

## Quality Mark Report

**Quality Recognition Meeting** took place on 2<sup>nd</sup> October 2018, attended by following scrutineers:

**Karen Matthews** – Headteacher, Bevington Primary School

**Pascale Vassie** – NRCSE Executive Director

**Observational visits** performed on 3<sup>rd</sup> March 2018 and 13<sup>th</sup> October 2018 by:

**Angela Bell** – NRCSE Quality Assurance Mentor

Name of Supplementary School:

**EPCA School**

Membership No.:

**NRC0252**

### Introduction

EPCA School is the main activity of the Eritrean Parents and Children's Association, set up in 1992 to meet the needs of families from East Africa. The school is open to all students aged 5 to 15 years. EPCA's mission is to provide outstanding teaching, learning and extra-curricular activities within a caring and supportive environment. Classes include: Arabic, cultural studies, Quran, English and maths at all levels up to GCSE. Extra-curricular activities include arts, drama, taekwondo and chess.

EPCA takes students out on trips locally to museums and galleries and has also taken children to residential at Hindleap Warren with the Kensington & Chelsea Partnership of Supplementary Schools. These activities are aimed at helping parents and children improve their school attainment, overcome barriers to learning and boost their confidence.

The school is based at Goldborne Youth Centre and open every Saturday term time between 9.30 and 14.00.

### Key recommendations from observation and recognition meeting

- The school's use of regular trips and visits to support learning and the additional support accessed in the wake of the Grenfell tragedy are well evidenced. The Unity Project devised by one of the pupils in response to their feelings of loss for friends who died is especially moving and clear evidence that the school does indeed 'make a habit of asking the children what they want as part of on-going well-being plan'. It would be wonderful to see this shared more widely with other schools and tied in to curriculum planning. Some more specific comments about next steps for learners would be helpful to parents.
- The new partnership with Hear Women and the Gargar Foundation is an exciting initiative and has brought additional funds to the school – sustaining this level of income should be a priority for your management team.

### Please list any outstanding achievements:

- Wonderful to see how the school has developed. Clear that the children's welfare is at the heart of everything you do.
- A very strong set of evidence that reflects a clear understanding of teaching and learning in the school and the needs and interests of the children.
- Achievement of Arabic GCSEs at A/A\* when this is not the home language of pupils is especially noted.
- EPCA 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 parent handbook shows high expectations of pupils and staff. Behaviour policy and guidelines are fit for purpose and support children in making the right choices. The aims and ethos of the school are clearly conveyed. Pupil and parent feedback is encouraged and listened to, although the school has its own strong understanding of its purpose.

### **2. Teach effectively - advanced**

Clear half-termly planning by objectives with examples of completed lesson plans in different styles and levels of detail. There are explicit guidelines on what to teach and some evidence of extension especially through themed days. The headteacher is available to support all aspects of teaching and planning.

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

Baseline assessments are in place so the pupils can start from the right place in the curriculum, notable particularly with the Arabic language classes. Work sampling shows improvements and progress and end of term or year assessments are in place. Reports give feedback on discipline, listening, effort. The teachers clearly know the children they teach.

### **4. Choose the right resources - advanced**

Resources in all curriculum areas are fit for purpose in the main lessons that are taught. The additional poetry sessions and drama therapy – mental toughness training are shown to have supported the children's well being and their curriculum progress

### **5. Plan and develop your organization - advanced**

Good management committee guide and evidence that all policies and procedures are reviewed and signed off annually. RBKC Partnership templates are carefully tailored to the situation of the school. Minutes show regular and well-attended meetings are taking place. Annual Report and Parent Welcome pack give sufficient detail for families to understand the school ethos and aims. Additional family coaching has been organised and EPCA has supported community members to participate in grief counselling. A 3-week summer programme for women and children is offered and popular.

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

Efficient and experienced headteacher managing the school, available to parents and staff. Staff induction and training logs show access to regular and appropriate training, including lesson planning, assessment for learning, strategic teaching and classroom management. There is an excellent staff handbook and teacher's files are very supportive for volunteers.

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

The children are safe and well supervised. Safeguarding and the well-being of the children are a priority of the school. Two staff have attended L3 Safeguarding and have cascaded the learning to all staff in set training sessions. Fire Safety risk assessments have been made in October 2017 and are due to be reviewed. E-Safety and Code of behavior for pupils are detailed in the Parent Welcome Pack together with complaints procedure and consent forms. The school is represented at Bi-Borough Prevent Advisory Group and Tri-Borough Safeguarding sessions.

### **8. Manage finances - advanced**

Despite funding difficulties, financial planning is realistic and the school demonstrates a solid understanding of the sustaining itself. The injection of additional funds over the last 12 months is feeding into budgeting for the year ahead.