Quality Mark Report

Quality Recognition Meeting took place on 26th March 2018, attended by following scrutineers:
Karen Matthews – Headteacher, Bevington Primary School
Pascale Vassie – NRCSE Executive Director

Observational visits performed on 3rd February 2018 and 10th March 2018 by:
Angela Bell – NRCSE Quality Assurance Mentor
Val Patterson – Head of Learning & Skills, Westway Trust
Muna Ali – Prog. Co-ordinator for Supplementary Schools, Westway Trust

Name of Supplementary School:　　　Membership No.:
Azza Supplementary School　　　**NRC0825**

Introduction

Azza Supplementary school was established by the Sudanese Community of Kensington & Chelsea. The school welcome children and young people aged 5-19 years, teaching English, Maths and Arabic to GCSE. In 2017, 13 pupils at the school achieved GCSE at A*-B and SOAS University of London gave the school an award for the excellence of their Arabic teaching.

The school also offers arts activities including engagement with museums, and in 2014 received a British Academy Schools Language Award to deliver an innovative project aimed at improving students' skills in Arabic and English through the use of poetry, drama and the visual arts.

As a member of the Westway Trust and Partnership for Supplementary Schools in Kensington & Chelsea, staff, pupils and parents take part in many additional local activities; actively contributing to life in the borough and offering mutual support to other community-led projects.

Key recommendations from observation and recognition meeting

- For older learners further development of independent learning through peer pair work and interactive strategies is recommended.

- Azza Supplementary School provides an excellent example of positive engagement between local Sudanese and Arabic-speaking communities and the wider local community. It would be good to see independent research and wider promotion of your success so that others could use the Azza model to develop similar provision across the country.

Please list any outstanding achievements:

- Carefully planned enhancement of learning through pupil-focused extension of curriculum activities including Arabic with drama, Arabic and maths with art and calligraphy, English with poetry, the recycling project and museum visits.

- Parents supporting the curriculum on visits to museum, past students engaging with the school as volunteers.

- School assemblies and celebrations showing reinforcement and celebration of learning, exceptionally clear student journey.

- Azza achieved the advanced level on all eight standards.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment - Advanced
Clear aim, that each child shall become a self-learner, with well monitored student journey and plenty of communication between children and adults. The school has the use of several classrooms, dining room and playground in well-equipped local primary school. The welcome pack for pupils' families is provides a very clear outline of everything parents and carers need to know, term dates, roles and responsibilities, expectations and timetables. Regular newsletters provide updates and celebrate achievement. Relationships are excellent.

2. Teach effectively - Advanced
Evidence showed that there are clear programmes of study and that sessions are well planned for Arabic, English and maths. Teachers are given regular observation and feedback on how to improve. Detailed student feedback and partnership with a wide range of external agencies and mainstream schools corroborates this. Evidence of marked work, exercise books and timetables all supported achievement of this criterion.

3. Record progress and achievement - Advanced
Records of attendance are consistent and appropriate. Teacher's file in each class showing tracking of each pupil in place, including record of ongoing assessment/test scores showing progress. Written feedback given. End of year reports in place, annual awards ceremony recognising individual achievement.

4. Choose the right resources - Advanced
School is not currently able to use the electronic whiteboards but have projector/laptop which is used and manual whiteboards/flip charts in all classes. Good variety of resources for different abilities and learning styles. Trips and visits linked in to topics to enhance learning and develop self-esteem, including residential trip with other supplementary schools as part of Westway Learning. Evidence of teaching and learning resources were included in the file with helpful photographs of events celebrating children's achievements.

5. Plan and develop your organization - Advanced
School management committee meeting every half-term. Minutes of meetings were of good quality and records of what was discussed and ongoing work of the school. Regular parents' meetings. Annual formal trustee meeting to consider funding and get reports on schools progress. These could useful take place on a termly basis to ensure wider support for school management team.

6. Select and support staff and volunteers - Advanced
Termly staff meeting/training day and attendance of various staff at Westway training, Central Mosque teacher training opportunities. Several staff trained as first aiders and good emergency evacuation procedure. Clear management structure and a strong staff team. The Staff/Volunteer handbook is very clear with templates/forms to complete as appropriate.

7. Make sure children are safe - Advanced
Safeguarding and Health & Safety procedures were excellent and have been recently updated in light of move of premises following Grenfell Fire. Regular fire drills. Off-site risk assessment rigorously covered and evidenced in the file.

8. Manage finances - Advanced
Records of financial policy, income and expenditure, employer's liability and minutes of finance meetings gave strong evidence for this section. Clear funding reports and school budget for

2018. The school has an excellent success rate in their funding applications and demonstrate confidence in using UpShot to monitor progress and apply for funds.