

## Quality Mark Report

**Quality Recognition Meeting** took place on 6<sup>th</sup> March 2019, attended by following scrutineers:

**Gillian Roberts** – Rights Respecting Schools consultant – educational expert

**Pascale Vassie** – NRCSE Executive Director – governance expert

**Observational visit** performed on 14<sup>th</sup> October 2018 by

**Joy Collins** – Securing Success Quality Assurance Mentor

Name of organisation:

**MathsMakers**

Membership No.:

**NRC1371**

### Introduction

MathsMakers is a not-for-profit organisation specialising in delivering maths intervention in schools with a proven track record in raising maths attainment.

After-school maths classes are delivered in mainstream schools for students in Years 7 to 11. Taught by experienced instructors with extra support from Sixth Form mentors the organisation provides detailed school and student reports.

MathsMakers also provides work experience for sixth formers enabling them to build leadership and employability skills to include on UCAS and job applications. The organisation provides references for Duke of Edinburgh, HeadStart and similar award programmes.

### Key recommendations from observation and recognition meeting

- Continue to make maths relevant through applied example and colourful resources.
- Your provision is well aligned with national priorities and clearly responding to schools' priorities to achieve equality in education and narrow the attainment gap for students from disadvantaged backgrounds. As you grow it would be good to enable young people and families to engage with MathsMakers directly and for you to provide long-term provision outside of school-commissioned intervention so that young people from disadvantaged backgrounds can exceed national targets and achieve their full potential.

### Please list any outstanding achievements:

- Presentation of well-organised systems for curriculum, monitoring and evaluation, assessment and reporting.
- Excellent partnership with schools.
- Range of response for different ages eg. Sixth Form Mentors play an important role in engaging Yr7/8 pupils and creating positive learning environment while Yr 11 students work in small groups with a teacher to meet needs and build confidence.

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

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

As MathsMakers is commissioned into school settings to work with their students it uses school rules and behaviour expectations. Two weeks into the programme parents are invited to a session on how to support their child, not all parents respond to this and some are concerned as to why their child has been put onto the programme. Parents that do engage respond well following the session and contact is maintained through emails/texts. Small groups, games-based activities and 6<sup>th</sup> Form mentors all help to make the environment different from everyday lessons.

### **2. Teach effectively - Advanced**

Balance between individual and group activities is good, particularly through the 6<sup>th</sup> Form mentors. There are clear programmes of study and lesson structure is well developed to address varied learning styles and provide pace for the lessons. Directors observe lessons and give tips to help improve quality of teaching. Staff promote a positive 'can do' approach by careful lesson planning.

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

Rigorous systems for initial assessment, tracking, feedback. Students' work is marked with constructive comments. Each student undertakes an initial assessment and follows an individual learning plan. Student's baseline score is recorded on an ILP tracker sheet and progress tracked weekly. A final assessment indicates progress over the programme. Formal reports and feedback given to each student's school and success is celebrated with certificates for students and mentors.

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

Varied resources – text books, worksheets, puzzles and resources for 6<sup>th</sup> Form mentors. Shared MathsMakers drive with additional resources available for all teachers. The use of learning mentors is shown to be particularly effective with Year 7 students.

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

MathsMakers deliver programmes in 4 secondary schools. Time is spent prior to each programme to plan provision and share aims, methodology and evaluation. A full annual report is prepared for each school. A dedicated member of school staff is requested to act as a bridge between MathsMakers, pupils and parents. Student and mentor feedback presented. At present provision is time-limited and determined by referring school. Direct liaison with families and community would be an area to develop and the development of family/student-led provision.

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

Founder directors manage staff effectively providing induction and training at beginning of each academic year. Training has been provided in partnership TeachFirst Observations of teaching a regularly undertaken and extensive evidence of this was shown. 6<sup>th</sup> Form Mentors receive initial training, engage in weekly 'mentor debrief and planning' and at the end of each 15-week programme receive a reference letter.

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

NSPCC Child Protection training has been taken by all teachers. Behaviour management and safe recruitment training attended by directors and cascaded to staff. Rigorous GDPR procedures followed in line with commissioning schools' procedures. MathsMakers own DCPO is chair of board and separate from delivery. Risk assessment undertaken. Good communication with schools and parents in cases of student absence.

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

Direct charge to schools covers 50% off programme costs, remaining 50% covered by grants and donations. Excellent crowdfunding initiative to establish MathsMakers. Provision is growing as schools commission delivery. The directors are exploring charitable registration and funding opportunities with Barnet Community Project and Saracens Sports Foundation.