

Quality Mark Report

Quality Recognition Meeting took place on 20th December 2018, attended by following scrutineers:

Angela Bell – Senior Quality consultant, NRCSE

Tunay Hussein – Retired primary headteacher, Haringey Council

Observational visits performed 8th July 2017 and 14th December 2018
by Claud Steven – NRCSE Quality Assurance Mentor

Name of Supplementary School:

Westpoint Supplementary School

Membership No.:

NRC1567

Introduction

Westpoint Sustainable Community Development is a registered charity and its objectives and aims are the promotion of social inclusion amongst people from the Somali community and other black and minority ethnic groups living in the Royal Borough of Kensington and Chelsea, Hammersmith and Fulham and Westminster who are socially excluded on the grounds of their ethnic origin or social and economic position.

The organisation runs health and employment projects for adult; a youth club and supplementary education for children.

Westpoint Supplementary School was established to offer classes in core curriculum subjects and cultural activities. Over five years, it has added sports activities and will soon introduce a Coding Club for members.

Key recommendations from observation and recognition meeting

More work could be done to strengthen the system of recording pupils' progress. The new programme of online learning could help to develop this.

Regular management meetings will help you to ensure that you monitor progress, and ensure you use new funding effectively with maximum number of pupils.

Please list any outstanding achievements:

- Volunteers are well used.
- Membership of established networks helps you to develop your organisation.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment –Standard met

Aims are clear and there is clear induction for new staff and a code of conduct for stakeholders. Parents are asked about their priorities. There are strong partnerships with other organisations and a good record of learning from others.

2. Teach effectively – Standard met

Approaches to have included Individual Learning Plans and peer support. Workbooks produced by the school provide clear programmes of study.

3. Record progress and achievement – Standard met

Assessment is mainly done in class. Standard published workbooks give guidance on standards met by pupils. A system of recording progress and setting targets for achievement would be a useful development.

4. Choose the right resources – Standard met

Workbooks are designed for Maths to meet the needs of pupils at different stages. A new resource (Code Club) has been purchased to broaden the curriculum, and funding has been raised to buy laptops.

5. Plan and develop your organization –Standard met

Management is aware of the importance of recruiting and retaining pupils if the school is to be sustainable and useful to pupils, and have used sports activities to encourage attendance. Original ideas such as the Code Club show that there is an imaginative approach to development.

6. Select and support staff and volunteers – Advanced Standard met

There is a clear recruitment procedure and standard job descriptions. Staff are carefully selected and supervised, with some records of formal supervision sessions. There is a full workplan for the project manager who attends sessions and supervises all the school's work.

7. Make sure children are safe – Standard met

There are clear policies on safeguarding, including child protection, health and safety and first aid, and there is evidence that staff have attended courses to ensure that they are up to date and properly trained.

8. Manage finances – Standard met

Funding has been successfully raised, and workplans have been made to ensure that funds are spent in line with contracts and agreements. There is a new business plan, and evidence of reports to funders on previous grants.