

Quality Mark Report

Quality Recognition Meeting took place on 3rd May 2019, attended by following scrutineers:

Deborah Gocklen, Director of Business, Enterprise and Employability, MK Academy – Educational Expert

Pascale Vassie, NRCSE Executive Director – Governance Expert

Observational visits performed on 11th November 2018 by:

Lisa Boyd, Milton Keynes EMA supplementary school mentor

Name of Supplementary School:
Middle Eastern Language School

Membership No.:
NRC1007

Introduction

Middle Eastern Language School is a supplementary Language school based in Milton Keynes, established in 2011, it's been running successfully ever since.

The aim at the Middle Eastern Language School (MELS) is to teach children of 'Middle Eastern' heritage (incl. Iran, Turkey and Arabic-speaking countries) children to speak, read and write their mother tongue. Most of the children attending MELS immersed within the current British culture and need support to maintain their own cultural background. Children connect to their parents, relatives, culture, history, religion and identity through their mother tongue.

We strongly believe that teaching our children their inherited language is vital to developing their sense of belonging in this modern world. Research also shows being bilingual is an academic advantage as bilingual children perform better in education compared to their monolingual peers.

So, for this reason, at the Middle Eastern Community Group, we felt the need to open up a language school.

Currently we offer 'Arabic language' from 5 to 18 years old - from Reception level to A-Level; and as our ambition has always been to be able to offer other Middle Eastern languages, as our next step, we are planning to open 'Farsi language' classes.

Key recommendations from observation and recognition meeting

- An area to develop further would be mutually beneficial links with mainstream schools, extending awareness of Arabic teaching and support for young people to take Arabic GCSE and 'A' level.
- Explore ways and opportunities to provide safe and supervised access to outside space for breaktimes and physical activities.

Please list any outstanding achievements:

- Plenty of evidence seen on visit and in portfolio of well-planned sessions, differentiated to meet the needs of individual students. Learning is active and teachers are imaginative their teaching activities.
- Really impressive engagement with wider community, support for Syrian refugee pupils in MK schools particularly. Clear and responsive engagement with parents via Whatsapp Group and website as well as face-to-face.
- Middle Eastern Language School achieved the advanced level on all eight standards.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment - Advanced

The visit saw good use of space which is rented from SIEVEMK, another supplementary education provider who have their own teaching premises. Rooms are smaller than standard classrooms which works well for smaller class sizes, clean, uncluttered, warm, well lit, with natural light also. MELS puts up posters, lesson resources on walls for their sessions. Annual parent evening but parents easily able to talk to head and/or class teacher at any time. MELS pupils take part in performances, MK Art in the Park, Great Iftar. Optional Qura'nic sessions have been introduced at request of parents. Participate in London Central Mosque's Arabic reading competition.

2. Teach effectively - Advanced

There is a clear teaching overview and scheme of learning provided by the headteacher. Groups are arranged around individual learning needs rather than age. Evidence of well-planned sessions, differentiated to meet needs of individual students. Learning is active and teachers imaginative in range of activities. Observations from head and peers support quality of teaching. Staff access teacher training through EMAT and NRCSE accredited courses.

3. Record progress and achievement - Advanced

There are excellent initial assessment tests and progress is assessed against this. Pupils arrive with wide range of home exposure to Arabic, small class sizes and plenty of volunteer TAs gives ability to identify children who are picking up language easily and to fast track them. Assessment charts are in place for younger years and reward certificates are given. End-of-year assessment gives a summary of individual child's knowledge and learning points going forward.

4. Choose the right resources - Advanced

A wide range of bright and engaging teaching resources using technology where appropriate, interactive whiteboard used particularly for Levels 1 & 2. Some resources developed specifically for the school's own curriculum. Each level has own text book, work book and grammar for Level 3 – for learners of Arabic outside Arabic-speaking countries. Books accompanied by CDs and Flash Cards. Dual language strategies in place where helpful.

5. Plan and develop your organization - Advanced

School Board meets termly and includes parents and one external member, plus Head and teaching staff. Regular staff meetings. Headteacher selected by Board. MELS clearly has excellent partnerships and relations with external agencies: Cross Stitching Beyond Borders, Sensory Book Project, Partnership Works for Us proj. These have contributed new teaching aids for all language teachers and particularly for children with SEND. Parent and staff Whatsapp group evidenced and staff intranet. Member of Supporting Syrian refugee pupils in MK schools partnership.

6. Select and support staff and volunteers - Advanced

Annual in-house staff training with new staff having specific induction training at start of term if mid-year. Excellent staff training resources in portfolio. Clear and comprehensive staff & volunteer handbook. Headteacher and administrative staff onsite to support teachers when school operating.

7. Make sure children are safe - Advanced

Designated Safeguarding Person attended single agency training 11/3/17 and 9/6/18. Child Protection Policy adopted Sept 2011 and reviewed annual, last May 2019. Risk Assessment training 15/2/18, completed Fire Risk Self-Assessment form for academic year 11/10/18. E-Safety, Whistleblowing and Data Protection policies all tailored to MELS. Building secure and safe. No outdoor space for recreation but classes active.

8. Manage finances - Advanced

Clear evidence of budgeting and diverse sources of funding. The school has remained the same size, delivery is excellent and well resourced. As parents' requirements have changed the school has carefully extended the offer to remain relevant. Careful planning needs to continue for income to meet expenditure requirements.