

Quality Mark Report

Quality Recognition Meeting took place on 12th March 2020, attended by following scrutineers:

Angela Bell – Educational Expert
Ertanch Hidayettin – Governance Expert

Observational visits performed on 18 January 2020 by:
Dr Mon Partovi – Quality Development Adviser

Name of Supplementary School:
Peace School

Membership No.:
NRC0253

Introduction

Peace School teaches Arabic and Islamic Studies for 120 pupils aged 5 to 16. The school serves Arabic heritage language learners from different backgrounds. There are 9 teachers and 5 volunteers. Teaching is creative and interactive, and the school works with a range of partners to arrange additional lessons and events for pupils and families. Arabic is taught to GCSE level.

Key recommendations from observation and recognition meeting

- The Head Teacher should continue to develop her programme of training in creative and interactive teaching techniques for her own staff and teachers from other supplementary schools.
- The membership of the management committee could be extended and strengthened by including representatives of parents and other supporters of the school to review and tailor standard policies to meet the needs of the school.
- It is essential to complete a full risk assessment when there is a change of premises before starting classes. Risk assessments should include financial as well as physical hazards with mitigating actions.

Please list any outstanding achievements:

- Digital Storytelling, developed in partnership with Goldsmith's College, has built confidence and language skills in pupils and has resulted in some inspiring and lively videos, which can in turn be used as teaching resources.
- The range of partnerships with museums and other organisations ensures that pupils have access to a wide range of activities that extend their experience.
- Teachers are well qualified and are supported through a lengthy induction process, and ongoing supervision of lesson planning and training.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment - Advanced

The school operates in a mainstream school environment that is comfortable and appropriately furnished. Clear lists of rules, and also of rights of pupils are issued. There is a newsletter and website, and parents are sent homework through WhatsApp and are invited to cultural events. The range of active partnerships with organisations that offer additional activities to extend pupils' understanding of their culture and heritage is outstanding.

2. Teach effectively - Advanced

There is a separate syllabus for Arabic and for non-Arabic speakers. There are guidelines for teachers and lessons are carefully planned. Teachers submit lesson plans to the Head teacher, who adds supportive comments and suggestions. Storytelling and the use of drama and role play greatly enhance the pupils' experience and build confidence generally, as well as confidence in spoken language.

3. Record progress and achievement

Marked work shows good feedback to pupils, and there are good records of progress on study of Qu'ran. There is a very sophisticated system (RUBRIC) for target setting and assessment of pupils in which skills are identified with five descriptors for different levels. This works well for digital storytelling and is being developed across the curriculum, and being shared with parents.

4. Choose the right resources - Advanced

There is an excellent range of resources, with lively and colourful text books at all levels. A book of photographs shows pupils using a wide range of learning aids. Storytelling and video enhance lessons.

5. Plan and develop your organization - Advanced

There is a management committee that consults parents and staff. Excellent networking with other supplementary schools and with other organisations strengthens the school's provision, and helps to ensure innovative and active planning for an extended curriculum and a wide range of opportunities for children.

6. Select and support staff and volunteers – Advanced

New teachers are attached to classes and then observed teaching on their own for five to six weeks before they are appointed as regular teachers. There are regular staff meetings and lesson planning continues to be supervised closely, with clear feedback. Staff are supported by a set of rules and structures for behaviour management, and teaching assistants are used well.

7. Make sure children are safe

Standard policies are in place, and staff are effectively trained in necessary procedures. Teachers are appreciative of opportunities for training in safeguarding within the school and the borough.

8. Manage finances

Managers review income and expenditure, and are aware of costs.