

## Quality Mark Report

Quality Recognition Meeting took place on 3<sup>rd</sup> May 2019, attended by following scrutineers:

**Deborah Gocklen**, Director of Business, Enterprise and Employability, MK Academy – Educational Expert

**Pascale Vassie**, NRCSE Executive Director – Governance Expert

Observational visits performed on 6<sup>th</sup> October 2018 by:

**Lisa Boyd**, Milton Keynes EMA supplementary school mentor

Name of Supplementary School:  
**Milton Keynes Tamil Academy**

Membership No.:  
**NRC1649**

### Introduction

The Milton Keynes Tamil Academy opened in 2011 providing Tamil language classes and cultural activities for 80 pupils. This academic year, 2018/19, over 300 pupils attend sessions each Saturday from 10am-2pm. As well as structured language classes leading to 'O' levels and 'A' levels with Cambridge International MKTA offers Tamil dance, music, sports and cultural activities with celebrations bringing together families from a wide area.

MKTA is part of the Tamil Education Development Council (TEDC) and benefits from annual teacher training for staff/volunteers as well as teaching resources (workbooks for each year group) tailored for the teaching of Tamil in the UK, supporting schemes of work, assessments and competitions for children with curriculum content covering not only the Tamil language but also Tamil culture and heritage. TEDC provide registered examination centres and a wealth of opportunities for individual community- and volunteer-led schools to share best practice.

Families and guests are invited to attend religious events, sports days and awards ceremonies each year. The pupils also participate in dance performances at Milton Keynes Language show and the Foster Carers Day.

### Key recommendations from observation and recognition meeting

- While wholeheartedly supporting the use of Tamil throughout the school and in communication with pupils and parents it would be useful for record keeping and schemes of work to be available in English to enable mainstream schools and other potential partners to appreciate the work being done.
- MKTA demonstrated excellent attention to teacher training and development. The adult : pupil ratio is good. We recommend that you support teachers to include more differentiation in their teaching methods with formative assessment throughout the lesson. This would enable them to tailor learning activities more creatively to individual pupils.

### Please list any outstanding achievements:

- The link with TEDC clearly provides excellent structure to the provision with schemes of work appropriate to children living in the UK, a range of resources, annual teacher training which is consolidated by in house training.
- Partnership with Milton Keynes Academy and a local primary school are good, and you clearly provide and maintain excellent links with the wider community through children's participation in events and celebrations.

## **Detail of findings overall from observation and recognition meeting**

### **1. Create an effective learning environment**

The classes take place in a modern secondary school with younger pupils in one block and the older age groups together in another. Teachers move the furniture to adapt the rooms for smaller children. A reception desk is staffed at all time ensuring that only pupils and teachers are in the MKTA area (the Academy is open to other groups) and providing an opportunity to respond to parent queries away from classrooms. Very clear expectations of behaviour are reinforced with parents.

### **2. Teach effectively**

Records are kept with a record of learning for every lesson which is checked and signed by the headteacher. The programme of study is externally provided by TEDC which also provides good opportunities for staff development. Although many children stay at the school for year 1 through to the Tamil 'O' level, children arrive at different ages and with very different home exposure to the language. A development area could be to support teachers to demonstrate more differentiation in their teaching and tailor learning more creatively to their individual pupils.

### **3. Record progress and achievement**

Teachers use the tests provided in the workbooks to assess the children weekly. Each child's workbook is a record of achievement throughout the year. The class file has a record of each pupils learning and homework results and is completed by the TA during the session. Pupils take TEDC tests and exams. More evidence of formative assessment in class would be good. Results are celebrated at annual awards events.

### **4. Choose the right resources**

Tamil language text books and workbooks are provided by TEDC. All resources are in Tamil. Pupils have a reading diary which goes home with them each week to encourage parents to support their learning. The school has access to the interactive whiteboards but there was little evidence that these are used fully. Working with MK EMAS team to encourage and support teachers to use the whiteboards would likely have a significant impact on teaching and learning.

### **5. Plan and develop your organization - Advanced**

Celebrations, festivals, an annual prize giving, clearly involve parents and families in the school and the pupils' achievement. The management committee has 15-17 members all elected annually by the community. Minutes show termly meetings with discussion including event planning, sports day, exam results as well as safeguarding procedures, engaging parents and homework. Parent questionnaire has been used as well as plenty of opportunities for discussion and engagement. The growth of the school over 8 years clearly demonstrates that it is meeting and responding to community need and aspirations.

### **6. Select and support staff and volunteers - Advanced**

Evidence of safer recruitment research was presented including key points about work with volunteers (all staff at the school are volunteers). The volunteer induction checklist is good and staff access training both internally and annually through TEDC. Although the headteacher does occasionally teach when a class teacher is absent, he is generally available to observe teachers, monitor lesson plans, meet with parents, etc.

### **7. Make sure children are safe**

The use of a secondary school is securely managed and there are sufficient adults to ensure children are safe. All classes have at least two staff (teacher and TA). The headteacher has attended MKSCB single agency safeguarding training in Nov 2015 and 13 staff attended basic safeguarding training in 2018. Evidence of fire safety and first aid training was not seen.

### **8. Manage finances - Advanced**

Basic accounts were provided for year ending 2018. They were in Tamil and it was not possible to see diversity of funding sources or evidence of budgeting for development. For such an evidently popular and growing school it is crucial that this is done.