

## Quality Mark Report

**Quality Recognition Meeting** took place on 4<sup>th</sup> March 2020, attended by following scrutineers:

**Tunay Hussein** – Retired primary headteacher, Haringey Council

**Pascale Vassie** – Executive Director, NRCSE

**Observational visits** performed 25<sup>th</sup> January 2020 by Zaitun Virani-Roper, Securing Success

Name of Supplementary School:

**Harrow Somali Supplementary School within SCEA**

Membership No.:

**NRC0336**

### Introduction

The Somali Cultural and Education Association is situated within HASVO (Harrow Association of Somali Voluntary Organisations). Established in 2001, the supplementary school has served over 100 children, providing Qur'anic studies and maths each Saturday from 11.45 to 3.30pm. There are currently 20 children on roll.

HASVO has occupied the current premises for their sole use for the last five years and there is a holistic community offer, including information workshops, advice and guidance:

'We undertake projects that encourage communities to live and work together. Our aim is to build the capacity for individuals and groups to live more effectively within the wider community.'

### Key recommendations from observation and recognition meeting

- The Madrassah class aims to provide a strong sense of religious identity and set the foundation for spiritual development within an essentially secular society. Pupils spoke of the importance to them of attending classes within a community setting. It would, nonetheless, be useful in the presentation of your school to have programmes of study and lesson planning for Qur'anic Studies and Arabic in the same way that you have these for maths.
- Recording of parents and pupils suggestions, feedback and any complaints should be report to the management committee with clear evidence of how this influences planning.

### Please list any outstanding achievements:

- The maths programme of study is personalised for each pupil and their progress closely monitored and recorded. Assessments in the form of tests and next steps clearly presented in charts.
- Student feedback and report to parents demonstrates clearly the value of the maths support embedded into a community-led structure and offered in a culturally sympathetic setting.

### Detail of findings overall from observation and recognition meeting (pto)

## **1. Create an effective learning environment**

A Home/School agreement is in place with code of behaviour and parents' meetings take place annually. WhatsApp communication with parents includes homework and class reminders and links to further learning. Teaching the pupils how to behave respectfully and in accordance with Muslim and British values is integral to provision. Attendance averages at 80% and attention should be given on how to improve this.

## **2. Teach effectively – Advanced**

Baseline assessment is conducted at the start of the year and maths programmes of study are kept for each pupil and their progress is closely monitored and recorded. Schemes of work are detailed and pupil feedback is good. Pupils are asked what they enjoy and what they struggle with and an individually tailored programme focuses on the areas where pupils request support. Further evidence of lesson planning for Arabic would be good.

## **3. Record progress and achievement**

Individualised attendance records were well presented together with progress checks in maths for each pupil. It would be useful to have similar teacher records of progress for Qur'anic studies and Arabic. Parent feedback shows that both subjects are valued and that parents are happy with their children's progress.

## **4. Choose the right resources – Advanced**

Maths resources are varied and practical, good use is made of the interactive white board for both Qur'anic studies and maths. Pupil feedback on the maths provision is excellent and the use of video feedback impressive. Qur'anic studies is well staffed with two teachers and three assistants, enabling interactive discussion about links between all Abrahamic religions and practising Islam within Britain.

## **5. Plan and develop your organisation**

Management Committee for HSSS meets termly and includes two teachers, the co-ordinator, secretary and treasurer. The co-ordinator, Cabdulqadir, participates regularly in Harrow Supplementary Schools Forum and NRCSE training. The premises are relatively small but appropriate for current number of pupils. Yusuf attends Meetings and training provided by Harrow Young Foundation.

## **6. Select and support staff and volunteers**

Clear job description for classroom assistants. The maths TA is in last year of university and shadowing the maths tutor. He is able to lead the class when she is absent. Site security is very good with entry phone access. All staff have appropriate DBS checks and are aware of safeguarding procedures.

## **7. Make sure children are safe**

There are clear policies on safeguarding, including child protection, health and safety, first aid and challenge and escalation procedure. Three staff have attended Harrow Safeguarding Children Board training, and the co-ordinator as nominated SLP attended L3 training 24/9/19. Three staff are qualified first aiders. A classroom risk assessment was undertaken 21/8/19. Although the classes take place within a multipurpose setting there are separate toilets for children and adults and adequate procedures for ensuring children leave with their parents.

## **8. Manage finances**

The school premises are provided free of charge by HASVO. Insurance cover is also provided through HASVO. The maths tutor is seconded from Securing Success and other staff are volunteers. Income is minimal and covers resources, parents buy appropriate text books.