

Quality Mark Report

Quality Recognition Meeting took place on 18th April 2018, attended by following scrutineers:

Diane Leedham, Literacy/EAL consultant – Independent Educational Expert
Pascale Vassie – NRCSE Executive Director

Observational visit performed on 14th April 2018 by:

Claud Steven, quality development adviser and mentor, London

Name of Supplementary School:
Sudanese Supplementary School

Membership No.:
NRC0318

Introduction

The Sudanese Supplementary School was set up in 1991 as a small Mother-tongue class. In 1994 it was registered as a Charity No. 1040959. The SSS is among the largest community schools in London with 235 pupils, aged 5 to 16+ (119 girls/116 boys). Due to continued growth in reputation, the school has been oversubscribed every year and has had to move premises to the current location, King Solomon Academy. A top priority is to provide lessons in GCSE Arabic, English, Mathematics and General Studies in support of the National Curriculum. The school also engages pupils, teachers and families in music, sporting, cultural and recreational activities within a secure educational framework. The Sudanese Supplementary School serves over 600 people from across London with more than 45 per cent from Westminster.

The school has done very well over the years, a 100% Pass rate in GCSE Arabic exams achieved annually with most candidates scoring A* - B grades. A good number of former students are in full-time higher education and others have pursued fulfilling professional careers. The Youth Factor Network, a voluntary group organised by a group of former students is in partnership with the school delivering mentoring, career development, cultural events and sports tournaments.

Key recommendations from observation and recognition meeting

- You could perhaps consider a more dialogic approach to teacher development and curriculum co-construction.
- It would be good to see the development of more pro bono partnerships with arts and heritage organisations and mainstream schools to extend awareness of the Sudanese community in Great Britain.

Please list any outstanding achievements:

- Excellent examples of pupil engagement and agency (for example, the Arabic maths class) which impacts on mainstream success as well.
- Thorough and detailed record keeping.
- The involvement of parents and pupils in determining the development of the school is impressive as is the provision of training for parents and partnerships with other agencies.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment - Advanced

The school is well staffed with 30 volunteers for 240 children, and there is an active parents' steering group. Children and parents are always greeted on arrival and the school has sole use of the second floor. Break time access to playgrounds is staggered to ensure younger children are able to play safely. Children are divided into 11 classes, each with a teacher and teaching assistant. There is programme of parent information sessions on a wide range of subjects, including drugs, FGM, internet safety.

2. Teach effectively - Standard

Evidence of planning, using the course books to inform 6-12 week session plans which are given to the headteacher at the beginning of each term. Half-termly discussions held with senior staff, teachers and assistants to discuss individual students' progress. Teachers were observed to use a range of teaching methods and with capacity for one-to-one support where necessary. There was evidence of differentiated activity. Several of the teachers have teaching qualifications from Sudan or the UK. It would be good to facilitate training for all the staff on how to evaluate their own teaching and opportunities to observe each other.

3. Record progress and achievement - Standard

Detailed records of assessment including pupils' self-assessment were provided. Students work is written in individual resource books with record of tasks and progress. Assessments are made at the start of term and pupils are tested at the end of term to monitor progression. Progress is also tracked by teachers and centrally monitored by the headteacher. One-to-one discussions are held with parents as necessary.

4. Choose the right resources - Advanced

Resources are varied and well used. The staff have had training to use the school's interactive white boards but are not currently using them. Arabic language books have been specifically designed for teaching children of the Sudanese diaspora by Prof. Ahmed Al-Baghadadi. There is excellent extensive use of music, drama and folklore to enhance learning and the whole school experience.

5. Plan and develop your organization - Standard

The celebration of cultures and the arts is a vital part of the school, parents spoke of the school as a 'community-hub' where language, traditions and values are passed down. There are regular sports and cultural events, many in partnership with Abdelkarim Mirghani Cultural Centre in Sudan. Evidence of pupil evaluation; maths is now delivered in Arabic following pupil requests. Resources are periodically reviewed as families within the community are now speaking more English at home, there are however, a number of children newly-arrived from Sudan so attention is given to ensuring there sufficient volunteers to offer one-to-one support.

6. Select and support staff and volunteers - Advanced

The staff handbook is well written, there is a well-planned induction procedure and the headteacher undertakes regular classroom observations and feeds back to staff to support their teaching. All staff meet on a termly basis with senior management to discuss pupil progress and other issues. Staff access training through VAW and NRCSE

7. Make sure children are safe - Standard

Safeguarding and Health & Safety procedures are good. 18 staff have attended safeguarding training with LBHF SCB. 15 women attended FGM training with Forward in December 2016 and this is cascaded to parents. Members recently completed the Strengthening Families Strengthening Communities training via Westminster Prevent team.

8. Manage finances - Advanced

Records of financial policy, income and expenditure, employer's liability gave strong evidence for this section. The majority of the income is from parental contributions but children are not

excluded if the family's income is too low to afford. Since BBC CIN grant ended the parental contribution has increased and enabled the school to continue.