

# Impact Report 2017-2018

Jacari  
Bristol



Charity no. 1177211  
[www.jacari.org](http://www.jacari.org)



# Jacari Bristol

## Our mission

Our mission is to improve the prospects of local children living in deprived areas by building up their confidence, and improving their educational prospects. We work with children who have English as an additional language (EAL). Many of our beneficiaries are from refugee or immigrant backgrounds.

## What we do

Jacari Bristol trains volunteers from Bristol University to become tutors, and they are then matched with a child in the local area. The child then receives weekly tuition in their home, to improve their attainment at school, as well as their overall confidence and language skills. We also run enrichment events, like trips to museums, so that the children can enjoy activities with their tutor which they might otherwise not have access to. We have five partner schools, who identify pupils in need of a Jacari tutor, and refer them to us to be matched. Schools and families do not pay for the Jacari service. We work exclusively with families who would otherwise be unable to afford private tuition.

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## Why?

We strive to improve the prospects of EAL children because increasingly their educational needs are not being met in school. There is a significant attainment gap between foreign-born pupils and pupils born in the UK. This gap is even larger for children who have recently arrived in the UK, or who do not speak English at home, which is the case for many of our service users. Furthermore, many of the children we work with are doubly disadvantaged because they live in deprived areas.

Jacari is unique in its focus on EAL pupils, and its focus on home tutors. By working with children in the family home, we aim to build a relationship not just with pupils but with the whole family. Furthermore, by engaging university students as volunteers, we provide tutors who are also positive role models who will inspire their pupils and that learning is fun.

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## The need in Bristol

We work in extremely deprived urban areas of Bristol; all of the schools we work with are within one mile of areas such as Easton Road and Stapleton Road, which rank in the top 10% most deprived areas nationally. There are over 10,000 EAL pupils in Bristol. We currently work with 81 pupils, which is less than 1% of the total number of eligible pupils in Bristol, showing a huge demand for the Jacari service.

# Highlights

## Acheivements in 2017-2018

We expanded the Jacari programme in Bristol in 2017-2018, allowing even more young people in need of our services to access the programme.

We worked with 81 pupils, up from 54 last year, and formed partnerships with one new secondary school and one new primary school.

For the first time ever, we ran two enrichment trips, to We The Curious and Bristol Zoo.



In 2017-2018

**81** PUPILS

children received  
help from a Jacari  
tutor



SCHOOLS



**5**

schools partnered  
with Jacari and  
referred pupils in  
need of support

**750**

hours of tutoring was  
delivered by our  
volunteers

HOURS



APPROVAL



**100%**

of partner schools  
and parents said  
they would  
recommend Jacari

# Measuring Impact

## Strategic Aims

Jacari exists to improve the prospects of disadvantaged children from refugee and immigrant backgrounds. We strive to have a lasting and meaningful impact on the young people we work with.

Improve academic ability and language skills.



Build up general confidence and motivation



Empower to engage with school and the wider community



In order to translate our vision and values into measurable indicators, we report on our progress against five strategic aims:

**1.**

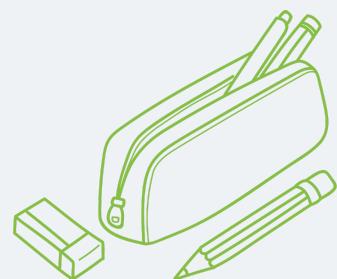
Increase pupil  
attainment and  
confidence

**2.**

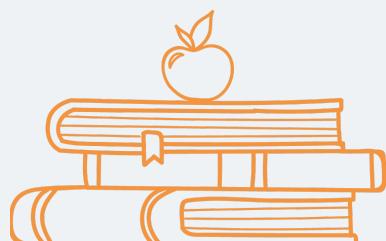
Trust and community  
between key  
stakeholders

**3.**

Increase numbers and  
retention rate of  
volunteers

**4.**

Develop the quality of  
service provision

**5.**

Target children who  
need Jacari most



# 1.

Increase pupil attainment and confidence



## Pupil attainment

We have had significant success in this outcome in 2017-2018.

We asked our key stakeholders (parents, tutors, teachers, and pupils) to rate the impact of Jacari tuition on pupils' educational attainment out of 10.

Pupils  
9.8/10

Teachers  
8/10

Parents  
10/10

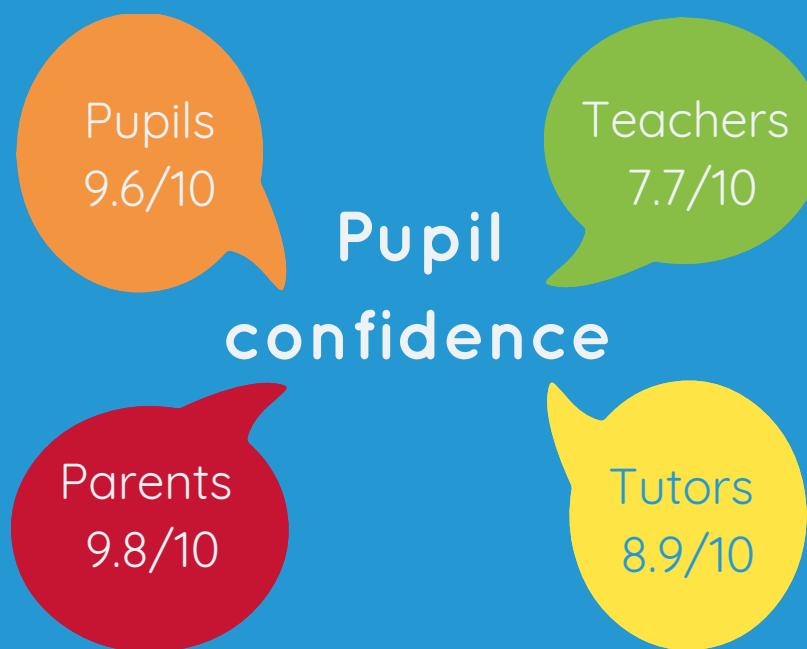
Tutors  
7.7/10

## Pupil attainment

**"Her writing makes much more sense now and the language she is using has become more sophisticated. Her handwriting has also come a long way! Her understanding of questions in her work (and the SATs) has improved and she is able to articulate her answers much more clearly."**  
– classroom teacher of a Jacari pupil

## Pupil confidence

We asked our key stakeholders (parents, tutors, teachers, and pupils) to rate the impact of Jacari tuition on pupils' educational attainment out of 10.



It is interesting to note that pupils and parents have more faith in the impact of Jacari tutoring than teachers and tutors. The teachers surveyed do not necessarily have daily contact with all Jacari pupils as they are generally EAL coordinators overseeing provision across a whole school; they might never teach some of the pupils. Yet the data on tutors implies that Jacari might need to do more in terms of training tutors to be able to assess how effective their lessons are, and building up their confidence in what they are delivering.

**"What I love is that my pupil is so eager to learn new things and be the best she can be. She often comes to me with new words she has come across in the week to find out what they mean. She has gained confidence in her answering of questions and her interaction and she often says she loves being able to understand things at school after we have gone through them."**

**- Jacari tutor**

# 2.

## Trust and community between key stakeholders



### Our community

It is crucial to the success of Jacari that we support pupils in a broad way, by supporting their family and their experience of school. When schools and parents are fully informed about the Jacari programme and as engaged as possible, the impact on the pupil's attainment and confidence can be dramatically increased.

100% of teachers said they would recommend Jacari to a parent

### Teachers

Teachers are vital to the success of Jacari, and we strive to keep them well informed and engaged in the process, from referrals through to the end of a tutoring relationship. All of our teachers agreed that they understood the Jacari process, although our two new schools gave lower scores on understanding, so there is still work to do to entrench the programme with our new partners.

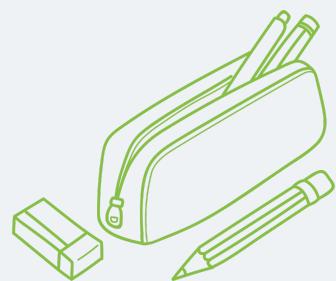
"The tutoring helped my daughter a lot and I wish it could be continuing!" - parent

### Parents

Parental feedback was entirely positive. However, there were a number of families who were not reached for feedback. Many parents do not speak English, so increasing face-to-face contact, through trips and meet-and-greet events, will help us to improve.

# 3.

## Increase numbers and retention rate of volunteers



### Volunteer Engagement

This year we increased volunteer numbers by more than 50%, from 50 to 81. Next academic year we want to recruit 100 tutors. 30% of our tutors from this year are continuing next year, which is a good retention rate given that 40% of our tutors are graduating.

Some tutors did not volunteer for the whole academic year, however we managed the wait list for volunteers effectively to minimise the amount of time any pupil was without a tutor.

### The Volunteer Experience

741 hours of tuition were delivered over the course of the year. This is an average of 9-10 hours per tutor. However, some tutors were not recruited until January, and some were not matched until February. A number of tutors taught over 20 hours of tuition all year.

The average number of lessons delivered is not as high as we would like. Next year we will introduce a volunteer family scheme and a travel buddy system to increase volunteer engagement. The volunteer family scheme will match new tutors with another volunteer who is embarking on their second year of tutoring, so that they have a peer to support them through beginning their tutoring. The travel buddy scheme will involve facilitating connections between tutors who are matched with pupils living close to each other, so that they can travel to their lessons together and feel more integrated with the Jacari community. We will also aim to recruit a total of 100 tutors before December, so that all pupils get a significant number of months of tuition.

# 4.

## Develop the quality of service provision



### Our provision

We want the lessons that our volunteers deliver to be as impactful as possible. We encourage volunteers to see their tutoring experience as an opportunity to develop their teaching and communications skills, and treat their volunteering experience as a personal development opportunity. This encourages volunteer commitment and ensures that pupils receive effective support.

We do this by providing a thorough teaching induction, a free resource library, online resources, specialist workshops throughout the year, and collaborative planning sessions. We also provide support through drop-in hours at our office, socials organised by the committee, and facilitating discussion groups for volunteers on social media.

### Volunteer Feedback

**77%** agreed  
that their  
teaching skills  
had improved

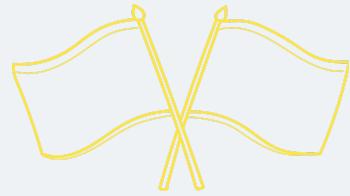
How well supported  
do you feel by the  
Jacari team?  
average **9.2 / 10**

**"She teaches me lots of stuff and all my times tables which helps me. 'She's very helpful, I like her. She makes me laugh" - Jacari pupil**

**"Jacari has been extremely supportive and I'm very grateful. All the learning materials at the Jacari office went down very well with my pupil. It makes the lesson so seamless to have all the materials to hand." - tutor**

# 5.

Target children who  
need Jacari most



## Jacari schools

We have five partner schools, two of which were new this year. Across all five schools, there are 1240 pupils who have English as an additional language and who are therefore eligible for our service. We worked with 81 pupils this year, which was 6% of the total eligible EAL pupils from these schools.

There are 17 schools in Bristol which have a significant cohort of pupils eligible for the Jacari programme. These are all schools which have an above average proportion of children eligible for free school meals, and a significant cohort of pupils with English as an additional language (over 150 pupils in each school). There are 10187 pupils with English as an additional language across the whole city; Jacari works with less than 1% of this population.

## Jacari pupils

We worked with pupils from a range of linguistic backgrounds. The biggest language group we worked with by some way was Somali. We were able to match a number of pupils with tutors who could speak their mother tongue, including Arabic and Spanish speakers.

We prioritise pupils who have an EAL band of A or B, meaning they are new to English. However, we must balance this priority with practical considerations. In some cases, in situations where new arrivals to the country are in uncertain situations with regard to living situation or their care, we have sometimes taken referrals from more advanced English learners where the school have a good relationship with the family and feel that there will be a high level of engagement with the programme. Such decisions are made in collaboration with our partner school teachers, because they know the families in the community well.



# Case Study

## Amal and Kate

Amal is a 10 year old pupil who has benefited enormously from having a Jacari tutor. She was referred to Jacari by her teacher because of concerns that she was not progressing in her reading and writing. Amal speaks Somali at home with her family, and her parents are not fluent in English. Amal has 6 siblings and the whole family lives in a small house in a deprived area of Bristol. Amal's teacher was concerned about her low self-confidence in English, and felt she was very much in need of extra support.

Amal was matched with her tutor Kate in February 2018, and the tutoring has had an immense impact. Amal's teacher has reported that her writing and language has become more sophisticated, and her confidence in her abilities has shone through both academically and socially.

Kate has reported that the lessons have helped Amal to gain confidence and resilience, and also that they have formed a very special bond. In her Jacari lessons, Amal has become skilled and self-confident in her answering of questions and her interactions, and she often says she loves being able to understand things at school after she has been through them with her tutor. She has become eager to learn new things and be the best she can be.

Amal says: "My Jacari lessons are fun and my teacher is kind. It teaches me more and when I go back to school I know it more. She will practice with me and then I will know and understand more, so I feel more confident in class now. I love working with my tutor - thank you for helping me learn!"

# Conclusion

## Key Learning Points

1. Training for volunteers will be a priority for the next year. We will increase the amount of specialist training available to volunteers, to empower them to feel confident and effective in delivering their lessons. The volunteer families scheme will also help with this aim in encouraging peer learning.
2. To increase Jacari's visibility to families, we will run more kids' events where family members are invited. We will also increase our visibility physically within schools, by visiting staff meetings and training days, and holding meet and greet sessions before lessons begin.
3. To improve volunteer retention and consistency of delivery, we will aim to meet the recruitment target before December 2018.
4. We will develop the quality of service provision through our aforementioned volunteer families scheme, and the travel buddy scheme, which will lead to improved outcomes and greater consistency in lesson delivery.
5. Our priorities for targeting young people who are most in need will be shared with schools. To enable us to meet more young people in need of our services, we will look at expanding staffing capacity to support more volunteers and tutoring arrangements across Bristol.

## Limitations

Most of our tutor feedback was provided via the end-of-year tutor survey. Although there were a number of promising comments, it is telling that only 53% of volunteers responded to our survey. Furthermore, of those who did, many mentioned that communication was an issue, or mentioned that they would feel better supported if a sense of community amongst volunteers were facilitated. We are launching a number of new initiatives in response to this feedback, including a travel buddies scheme, a Jacari volunteer families scheme, and altering our presence on social media.

End-of-tutoring surveys for parents and pupils will be made compulsory this year, to be collected in person by tutors when they teach their final session.

There is no impact report for 2016-2017. Therefore, there were no specific measurable aims for measuring our performance this year. This report is intended as a pilot study, and should provide a useful baseline for setting meaningful targets for 2018-2019. We will therefore be able to measure progress in a more robust way.

## Acknowledgements

This report was written by Flo Avery, Jacari Bristol Coordinator, in August 2018.

Thank you to all the teachers, parents, volunteers and pupils who shared their feedback with us - your responses are extremely useful in helping us improve.

Thank you to my Jacari colleagues, Anna Bowie and Freya Turner, for their invaluable assistance in implementing our monitoring and evaluation mechanisms.