

Quality Mark Report

Quality Recognition Meeting took place on 9th November 2019, attended by following scrutineers:

Diane Leedham – EAL and Literacy Consultant for Secondary Schools
Pascale Vassie – NRCSE Executive Director

Observational visits performed on 25 July and 5 October 2019 by:
Mon Partovi – NRCSE Quality Development Advisor

Name of Supplementary School:
Big Fish Tutors

Membership No.:
NRC1787

Introduction

'At Big Fish Tutors, we strive to enable every single student to benefit from our tutoring and educational support, no matter their background or academic capabilities. It is our aim to help students grow academically, personally and socially; and to help them understand themselves in relation to their world.'

Big Fish Tutors is an excellent example of small-group private tuition. Children aged from 5 to 16 are provided with maths and English study support with tailored and branded tools and resources which build on the core curriculum for England. Trained tutors coach the children in groups of five or six in bright, purpose built classrooms with a clear, shared ethos to encourage children to understand different points of view, relate to adults and other children, explore and learn creatively, practise social responsibility, feel confident about themselves and be able to express their own views in a respectful way.

Established in 2009 in the home of one of the founding directors, BFT incorporated in 2015 and now operates in purpose-built centres in Wembley, Edgware, Harrow and Pinner. The provision of maths and English study support combined with the development of life skills and the focus on personal, social and emotional growth are fundamental to the Big Fish Tutor brand.

Key recommendations from observation and recognition meeting

- As BFT has a national curriculum focus the development of relationships with mainstream schools would be beneficial for tracking progress and evaluating impact.
- The BFT learning environment has evidently been carefully thought through and the use of colourful design good. For younger children it would help if there were more physical resources and room for physical activity to expand the range of teaching methods and you could use scaffolding/ differentiation to build knowledge.

Please list any outstanding achievements:

- Your staff recruitment, induction, observation and support are excellent. The planning and practice for interviewing prospective tutors was particularly impressive with comprehensive set questions and role play requirement ensuring standardisation of tutors across all centres.
- Highly organized environment, positively disciplined is valued by parents and carers. Mission is comprehensive and followed through with children attending one session per week. You are clear that you are not providing childcare and you ensure parents don't use BFT as such.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment

The environment is highly organised and controlled with a positive, disciplined ethos clearly valued by parents/carers. Good behaviour was observed across all age groups, routines and high adult:child ratio ensure a tranquil learning environment. It would benefit younger children if you could find space to offer more playful and child centred learning and place children's interests at the centre of teaching approaches. Parents are required to come 10 minutes before session ends to allow feedback.

2. Teach effectively

Clear direction for all. Support, observation and training on methods used provided. Excellent BFT operatives manual giving guidance on how to deliver a good lesson, background on BFT ethos and tutor handover sheet to ensure consistency. Achieving relationships with mainstream schools could allow deeper links with national curriculum teaching and development of pedagogy including scaffolding and differentiation techniques, reading for pleasure.

3. Record progress and achievement

Meticulous records kept monitoring 'readiness' for next chosen step/success outcome. Responsiveness to individual learner needs less clear. Understand that you have been trying hard to link to local mainstream schools and that this is very difficult. It clearly would benefit teaching and learning if you were able to work more collaboratively with pupils' mainstream school.

4. Choose the right resources

Resources are well organised and thorough for the teaching methods used. BFT worksheets for reception to Year 5 are clear and colourful in line with other study support resources available but with the added BFT brand.

5. Plan and develop your organization

Good management structure and planning for expansion. Management committee meet regularly and are very much involved in the provision and site development. Parent consultation is good and when parent appraisal form didn't produce much feedback you undertook interviews with parents at each centre. Parents are clearly very satisfied with provision and their children's progress. Pupil feedback shows that children are happy to come but several ask for more opportunity to play.

6. Select and support staff and volunteers – Advanced

Staff recruitment, induction and supervision is excellent. BFT Operatives Manual is comprehensive and clearly written. Lessons are planned centrally by the director with staff able to supplement as appropriate to meet pupils needs. Peer and self-observation recorded.

7. Make sure children are safe - Advanced

Safeguarding, Parent/School Agreement and Health & Safety procedures were all good. DSL and deputy have attended appropriate level training, most recently 31/10/19. Fire warden training, fire drills good. HA9 have recommended more staff to complete 1st Aid training.

8. Manage finances

Comprehensive marketing guidelines and advertising strategy.