

Quality Mark Report

Quality Recognition Meeting took place on 26th March 2018, attended by following scrutineers:

Karen Matthews – Headteacher, Bevington Primary School

Pascale Vassie – NRCSE Executive Director

Observational visits performed on 29th January 2018 and 3rd February 2018 by:

Angela Bell – NRCSE Quality Assurance Mentor

Muna Ali – Prog. Co-ordinator for Supplementary Schools, Westway Trust

Name of Supplementary School:

Baraka Supplementary School

Membership No.:

NRC0087

Introduction

Baraka Supplementary School is part of the Baraka Youth and Community Association. The association was founded for the benefit of children and young people in particular British-Somali and other ethnic minority groups. A rough translation of Baraka is 'good luck' or 'blessing'. The association aims to support young people as they develop into health, socially engaged, confident adults and to increase their educational and employment opportunities.

Baraka also aims to advance the welfare and integration of communities. They are active members of Westway Trust Partnership for Supplementary Schools in Kensington & Chelsea. They also welcome those living in Wesmintster, Hammersmith & Fulham and Brent.

The school offers free support and mentoring for 10-18 year olds with national curriculum subjects and general school life. They also offer football coaching, poetry, creative drawing, and access to the 'wider opportunities' programme.

Key recommendations from observation and recognition meeting

- The development of the school to provide smaller, more focused classes backed up by a programme of activities that widens students' experience and independence is noted as demonstrating the excellent relationship between parents, former and current pupils of the school where responses to evaluation have been carefully considered and acted upon by the management team.
- It would be good to see further promotion of your success by external agencies so that others could use the Baraka model to develop similar provision across the country.

Please list any outstanding achievements:

- Fantastic evidence and drive to ensure that all children have wider opportunities and are supported to be comfortable and confident in all situations.
- Excellent partnership with others including close collaboration with Somali school for younger children. Programme of peer mentoring ensuring continuing engagement of young people as role models.
- Baraka achieved the advanced level on all eight standards.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment - advanced

Clear parent handbook sets out all expectations in advance. Good use of visuals, classroom rules, encouragement, topic posters, etc. Well furnished teaching room for small groups of 10-12 pupils. Relationships are excellent with young teachers engaging the young people with clarity and using their personal knowledge and experience of the education system.

2. Teach effectively - advanced

Evidence showed clear schemes of work and lesson plans to engage and stretch pupils. Classroom observation with feedback and support to guide consistent teaching practice and ensure learners produce work that meets learning objectives. Links to Imperial College, to leadership programmes and peer mentoring all contribute to excellent engagement of this age group.

3. Record progress and achievement - advanced

Examples of work showing clear criteria for marking, with feedback given. This is then used to track progress. Very detailed reports to parents. Tests and oral quizzes/games used to reinforce learning.

4. Choose the right resources - advanced

The school has provided evidence of learning taking place in range of spaces and places. Use of worksheets but clearly linked to schemes of work and tests to assess learning. Peer mentors being well used as a valuable resource.

5. Plan and develop your organization - advanced

Good management committee guide and evidence of well attended meetings. Very experienced director providing oversight and able to guide the development and growth of the school. Consultation undertaken with pupils and parents and evidence that this has been analysed and acted upon.

6. Select and support staff and volunteers - advanced

Efficient and experienced director managing sessions, available to parents and staff in a separate office, ensuring training and centrally provided resources, the management of the space. Four paid teachers are supported by seven volunteers including four peer mentors. Clear induction checklist evidenced and staff accessing centrally provided training at Westway Trust.

7. Make sure children are safe - advanced

The children are safe and well supervised. Policies are often shared and standardized across the partnership but the portfolio included evidence of regular and ongoing training with the director and committee members participating in Tri-borough LSCB partnership, bi-borough Prevent advisory group, etc.

8. Manage finances - advanced

The budget is clear and well resourced. The premises are rented for the sole use of Baraka and a wide range of other activities take place, managed by the full-time director. Management committee discuss finance and funding as evidenced by minutes. Having a full-time director clearly enables the association to keep on top of finance and ensures sustainability and growth.