

Quality Mark Report

Quality Recognition Meeting took place on 13th May 2019, attended by following scrutineers:

Penny Jones, Education Consultant and former super head – Educational Expert

Pascale Vassie, NRCSE Executive Director – Governance Expert

Observational visit performed on 1st March 2019 by:

Yaren Ertunc, NRCSE quality development adviser

Name of Supplementary School:

Focus Forth UK

Membership No.:

NRC0420

Introduction

Established in 2007, Focus Forth aims to raise awareness on issues relating to healthy living by empowering, enriching, challenging, motivating and enhancing the lives of people from BAMER communities through yoga, relaxation, workshops. They provide ESOL, numeracy classes for both adults and children and translation and advocacy support on a wide range of issues.

The supplementary school provision sits within that holistic community-based and community-led service. Each Sunday afternoon 15-40 children aged from 5-18 attended classes to support them in maths, English and science. Many of the children are newly arrived and/or from low income families. Teachers are able to offer one-to-one support with an understanding of the language and cultural barriers that can have a significant impact on pupil attainment within their mainstream school settings. As the school sits within a rounded community offer parents can develop their understanding of the education system in England, encouraged to work with their children and supported to engage with their schools.

Focus forth offers a 'family' learning environment.

Key recommendations from observation and recognition meeting

- You presented eloquently the pastoral support given to pupils and their families. More recording of this support would be useful for monitoring progress and in providing evidence for funding applications and partnership with mainstream.
- The development of a clear calculation and handwriting strategy linked to the national curriculum would support children and parents to understand the progressional structure and demonstrate the contribution Focus Forth staff are making to children's educational achievement.
- Developing the tools used for assessment, evaluation and presentation of pupils' achievement will help you to present the excellent work you are doing clearly to funders and support you to gain funding.

Please list any outstanding achievements:

- It is clear that children attending Focus Forth receive a wide range of detailed and purposeful opportunities to learn.
- There are clear records of feedback given to learners including their self-assessment. Reports to parents are given after termly exams and at parent teacher meetings.
- Parents and children from newly-arrived migrant backgrounds are given support and guidance to reassure them about the education system in England and help them engage effectively with mainstream schools

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment

The site is appropriate and welcoming with a reception area and good security. As the Young Adult Centre for Southall it is used and familiar to families. Behaviour policies and procedures, are clear, ground rules for children displayed. Groups are organized by age with attention paid to 'icebreaker' sessions at the start of academic year. Children are actively encouraged to develop confidence, many of the children are shy in their mainstream school. The number of pupils has dropped as local authority funding has stopped. Adult : child ratio is excellent.

2. Teach effectively - Advanced

Summative assessment is fed back into the curriculum reviews to continuously improve their offer and with careful consideration of how Focus Forth can best complement the pupils' mainstream classes. Volunteers (teaching assistants) are used to provide one-to-one support within the class. The volunteers are given regular training and have clear roles. Photographs show a range of activities, lessons plans and examples of learner's outcomes show clear planning and understanding of how to engage children creatively and range of instructional techniques.

3. Record progress and achievement - Advanced

Initial assessments are made at the start of the year. Teachers then try not to give tests for first three months to allow the children to build trust and confidence. Tests are given at the end of each term. Records of these are kept and inform individual learning plans through tailored/differentiated worksheets. There are clear records of feedback given to learners. Parents are given reports and encouraged to speak with the teachers at any time after the session.

4. Choose the right resources - Advanced

A choice of resources were shown including tailored worksheets, national curriculum workbooks, educational games. Jayasree gave a very clear example of how life activities and simple blocks are used to support maths. Online resources are also used, laptops are available and older learners access the YAC IT suite.

5. Plan and develop your organisation

The management committee has a good balance of community members directly involved in the school (including the head and three of the teachers) with Chair, Treasurer, secretary and one more member providing external oversight and accountability. Feedback from parents and pupils has led to responsive changes in the school offer. The YAC is closing down and this is a major threat to the school. Mainstream school premises are expensive and many of the families attending are on low incomes making it difficult to increase fees.

6. Select and support staff and volunteers

There is a good induction plan and Jayasree line manages the five teachers and teaching assistants. Teachers are members of the community and have worked on a voluntary basis within Focus Forth for several years. They are available in response to pupil numbers and have also been trained to support parents, give advice and guidance in response to family need. All teachers have DBS checks and young teaching assistants are always supervised.

7. Make sure children are safe

Adult/child ratio is good. Staff and MC have attended Ealing CVS Child Protection training and policies and procedures are based on the Ealing recommendations. The Chair is the DCPO and the co-ordinator the deputy. We recommend that the co-ordinator and MC member/s attend the 3-Day Good Management course and work on producing a Welcome Pack for parents that presents procedures in a clear and accessible way. An update safeguarding training with Ealing CVS would also be beneficial, either for all staff if that can be arranged or for DCPO to attend.

8. Manage finances

The school's finances are clear, with income covering expenditure and a dedicated bank account for the school. BBC CIN and community fees and donations are the two main funding sources. Focus Forth could clearly benefit from an increase in funding, especially with the closure of YAC and the need to find new premises. The development of a fundraising strategy would be a good first step and NRCSE/John Lyons Charity/EYPF will support you with this.