

## Quality Mark Report

**Quality Recognition Meeting** took place on 4th June 2018, attended by following scrutineers:

**John Paxton** – Narrowing the Gap and Lead NQT adviser for Barnet Council

**Pascale Vassie** – NRCSE Executive Director

**Observational visit** performed on 13<sup>th</sup> May 2018 by:

**Ertanch Hidayettin** – NRCSE Regional Development Manager

Name of Supplementary School:

**Tarbiyat School**

Membership No.:

**NRC0919**

### Introduction

Established in 2003, Tarbiyat School is dedicated to teaching Farsi in a fun and exciting way under the supervision of Baha'is of Barnet. Pre-school children (4-6 years old) are taught Farsi (Persian) alphabets and numerics together with virtues. For 6-14 year-olds the school offers non-political courses helping them to improve their Persian both spoken and written. This is complemented with various assignments to prepare them for the Persian GCSE examination.

Each year as part of helping pupils develop understanding of Persian culture, the whole school community celebrates the Persian New Year (Naw Ruz) with a great party where everyone can dance, eat and socialise and generally enjoy themselves. It is also a reminder, as in many cultures, that Naw Ruz is end of one cycle and start of a new one.

In 2011, Tarbiyat School led the way for Iranian schools to join the World Citizenship competition which has been run in Barnet since 1997 by the Spiritual Assembly of the Baha'is of Barnet. In 2018, the Baha'is of Barnet offered students, in all the secondary, Junior and primary schools in the borough, the opportunity to demonstrate their understanding of the concept of World Citizenship, by sponsoring an essay, poster or poem on the topic 'Can Freedom Hurt?' The competition received 350 entries from 11 schools, QEB, QEG, Bishop Douglas, Deansbrook Junior, Brookland Junior, Edgware Junior, Underhill Infant, and 4 Persian schools: Rustam, Razi, Iran and Tarbiyat. Fifty winners aged 7 to 16 years old received prizes from Councillor John Marshall.

### Key recommendations from observation and recognition meeting

- Further development of assessment for learning would help provide evidence of the quality of teaching and the school's contribution to children's learning of Farsi. You would benefit by observing a language lesson at Compton School if that were possible
- The lesson plans for A level, Yr3 and Yr6 were detailed and indicate how learning might be evaluated. Weekly teacher annotation of the default plans with information about the needs / previous learning of students would help to satisfy the criteria for the advanced standard.

### Please list any outstanding achievements:

- Parental involvement is very evident in the school and parents spoke freely of the improvements they have seen in their children's confidence – both in their language and in general behavior in mainstream school.
- Classes are small and by ability enabling teachers to pay attention to the individual needs of learners. Teachers use creative and colourful resources designed to suit children living in the UK.
- Essay competition between mainstream and Persian schools is an excellent initiative and clearly raising awareness of the Baha'i and Iranian community in London as well as bringing Persian schools together.

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

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

Based in The Compton School the learning environment is excellent and children have access to outside grassed area as well as basketball court. Teaching is in small classes of 4-6 pupils according to language ability, classes are engaged and well behaved. Monthly assembly with discussion on a key virtue each month.

### **2. *Teach effectively - Standard***

One teacher has attended the accredited Effective Teaching Skills course and translated and cascaded that learning for other teachers including those from neighbouring Persian schools. The small classes sizes enable teachers to be responsive to individual learning needs. Teaching assistants support those children who are struggling.

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

The pupils are assessed through tests on a monthly basis. Progress marked in exercise books and parents are able to speak with the teachers at any time. Three students took the A level Persian exam in 2018 and three took GCSE.

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

Teachers use creative and colourful resources designed to suit children living in the UK. Community is used as the valuable resource it is eg. essay competition the Spiritual Assembly of the Baha'is of Barnet is an excellent initiative

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

Considerable community engagement and strong management committee with individuals in identified roles: Health & Safety, Safeguarding, Treasurer, Chair who is also the Headteacher. Parents have a room to meet socially separate from the teaching area and this clearly contributes to planning of events, celebrations, etc. Good collaboration with other Persian schools.

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

All staff are volunteers. Detailed volunteer code of behavior and procedure for recruitment. The Headteacher doesn't have a regular class and is able to speak with parents, support and observe teaching, manage the school environment each Sunday.

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

Tarbiyat has a section of Compton School for their sole use. Toilets are in the shared area but MC members and parents patrol the site. There is a planned induction programme and observation of new staff. Codes of behaviour are clear, appropriate and reinforced in assemblies.

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

Standard financial procedures. The cultural events are used to raise funds from parents and the wider community.