

## Quality Mark Report

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

**Diane Leedham, Literacy/EAL consultant** – Independent Educational Expert  
**Ertanch Hidayettin** – NRCSE Regional Development Manager (London)

Observational visits performed on 6<sup>th</sup> May 2017 and 21<sup>st</sup> April 2018 by:

**Pascale Vassie**, acting as Volunteer mentor, London

Name of Supplementary School:

**Rainbow Club, AFRIL**

Membership No.:

**NRC0068**

### Introduction

Action for Refugees in Lewisham AFRIL has been running The Rainbow Club for over 11 years, welcoming children aged from 4 to 11 years old from refugee and asylum seeker backgrounds. Qualified teachers and experienced volunteers combine to deliver high quality English and Maths lessons tailored to the specific needs of the students. Each set of four students has a dedicated volunteer teaching assistant to help them develop and succeed. The school moved to its current venue at St Saviours' Primary School at the start of the 2017/18 academic year.

The Rainbow Club partners with Fairbeats! to provide unique music lessons on a wide range of instruments and we enhance the student's extra curricula experiences through regular P.E and Art lessons and termly school trips and museum collaborations. The School prioritises refugees and asylum seekers in south London, and children who are not yet in mainstream schools.

*'We are the only Saturday School in the area to cater directly to this demographic and are very proud of the achievements our pupils have made.'*

### Key recommendations from observation and recognition meeting

- You could offer a more structured overview of pedagogic values and resources.
- It would be good to see independent research and promotion of your success so that others could use the AFRIL model to develop similar provision in other areas of need.
- A risk assessment of the new site is needed to achieve advanced in Standard 7

### Please list any outstanding achievements:

- The range of curriculum activities including drama, music, art and sports
- Planning cycle very clear, with meticulous and thorough record keeping which demonstrates both vision and operational rigour
- Exceptionally high standards of teacher development.
- Excellent ratio of staff to pupils enabling school to meet social and educational needs of very wide range of circumstances.
- Carefully managed and supported use of professional teaching and assessment materials allowing volunteer staff to participate fully
- AFRIL Rainbow Club achieved the advanced level on all eight standards.

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

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

Move to St Saviours' Primary clearly supporting teaching and engagement with families in many ways, as well as providing a more age-appropriate environment. Important too that it provides an opportunity for newly arrived families to familiarise themselves with the layout and management of a school in England. The student and teacher induction checklist was good evidence. Overall the evidence provided showed that there is good practice and a well organised school. Use of DoJo points seemed to appeal to the children and provide a link between their mainstream school and Rainbow Club. Also end of term trips to museums.

### **2. Teach effectively - Advanced**

Evidence showed that there are clear programmes of study and that sessions are well planned. Excellent staff/pupil ratios enabling teachers to meet both social and educational needs of children within mixed age classes. Clear evidence of differentiation and meeting complex special educational needs. There are daily and overall objectives set for the sessions. Evidence of marked work, exercise books and timetables all supported achievement of this criterion.

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

Records of attendance are consistent and appropriate. Use of Oxford Writing Standard to track individuals progress evident at both the school visits and in the portfolio. Individual learning targets pasted into the back of each child's exercise book. In response to wide range of ability and English proficiency each child has a bespoke text/exercise book with copied material pasted in relating to the class each week. Rainbow Club maintains good communication with pupils mainstream school.

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

Use of electronic whiteboards in all classes. School has group subscription to Twinkl which teachers and TAs use to download age and EAL appropriate resources, including bilingual materials for assessment and early teaching of newly arrived pupils. Many staff are bilingual, in particular have recruited Arabic speaking staff to meet needs of Syrian refugees. Evidence of teaching and learning resources were included in the file with helpful photographs of events celebrating children's achievements.

### **5. Plan and develop your organization - Advanced**

Minutes of meetings were of very good quality and records of what was discussed and ongoing work of the school. Evidence of funding applications further supported this section. Parents' forum provides opportunity for parent input. School distinctive in that it isn't community-led but part of a refugee/asylum seeker support project however the cultural and language backgrounds of the children is well represented in staff, management and parental engagement. ESOL classes for newly arrived parents and end-of-year outings as well as the annual sports day all support this.

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

Thorough and strong section with a range of relevant documents. Teachers coming from refugee and migrant backgrounds themselves. Excellent induction and support for all staff (paid and volunteers), headteacher/school manager does not himself teach a class and is on hand throughout the day to support in all aspects of teaching and management.

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

Safeguarding and Health & Safety procedures were particularly noteworthy and demonstrated on day of visit when a child had an allergic reaction during class. Evidence of off-site and in school activities is rigorously covered and evidenced in the file. Up-to-date risk assessment for new site needed.

### **8. Manage finances - Advanced**

Records of financial policy, income and expenditure, employer's liability and minutes of finance meetings gave strong evidence for this section.