

# Warwickshire County Council

*Working for  
Warwickshire*

## Quality Assurance Report For Alternative Provision

July 17<sup>th</sup> 2019

**NAME OF PROVIDER:** Tute Education Ltd

**SITE ADDRESS:** 11 Ellice Way, Edison Court, Wrexham, LL13 7YT



# QA Report

<b>Name of Provider/ School/ College</b>			
Tute Education Ltd			
<b>Date of visit</b>		<b>Lead QA: Marie Rooney (WCC)</b>	
17 <sup>th</sup> July 2019		<b>Team: Annette Firman (WCC)</b>	
<b>Name of Principal/CEO &amp; Email address</b>			
Vanessa Leach <a href="mailto:vanessa.leach@tute.com">vanessa.leach@tute.com</a>			
<b>Age range: 5- 19</b>		<b>Boys/Girls/ Mixed</b> <i>(please tick one)</i>	
		Mixed	
<b>Type of provider:</b>		<b>Faith</b> <i>(please state whether ethos or designation)</i>	
Online education, AP curriculum pathways.		NA	
<b>PAN</b>	<b>Capacity</b>	<b>No of Hours / Week offered FT/PT</b>	
NA	NA	Max 18 (PT)	
<b>Finance ( Cost)</b>	Starts from £6.25 per 45 minute lesson.		
<b>% SEN</b>	<b>% FSM</b>	<b>% EAL</b>	<b>% Engagement in sessions</b>
N/A	N/A	N/A	After each Tute lesson, the teacher reports on individual students' engagement on a scale of 1-5 in the Tute progress tracker which is shared with the commissioner, and students/parents if required. This is tracked and summarised across the entirety of the programme. Tute

			is working to build this into its platform for easy access and analysis, but now sits in hundreds of spreadsheets, making it a challenge to summarise overall.
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Information about the courses offered		
Courses/subjects offered:	Expected outcomes/ Performance Indicators	Numbers accessing these subjects
<p><b>A) <u>Progress 8.</u></b></p> <p>Do you deliver this:    Yes   <input checked="" type="checkbox"/> No   <input type="checkbox"/></p> <p><b>B) <u>GCSEs and equivalent menu</u></b></p> <p>Do you deliver this:    Yes   <input checked="" type="checkbox"/> No   <input type="checkbox"/></p> <p>Full option of subjects available to compliment a provider's / School's curriculum.</p> <p><b>C) <u>Functional Skills, Vocational, Personal Development and enrichment.</u></b></p> <p>Full option of subjects available to compliment a provider's / School's curriculum.</p>	<p>Although Tute does provide Progress 8 but as a support to a commissioner's wider provision. The commissioner reports overall on its Progress 8 measure.</p> <p>Tute delivers GCSE courses and collates the results from its commissioners. Not all respond with the data, but when they do, we collate and analyse. This information is usually finalised after October half term, and we would be happy to share them then.</p> <p><b>A) <u>Progress 8:</u></b> (if you have ticked yes in column one please provide the expected outcomes on Progress 8 e.g. <i>Progress 8 National Average for similar schools e.g. 2017 = -3.24</i>)</p> <p><b>B) <u>GCSE's and equivalent menu outcomes:</u></b> e.g. % GCSE L4 + <i>National Average</i> in alternative provision 2017- <b>3.4%</b></p> <p>% GCSE L4+ above in English and Maths = N/A            % L2 FS in English and Maths = N/A            % GCSE L4+ in English = N/A            % GCSE L4+ in Maths = N/A            % L2 FS in English = N/A            % L2 FS in Maths= N/A</p> <p>C) Progress in Attendance: (<i>National Average</i> in alternative</p>	<p>KS3= KS4= KS1=</p>

	<p>provision 2017; 67%)</p> <p>Tute does not often receive students' previous attendance data so cannot measure overall attendance progress but can share data below from Surrey County Council's AP students in Tute lessons:</p> <table><tr><th>Attendance at school</th><th>Attendance at Tute</th><th>Attendance change</th></tr><tr><td>36%</td><td>70%</td><td>34%</td></tr></table> <p>D) Any other progress: (-different organisation measure improvement in varied way please detail this here) N/A</p>	Attendance at school	Attendance at Tute	Attendance change	36%	70%	34%	
Attendance at school	Attendance at Tute	Attendance change						
36%	70%	34%						

<b>Name of school</b>	Tute Education Ltd		
<b>Date of visit</b>	17/07/2019	<b>Lead</b>	Marie Rooney
<b>Evidence and sources</b>		<b>Information about the school</b>	
<ul style="list-style-type: none"> <li>Discussions with Manager Director (DSL); Teaching and Learning Manager(DSP) and HR manager (DSP).</li> <li>Scrutiny of documents relating to</li> </ul>		1. Tute Education is an online learning facility that provides other providers with access to taught sessions via the Tute virtual platform from KS1 to KS5 students.	

<p>Safeguarding (SCR), Personnel files, interview questions, Progress trackers, CPD tracker/matrix, curriculum planning; data tracking; safeguarding incident report templates, performance management, staff development</p> <ul style="list-style-type: none"> <li>• Scrutiny of SCR and safeguarding procedures</li> <li>• A meeting with a staff.</li> </ul>	<ol style="list-style-type: none"> <li>2. Tute Education Ltd teaches over 30 subjects.</li> <li>3. Every subject is delivered by qualified teachers (QTS) who have been recruited via a sound safer recruitment process in line with DfE and LA expectations.</li> <li>4. Lessons are commissioned in 45-minute live sessions and are accessed by students following a referral process from the commissioners.</li> <li>5. Tute Education is not an exam centre and it is expected that the commissioners will ensure that every student they deliver to on a long-term programme is entered into exams by the commissioner.</li> <li>6. Some students will access Tute Education on a “roll on roll off” basis as part of a re-integration process to support students to re-engage in education at their home school/ local authority.</li> <li>7. There are 11 full-time employed teachers who are based at the head office and use the Tute online classroom to deliver their online lesson.</li> <li>8. There are a further 32 contracted teachers who deliver peripatetically adding capacity and additional subjects.</li> <li>9. All lessons are recorded and are audited by the leadership and other organisations as part of a rigorous QA process.</li> </ol>
<b>Summary</b>	
<ul style="list-style-type: none"> <li>• Leadership is very good at Tute.</li> <li>• The organisation has gone through a lot of structural changes to respond to the needs of the market and this has benefited them.</li> <li>• Tute is not a school, is an online curriculum pathway option that provides scope to broaden curriculum options for other providers.</li> </ul>	

- The organisation has secure leadership reporting systems in place.
- Robust systems are in place for safeguarding and the organisation at all levels recognises their responsibility in keeping children safe in education.
- Tute have completed the 175 audit for Essex and have an action plan in place.
- Leaders have a very good understanding of their staff and their strengths and have created a continuously improving culture within their central base and the virtual online school.
- Teachers build positive relationship with the student they teach and they advise students strongly about e-safety and keeping safe online.
- Teaching is very good and this has been verified by a series of external independent quality assurance checks. During our visit we observed a KS1 teachers teaching live and we would agree with this judgement on the basis of the teaching we saw.
- There is a very positive culture in the organisation who are driven to ensure every child get the very best service from Tute.
- Tute Education Ltd are very forward thinking in how they can support schools and providers to deliver a broad and balance curriculum to a wide variety of students in particular those who are more vulnerable to missing education.

Section 1: Safeguarding	Summary of evidence on Personal development, behaviour and well being
<p>Evidence seen.</p> <ul style="list-style-type: none"> <li>• Discussions with Manager Director ( DSL); Teaching and Learning Manager(DSP) and HR manager (DSP).</li> <li>• Scrutiny of the SCR and HR files.</li> <li>• Scrutiny of key Safeguarding and Health</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• The SCR, all recruitment / overseas checks and maintenance of HR files are in place.</li> <li>• Essex LA safeguarding audit has been complete.</li> <li>• All policies are in line with current guidance and are under review in line with most recent guidance provided in the Keeping Children Safe in Education guidance 2018.</li> <li>• All staff have undertaken training in child protection and wider safeguarding issues such as FGM, FM, Prevent and CSE.</li> <li>• DSL and deputy DSL is in place and highlighted with all staff. These colleagues have undertaken the appropriate training.</li> </ul>

and Safety policies.	<ul style="list-style-type: none"> <li>• There are clear systems that allow staff to log online that electronically alert the DSLs</li> <li>• As there are no students onsite there are no CP files required.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• To ensure all evidence checked on SCR is dated and initialled.</li> <li>• To use the WCC model SCR and ensure all reference checks are noted on register. .</li> <li>• To colour code progress trackers to symbolise to teachers students who may have been identified as having CP issues.</li> </ul>
<b>Section 2: Health and Safety</b>	<b>Summary of evidence and areas of development</b>
<p>Evidence seen.</p> <ul style="list-style-type: none"> <li>• Discussions with Manager Director ( DSL); Teaching and Learning Manager(DSP) and HR manager (DSP).</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Public liability insurance document on show in reception area.</li> <li>• Other relevant insurance documents on show in reception area.</li> <li>• Health &amp; Safety Policy is in place.</li> <li>• Displayed notice naming the designated person for health and safety is in place in reception area upon entering the building.</li> <li>• Appropriate health and safety signs and notices are in place.</li> <li>• Adequate risk control measures/risk register</li> <li>• Firesec carry out fire alarm testing and ensure fire alarms are regularly tested and meet the Fire Service's criteria.</li> <li>• Fire extinguishers tested regularly.</li> <li>• All fire drills are logged and weekly testing via a log book.</li> <li>• A portal contains testing dates and certificates.</li> <li>• Fire Wardens are trained and displayed in building.</li> <li>• The first aid contact is displayed in the reception area, and the location of the first aid box is</li> </ul>



	<p>also held in the reception area, with a sign displaying this</p> <ul style="list-style-type: none"> <li>• Accident book held on site for recording of accidents, please note this is for staff only, as Tute students do not attend site</li> <li>• Tute follows the RIDDOR guidance for employer's worksheet with regards to reporting incidents</li> <li>• List of first aiders is displayed in the reception area.</li> <li>• Tute students do not attend site so have no requirement for a medical needs policy</li> <li>• Tute students do not attend site so have no requirement for care plans.</li> <li>• Tute students do not attend site so arrangements for supervision by Tute are limited</li> <li>• Tute's commissioners organise supervision; this can be a member of staff in the same room; a member of staff on the lesson in a different location; or a parent supervising.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Arrange for staff to be trained on using fire extinguishers</li> </ul>
<b>Section 3: Admissions, Guidance and Support</b>	<b>Summary of Evidence</b>
<p>Evidence seen.</p> <ul style="list-style-type: none"> <li>• Discussions with Manager Director (DSL); Teaching and Learning Manager (DSP) and HR manager (DSP).</li> <li>• Scrutiny of progress trackers,</li> <li>• Observation of lesson delivery.</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Before becoming a customer, commissioners meet with a Tute representative who will present Tute's services.</li> <li>• When a commissioner becomes a customer, they invest an amount into their Tute account which can be used with any student/s on any of Tute's products.</li> <li>• Shared provision is published on Tute's website so that commissioners can see what is available.</li> <li>• The commissioner receives a link to a welcome pack from Tute that includes the information needed to make successful referrals</li> <li>• Our differentiated timetables allow for students to be enrolled at the level thought to best match their level of attainment. Available options allow for students to be presented with a greater or lower level of challenge as appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>Commissioners will choose the best-suited product to meet the students' needs and will enrol their students into this provision</li> <li>For each enrolment and/or programme booked, commissioners complete a compulsory booking form in which they provide student information (see all booking forms in welcome pack)</li> <li>Students are registered into the Tute platform and given a username and password to access their own account</li> <li>Minimal information is kept about the student in the platform</li> <li>The booking form is stored securely in OneDrive where relevant teachers can access to plan and to assess</li> <li>Following enrolment, this booking form becomes a progress tracker that can be accessed by the commissioner and parent, and by the student if the commissioner agrees: <ul style="list-style-type: none"> <li>Available after every lesson</li> <li>Includes the teacher's judgement on the individual student's progress and engagement against each learning objective</li> <li>Target for improvement against each objective</li> <li>Summary of all progress and engagement and per subject</li> <li>Attendance information</li> </ul> </li> <li>When logged in to Tute's platform, students have access to their timetable and from here access their lessons by clicking on the relevant one.</li> <li>Expectations are set by teachers at the beginning of each lesson, programme or enrolment and these are shared in the Tute welcome pack.</li> <li>CEIAG is not part of Tute's offer, we do not provide this.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Signpost CEIAG guidance for students linked to the subjects they teach online.</li> </ul>
<b>Section 4: Teaching and Learning</b>	<b>Effectiveness of Teaching and Learning</b>

<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Discussions with Manager Director (DSL); Teaching and Learning Manager (DSP) and HR manager (DSP).</li> <li>• Scrutiny of progress tracker,</li> <li>• Observation of teaching.</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Teaching and learning is very good in TUTE e.g. Tute have won the 2017 <u>BETT award</u> for learning, teaching and assessment.</li> <li>• From the outset, Tute has experienced a very low turnover of staff and as a result, individual members of our team have established long-term relationships with our customers. We offer attractive rates of pay and invest in our team by offering professional development opportunities. Working online enables our staff to pursue their passion for teaching and learning whilst removing many of the additional administrative burdens and wider commitments they would be expected to undertake in a school.</li> <li>• Tute recruit our teachers in accordance with the DfE's statutory safer recruitment guidelines as defined by Part 3 of Keeping Children Safe in Education (2018) and maintain an SCR to evidence the checks made <b>4.1 (2, 3)</b>. They must have QTS and have experience in their subject specialisms and these qualities must be evidenced. Our interview and induction process add further layers of filtering followed by a probationary period during which new staff are closely observed to ensure they meet the Tute Standards</li> <li>• At induction stage, teachers receive training in Tute pedagogy, safeguarding and communication with commissioners, where required, prior to teaching their first lesson. Post induction, the first lessons delivered are observed and feedback provided. Teachers are encouraged and supported to continue their professional development through training and mentoring, just as they would do in a school.</li> <li>• Tute's team of experienced teachers draws on a wealth of classroom practice and student interaction and harnesses the unique features of the Tute Learning Cloud to develop an evolving and exciting pedagogy for learning online.</li> <li>• Teachers have taken proven, impactful methods of teaching and learning and have made them compulsory parts of teachers' planning and delivery: metacognition, Assessment for Learning, and Bloom's taxonomy form the basis of every programme planned and every lesson delivered by each of our teachers.</li> <li>• The Learning Cloud has been built with teaching and learning and safeguarding at the forefront. It creates an environment where students progress through challenge: they are taught to think,</li> </ul>
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	<p>to ask questions, to self-assess and to collaborate with their peers. Different from a school, we prescribe teaching methods whilst allowing teachers the freedom to be passionate and enthusiastic about their subject.</p> <ul style="list-style-type: none"> <li>• Teachers attend exam board meetings and training, educational courses and conferences, webinars, and in-house training delivered bespoke to Tute by experts such as NSPCC and Birmingham City's Council's autism team.</li> <li>• Schemes of learning are either set by Tute to suit age-related expectations or exam specifications, or are determined beforehand with the commissioner to target students' needs</li> <li>• Students volunteer ongoing feedback during lessons.</li> <li>• Student feedback questionnaires are undertaken each half term under the leadership of Tute's PHD student who then analyses and shared the data. When possible, Tute acts on this feedback to improve its service to students.</li> <li>• All lessons are recorded and SLT observe recorded lessons regularly.</li> <li>• External school has worked in partnership with the teaching an learning team to carry out joint lesson observations.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Continue to highlight the various groups of students to further support differentiation e.g. LAC, FSM, C, EAL.</li> </ul>
<b>Section 5: Outcomes for Learners</b>	<b>Summary of Outcomes</b>
<p>Evidence</p> <ul style="list-style-type: none"> <li>• Discussions with Manager Director (DSL); Teaching and Learning Manager (DSP) and HR manager</li> </ul>	<p><b>Areas of Strength:</b></p> <ul style="list-style-type: none"> <li>• Tute recognises that outcomes are not limited to attainment and teachers work with students, based on the information that we have and the teachers' knowledge of them in lessons, to develop their self-esteem, their behaviour, and their engagement to ensure that they achieve in Tute lessons.</li> </ul>

<p>(DSP).</p> <ul style="list-style-type: none"> <li>Scrutiny of progress tracker,</li> </ul>	<ul style="list-style-type: none"> <li>Students' progress and engagement is captured in the progress tracker made available to the commissioner, the parent and the student should this be needed.</li> <li>Tute's teachers assess these on a scale of 1-5, 5 being the high expectation. This is shared with students so that they know what they are aiming for and which criteria they are assessed and reported.</li> <li>Automated attendance notifications - informs nominated contacts within 7 minutes of lesson start if a student is absent.</li> <li>Progress Trackers communicate to commissioners the following: <ul style="list-style-type: none"> <li>Attendance</li> <li>Progress (1-5)</li> <li>Engagement (1-5)</li> <li>Feedback from the teacher how to improve learning</li> </ul> </li> <li>Each half term, a report is sent to commissioners that details their usage for the half term, the attendance of students, and the balance remaining in their Tute account</li> <li>Teachers monitor absence from their courses and inform admin department who follow up with the commissioner to ensure they are aware</li> <li>Tute works securely with other commissioners (e.g. Welfare Call) to log attendance for local authorities and schools</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>Add references to various groups on the progress tracker and analyses progress against starting points for various groups of students e.g. FSM. EAL, LAC, EHCP, CP, SEN</li> <li>Create an analysis of progress for all learners and all groups of learners.</li> </ul>
<p><b>Section 6: Leadership and Management</b></p>	<p><b>Effectiveness of Leadership and Management</b></p>
<p>Evidence</p> <ul style="list-style-type: none"> <li>Discussions with Manager Director (DSL); Teaching</li> </ul>	<ul style="list-style-type: none"> <li>Tute's leadership team consists of: Managing Director (former teacher); Finance Director; Head of HR and Compliance; and Director of Sales (also a former teacher). The management team that supports consists of: Head of Teaching and Learning; Business Manager; and IT Manager.</li> </ul>

and Learning Manager (DSP) and HR manager (DSP).	<ul style="list-style-type: none"> <li>• Senior leaders have created a culture of high expectations and challenge for all. Leaders make the vision tangible for staff and students by modelling expectations and best practice.</li> <li>• The Managing Director and her skilled senior leadership team works relentlessly to raise standards and is supported by a strong and loyal team.</li> <li>• There clear lines of accountability and the development of a SEF will support robust conversations with the shareholders.</li> <li>• Strong partnership exists with outside agencies, commissioners are in place e.g. Tute attends Warwickshire meetings <b>and</b> responds to commissioner and student feedback and adapts products and processes to suit.</li> <li>• The teaching and learning team operates under the leadership of our Head of Teaching and Learning. Our core team of teachers work from our classroom in Wrexham and are complemented by an extended team of contract teachers working from home. Wider operations are supported by our dedicated admin and IT teams and our Finance Director. Our operational model is robust and scalable</li> <li>• An admin team operates under the leadership of our Business Manager.</li> <li>• A support team of executives are on-hand to respond to day-to-day enquiries and booking requests and our teaching and learning administrator ensures the timely distribution of reporting and tracking information. We have a dedicated IT Manager and IT Support Officer and have recently been joined by a Digital Marketing Apprentice</li> </ul> <p><b>Next Step:</b></p> <ul style="list-style-type: none"> <li>• Establish a SEF document.</li> </ul>
<b>Section 7: professional</b>	<b>Effectiveness of professional development</b>

development	
<p>Evidence</p> <ul style="list-style-type: none"> <li>Discussions with Manager Director ( DSL); Teaching and Learning Manager(DSP) and HR manager (DSP).</li> </ul>	<p><b>Areas of Strength</b></p> <ul style="list-style-type: none"> <li>There is a comprehensive program of CPD in place, the provider works closely staff to identify and meet the needs of staff.</li> <li>Tute has a CPD policy <b>and</b> hold annual appraisals with all staff.</li> <li>A record of training is maintained in Tute's HR system, Breathe, via a portal.</li> <li>Staff Voice/ Questionnaires</li> <li>Staff notice boards showing sharing of best practice celebrating good Practice</li> <li>Tute always makes the best of its own staff when providing professional development e.g. Teachers' Huddle takes place on the first Tuesday of every month where teachers share best practice and offer and receive advice from each other</li> </ul> <p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>Attend locality based partnerships to share best practice.</li> </ul>

**Additional Information:**

- A Quality Improvement Plan (QUIP) has been provided to each provider and this will be addressed as a starting point to inform the next quality assurance process.
- This process will be repeated every two years- Next QA visits review date July 2021.