

Quality Mark Report

Quality Recognition Meeting took place on 13th December 2018, attended by following scrutineers:

Tunay Hussein – Retired primary headteacher, Haringey Council

Pascale Vassie – Executive Director, NRCSE

Observational visit performed 20th October 2018 by Yaren Ertunc – NRCSE Quality Assurance Mentor

Name of Supplementary School:

HADAF North Finchley

Membership No.:

NRC0936

Introduction

Hadaf Persian School was established in Sep. 2008 to respond to the needs of the Iranian community in North West London as parents felt their children were starting to lose the contact with their mother-tongue and culture. Parents also found it increasingly difficult to communicate with their children due to the language barrier. The school is open each Saturday from 1.30am to 4.30pm. The main aim of the school is to provide Persian language courses to second generation Iranian children from reception and pre-School level to year 5 in Primary School and running GCSE and A-Level Persian Language for pupils at secondary school. The school also provides classes in Maths and science to pupils who will benefit from additional support in these subjects.

Hadaf Persian School is private, independent and not-for-profit. The school is not affiliated to any political party or any religious group. 'Our only aim is to teach our sweet mother tongue (Persian) to our beloved children and transfer the rich Iranian culture to them.'

The school has extended provision to Camden opening morning (9.30-12am) provision at St John's Wood, the same staff deliver in both venues.

Key recommendations from observation and recognition meeting

More work could be done to strengthen the system of planning for and recording pupils' progress in Years 1-4. Charts showing progress through the school would provide clearer evidence of the quality of teaching and help teachers identify more easily those needing additional support.

Assessment and feedback from parents and pupils would help ensure that you continue to deliver according to needs as you move from second to third generation in UK.

Please list any outstanding achievements:

The range of activities is commendable and the number of pupils sitting GCSE and A levels is very good. Cultural activities are well attended by the whole school community and offer excellent opportunities for the pupils to demonstrate their learning.

The school is well staffed, the involvement of pupils and parents in developing provision is clear. Partnership with other Persian schools has developed through the campaign to retain the Persian language exams and is being maintained.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment – Advanced

Aims and school rules are clear and emphasised regularly. Classrooms are well organised and resourced, with two staff in each. Although the school runs in an FE college the younger classes have plenty of activities and use the space well. Newsletters, assemblies and celebration events are well attended by families. Management meetings are focussed on ensuring clear expectations are understood and promoted throughout the school.

2. Teach effectively – Advanced

The school has grown rapidly year-on-year by word of mouth and the excellent results pupils are achieving in GCSEs and A levels. Expectations and course content good and evidence of varied activities. The school also welcomes Afghan pupils and has an Afghan volunteer working with them to give additional support on pronunciation as they prepare for Persian GCSE/A levels. 80% of staff are graduates and several work as teaching assistants in mainstream schools.

3. Record progress and achievement

Pupils are assessed on entry and grouped according to knowledge of Persian. Older children are supported to progress quickly so that they don't generally remain in Class 1 for long even if they start with only a basic level of reading/writing. Assessment evidenced with certificates of achievement and end-of-term reports. Every week the pupils have spelling and writing practice and teachers use their assessment of this to identify what additional support is needed and how parents should support their child/ren's learning at home. Pupils can come early for additional support. More involvement of the pupils in assessing their own progress would benefit them.

4. Choose the right resources - Advanced

A wide range of Farsi language books, videos and worksheets are used, including the Rustam teaching programme developed specifically for children learning Farsi in the UK. Excellent use is made of electronic whiteboards. Preparation for cultural activities includes dancing, drama, music and art. Cultural events such as Yalda, Nowruz are celebrated.

5. Plan and develop your organization

The involvement of pupils and parents in developing provision is clear. Termly parent meetings and cultural celebrations ensure parents are involved. Partnership with other Persian schools has developed through the campaign to retain the Persian language exams and is being maintained.

6. Select and support staff and volunteers – Advanced

There is a clear recruitment procedure and standard job descriptions. Staff are supported and supervised by Mrs Fattahi and Mrs Emami who do not have class responsibilities. Teachers have attended Effective Teaching Skills course and/or work in mainstream. There is a teacher who is employed as SEND support worker in mainstream school and in-house training each term. Staff have attended Persian language training organised by British Council and Cambridge University

7. Make sure children are safe

There are clear policies on safeguarding, including child protection, health and safety and there is evidence that staff have attended courses to ensure that they are up to date and properly trained incl. paediatric first aid, child CPR, diploma in caring for children, HA9 safeguarding. The site is well managed with whole floor secure for HADAF's use.

8. Manage finances

The school is funded by fees. Company directors/headteachers do not take payment. Accounts are in order but an annual report to parents would be good practice and enable them to increase fees and receive some payment.