

Quality Mark Report

Quality Recognition Meeting took place on 26th February 2021, attended by following scrutineers:

John Paxton - Former Narrowing the Gap Adviser in Barnet, Educational Expert

Pascale Vassie – Executive Director, NRCSE, Governance Expert

Observational visits - Visited remotely on 7/14/21/28 November and 5th December 2020 to observe classes for an hour on each occasion. Meeting with parents on 12th Dec 2020. Meeting with teachers on 19th December 2020.

by: **Joy Collins**, Quality Mark Mentor, Securing Success

Name of Supplementary School:

Al Ridha School

Membership No.:

NRC1650

Introduction

Al Ridha School is a supplementary school that has been set up for children to learn and extend their knowledge of their identity and culture. The main fields of study are English, maths, science, Arabic Language, Islamic studies and Quran. The school welcomes students from different backgrounds and ethnicity. The first school was established in 2002, currently the school accommodates 20 children (60 before Covid-19 pandemic) aged 8-16. The aims of the school are to motivate and assist students to progress academically as well as encourage them to strengthen their mother-tongue and spirituality. The school provides the students with additional extra-curricular opportunities to take part in a variety of self-development events such as arts and crafts, sports and other funded holiday activities.

Key recommendations from observation and recognition meeting

- Al Ridha School has adapted to remote teaching as a result of the pandemic. To improve uptake it is suggested that they continue to communicate with parents to ensure they re-engage once you are able to open face-to-face.
- Al Ridha School is clear that SEN is an area of development through staff training and access to facilities available at the school at which they were based.
- Including more 'fun' activities for young people such as outdoor sports days to promote the health and well-being of their students

Please list any outstanding achievements:

- Very responsive to students' needs and requests for activities during the Coronavirus pandemic. Impressive adaption to remote teaching and commitment to training for staff, ensuring safeguarding of pupils.
- Budgeting and fundraising is clear and has allowed the school to adapt to student needs.
- Presentation and portfolio showed, clarity, vision and an understanding of the challenges that face supplementary schools during the pandemic and beyond.
- Excellent attention to the importance of strong governance, regular management meetings and detailed minutes with action lists are carefully recorded and monitored. Ensuring staff are appropriately trained and managed and decisions are followed up.
- Al Ridha achieved the Advanced level on all eight standards.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment - Advanced

There is strong and clear leadership of the school, including a vision and proactive approaches to addressing challenges. There strong evidence of engagement with parents and the community, and wider partnership work. Clear e-safety policy and staff training. Evidence indicates a positive learning environment, whilst recognising the constraints of online learning due to the pandemic.

2. Teach effectively - Advanced

Teachers highlighted the challenges of new technology and moving to remote learning. However, management have been supportive in providing training. More time is spent in preparation, with more detailed planning and varied resources to interest the children. In the case of classes with mixed ages, if children need more time, the teachers are flexible in providing this depending on levels of concentration whilst providing extension activities for those who benefit from that.

Current teachers are qualified and able to specialise in subject areas. Evidence of schemes of work were submitted.

3. Record progress and achievement - Advanced

The school's policy is to use baseline assessment, regular monitoring of progress through homework and end of term assessments. There is a curriculum for the different courses and lesson plans are prepared. On Microsoft Teams, staff mark work and return it to the students. In addition they provide oral feedback.

Children during observations were engaged and interacting.

4. Choose the right resources - Advanced

There are varied resources including videos for a mixed age groups. Resources are drawn from the internet and text books.

5. Plan and develop your organisation - Advanced

School management committee meets regularly and now online, good records of minutes and action points. Parents and the wider community are kept informed and involved in the school's development.

Planning and evaluation is undertaken by individual teachers and overseen by the Headteacher. There is regular communication with parents for example, a letter was sent informing parents of a virtual parents' meeting and at the same time reinforcing positive messages about e-safety. A survey to elicit parents' views supports the planning process of the school.

6. Select and support staff and volunteers – Advanced

Excellent awareness and training to ensure e-safety by all staff.

Staff attended NRCSE teacher training and SFI DSL training and held a number of INSET days to discuss planning, behaviour, assessments. There is regular communication between staff via WhatsApp. Headteacher drops in to classes to conduct lesson observations and new teachers attend a class first to observe, and are observed for the first lesson before being appointed. They are mentored by an experienced teacher. Staff DBS checks are up to date.

7. Make sure children are safe - Advanced

Classes run via MS Teams, all children appropriately dressed, using laptops. Staff were trained by a parent in use of secure software and children cannot log in without invite and are advised to blur screen for privacy. Clear code of behaviour and traffic light sanction procedure. There is induction, regular support and training on safeguarding for staff and volunteers. Risk assessment recently updated.

8. Manage finances - Advanced

Financial procedures and reporting are good. Headteacher has close knowledge of day-to-day progress at the school and keeps an eye on income and expenditure.