

## Quality Mark Report

**Quality Recognition Meeting** took place on 16<sup>th</sup> November 2018, attended by following scrutineers: **Muninder Dehala** – Assistant Headteacher, Viking Primary School  
**Pascale Vassie** – NRCSE Executive Director

**Observational visits** performed on 12<sup>th</sup> October 2018 by:  
**Yaren Ertunc** – NRCSE Quality Assurance Mentor

Name of Supplementary School:  
**ESDEG Supplementary School**

Membership No.:  
**NRC0566**

### Introduction

ESDEG is a registered charity and was established in 2006 to help address the needs of the local Somali community, many of whom had arrived as refugees. The charity now offers its services to members of all faiths and ethnic groups, who are experiencing disadvantage, exclusion, poor social mobility, inequality and other barriers that are preventing the community or its members from thriving. ESDEG provides valuable services to over 150 parents, children and young people and runs three supplementary schools in Southall, Northolt and Brent.

ESDEG is currently running a Family school partnership project to reduce exclusions and truancy among refugee children and improve their educational attainment. The project also aims to establish improved parent-school partnerships to effectively address the needs of 'at risk' children. As part of this project ESDEG works to:

1. Improve behaviour, self-esteem, wellbeing, attendance and engagement with learning.
2. Improve their educational attainment by at least one level over a one-year period (as defined by the mainstream school).
3. Increase the confidence of parents to get involved with their children's education. Improve their understanding of the UK education system and improved communication with staff at their children's school.
4. Improve relationships between Somali refugee families and primary school staff. Increasing awareness of children's and families' needs and be better able to prevent problems developing at an early stage.
5. By working more closely in partnership, ESDEG is able to tailor their tuition more effectively through improved access to children's ongoing primary school progress data.

### Key recommendations from observation and recognition meeting

- The school uses current curriculum workbooks. This ensures that teaching is in line with what the children are learning in their mainstream schools. When children complete their workbook they are moved on to the next book. This is not recommended. It is recommended that baseline evidence is used to assess individual children and National Curriculum guidelines consulted for deeper learning activities.
- A wider range of resources, for example IT-based activities, would extend good practice.

### Please list any outstanding achievements:

- Although the classes are largely held in one room the school demonstrates an excellent pupil : staff ratio, children who need more individual attention are able to have this with one to three children working together on more focused activities or more physical activities where appropriate.
- The relationship with Viking Primary School is clearly excellent and the sharing of progress data benefits the teaching taking place.
- The family trip to Degmo (Somali-style farm in Wales) in the summer and engagement with parents and carers demonstrate strong all round provision, in line with your aims and objectives

## **Detail of findings overall from observation and recognition meeting**

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

Clear Code of Conduct for parents and staff. The space is somewhat cramped with all classes in one room, however, good behaviour rules for children and excellent staff:pupil ratio ensure that learning takes place. Good relationship with Viking Primary School, community centre where classes take place on Weds and Fridays is next door.

### **2. Teach effectively**

Using the current curriculum work books and extension worksheets, peer games, some story writing. All marking done and evidence that parents are checking work. Lead learning mentor has good understanding of how to motivate children and lesson planning is done together with scheme of work derived from the CGP workbooks. More consideration of how to deepen children's learning rather than moving them onto the next year book is an important area for development.

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

Progress reports using E/D/S/mastery in line with government expectations. Report to mainstream school about pupils and evaluation report from mainstream school to ESDEG. Parents are asked to provide the pupils mainstream school report and this is used to determine at what level each child is working. Progress assessment is lead by the work books and parents are clearly able to see and support their child's progress. Children are rewarded with stickers.

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

Resources are fit for purpose in English and maths, following the curriculum. Additional worksheets are available to stretch children. Learning mentor explained how he sets additional fun activities to engage and stretch the children. Pupils also encouraged to develop public speaking skills. Residential trip to a Somali-style farm in Wales was clearly a highlight and important in developing the children's confidence and values.

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

Board of trustees has five members and meets with the managing director to discuss the direction of the school and build community engagement. Parent and pupil feedback has been gathered and requests for more opportunities for one-to-one support have been acted on. ESDEG has worked hard to build relationships with schools and this is clearly evident in the excellent relationship with Viking Primary.

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

There is a good staff development policy, recognizing that in order to provide a quality service suitably trained and qualified staff are needed. Managing Director has attended a national mentoring course. Learning Mentor, Ahmed Hadhoud, supervises and supports volunteers. Good induction checklist and policies. Written staff observations and training on how to deepen learning beyond the work books would develop this.

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

Five staff attended Introduction to Safeguarding course at Ealing CVS in May 2018. They are well linked in to the LSCB. Policies and procedures are good with an excellent 'Dignity at work' policy.

### **8. Manage finances - Advanced**

ESDEG have good financial management procedures and independently examined accounts in line with Charity Commission requirements. Accounts demonstrate a wide spread of funding sources and this has been maintained with a consistent level of funding demonstrated over the last five years. The development of relationships with local primary schools helps make the best use of their funds.