

Quality Mark Report

Quality Recognition Meeting took place on 7th February 2019, attended by following scrutineers:

Hayley Waters, Deputy Headteacher, Holmwood School – Educational Expert
Pascale Vassie, NRCSE Executive Director – Governance Expert

Observational visits performed on 19th January 2018 and 9th November 2018 by:
Lisa Boyd, Milton Keynes EMA supplementary school mentor

Name of Supplementary School: **MKHA Gujarati Language & Bollywood School** Membership No.: **NRC1020**

Introduction

The MKHA Gujarati School has been running successfully since the 1980's when the community decided that the younger generation should be taught to read and write their mother tongue Gujarati. Classes incorporate GCSE topics from Year 1 (beginners). The teachers use simple words to relate to the various topics... As pupils progress from year to year their use of grammar, phrases, sentences, essays, letter writing in the areas of experience mentioned above is step by step expanded. By the time they reach Year 8 they have received a good grounding on all aspects of the GCSE Gujarati syllabus and that they are ready to sit their GCSE Gujarati examination. Children are encouraged to sit the GCSE exams by the age of 14.

MKHA has introduced Gujarati Language Preschool class for 3 years to 6yrs old (Reception class) using the Sansar teaching method where children can learn to speak Gujarati by songs and stories in order to develop their listening and speaking skills. Students also participate in cultural programmes, such as the MKHA Diwali Show and Community events. The school also offers children the opportunity to take Bollywood dance and harmonium classes.

Key recommendations from observation and recognition meeting

- Your desire to improve the quality of teaching and learning through reaching out to different services/conferences/support networks is very promising. The work that has gone on to improve lesson planning/feedback and evaluation is also greatly improved. You could add to this by annotating the lesson plans with what worked well/didn't work so well so you continue to develop.
- An area to develop further would be mutually beneficial links with mainstream schools.

Please list any outstanding achievements:

- The new premises for MKHA are impressive and your risk assessment and preparation for moving classes into the new space shows careful consideration of what is needed to ensure an effective learning environment.
- The structure of each session is clear and you have demonstrated impressive recording of progress and feedback to parents.
- The breadth of community engagement and opportunities is used fully and you demonstrate well how the Gujarati language classes are part of a full programme of belonging and wellbeing.

Detail of findings overall from observation and recognition meeting

1. Create an effective learning environment

The classes take place in a modern secondary school in one small dedicated area of the school with a large common place between the classes for meetings, assembly, etc. Teachers adapt the rooms for smaller children. A basic code of conduct is in place for all and information about the school is included in the MKHA newsletter. A Welcome/School handbook would be a useful addition to ensure parents and carers are aware of expectations, procedures and standards.

2. Teach effectively

The school is exchanging teaching materials and practice with Leicester Gujarati and Neasden BAPS schools. There is a clear structure to each session and lesson planning now includes feedback and evaluation. Each lesson starts with a recap of what has been previously learned. Teachers have attended Gujarati teacher training in 2018 and received support from Milton Keynes EMAT. A wider range of teaching styles and activities are being used and pupils are progressing well. Important to note that Gujarati is not frequently spoken at home in many of families attending.

3. Record progress and achievement

Evidence of star system and ABC seen in the teacher feedback. Pupils are assessed on entry, children are grouped according to knowledge and there is termly assessment in the workbooks. Teachers record what each child has learned and this is shared with parent and child encouraging self-assessment. Small group size allows work to be marked with the child. If a child is progressing fast they can be moved up to the next level mid-year. Good results from GCSE entries and annual parents' evening and celebration to encourage learning.

4. Choose the right resources

A variety of resources are used including songs, posters and workbooks. Cultural events are threaded into the scheme of work for the year and the Gujarati GCSE syllabus is used throughout to develop vocabulary and grammar, initially speaking and listening, moving on to reading and writing. A booklet of Parent tips for helping your child to speak Gujarati has been produced.

5. Plan and develop your organization

Festivals, an annual end-of-year school trip and end-of-year parents' evening encourage the involvement of families and the wider community in the school. The school has a strong management committee with clear roles and responsibilities and is linked into the Milton Keynes Supplementary Schools Forum. The campaign for retention of the Gujarati GCSE and A levels has helped MKHA strengthen links with other language teachers across the country and share best practice.

6. Select and support staff and volunteers

Clear recruitment checklist, contract and terms and conditions included in evidence, and used in the recruitment of a new teacher to expand provision. There is some teacher observation and feedback and termly staff meetings. The team have actively sought opportunities to share best practice with other Gujarati language teachers and EMAT staff this year and feel supported and happy that pupils are benefiting from lessons.

7. Make sure children are safe

The use of a Secondary school is securely managed and there are sufficient adults to ensure children are safe. MKHA has recently moved in to their own purpose-built premises and will be moving the Gujarati classes there soon, risk assessment of the new premises has taken place. Staff have attended MK SCB training in Autumn 2017 and will be attending again this year. All staff are trained in fire evacuation and first aid, although this too needs renewal in 2019.

8. Manage finances - Advanced

Currently expenditure exceeds income, the move out of rented premises will reduce expenditure by almost £10,000 and a surplus is forecast for 2019. The management plans to invest in more resources, school trips and music classes.