



T R I B A L



**Supporting and recognising high quality teaching of English and  
mathematics in Primary and Secondary schools.**



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Quality Mark is a journey settings embark upon to demonstrate their commitment to quality provision, in a way that supports the ongoing growth and development of the school and their staff.

Well over 1,000 schools have been on the journey, and the fact that 98% would recommend Quality Mark is testament to the current nature of the framework, the support and challenge our valued Assessors provide, and the way in which schools are able to embrace and embed the model without any unnecessary impact on their existing workloads.

*“We all strive for quality in education - to be part of so many schools’ journey towards that goal is real privilege.”*

**NICOLA MORRIS, QUALITY MARK, NATIONAL DIRECTOR**



“Quality Mark has the benefit of ensuring children are being taught basic skills well and that any gaps in attainment and progress are identified early; it also ensures that we are forever striving for improvement.”

LISA HUMPHRYES, DEPUTY HEADTEACHER,  
RUSH GREEN PRIMARY SCHOOL

# Guiding your setting to sustainable, evidence-based continuous improvement

Quality Mark supports schools in two ways - for those in an improvement category, your Quality Mark Assessor and framework act as a guide along the journey to improve pupil outcomes in English and mathematics.

For schools identified as good or better through external inspection Quality Mark helps you ensure continuous improvement is maintained in English and mathematics whilst recognising the achievements to date via the award.

For Groups of schools, such as Multi Academy Trusts, independent school groups and settings engaging in collaborative partnerships, the benefits of Quality Mark are elevated due to the use of a common framework which is applied across the group to encourage the schools to work in partnership to focus on quality improvement.

1

## **Improve pupil outcomes in English and mathematics**

Provide the framework and guidance to support continuous improvement and ensure English and maths priorities are being addressed. The process of audit and self-review will add value to current provision and support improved outcomes for pupils.

2

## **External recognition of staff commitment & achievement**

Receive valuable public recognition of the impact of the work of leaders, managers and practitioners in improving the quality of provision, and celebrate their commitment.



**3**

### **Prepare for inspection**

Evidence your school's quality improvement, ready for inspection and ensure rigorous self-evaluation identifies strengths, prioritises key areas for development and identifies the impact of your practice. Provides a holistic evidence base for continuous improvement through the multi-dimensional aspect of Quality Mark. (Quality Mark includes structural characteristics, such as statutory adult-child ratios and practitioner qualifications, interwoven with process quality factors, such as the pedagogical approach and types of interactions that influence the quality of children's experiences.)

**4**

### **Provide staff with the scaffold to improve their practice**

Benefit from a framework founded on educational research and internationally shared views of effective teaching and learning.

**5**

### **Embed a consistent approach to quality**

Achieve and embed a consistent approach to quality improvement for the whole school or setting with this all-phase framework for UK and global education markets.

**6**

### **Benefit from external assessment, validation and challenge**

Get an external evaluation of the quality of practice and provision in your school; validate priorities; and challenge approaches to continuous improvement so your school moves beyond meeting basic requirements in practice, progress and performance.

**7**

### **Promote partnership working**

Achieve continuous improvement through promoting increased partnership working and a shared accountability for outcomes.



“We saw Quality Mark as a really powerful tool – it gave the perfect balance of external challenge to make sure we weren’t just ticking along, and also the recognition that we’re doing a great job.”

LIZ BRAMLEY, EXECUTIVE HEAD TEACHER,  
OAKDENE PRIMARY SCHOOL

# Completing the Quality Mark: a whole-school focus, for whole-school benefit

Quality Mark activity can stand alone or complement and integrate with other local and/or national initiatives to improve pupils' achievements. Those with responsibility for leading the process in their school control the timescale for submitting the Quality Mark portfolio. The length of time taken to achieve accreditation will vary according to a school's starting point and its ability to demonstrate progress and sustained good practice.

Your accredited Quality Mark Assessor is an experienced school improvement specialist and will help guide and support you along your continuous improvement journey, using the Quality Mark audit tool as the framework for progression.

The assessment process – a virtual visit prior to the 2 year accreditation – focussed discussions with key stakeholders, observation of learning environments via a virtual 'learning walk', and a review of relevant supporting evidence and documentation.

All practitioners, and others involved with the setting, whether paid or voluntary, should be involved in helping to achieve the Quality Mark award. Involvement in the process will contribute to the development of leadership and management skills such as auditing, action planning, monitoring and evaluating, in a practical context and with a tangible outcome.

Your school will achieve the Quality Mark when you demonstrate that the criteria for all 10 elements (11 elements – secondary phase) are met and provide evidence that participation in the award has had a positive impact on provision and practice. You can be confident to share with parents, and other interested parties, that the Quality Mark elements are reflected in studies of quality monitoring and relevant to the expectations of inspection, accreditation and regulatory frameworks.



“The external validation of things going well is always important, in particular for middle leaders who teach full time and also work so hard to bring about school improvement. The 10 elements of the Quality Mark also ensure a holistic view of literacy and numeracy with in the school.”

EILEEN SHEEDY, HEADTEACHER,  
ISLEWORTH TOWN PRIMARY SCHOOL



# The Quality Mark elements



1

A whole school strategy and planning to improve performance in English and mathematics

2

An analysis of the assessment of pupil performance in English and mathematics

3

Target setting for the improvement of performance in English and mathematics

4

English and mathematics planning and intervention for all groups of pupils

5

Review of progress made by all groups of pupils in English and mathematics

6

A commitment to improving the skills of staff in the application of English and mathematics in the school

7

The use of a range of teaching approaches and learning styles to improve English and mathematics

8

The use of appropriate teaching and learning resources to improve English and mathematics

9

The involvement of parents and carers in developing their child's English and mathematics

10

An effective procedure for monitoring planning and assessing performance in English and mathematics

11

Provision to enable all pupils to gain appropriate national accreditation in English and mathematics – Secondary Phase only

# Impact of the Quality Mark

School leaders who have a strong commitment to continuous quality improvement are most likely to succeed in reassuring parents/carers that they will promote the best outcomes for their children. Achievement of the Quality Mark will contribute positively to parents'/carers' confidence and consequently to the sustainability of the school and business.

Leaders and managers, including governing bodies and trustees, or their equivalent, will find that work undertaken to achieve and sustain the Quality Mark award offers a meaningful context in which to monitor and evaluate the quality of provision, practice and outcomes and to demonstrate how they are actively carrying out their role to drive continuous improvement.



## **The Quality Mark Approach**

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Undertaking the award will show that you understand that self-evaluation and quality assurance processes are not one-off, short-term activities. Achieving the award will show that you give pupils a strong start to help them to become well-rounded, confident individuals who are prepared for their next stage of learning and for their place as global citizens.



“It’s a program that will really help to shape and direct education within your school in whatever way you want to drive it, so it’s a really supportive way of assuring that improvements are made year-on-year.”

STEVE PRICE, HEADTEACHER,  
WESTOE CROWN PRIMARY

# Frequently Asked Questions

## Who can apply?

The Quality Mark is available to all schools with primary and secondary aged pupils, this includes mainstream and special schools, maintained sector and independent schools of all sizes. Schools must be in a good or better Ofsted category or equivalent to work towards the award route. If a school is not yet in a good category they can still become members of the Quality Mark and will follow an improvement route which has a focus on the 10 elements related to current school priorities.

Schools interested in accreditation should contact : [enquiries.qualitymark@tribalgroup.com](mailto:enquiries.qualitymark@tribalgroup.com) for details of the award, the support available and associated costs.

## How long is the Quality Mark award valid?

The Quality Mark is awarded for two years. At the end of that period the award can be renewed for a further two years (and in subsequent cycles) providing the school continues to meet the criteria for all elements and can demonstrate that holding the Quality Mark has had a positive impact on its provision and practice.

## How is the provision assessed?

A Quality Mark assessor, accredited by Tribal, will review and evaluate the portfolio of evidence submitted and carry out a virtual assessment visit for your setting. The recommendation for the Quality Mark award can only be made by an accredited assessor. There is no prescribed start or end date for the award. Applications can be made throughout the year.



# Frequently Asked Questions

## **What does the evidence about the practice and provision need to show?**

A provider in a setting or school provision will be required to show that at the time of the assessment:

- it meets the appropriate criteria for its context in all 10 Quality Mark elements (11 elements – secondary phase)
- the whole setting/school is committed to improving English and mathematics
- the abilities and achievements of pupils in English and mathematics are improving.

Settings spend varying amounts of time working towards accreditation depending on their starting points. They must show that all elements of the Quality Mark elements are met before the award can be granted. It is not possible to gain accreditation by making a commitment to meet all elements in the future. Evidence to show that the quality of provision and practice meets the criteria for each element should come from a wide range of sources. Possible sources are included, but not limited to, the examples included with each element in the handbook.

There is no prescribed amount of evidence required to substantiate each element. Participants may find that they have much of the evidence readily available, as it will have been gathered for other purposes. Each school should make a professional judgement in selecting the most appropriate evidence to illustrate how they meet criteria in the context of their setting. The same piece of core evidence may be used for more than one element, provided the analysis relates to the relevant criteria. The choice of format is a decision for the setting, but should enable the assessor to easily identify planning, provision and impact. The self-audit tool maybe a useful working document to support the collation of relevant evidence.

# Frequently Asked Questions

Assessment is not based solely on an evaluation of the evidence submitted or a review of documents. The assessor will gather additional evidence during focused developmental conversations during the virtual evaluation visit. An assessor will also seek evidence through discussion with key stakeholders, such as English and mathematics subject leaders, parents/carers, representatives of any governing body or trustees. Where appropriate, assessors will talk to and take account of the views of the pupils.

It is expected that any improvements that take place add value to the provision and in most instances, relate to a period lasting longer than one academic year.

## How is achievement of a Quality Mark recognised?

The Quality Mark for English and mathematics is awarded by Tribal and is only available to settings that have been assessed as meeting the accreditation standard. Schools holding the award are entitled to display the logo, which is supplied electronically, on information and publicity materials, such as a letterhead, prospectus or advertisement. Those who achieve the award also receive an award certificate and plaque.

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[tribalgroup.com/quality-mark](https://tribalgroup.com/quality-mark)



[enquiries.qualitymark@tribalgroup.com](mailto:enquiries.qualitymark@tribalgroup.com)



+44 (0)117 311 5266