

Quality Mark Report

Quality Recognition Meeting took place on 7th February 2019, attended by following scrutineers:

Hayley Waters, Deputy Headteacher, Holmwood School – Educational Expert
Pascale Vassie, NRCSE Executive Director – Governance Expert

Observational visits performed on 24th November 2018 by:
Lisa Boyd, Milton Keynes EMA supplementary school mentor

Name of Supplementary School:
Les Poussins de Milton Keynes

Membership No.:
NRC1590

Introduction

In 2020, Les Poussins will celebrate 30 years of support to the francophone families of Milton Keynes for years. The aim of the school is to encourage and develop knowledge of French language as well as French culture and traditions. Les Poussins also sees itself as an opportunity for bilingual children, young people and families in the region to get together. Over 100 families take part in Les Poussins activities with around 150 children taking French classes each Saturday.

The school provides classes for francophone children between the ages of 1 and 18 each Saturday morning at Stantonbury Campus, Milton Keynes. Social activities bringing the community together take place at the start of the year, Christmas, spring holiday and at the end of the academic year. Les Poussins also arrange art workshops, visits to the cinema to watch French language films, farm trips, etc.

Les Poussins is a community interest company. There are social occasions for adults too and periodically, a bookclub.

Key recommendations from observation and recognition meeting

- You showed that lessons focused tasks on basic level with additional worksheets for those that are faster. You also spoke about children that are struggling repeating the year if child/family are happy for that to happen. Important to remain aware of the need for differentiation in class, or not timing activities as a way to safeguard those children who never finish the tasks from low-confidence, poor self esteem.
- Some more information on additional activities – both in class and at breaktimes would have been helpful.

Please list any outstanding achievements:

- Very well organized, high expectations clearly stated. The school is well staffed with good adult : child ratios and extra adults available if needed.
- Very clear programme with detailed scheme of work setting out weekly intentions. Clear guidelines for teachers in terms of the structure for each session and comprehensive staff handbook.
- Impressive consultation with parents and excellent newsletter.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment - Advanced

Clearly well organised. Comprehensive guidance to teachers in Staff Handbook with clear aims/expectations and high standards. Good Code of Conduct and informative newsletter. Good behaviour observed around the school. Pre-school takes place in a hall with a stage to one side but this is a small group and parents stay with their child. Space adapted and furniture moved so younger children can sit on the floor and have plenty of space to play.

2. Teach effectively - Advanced

Scheme of work clearly sets out weekly intentions. A professional teacher supports the preparation of lesson plans, observes teaching and gives feedback. Very clear guidelines for teachers on structuring of lessons. If children do not achieve the required level they may be kept back to repeat the year, if they are happy to do so. Very active classes for younger children with educational games, singing and lots of positive encouragement.

3. Record progress and achievement

Register is only used to monitor attendance. How do children catch up on work they have missed? Good evidence of planning but not annotated to show how well the class went, which activities were successful, what some/all learners found challenging, etc. Workbooks clearly set out the programme of study and show pupils achievement of each task.

4. Choose the right resources

Workbooks carefully chosen and with clear programme of study. The school has a well stocked library. The pre-school classes are very well resourced with plenty of games and fun activities. Electronic whiteboards are used. Les Poussins has cupboards on site for storage and access to outside facilities for play/breaktimes.

5. Plan and develop your organization - Advanced

Regular termly management meetings, management committee of 9 with clearly defined roles. Teachers were asked to evaluate the school and the recruitment of a dedicated education professional who observes teaching, provides feedback and guidance came from this evaluation. Informative newsletter to parents and plenty of social activities and celebrations where families come together. Parent satisfaction survey got good response. Pupil survey planned for this year. The school is a member of FLAM (alliance of French schools in UK) and MK Supplementary Schools Forum attends both regularly.

6. Select and support staff and volunteers - Advanced

Good induction and support for all staff (paid and vols), headteachers do not themselves teach a regular class and are on hand throughout to support in all aspects of teaching and management. Induction process is signed by each staff member on completion. Teachers meet twice each term at least to discuss their classes, any additional activities that are being prepared. Staff training takes place at the start of the year – 23 staff attended on 8/9/18.

7. Make sure children are safe - Advanced

Children are well supervised and policies and procedures are in place and demonstrably understood by staff. The headteacher attended 2-day paediatric first aid training in November 2018. She also attended MK Play Association's – Safeguarding for Designated Leads in 2018 and cascaded the training to all staff at the September staff training day. The Child Protection procedures were updated in 2018 and signed by all staff and MC. The site is managed by Stantonbury Academy and security has been tightened recently with everyone having to enter through one gate. Les Poussins is working on improving their own security procedures.

8. Manage finances - Advanced

Records of financial policy, income and expenditure, employer's liability shown. There are diverse sources of funding – fees, fundraising and government bursaries for families with low income.

Expenditure exceeded income in last year, the numbers of French families in the area appears to be dropping at the moment. The school has reserves which were used to cover the shortfall last year and £8,000 remains. Adjusting to the drop in numbers is high on the MCs agenda this year.