

Quality Mark Report

Quality Recognition Meeting took place on 12th September 2019, attended by following scrutineers:

Diane Leedham – EAL and Literacy Consultant for Secondary Schools
Pascale Vassie – NRCSE Executive Director

Observational visits performed on 22 June 2019 by:
Angela Bell – Senior Quality Mentor

Name of Supplementary School:
Al Fajr Arabic School

Membership No.:
NRC1754

Introduction

Al Fajr Arabic School was opened in 2005 in the borough of Enfield and moved to Alexandra Park School in Muswell Hill in September 2015. The school provides a bright, stimulating and motivating learning environment for children aged between 5 and 16 years. Currently there are 210 children on roll with 10 classes.

In addition to creative and well-qualified teaching staff Al Fajr has excellent teaching assistants and support staff who work across the school supporting and enhancing children's learning. The school's aim is to provide learners from the Muslim and Arab communities with Arabic language and also to help them understand the Hold Quran as well as other classical Islamic text and basic Islamic instructions in Arabic.

Giving the young learners the opportunity to work together and strengthen community bonds is also a key aim of Al Fajr. The school is independent and inclusive in nature and does not promote any particular school of thought.

Key recommendations from observation and recognition meeting

- Al Fajr shows excellent creative teaching and learning and has recently invested in online resources, to take this further it is suggested that you explore Goldsmiths' Multilingual digital storytelling programme either directly or by approaching Peace School in Brent.
- Records of progress are detailed and informative. They are, however, entirely teacher led, it is suggested that you develop formative self-assessment practice within classes.
- Show case your excellent provision and policy via case study/vignette/learning journey model, including qualitative and quantitative data.

Please list any outstanding achievements:

- Dynamic and exciting growth model with provision that is clearly responsive and community-led. Careful thinking about what is the ideal environment for out-of-school provision and the involvement of parents in determining choice of venue demonstrates this perfectly.
- Your presentation and portfolio showed ambition and imagination, not only for Al Fajr Arabic school but in partnership with other Arabic and mainstream schools.
- Excellent attention to ensuring staff are appropriately recruited, supported and supervised at all levels.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment - Advanced

The school operates in a well-equipped secondary school. Classrooms are bright and modern and there is full use of canteen, assembly hall and playground with an extra classroom as a staff room. Children take active part in lessons. Relationships with teachers are excellent. Good parent/school agreement, detailed welcome pack, clear code of behaviour.

2. Teach effectively - Advanced

Evidence shows excellent evaluation and planning linking from lesson to lesson. There is detailed reflection and individual record keeping. Classes were observed to take place at a brisk pace, be interactive at all ages and taught in a lively manner. Additional activities extend pupils experience and build their confidence. Regular training is organised for teachers particularly around creative practice for language learning.

3. Record progress and achievement

Template lesson plan for all classes shows evaluation of progress in class and box to note reflection and 'what next'. Individual progress records specify what has been learned. Oral progress is well recorded and mastery ladder used. An area for development is to use some self-assessment leading to meta cognition, and to capture more quantitative data to showcase pupils' progress.

4. Choose the right resources - Advanced

Teachers make use of a textbook series across the school. The target language is used in a wide range of creative ways and English was only seen to be used for more detailed explanations. Teaching assistants were supportive and confident in their role. High proportion of younger learners are engaged in activities which take place in the target language and include sports and crafts. You have invested in online learning to good effect.

5. Plan and develop your organization - Advanced

School management committee meets regularly and includes a parent. Parents and the wider community are kept informed and involved in the schools development. Pupils are engaged with evaluation and give good feedback on the support they receive. Administration and record keeping are outstanding.

6. Select and support staff and volunteers – Advanced

The 20 (18 paid and 2 volunteers) staff members are appropriately recruited with at least one person on interview panel who has undertaken safe recruitment training. There are good job descriptions, a clear Staff Code of conduct and safety advice. Staff meetings take place termly and there is regular training, recently at King Fahad Academy on behaviour management. In addition, staff are expected to arrive an hour before classes each week and this time is used to prepare materials and resources. Several of the TAs are former pupils and excellent rapport between teachers and assistants was observed in all classes.

7. Make sure children are safe - Advanced

Key staff attend Haringey Council safeguarding/Child Protection courses and there is induction, regular support and training on safeguarding for all staff and volunteers. Mr Limam is always present and available as headteacher. Staff wear name badges. The staff handbook is excellent. Haringey Safeguarding leads and LADO details included in policies/procedures.

8. Manage finances - Advanced

Financial procedures are good. Managers have close knowledge of day-to-day progress at the school and keep a careful eye on income and expenditure. Planning for growth is taking place.