

Quality Mark Report

Quality Recognition Meeting took place on Friday 2nd November 2018 attended by the following scrutineers:

Angela Bell – Senior Quality consultant, NRCSE

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

Observational visit performed on 29th October 2018 by:

Joy Collins – NRCSE Quality Assurance Mentor

Name of Supplementary School:

Stag Lane Saturday School

Membership No.:

NRC1015

Introduction

Stag Lane Saturday School is part of the Afghan Association Paiwand's education project in partnership with mainstream schools.

The school has 75 children across the primary age range, 4-11 years who are taught English and maths by 6 UK qualified teachers. In addition there are 2 employed TAs who are deployed as needed. 3 Pashto and 5 Dari classes run in the afternoons, taught by experienced home language teachers. There are 60 children attending currently although the classes are still recruiting.

Stag Lane Saturday school aims to give children an enjoyable, stimulating and high-achieving learning experience. With a well-structured curriculum, led by an experienced manager and teachers, children are taught using a range of activities in well-paced lessons. This applies to mainstream curriculum subjects and home languages. In addition, there are enrichment activities: drama and music and football will be reintroduced.

Key recommendations from observation and recognition meeting

- The standard of teaching, the system of assessment and lesson planning, the wide variety of age-appropriate resources and the support provided by the manager and advisory group which steers the project, all contribute to the clear evidence of learning. Continue to develop the excellent cycle of assessment for learning and teaching with differentiation.
- The school is very well organised and demonstrates excellent relationships with parents, children and mainstream schools.

Please list any outstanding achievements:

- Excellent documentation and guidance for staff promoting best practice in education and learning. Clear evidence of outstanding and good teaching practice and good support and training for staff.
- Very passionate manager and ethos which promotes a positive approach to learning. Good parent relationships evidenced.
- Good staff induction for safeguarding and health & safety with clear procedures and guidance.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment – Advanced

There is a well-organised environment with clear and high expectations of behaviour. The comprehensive Parent Pack and annual report highlight the importance of engagement with parents and the wider community. There are 2 parents' mornings in the year with weekly informal opportunities to talk to parents.

2. Teach effectively - Advanced

Teachers plan the curriculum based on children's needs and the demands of the National curriculum. There is an excellent, time-saving lesson-planning system with a half-termly plan for each class indicating week by week learning objectives. This is annotated with assessment notes and is a model of good practice. Examples of pupils' work and activities demonstrated creative and interactive lessons and children's learning.

3. Record progress and achievement – Advanced

In the case of children referred by mainstream schools, baseline data is provided. Further assessment is undertaken to identify gaps in children's learning and assessment for learning is ongoing. Teachers record children's progress on a database. This full description of each child's needs is a strength. There is an end of year celebration of achievement.

4. Choose the right resources - Advanced

Good range of quality teaching resources including books, visual resources and artifacts, differentiated worksheets, mini whiteboards. The school has access to the internet and whiteboard and uses creative visuals and scaffolded activities to good effect. Activities also include cooking and drama.

5. Plan and develop your organization – Advanced

Development is managed by an advisory group consisting of Paiwand staff and partner mainstream headteachers. Minutes indicate very good suggestions. There is an annual survey of parents, staff and children to monitor and evaluate the work of the school and a very well-produced annual report

6. Select and support staff and volunteers – Advanced

Good evidence of professional and safe recruitment. The Staff handbook is extremely comprehensive and makes clear there is a supportive induction process. There is a weekly teachers' meeting in which teachers provide mutual support. A programme of training has been provided.

Recommendation: Plan for future training, ensure training progression especially in the case of long-standing teachers and plan for observation to monitor teaching quality.

7. Make sure children are safe - Advanced

The school ensures that children are safe at all times when they are in the school's care by adopting, implementing and reviewing policies and procedures to protect them and by carrying out appropriate checks. The manager attends training and is linked to the local safeguarding children board via the Harrow Supplementary Schools' Forum and Voluntary Action Harrow. Safeguarding training is cascaded at teacher training sessions.

8. Manage finances – Advanced

Finance is discussed at advisory group meetings. The annual report has identified the need to diversify in sources of funding. The budget is a model of good practice with source of income identified clearly against each item of expenditure. Expenditure is very well broken down.