

## Quality Mark Report

**Quality Recognition Meeting** took place on 1<sup>st</sup> July 2019, attended by following scrutineers:

**Gillian Roberts** – UNICEF Rights Respecting Schools assessor – Educational Expert

**Pascale Vassie** – NRCSE Executive Director – Governance Expert

**Observational visits** performed on 20<sup>th</sup> January and 13<sup>th</sup> October 2018 and document check on 26<sup>th</sup> June 2019 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.:

**Gheez Rite Supplementary School**              **NRC0165**

### Introduction

Gheez Rite Supplementary School was established in 1993. It is situated in west London and a walking distance from Ladbroke Grove tube station. This school is based at a mainstream secondary school by renting four classrooms for various age groups ranging from the youngest aged four to teenagers aged 15. There are 85 children on the school roll, with an average of 45 attending on any particular day for Tigrinya, English and Mathematics lessons and four employed teachers and the Director of the School Father Kidane. Additionally these teachers are supported by volunteers who are also parents to some of the children. The parents are organised and represented by a committee composed of four parents.

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

- Continue to develop strategies for children to review their own progress and celebrate their achievements.
- Further support for staff in how to accommodate different learning styles and develop their recording of progress. Particularly in English and maths classes.
- Suggest involving children in the development of ground rules for effective learning environment so that the language of school rules is more child focused.
- Consider ways of making joint bids with other RBKC community organisations and joining the Kensington & Chelsea Young People's Foundation as soon as it's established.

### Please list any outstanding achievements:

- A good range of activities from home language to sports opportunities
- Adults committed to providing positive and relaxed learning environment where children can enjoy learning and gain a sense of identity – the school has a clear ethos and does not see itself as pushing academic attainment, for that reason prizes are not given.
- Success is illustrated by the award winning poem in 'This is me'.

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

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

Clear aim – to provide a positive, relaxed learning environment where children gain a strong sense of identity. ‘The children behave because they want to come. The biggest punishment would be telling them they can’t attend. More like a family environment.’ Students and parents sign up to rules and regulations. Football for boys and girls is a reward for learning.

### **2. Teach effectively**

Overview of curriculum provided for parents and an outline scheme of work for language learning. Lesson observation supports statement that children are engaged. Nebyiat, a former pupil and professional teacher, volunteers at the school. Volunteers are used well to allow 1-to-1 support to be given where needed. Suggest training for teachers to widen range of teaching methods used.

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

Evidence of class work regularly and consistently marked. Homework is used to monitor progress. There is formal assessment through tests/exams for English and maths. Progress is celebrated at RBKC partnership awards, Fr Kidane does not see this as the role of the school. More encouragement and partnership with parents to encourage all pupils to do homework would help achievement.

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

Range of resources – excellent collection of Tigrinya text books, worksheets, drama and arts activities. Outings and wider range of activities in partnership with other RBKC supplementary schools. Many language resources developed in-house, used very well to teach grammar, script. New textbooks, appropriate and colourful, have been acquired giving good structure to the language classes.

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

A sub group of Gheez Rite Chaplaincy comprising six charity trustees of which three are decision makers in terms of the educational provision meet termly. Neat and welcoming parent pack with clear mission statement. Parents and children have been consulted informally and via an evaluation form. Evidence that suggestions acted on. Parents’ Committee supports the running of the school. ‘I volunteer because Gheez Rite is so important for my child’s identity.’

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

School management committee meet weekly after class and attendance of various staff at Westway training. Staff team are experienced and supportive of each other. Fr Kidane teaches some classes but is also available to observe and support. A highly competent volunteer now supports the administrative side of the school and this clearly helps the teaching staff focuses more effectively on the pupils. Imperial College volunteers are well used to support maths and science tuition.

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

Safeguarding and Health & Safety procedures were excellent and have been recently updated. Regular fire drills, risk assessment, health & safety assessments all completed at start of academic year. Safeguarding and Fire Marshall training organized by Westway Trust. Safeguarding lead has Level 3 Child Protection training and cascaded this to staff 24/1/18.

### **8. Manage finances**

Expenditure higher than income in 2018/19 and in budget for 2019/20. Teachers wages have been reduced from £20 to £15 p/h. Need to focus on raising additional funds and diversifying the sources of income. Could a special fundraising appeal be made within the community?