QA Review Feedback

Protection Level: RESTRICT

Name of Tuition Partner	Tute Education
Name of Reviewer	Adam Lowing
Date of QA Review Completion	12/02/2024

Element	Criteria		All criteria reviewed is met	Assurances required	Reviewer Comments
	e.3	**Quality of Provision**			
e.3	**c.3.1**	**Self-evaluation and improvement planning**			
c.3.1	c.3.1.1	Regular reviews of overall performance against the NTP Framework lead to self-evaluation which accurately identifies the strengths of provision and key priorities for improvement	✓		The TP has a range of processes to support their self evaluation. These culminate in overarching reports being produced that demonstrate that the TP is benchmarking themselves against the NTP framework. For example, the TP has shared their internal review of Element 3. In this spreadsheet they show that they have identified evidence which justifies how they are compliant against the NTP framework. This document also has next step actions which are focused on further improving the quality of provision with the intention of enhancing pupil outcomes.
c.3.1	c.3.1.2	Each element of the organisational structure plays a key role in driving continuous improvement through the regular evaluation of the tutoring provision and its impact on pupil outcomes	✓		There is an overarching business plan for the organisation which has a focus on product, quality and partnership. 'Quality' is defined by a set of business objectives. These include 'ensuring good pupil outcomes' and 'generate actionable data to improve'. The impact and evaluation manager works with different levels of the organisation to facilitate continuous improvements. The TP's vision relating to continuous improvement is shared through a range of communications. This includes a September company update for staff which outlines in detail the processes involved. The TP has shared an example of working with a local authority to implement changes to their tutoring provision.
e.3	**c.3.2**	**Quality of tutoring**			
c.3.2	c.3.2.1	Tutors have the necessary skills and experience to be accurately matched to the needs of the pupils they are serving	✓		The TP shows the process that is undertaken to match teachers appropriately with pupils. The TP gathers information from schools including the purpose of commissioning the programme, the content to be covered and the additional needs of any of the pupils. There is a comprehensive amount of learning information that is captured and stored securely by the TP. The TP gains an understanding of tutors' skills and expertise through selection processes and also over time through working with tutors. The TP's curriculum leaders and SEND data help provide information relating to this. Tutors are carefully assigned to specific cohorts

					of pupils.
c.3.2	c.3.2.2	Tutoring delivery methods are aligned with, and complement, the curriculum			The TP uses a range of documents and communication channels to supportthem in ensuring that tutoring programmes are aligned with the schools that they work with. They ensure there is a direct connection to the educational content that is being shared by each school. This is achieved through communication between the TP and the school before programmes begin. There is also pre-assessment of pupils to support this. The TP ensures there is constant feedback as tutoring develops which allows the TP to refine their offer with the intention of enhancing pupil outcomes.
c.3.2	c.3.2.3	Online tutoring is supported by effective technology to ensure continuity and quality of delivery			The TP's evidence shows that they have a bespoke learning cloud system which is used for the delivery of online tutoring. The platform acts as a virtual classroom. Sessions and content for these are stored online. The tutors are able to make formative assessment notes on individual pupils which are saved for them to access at a later point. The online system has a range of tools to support tutors' modelling and explanations. Pupils are able to interact with tutors and share their understanding of taught content.The TP's business plan shows they are committed to having the technology to support the continuous delivery of tutoring. The TP has provided a supporting statement which gives clarity as to the measures that are in place to ensure that the online platform they use safeguards tutors and pupils. There are a wide range of features utilised by the TP. These include monitoring and moderation filters, privacy protections, secure access, secure logins, recording of lessons, communication locks and identity protection. This criterion is now met.
c.3.2	c.3.2.4	Tutors are regularly observed, and their performance in improving pupil outcomes is evaluated against a competency framework			The TP has developed a bespoke set of teacher standards for their organisation to ensure that is a shared clarity of expectations for the performance of tutors. Their performance is quality assured through the useof lesson observations. This also includes external quality assurance from a partner school. The observations are benchmarked using a matrix which acts as a competency framework. Tutors are reviewed against a broad rangeof criteria which includes the impact that they are making on pupil progress.
e.3	**c.3.3**	**Quality of support**			
c.3.3	c.3.3.1	The organisation makes effective use of stakeholder feedback to analyse the quality of support provided through tutoring and its impact on pupil outcomes in order to drive continuous improvement			The TP's evidence demonstrates that they collect feedback from pupils and teachers that is used to give a perspective on the impact of tutoring on pupil outcomes. For example, they use live links to pupils and customer school surveys to obtain real time feedback. The TP uses pupil focus groups, as well, to give them further information on the quality of their provision. The TP uses a systematic review cycle that involves taking feedback from schools at week 2, 5 and 15. There is a clear theme in all feedback activity relating to capturing views on pupils' progress and engagement with a view to informing their continuous improvements.
c.3.3	c.3.3.2	The organisation is conscientious in its approach to supporting tutors, making available time and resources to ensure that they can receive timely advice and support when needed			The TP provides feedback to tutors following lesson observations. Evidence provided shows that tutors have feedback and conversations based around the competency framework with suggestions made as to how tutors can develop their practice further. Ad hoc support is also provided to tutors andthey are able to drop into supportive sessions. The TP has a monthly CPD meeting ('huddle') that provides an opportunity for professional development and for tutors to reach out for advice and support. There is a teacher liaison specialist role within the organisation who is focused on providing ongoing support for tutors.

c.3.3	c.3.3.3	The information gained from observations of tutoring accurately identifies tutor support and training needs			The TP uses a matrix approach to benchmark tutor observations. This helps to identify precisely where training support is required. This feedback is shared with tutors. The TP collates information relating to lesson observations and uses this to inform them how they can develop their asynchronous CPD programme. This programme is based, in part, on identified tutor needs which leads to the development of related content. The TP works with individual tutors to provide support and training. There is an example provided of a case study where this has been effective.

e.3	**c.3.4**	**Partnerships and Communication**			
c.3.4	c.3.4.1	The organisation demonstrates effective working partnerships with schools with a shared aim to promote improved pupil outcomes			The TP shows that they have a structured process to assist effective partnership work with schools that supports a strong focus on improving pupil outcomes. The TP ensures that there are ongoing weekly reviews for each tutoring programme. Further to this, there are clear review points at lessons 2, 5 and 15 with an additional review after each half-term. These reviews demonstrate a constant focus on pupil engagement and progress. There is two-way dialogue during these reviews, with each party seeking tosupport the other in their continuous improvement to help pupils achieve the best learning outcomes.
c.3.4	c.3.4.2	Best practice, research and shared knowledge are used and promoted with other Tuition Partners (TPs) and external bodies to support continuous improvement			The TP shows that they work with a range of external bodies to support their continuous improvement. They have worked with the EEF on a projectfocused on 'leveraging pupil-tutor similarity' to seek to improve pupil attendance. This project also involved other TPs. Further to this they host webinars that are open to all TPs and schools to facilitate knowledge sharing. The TP has participated in events such as the 'Festival of Education'and EdTech conferences where they have contributed to discussions on improving pupil outcomes.
c.3.4	c.3.4.3	The organisation works collaboratively with schools to ensure the impact of tutoring on pupil outcomes targets the next steps in learning			The TP works with schools to support pupils' next steps in learning. The TP, across a broad range of evidence provided for this element, shows a consistent objective to work with schools to support pupil engagement andprogress in learning with the intention of this leading to improved outcomes. They provide access to schools to their ongoing assessment records for tutoring programmes which provides information on how pupilshave progressed against individual learning objectives. They also provide teachers with a summary of suggestions to achieve further progress for individual pupils. This is precise, targeted feedback.

Overall outcome following review	**All criteria met**