

## Quality Mark Report

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

**Karen Matthews** – Headteacher, Bevington Primary School  
**Pascale Vassie** – NRCSE Executive Director

**Observational visits** performed on 3<sup>rd</sup> February and 13<sup>th</sup> October 2018 by:  
**Angela Bell** – NRCSE Quality Assurance Mentor  
**Muna Ali** – Prog. Co-ordinator for Supplementary Schools, Westway Trust

Name of Supplementary School:  
**Somali Women's Saturday School**

Membership No.:  
**NRC0974**

### Introduction

The Somali Women's Association Saturday School works in close partnership with Baraka Youth providing English and maths for children aged 5-16 as well as science revision for KS3. SWA also holds parent activities, providing adult English and parenting classes and advice.

In order to allow a stronger focus on the children's academic attainment SWA have recently developed the English and maths content and resources, increased the teacher child ratio, and moved the classes to Canalside House while the women's group meets at Venture Centre. Parents collect the younger children from class and can bring them back to the Venture Centre for sports and play activities.

Volunteer teachers are mostly students at London universities and former pupils thereby providing excellent role models.

As a member of both the Partnership of Somali Organisations and 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

- The school management committee and volunteer staff have reviewed their aims and objectives. Through this process you have chosen new workbooks with better exercises and clear progress charts and work diaries. Your next step is to train all the volunteer teachers on how to complete these progress charts and do it routinely to show the impact the additional support is having on pupils' learning.
- Parents too should be given some training so that they can see how their children are progress and help them. Good to have reduced the time and increased the focus until more funds are available.

### Please list any outstanding achievements:

- The review of SWAs aims and capacity has been thorough, involving former pupils as well as parents. Baseline assessments, carefully chosen resources and improved teacher : child ratio are all clearly making a difference to children's learning.
- A well-presented portfolio of evidence with many areas of strength.

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

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

Clear Classroom Rules that are positive and aspirational. Strong values and vision statement. Parenting workshops also supporting positive behaviour management.

### **2. Teach effectively**

Evidence of good planning and scheme of work in place. Marking and feedback on work is good. You spoke about how much you encourage the children to read, to go to the library. Now that you have a strong base you can develop more creative ways of engaging the children to develop their capacity to self-motivate.

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

The children are assessed on entry and then work on workbooks at the appropriate level (by achievement not age). Each workbook has a test on completion. Reports to parents and ask for parents to bring in m/s school reports/SATS results. Assessment take place summatively. Books do have tracking grids, it would help if all teachers make it a habit to use these grids to track the pupils progress and convey that to parents. Better tracking would support the school to demonstrate the impact of their service and, thereby, obtain additional support.

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

Resources are fit for purpose in English and maths, following the curriculum. Additional worksheets are available to stretch children. The volunteer teachers (former pupils) are a valuable resource and well used. Patient and understanding with the pupils.

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

Management committee has five members and meets with the co-ordinator annually to discuss the direction of the school and build community engagement. There is an annual meeting for parents and pupils, an excellent slide show of the year was presented. Parent and pupil feedback has been gathered and has informed the recent changes. Parents want more hours of teaching but lack of finance is a major barrier.

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

Staff have completed the L2 accredited Introduction to working as a teaching assistant course. There is a good staff induction policy and clear job descriptions. The director and co-ordinator support the volunteer teachers.

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

Staff access training through Westway Trust, including exclusions, domestic violence, fire marshal, first aid and risk assessment. The DCPO attended safeguarding training with the tri-borough SCB in November 2018. There is an excellent internet and email policy which is shared with parents. The pupils have been involved in the drawing up of the pupil behavior policy through the SWA Pupil Users Council and have chosen a commendable rights charter.

### **8. Manage finances - Standard**

SWA have employer and public liability insurance and their accounts are examined by CAAS. Shortage of funds is clearly a major problem for the school as the community served can not afford to pay higher fees and rental costs for premises in the borough

are very high. They are working with Westway Trust and Baraka Youth to identify additional funding.