory and best practice requirements, they are outside the scope of this policy.

However, it is important to acknowledge the quality assurance process is a holistic process and feeds into the Department for Education Trust Quality Descriptors (See [Annex A - Trust Quality Descriptions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)).

### 13 Equality Impact

The Trust's responsibilities towards promoting equality, diversity and inclusion and quality assurance processes will actively consider the impact on different groups of pupils, including those with protected characteristics and those who are disadvantaged.

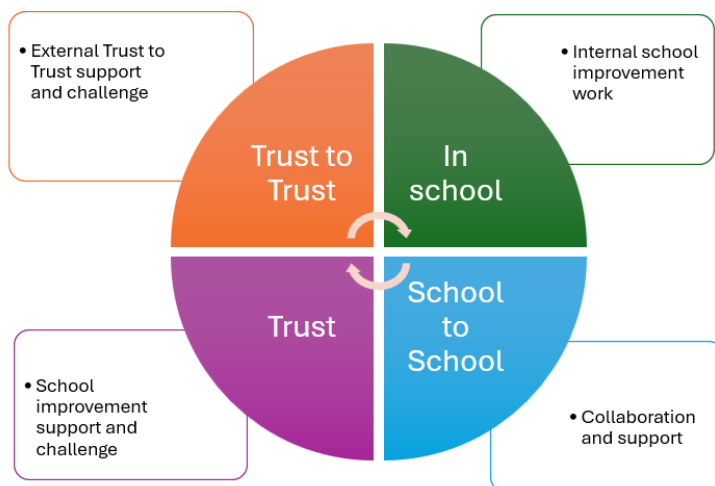
## Policy document

---

| Date authored | Date agreed | LGBs       | MAT Board | Review date | Comments |
|---------------|-------------|------------|-----------|-------------|----------|
| June 2026     | June 2026   | Autmn 2026 | June 2026 | June 2027   |          |

## Appendix One

# School Improvement at scale: organisational habit



## Tiers of School Improvement Support

| Prevention                                                                                                                                                                                                                                        | Early Intervention                                                                                                                                                                                          | Formal Intervention                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Core QA activity</p> <ul style="list-style-type: none"> <li>Quality cycle (3 year)</li> <li>'Keeping in Touch' visits (<i>one half day visit each term</i>)</li> <li>Quality team to review KPIs, SIPs and SEFs with Head/Principal</li> </ul> | <ul style="list-style-type: none"> <li>Commissioning of an improvement activity e.g. quality visit area/whole academy (determined by Head/Principal) for Quality Team to provide bespoke support</li> </ul> | <ul style="list-style-type: none"> <li>Quality visit</li> <li>Quality team develops and monitors school support plan agreed with Head/Principal</li> </ul> |

