

## Quality Mark Report

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

**Angela Bell** – Senior Quality consultant, NRCSE

**John Paxton** – Narrowing the Gap and NQT Advisor, Barnet Council

**Observational visits** performed 28<sup>th</sup> April and 20<sup>th</sup> October by **Joy Collins** –Quality Assurance Mentor, Securing Success

Name of Supplementary School:  
**OYA Organisation of Young Africans**

Membership No.:  
**NRC0179**

### Introduction

OYA Organisation of Young Africans was founded on the Graeme Park estate in Barnet in 2000 by a group of young African professionals. OYA aims to encourage young people to have a strong sense of their cultural identity, a strong sense of purpose in their own individual lives and to nurture their community spirit. It is now based in Park High School and is developing partnerships with other schools to continue improving the life chances of the target group. Its main project is the Saturday supplementary school, which provides educational support in English, Maths and Science for 123 students of African and African Caribbean heritage, aged between 10 and 16. A key feature of OYA is its work with older students who are given training and experience in leadership roles, and play an active part in the life of the school as role models for younger members.

### Key recommendations from observation and recognition meeting

- The training programme for leadership by older pupils, and the work they do leading clubs and providing experiences beyond the mainstream school curriculum is an excellent model for other groups and it would be good to see it promoted and publicised more widely.
- While detailed lesson plans for all sessions would create an unacceptable workload, it would be helpful for teachers to have a clear curriculum overview that identifies a core selection of topics and concepts to be covered, and sets out the achievements expected of pupils with different needs. Teachers could then more readily use the programme to identify their pupils' needs, adapt their lessons accordingly and measure pupils' progress.
- Additional time for in-service training should be identified and funded so that teachers can work together to share good practice, develop the programme as above and keep up to date on safeguarding issues.

### Please list any outstanding achievements:

- Young people are helped to develop a clear and confident sense of identity through the curriculum and assemblies and special events.
- There is excellent governance and management, with a strongly embedded culture of consultation, followed by evaluation and action. This is evidenced through parents' meetings; the trainee programme for older students; analysis of feedback and management committee minutes; and a clear oral account of how the organisation has developed over the years, and how it plans to meet challenges for the future.

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

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

There are detailed contracts for parents and young people, reinforced in assemblies and in parent orientation meetings. There is a strong and developing partnership with a mainstream school. Lessons focus on knowledge, skills, and preparation for examinations, but with an emphasis on culture and identity, while clubs provide opportunities for a wider range of experiences. Confidence and independence are strongly encouraged, and older pupils are seen as leaders and role models.

### **2. Teach effectively**

Lessons observed were well organised, pace was brisk and children were actively engaged. Children valued the opportunity to recap on topics taught in mainstream. A curriculum overview linked to assessment would be helpful, especially if teachers have time to plan together and share good practice.

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

Initial interviews with parents include their perspective on pupils' needs, exercise books are marked, and progress is reviewed at parent/teacher meetings. Achievement is celebrated at an annual Awards ceremony.

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

Resources are drawn from national curriculum textbooks and internet sites. Outings and visits are arranged when possible but are limited by funding restrictions.

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

Full notes of management committee meetings showed very active governance, with substantial consultation, evaluation and clear developmental planning. Meetings with parents and the involvement of students inform the management committee, who are positive, practical and realistic in their efforts to provide what is asked for. There is evidence of self-evaluation of the management committee, with plans to recruit more parents to contribute.

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

There is an excellent staff handbook and the recruitment procedure is extremely robust. Teachers' meetings are supportive. Records of training and a plan for future training would strengthen the evidence in this section.

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

All appropriate checks are carried out and the trainees help to keep the children safe especially when their use of the premises is disrupted. Records of whole school training and a training plan for the current school year would strengthen the evidence in this section

### **8. Manage finances – Advanced**

Management committee minutes include financial headlines and there are good and lengthy discussions of diverse sources of funding. The school raises funds successfully and reports very fully to funders. They are aware of potential effects of cuts in school funding affecting partnerships with mainstream, and are now planning a scheme of fundraising through alumni donations, and have already negotiated matched funding from another source. Active financial management has contributed to the organisation's long history and on-going sustainability.