

TEENAGE KICKS

• ENGAGEMENT • PROGRESS • OUTCOMES

Quality Improvement Policy

Approved by:	The Proprietor	Date: August 2025
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Last reviewed on:	August 2025
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Next review due by:	August 2026
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1. Aims

This policy aims to:

- Support continuous improvement across all areas of the school's work
- Ensure that the quality of education, safeguarding, and care provided to pupils is regularly evaluated and strengthened
- Promote a reflective and evidence-informed approach to leadership and practice
- Ensure that improvement activity is proportionate, purposeful, and sustainable
- Protect staff wellbeing by ensuring improvement expectations are realistic and manageable

2. Approach to quality improvement

Teenage Kicks is committed to maintaining and improving the quality of its provision through an ongoing process of reflection, evaluation, and development.

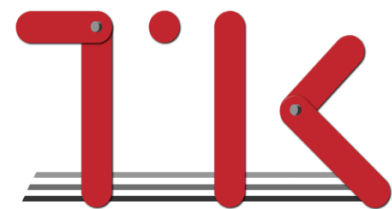
Quality improvement is not viewed as a one-off event or a response to external scrutiny, but as an integral part of the school's day-to-day operation. Improvement activity is rooted in professional dialogue, shared responsibility, and a culture of trust.

The school recognises that meaningful improvement is most effective when staff feel supported, valued, and able to engage constructively with change.

3. Evaluating quality

The school evaluates the quality of its provision on an ongoing basis using a range of information sources. These include:

- Pupil progress, engagement, attendance, and behaviour information
- Safeguarding monitoring, audits, and reviews
- Leadership and senior leadership discussions
- Staff feedback, both formal and informal
- Parent, carer, and referrer feedback
- External scrutiny, inspection outcomes, and professional advice
- Day-to-day professional observations of practice



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Evaluation is continuous and embedded within routine leadership and operational processes, rather than relying on a single annual review exercise.

4. Planning and implementing improvement

Where areas for development are identified, the school will agree appropriate actions to address these.

Improvement planning will:

- Focus on areas that will have the greatest impact on pupils and staff
- Set clear, achievable actions and timescales
- Identify responsibility for leading and supporting improvement activity
- Take account of staff capacity, workload, and wellbeing
- Remain flexible so that plans can be adapted if circumstances change

Improvement actions may arise from internal evaluation, safeguarding activity, operational issues, or external feedback.

5. Monitoring arrangements

Progress against improvement actions is monitored on an ongoing basis through leadership oversight and professional dialogue.

Monitoring arrangements include:

- Regular review within leadership meetings
- Consideration of updated information and feedback
- Reflection on whether actions are achieving their intended impact
- Adjustments where actions are not effective or are placing undue pressure on staff

Overall effectiveness and improvement priorities are formally reviewed annually.

6. Roles and responsibilities

Headteacher

The Headteacher is responsible for the day-to-day leadership of quality improvement. This includes:

- Overseeing evaluation of the school's effectiveness
- Identifying and prioritising areas for improvement
- Leading the planning and implementation of improvement activity
- Ensuring improvement work is proportionate and mindful of staff wellbeing
- Reporting on quality and progress to the Executive Headteacher

Executive Headteacher

The Executive Headteacher provides strategic oversight and challenge. This includes:

- Reviewing the effectiveness of quality improvement processes
- Providing support and professional challenge to the Headteacher
- Ensuring improvement activity aligns with the school's ethos and statutory responsibilities
- Reviewing and approving key improvement priorities

Staff

All staff are expected to contribute to quality improvement by:

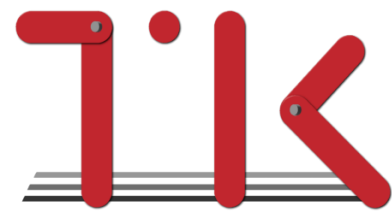
- Engaging in reflective practice and professional dialogue
- Participating in improvement activity relevant to their role
- Sharing feedback, concerns, and ideas for development
- Supporting a culture of continuous improvement

7. Staff wellbeing and workload

Teenage Kicks recognises that sustainable improvement depends on staff wellbeing.

Improvement activity will be planned and implemented in a way that:

- Avoids unnecessary duplication or bureaucracy
- Is realistic in scale and pace
- Takes account of existing workload pressures
- Provides appropriate support and resources



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Leaders will regularly consider the impact of improvement activity on staff and make adjustments where necessary.

8. Links with other policies

This policy is linked to:

- Staff Wellbeing Policy
- Safeguarding Policy
- Behaviour Policy
- Staff Handbook
- Capability Procedure