



# Barnet and Harrow Saturday Schools Partnership

2016

## Special Thanks

Thanks must go to Joy Collins (Harrow Council) and to John Paxton (Barnet Council) for their ongoing support, encouragement and expertise in ensuring our success this year.

## Introduction

The Barnet and Harrow Saturday Schools Partnership has continued in its mission to serve local disadvantaged and underachieving children through the provision of high quality Saturday Schooling in line with the National Curriculum. More than 600 children this year have attended Maths and English classes taught by qualified teachers in warm and welcoming settings. Schools funded by John Lyons are based at Whitefield Secondary School (Barnet), Stag Lane Primary School (Harrow) and Norbury Primary School (Harrow). Our new school at Edgware Primary (Barnet) has kindly been funded by the British and Foreign Schools Society.

The four Saturday Schools have all worked in close partnership with a cluster of mainstream schools. Nineteen local schools have identified students, championed attendance and been ambassadors for the importance of this project. The spirit of collaboration and shared goals has fostered close relationships that increase the effectiveness of provision year on year. The engagement of our partner schools has enabled us to react swiftly to the needs of children and develop systems that work within the Saturday School context.

Feedback from schools, parents and children themselves shows the Saturday Schools have helped children to improve in their areas for development in English and Maths. They have had the opportunity to revisit topics from previous years, practise for exams and focus on key curriculum areas suggested by their schools. The opportunity of a funded place at the Saturday School has given many families a greater appetite for learning.

We remain a service for the whole family. Thanks to partnerships with Paiwand's other services, the schools have been able to offer a range of provision that fills both educational and welfare needs. ESOL classes, mental health and legal advocacy services have been provided for parents. Parents' Mornings have also provided an opportunity to ask questions about the UK education system and how to provide study support at home.

Most importantly, the Saturday Schools have made children happier, more confident learners. Students overwhelmingly report that they enjoy coming to school on a Saturday, that the lessons are fun and that they have made new friends. In addition to Maths and English, all of the schools have offered either Music or Drama and Home Languages for Afghan students. As the case studies show, each of these additional classes have had their own impact on student and family wellbeing. Improving confidence continues to be a main drive for children to be referred to Saturday School and is one of the most rewarding outcomes we see.

# Educational Outcomes

**Our Goal: 650 disadvantaged young people each year will gain improved educational attainment in National Curriculum Maths and English**

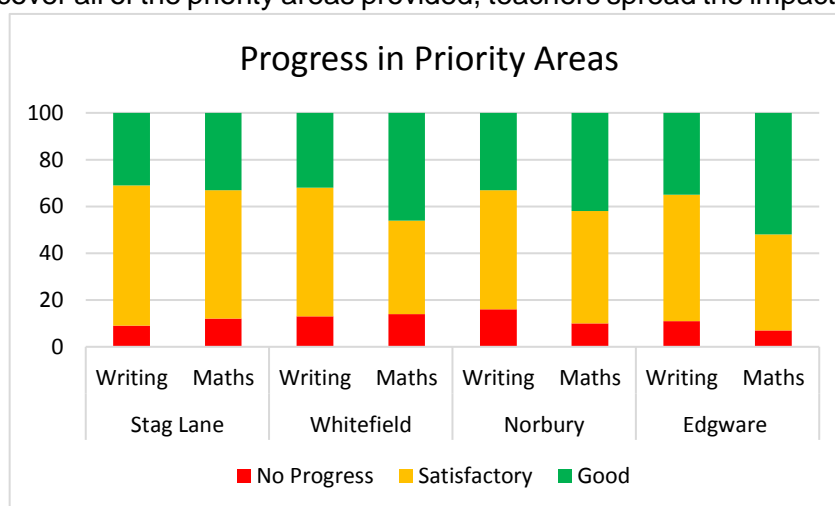
The outcome for children to achieve 4pts of progress has been adapted due to the abandoning of points in the education sector. Last year the government implemented Assessment Without Levels (AWOL) in response to claims that assessment using levels and points was not serving the progress of pupils. Schools have since been invited to take teacher-led approaches to measuring progress that can vary across schools.

Following the loss of levels, it has been decided that the Saturday Schools will focus on progress in two key 'Priority Areas' in Writing and in Maths for each student. This enables teaching to be focused on the most important National Curriculum topics. Student progress in these areas was then 'RAG assessed'. This term describes the use of the traffic light colours red, amber and green to denote levels of progress. Red = No progress, Amber = Satisfactory progress and Green = Good progress. We have decided to use this system as it is universally recognised by schools. In addition to 'RAG-rating' Priority Areas, partner schools' own data has been used to assess the progress of students.

## Student Progress in their Key Priority Areas

Student progress in priority areas was lower than expected with an average rating of satisfactory. Our learning from this is that aiming to focus on tailored priority areas for each child is too large a goal. The areas provided to us by schools covered too much of the curriculum. By attempting to cover all of the priority areas provided, teachers spread the impact of their lessons too thinly.

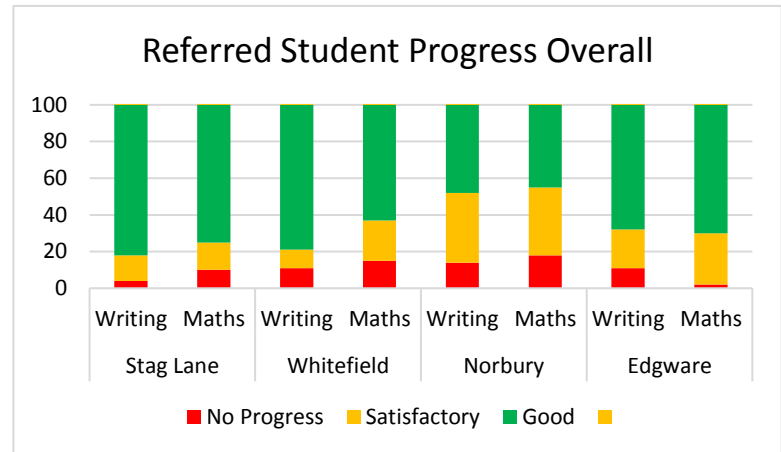
The first Inset of next year will provide teachers of each year group with set priority areas. This will enable teachers to focus on the areas of need most common to EAL students. Nevertheless, given that the priority areas were topics of particular difficulty to students, even satisfactory progress in these areas constitutes a worthwhile contribution.



## Student Progress Overall

School data shows that the majority of students made good progress overall. Definitions of 'good' varied depending on schools' assessments methods. Schools were consulted to support with red, amber, green coding of their data.

Students attending Whitefield and Stag Lane Saturday Schools showed good improvement overall and more than 75% met the target. Data from Norbury Saturday School was poorer than expected and was affected by incomplete submission of data. Two schools were not able to provide data due to the excessive workloads of their Saturday School link person. The data provided by one school was also particularly poor, with fewer than 15% of students making good progress, due to the very complex needs of families at that school.



When reviewing their own data schools have generally been satisfied with the impact of the Saturday School. Given the pressures in adapting to new assessment methods, there is consensus that this has been a challenging year but that students' progress has been visible at first hand in the classroom. The case studies that follow reinforce this.

However, all schools have supported the idea of reducing the curriculum coverage at the Saturday Schools to better focus on the specific needs of EAL learners. We expect this to accelerate progress next year.

## Case Studies (Please note that student names have been changed).

### Removing Barriers to Learning

Maryam is a lively girl who took a while to settle into Yr3. She was quite immature and needed much support to get on with any tasks. She lacked confidence and was rarely willing to answer questions in class.

Her reading was well below expectations in Yr3. She decoded well but struggled with understanding.

#### Barriers

Maryam has social and emotional needs and finds it hard to focus on work which is holding her back. She identified the following areas as ones she wants to develop:

- **I find it difficult to answer division word problems in Maths.**
- **I find it difficult to listen when the teacher is talking.**
- **I find it difficult to form my joined letters correctly.**

#### Since Starting Saturday School

Maryam has improved in her listening skills. Her handwriting has immensely improved. She can now form her joined letters correctly 90% of the time. Her reading has greatly improved in Yr4 – from 8y 5 months in October 2015 to 9y 11 months in January.

Kindly provided by Maryam's mainstream school



## Improving Confidence

### Why Karim was referred to the Saturday School:

Karim was identified as underachieving at the end of reception, through data and the class teacher's professional judgement. He was very quiet and introverted and lacked self-confidence and therefore did not apply himself fully to academic work.

### What changes have been noticed in the child since they started attending?

- Grown in confidence
- Put his hand up much more to answer questions in class
- Able to fully participate in class assembly not just reading his line but adding in some acting.

### Feedback from Karim

"I am very happy to go to Saturday school as friends from my class go there and it is fun with Mrs S our teacher."

### Feedback from Karim's Mother

*I am glad Karim had to opportunity to experience this. I expressed some concerns about his level of progression at the start of the academic year. I was also concerned that he was quite withdrawn and not confident in himself.*

*I can say that Saturday school has helped build his confidence. I attended the Saturday school parent meeting last week, and his teacher confirmed that Karim participates more in class, he is not afraid to ask for help if he doesn't understand what to do, he interacts more with others in class and is generally more confident.*

*At the start of the academic year, Karim never used to look forward to completing his homework. Now he gets on with his homework and he takes pride in doing it well. I hope he has the opportunity to continue Saturday school because this will continue to provide him with the extra support and in turn continue to build his confidence.*

Kindly provided by Karim's mainstream school

**"When we did division in class, I didn't really get it, but when they explained division at Saturday School I understood it and now I can do division."**

All Saints Student

## Building Confidence and Positive Attitude to Learning

James has been attending Edgware Saturday School with his brother and sister since it opened in our school. When he first came to the Saturday school, he was reluctant to stay and he would often complain to his mother that he did not want to be there. However, he regularly attended the school and he hardly ever missed a Saturday. As a parent ambassador of Edgware Primary School, I was asked to take over the Saturday School half way through to motivate the children to regularly attend Saturday School. After speaking to many parents and the children who attend the school, I have noticed that James's family were one of the families that were really determined to make the best out of this wonderful opportunity. James's mother commented that she is so happy that her children have an opportunity to improve their Maths and English, especially since James was due to have his SATs tests soon. I have decided to make an effort to come to the Saturday School for our children to see a familiar face from their school and I have seen a completely different side to James during my visits. He was settled and really focused in the lessons and he seemed so happy. I was beaming when I found out that on the day of the graduation, James would be reciting a poem he wrote about his time on Saturday School. He was very confident and it took a huge amount of courage for him to stand on the stage in front of all the children, teachers and parents on graduation day. It was a pleasure to see him develop and flourish into a confident student thanks to the effort of everyone at Edgware Saturday School.

Kindly provided by James' mainstream School

## Professional Development of Teachers

We have worked hard to ensure that teachers are equipped to adapt their teaching to the Saturday School context.

Sessions delivered this year:

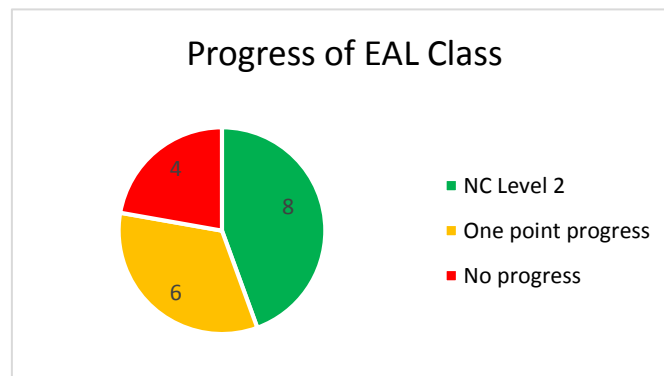
Term	Department	Session
Autumn Term	Maths and English	Assessment Methods
	Teaching Assistants	Best Practice
	Home Languages	Safeguarding
Spring Term	Maths and English	Assessment Methods
	Home Languages	Positive Discipline
	Managers	Effective Management Techniques
Summer Term	Maths and English	Book Look
	Home Languages	Creative Language Classes

# English for New Arrivals

**Our Goal: 25 young people each year will successfully complete the EAL class and move from beginner to national curriculum level 2.**

Twenty three students were successfully referred by Whitefield School and eighteen completed the full year. Students who attended the sessions regularly made good progress.

However, there were challenges in the logistics of referring students for classes and of retaining them. This negatively impacted students' progress. Different languages were required to phone or meet with newly arrived families about the EAL class. It was hoped that Whitefield's sixth formers could provide support as part of their work experience. However, this proved unreliable due to their other pressures. Despite the dedicated work of the link person, there was not a strong enough system in place at Whitefield school to provide ongoing referrals to this class.



The class did have some unexpected social and emotional benefits:

## Making Students Feel Special

'Students that have joined the EAL class have gained more confidence in communicating with other students. The environment that they are exposed to is fully inclusive, teaching adjusted to their needs and the fact that it is not a lesson throughout the week made them feel rather special. It is almost like a 'cool Saturday class' that they go to, not an 'additional English class' because they are weaker than the rest of the group. There were a few beautiful friendships made that have helped students also during the school week. Students are pleased to be here and the short break between the classes gives them the extra element of putting learnt things more into practice. At some breaks very shy girls were encouraged to play games that required communication (like Guess Who?) that actually worked as the ice breakers and they slowly started talking to each other rather than spend their time playing on phones or listening to music.'

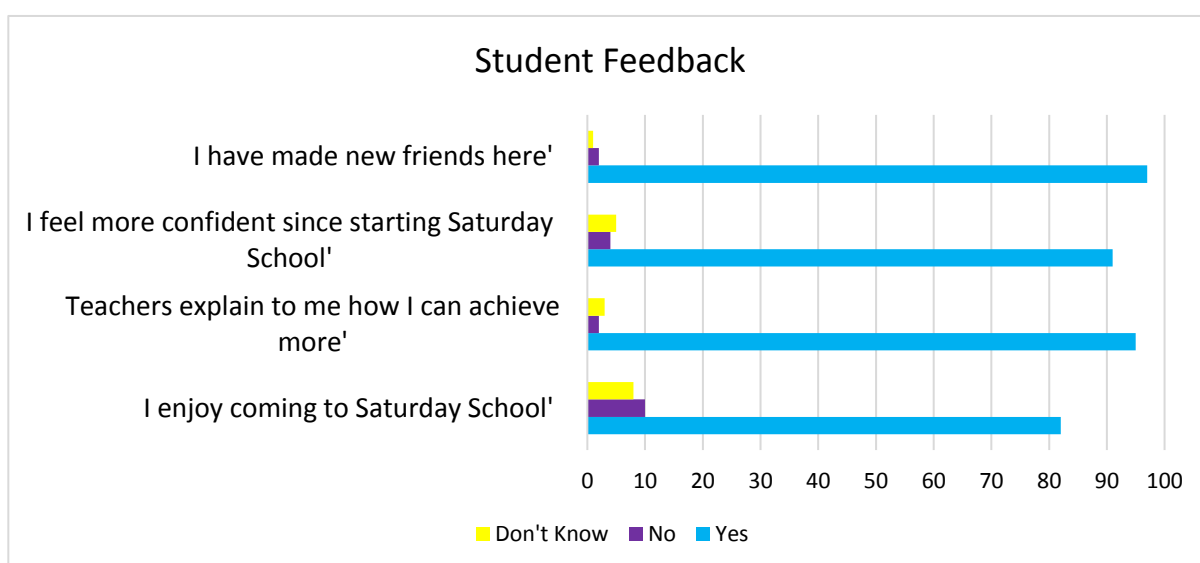
Whitefield's Extended Services Officer

# Student Wellbeing

**Our Goal: 650 young people each year will gain improved self confidence, life skills, and will be better integrated into the local community.**

Enrichment activities across all three Saturday Schools and an ethos focused on praised have led to positive improvements in student wellbeing. In termly meetings with schools, the positive impact on student confidence is always highlighted. One school described how children 'bounced down the corridor' on a Monday after telling teachers and friends about what they had done at Saturday School.

We asked 265 children what impact they felt their Saturday School had had on them and results were as follows:



## An Enjoyable and Motivating Learning Experience

'My two youngest children have been attending Norbury Saturday school since January 2016. In my experience with dealing with this school, I have found ALL of the staff to be dedicated and highly professional in every aspect, especially Mrs Habib. I wish to thank them for their efforts in my making this learning experience for my son & my daughter both enjoyable and motivating. My children, both tell me that they really, really enjoy it; so much so, that Saturday is now their favourite school day of the week. It is not very often you hear a child say that they enjoy school.

To staff, I don't what you're doing or how you're doing it, but, keep doing it, because, IT'S WORKING! I am very impressed.

Parent from Norbury Saturday School



## Developing Independence Through Drama

Faith has been attending the Drama group that runs for an hour at Edgware Primary School on Saturday afternoons. When I first began the group, Faith was a lovely member, but occasionally a bit reluctant to join in, and would sometimes make up excuses not to. It was sometimes a challenge for her as she was an older 11 year old girl in a group of much younger boys, and often she would stick to the side lines, and let them take over. However, she remained in the group and showed determination in her work. The group dynamic changed over time and as more girls came to the group, Faith benefitted from having spent a longer time in the group. Her confidence had grown an incredible amount and she took on leadership roles within the group. It was a side to her I previously hadn't seen, or had possibly gone undeveloped as she hadn't had the opportunity. Although she was still quiet, she often took charge of the group she worked with and offered advice and guidance to older girls who were newer in the group. If I set them a piece of drama to create, I would often see her jump in first with ideas, making suggestions and so on. If I announced time was running short, she would react with care and make suggestions such as they rehearse one more time before they showed their work to the rest of the group. It was also a pleasure to see her friendships develop.

Saturday School Drama Teacher

## Developing Social Skills Through Music

I have been very impressed with Kayla this year. Towards the beginning of the year, she was very shy and would find it difficult to interact with some of the other more extrovert members of the group. She would always smile, telling me that she enjoyed the sessions; however she would avoid getting actively involved in group activities.

Through lots of encouragement and being given the chance to perform in front of other students, receiving constructive feedback and through finding support from fellow students, Kayla has made a huge amount of progress. She is projecting her voice when singing. She has developed her drumming skills tremendously since the beginning of term and now plays quite complex rhythms. But most importantly, she has found her voice in the class and uses it to help other students when they feel less confident in situations.

I look forward to seeing Kayla perform during the graduation ceremony, and it will be a huge accomplishment for her and the project.

Saturday School Music Teacher

## Celebrations and Fun Days

The Saturday Schools have held celebrations to teach children about national or international days of acknowledgment and cultural festivals. This year we celebrated:

### World Mental Health Awareness Day

Children built a wall of support that included the names, relation and or the profession of the people who support them in their lives. Professions and relations included teachers, parents, older siblings, their community and the police. They also built a tree of their understanding of mental health and what it means to them.



### International Women's Day

Lessons focused on the history of the role of women and today's context. Feedback from children included:



*I learnt about people who stood up for their rights  
Women are allowed to be president  
I learnt that women have equal rights to men  
I learnt that men and women didn't have equal rights  
Women are equal to boys  
I learnt that women can do stuff that men can*



### Museum Visits

The Science Museum and the Museum of London visited all of the Saturday Schools to deliver engaging and educational workshops. Some feedback from the children:

*I learnt that Victorians and Romans had different things  
I learnt that the things that are in the museum actually came from the River Thames  
I learnt that there was 17 million objects in the museum  
Old things are very very precious*

### Student Graduations

Every school celebrated students' achievements through a graduation. Parents were invited to watch performances, speak with teachers and enjoy the ceremony. Prizes were awarded for best attendance, most improvement and outstanding achievement.

### Interfaith Family Fun Day, Whitefield School

Children from the Saturday Schools and all local schools were invited to attend an inter-faith inspired Family Fun Day in April. The event marked Nowruz, Easter and Purim with interfaith activities. Performances on stage included songs from our own Afghan children's choir, poetry readings and singing from the Jewish tradition. Children also enjoyed learning circus skills and magic tricks. The event aimed to educate children about other religions and promote integration.





An opportunity to learn circus skills at Paiwand's Interfaith Family Fun Day





Children enjoy learning magic tricks alongside Paiwand's Director, Farid Mall



Children perform a traditional Afghan song in their native dress

## Home Language Classes

A core of Paiwand's provision is providing home languages classes for the Afghan community. 205 children studied either Dari or Pashto this year and 10 went onto sit a GCSE in Farsi. Home Language departments at each school have varying year groups so that children can be assigned according to ability. Dari classes are available from Years 1 – 4 and Pashto from Year 1 – 3.

Cultural Studies, taught after Dari or Pashto, gives children the opportunity to learn more about Afghanistan. A syllabus is followed covering topics such as the history of the country, its geography and traditional celebrations. A highlight of the year is learning about the New Year celebration Nowruz, rehearsing songs and preparing food for the event.

For children raised away from their home country, studying their home language has numerous wellbeing benefits. It increases feelings of belonging through strengthening self-esteem and identity. There is an opportunity to discuss identity issues, such as how Afghan values can complement British values. The department brings a positive sense of coming together for a community that was once divided.

There are also benefits for our team of teachers. Home Language teachers are predominantly women from the community who are seeking to maintain their professional skills. By teaching at the Saturday School they are provided with a respected role in the community and often a pathway into further work opportunities.

### Connecting with Relatives

'My two children are attending Dari classes at Stag Lane Saturday School and since then their Dari language has improved enormously. I am very happy and want to thank Paiwand for providing the Home Language classes to the Afghan community. The classes are very helpful and has helped my children to communicate better amongst themselves and even with the rest of my family back home (Afghanistan). Whereas before they didn't want to talk to their grandparents, aunts and uncles. They become more aware of the Afghan culture and made many friends.'

Parent from Stag Lane Saturday School

### Maintaining Professional Skills

'I enjoy teaching my home language at the Saturday School. This benefits me and my family in many ways. I would otherwise be at home and away from pursuing any academic achievements. Besides, my son attends the home language classes too so I don't have to leave him at home.

I found Saturday school an effective opportunity for me to leave the house and keep myself updated with academic information and also feel rewarded for offering my service to the community. This also provides an opportunity for me to keep in touch with the community as well as to learn new skills and experience.'

Teacher from Norbury Saturday School



# Services for Parents

**Our Goal: 100 parents each year will have greater information about the UK education system and be better engaged with their children's schools**

## Services for Parents

Part of improving student wellbeing is providing welfare and educational support for their parents. This year parents have had the opportunity to access:

- ESOL Classes
- Parenting Courses
- Workshops about the UK-Education System
- Mental Health Talks and Workshops
- Legal advocacy

A thank you letter received from a parent:

Stag Lane Juniors school has started esol course and I am very happy because I didn't know English and this school has helped me also it is near and it is very good for everybody that goes here. My teachers name is Hannah, she is a great teacher, helps us with the problems that we have, she teaches well and slowly and we understand her and we are a bet better in English. We hope that esol course is here in stag lane.



For my child the school has provided Staturday School and is helping him with his reading, writing and maths. He has been 10 times better than before and his writing is much more better and his teachers help and play with my child and they are all nice to him. They also have languages, Dari and Pashto, and my child is



always looking forward to it and his speaking in Dari and Pashto is better. His language teachers are very smart and intelligent and teach them a lot in a less amount of time.



THANK YOU VERY MUCH RAZIA FOR HELPING THE WHOLE STAGLANE JOUNIOR SCHOOL FOR MAKING THIS STUFF!

From [REDACTED], student of esol course. 😊

## The UK Education System

Through a partnership with Into University, a workshop focusing on the UK Education System was delivered at each Saturday School. Turnout at the workshops was good and a total of 148 parents were reached.



Surveys taken after the workshops showed that:

- **88% felt that the session provided them with useful knowledge about the UK school system**
- **88% felt the session improved their confidence in providing guidance to their child/ children about potential education pathways**
- **76 % felt that they know which services to seek further guidance about education in the UK**
- **84% felt more informed about the different pathways and opportunities into higher education available for their children**

The way the referral system works has also enabled parents to feel more connected to staff at their mainstream schools. Feedback from partner schools suggests that parents become more engaged in order to request a Saturday School place.

However, we are seeking to make contact with our parents more regular next year. Plans are in place to have a Parents' Morning at each school on the last day of each term. This will be an opportunity for parents to discuss the progress of their children, discuss strategies for supporting them at home, ask questions about education in the UK and visit stalls highlighting Paiwand's other services.

# School Partnerships

**Our Goal: A Saturday school partnership with 22 mainstream schools is sustained, and the model is promoted to at least 30 new schools across London.**

Partnerships were maintained with nineteen mainstream schools. Large demand for self-referred places at Whitefield School prevented taking on board more mainstream partners.

Saturday School	Feeder School	Target	Achieved
Norbury	Norbury	30	37
	Roxeth	20	18
	Vaughan	20	13
	Grange	20	20
	Welldon Park	20	23
	Weald Rise	23	16
	Self Referrals	43	39
<b>Total:</b>		<b>173</b>	<b>166</b>

Stag Lane Junior	Stag Lane Junior	30	33
	Stag Lane Infant	30	33
	Glebe	20	20
	Kenmore Park	20	22
	St John's	20	25
	Self Referrals	53	29
<b>Total:</b>		<b>173</b>	<b>162</b>
Whitefield	Whitefield	30	32
	Claremont	20	24
	Childs Hill	20	18
	All Saints	15	16
	Self Referrals	89	88
<b>Total:</b>		<b>174</b>	<b>178</b>
Edgware	Edgware	30	35
	Colindale	20	19
	Whitchurch	20	25
	Woodcroft	20	23
	Self Referrals	40	37
<b>Total:</b>		<b>130</b>	<b>139</b>
<b>Overall:</b>		<b>Target: 650</b>	<b>Enrolled: 645</b>

Every school enrolled in excess of its target. There were typically 30 students per school that became inactive during the year and were replaced. Figures above represent the total number of students who successfully completed the academic year.

### Sustainability

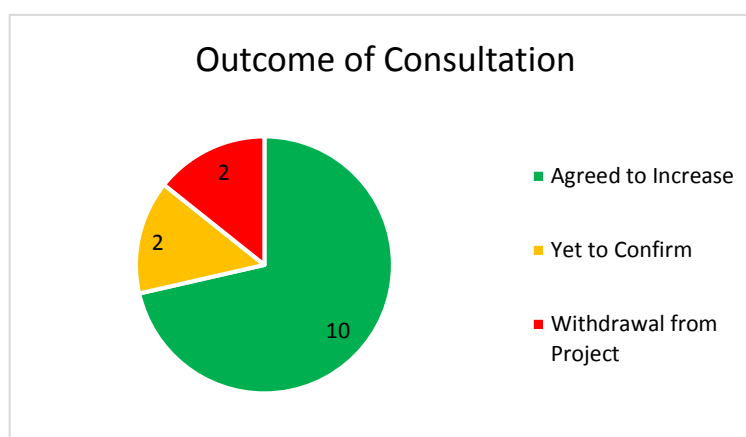
The vision for the service is to become self-funded in the longer term. With this in mind consultations with schools have taken place to propose the next stage of increases in financial contributions.

### Finance Consultation with Schools

In meetings with partners throughout the Summer term we proposed:

An increase from £7 to £9 per session for schools. The current cost to Paiwand is £13. This increases the total contribution per school to £6000 per year for the referral of 20 students.

Schools have expressed a strong commitment to the project. However, questions have been raised as to the sustainability of further increases.



Overall, school partners have been very pleased with the quality of our Saturday School provision. One Headteacher decided to keep investing in the Saturday School despite a cut to his budget of £100,000. Schools that have had to leave the project have done so due to:

- The severity of their budget cuts
- The complex needs of their families making referrals too challenging. An example is students being frequently moved out of the borough.

Some feedback from partners is provided below:

*'WORKING ALONGSIDE PAIWAND HAS MEANT CLEAR THINKING, SHARED WAYS FORWARD AND A COMMON FOCUS ON HOW WE CAN IMPROVE OUTCOMES FOR OUR PUPILS AND THEIR FAMILIES. WE HAVE REALLY RELISHED THE KNOWLEDGE AND PERSPECTIVE THAT PAIWAND HAS GIVEN US AS A SCHOOL WITH OVER 54 LANGUAGES AND 50 COUNTRIES REPRESENTED, AS WELL AS OUR ROLE AS A HOST FOR THE SATURDAY SCHOOL PROVISION WHERE OVER 8 SCHOOLS HAVE BEEN SUPPORTED. THANK YOU.'*

*HEADTEACHER, NORBURY PRIMARY SCHOOL*

*'IT HAS BEEN A PLEASURE TO WORK WITH RAZIYA ZARRIEN AND THE PAIWAND TEAM. COMMUNICATION HAS BEEN EXCELLENT, THE REGISTER WAS RECEIVED PROMPTLY EACH WEEK AND IF THERE WERE ANY CONCERNS ABOUT CHILDREN I RECEIVED A PHONE CALL WITH AN UPDATE.'*

*HEAD OF INTERVENTIONS, KENMORE PARK SCHOOL*

*'AS A PARENT AMBASSADOR, I HAVE A DIRECT LINK TO PARENTS AND THE FEEDBACK ABOUT THE NEW SATURDAY SCHOOL HAS BEEN NOTHING BUT POSITIVE. PARENTS FEEL THAT THEIR CHILDREN HAVE A PLACE TO GO TO IMPROVE THEIR LEVELS IN ENGLISH AND MATHS AND THEY WERE PARTICULARLY FOND OF THE COMMUNITY LANGUAGES AND THE DRAMA CLUB. THEY HAVE ALREADY BEEN ASKING ME WHEN THEY WILL BE ABLE TO SIGN UP FOR NEXT YEAR!'*

*PARENT AMBASSADOR, EDGWARE PRIMARY SCHOOL*

## Promotion

Through presenting about the cluster model at events throughout the year Paiwand's Saturday School team have reached out to the following bodies:

Event	Schools / Universities	Local Authorities	Community Organisations
Barnet and Harrow Supplementary Schools Forums (Quarterly)	0	2	14
Launch of 'Saturdays for Success' Report by the Institute for Public Policy Research (Sep)	4	4	5
Visit from Supplementary School Mentors from Manchester and Sheffield (Sep)	0	0	2
Harrow Heads' Conference (Sep)	50	1	0
Middlesex University's Launch of an Education Toolkit for Migrants (June)	8	6	12
NRCSE Multilingualism Conference (Oct)	10	0	160
Silver accreditation meeting for Norbury at NRCSE (June)	0	0	2

The cluster model is received with enthusiasm by schools, local authorities and community organisations. Following presentations at events, staff from Paiwand are frequently asked to provide advice to schools and organisations. There have also been requests from schools to set up clusters in other local authorities.

## Learnings

**Overall we take forwards the following lessons from this year's provision:**

- **Schools' Annual Budgets:** Schools receive a provisional budget in January. Any financial reviews are best conducted around this time of the year.
- **Assessment Methods:** The loss of levels has caused confusion in the teaching profession. All schools are themselves adjusting to their new systems. Our internal method of using priority areas was not successful enough this year and so further training must be provided.
- **Curriculum:** Mainstream schools mainly focus on curriculum coverage. Some teachers have applied this approach in the Saturday School context and attempted to cover too much material. Next year the curriculum will be standardised across Saturday Schools, with a narrower focus tailored to the needs of EAL students.
- **School Connections:** Even in host schools, awareness about the Saturday Schools can be confined to Headteachers and link persons. This makes the project vulnerable if these individuals leave. More effort needs to be made to attend teacher Insets and parents' meetings so that there is a whole school awareness about the service being offered.

## A New Venue for Whitefield School

Following unsatisfactory changes in site allocation, a decision has been made to leave Whitefield School. After many years of positive work with the school, the logistical challenges of working in the new site have prevented us continuing.

Successful meetings with Childs Hill School were held in the Summer term and a decision has been made to relocate. We are optimistic about work at this school, a longstanding partner, and both Head and Deputy are excited to be working with Paiwand in this new capacity.



## Conclusion

To conclude, Paiwand's Saturday Schools have adapted and thrived within the context of school funding cuts and changes in assessment methods. We have shown that the service is of value to schools and that children are benefitting both academically and holistically. The cluster model has enabled us to be effective in our provision by working in close collaboration with children's mainstream schools.

A highlight of the year has been the improvements in children's confidence and appetite for learning. We have seen how the small, welcoming environment of a Saturday School can provide a springboard for progress in the mainstream. Most of the case studies in this report have been provided by children's own schools.

There have of course been learnings and we seek to become better year on year. A key goal for next year will be to provide a more focused approach to teaching based on the needs of EAL learners. We also look forward to settling into our new venue at Childs Hill and welcoming families from this school to take up the offer of extra learning.

Thanks must go to all of our school partners, teachers, volunteers, children and parents for being a part of our Saturday Schools this year.

