

Quality Mark Report

Quality Recognition Meeting took place on 12th February 2019, attended by following scrutineers:

Jeremy Waxman OBE – Headteacher, Kingsbury High School

Pascale Vassie OBE – Executive Director, NRCSE

Observational visits performed 29th May 2018 and 27th January 2019
by Claud Steven – NRCSE Quality Assurance Mentor

Name of Supplementary School:
Kingsbury Somali Youth Project (KSYP)

Membership No.:
NRC0958

Introduction

Kingsbury Somali Youth Project (KSYP) is a non-profit organisation founded in 2009 by a group of local parents who wanted to educate their children together to achieve a greater sustainable level of knowledge and educational skills in order to reduce the anxiety of the students.

KSYP has set up a supplementary school and sports programmes for the youngsters aged 6 to 18 residing in the above constituencies and those in close proximity who are concerned in each and every part of their school life and sports skills. It also offers advice for the students or their parents/families with domestic issues, family matters, and behavioural mentoring.

Key recommendations from observation and recognition meeting

The teaching format works well with older students. For the younger children, KS1 and KS2, the space you have is restricting teaching methods. We recommend that an additional room is used so that teaching can be more active e.g. including group activities, games, role play, etc. without disturbing the older students preparing for exams.

Good evidence of differentiation in the individualised workbooks that each pupil works from and range of directed questions asked by teachers. This works because of the high teacher to pupil ratio. If the number of pupils increases teachers would benefit from attending training to support different teaching methods for larger classes.

Please list any outstanding achievements:

- The KSYP familiarity with the students and their families, the high teacher to pupil ratio and the use of university students and young graduates as teachers all provide a very strong learning ethos and example.
- Pupils at KYSP speak highly of the school and give evidence of measurable improvement, raised attainment in their mainstream schools and significantly improved results. Mainstream schools acknowledge the improvement in pupils' understanding of mathematical formula and wider vocabulary in their written work.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment

Notes to parents/carers has clear expectations of behaviour from both pupils and adults. The majority of KSYP's students are from Yr6 upwards. The teaching takes place in a large classroom divided into six learning zones, each with a teacher and 4-5 students. A teaching assistant provides support across all zones. Although the tables were in close proximity students were well-behaved and focused on their tasks.

2. Teach effectively

The small groups mean that teachers are able to spend time explaining methodology and tailor their support to individual needs. Teachers have a good rapport with their pupils. Each lesson starts with a recap on the previous class before teaching the subject for the session. Pupils have Letts/CGP/Collins/Schofield & Sims books according to their individual abilities.

3. Record progress and achievement

Pupils work is monitored and marked with comments to support learning. The books have summary pages at the end of each section and these are used by the teacher/pupil to record their results. End-of-year tuition reports and student reflections as well as informal chats at the end of the school day keep parents informed about their child/ren's progress and engaged. Certificates are awarded at an annual celebration event.

4. Choose the right resources

Teaching materials are sourced from current curriculum resources. Workbooks are chosen by the teachers and co-ordinator together based on knowledge of pupil and individual needs/preferences. A variety of past papers and websites are also used.

5. Plan and develop your organization - Advanced

The school has a large management/governing committee drawn from the community which meets twice yearly, day-to-day management is done by the coordinator/headteacher. Parents are represented on the MC and consulted regularly; the sessions were moved from Saturday to Sunday at parents' request for example. KYSP has a strong relationship with Kingsbury High School and attends Brent Supplementary School Forum meetings.

6. Select and support staff and volunteers

The co-ordinator is responsible for recruitment and supervision, staff are mainly undergraduates and recent graduates. Minutes of staff meetings show discussion on behaviour management, end of term assessment, feedback to parents. Staff meet briefly at the beginning of each session. The induction pack is clear but needs to be signed by each staff member. Group teacher training would be a good development for the school.

7. Make sure children are safe

Staff and pupils are aware of fire and behaviour procedures and expectations. The site is used by many different organisations but the first-floor hallway is manned by KYSP support staff. All pupils are registered on entry and younger pupils only leave with parent.

8. Manage finances

Management committee discussed budget and fundraising. Kingsbury High School supports KYSP with low rent and the school receives funds from John Lyon's Charity.