

## Quality Mark Report

**Quality Recognition Meeting** took place on Friday 9<sup>th</sup> November 2018 attended by the following scrutineers:

**Tunay Hussein** – Retired primary headteacher, Haringey Council

**Pascale Vassie** – Executive Director, NRCSE

**Observational visit** performed on 16<sup>th</sup> June 2018, additional visits 12<sup>th</sup> October by:

**Claud Steven** – NRCSE Quality Assurance Mentor

**Name of Supplementary School:**

Willesden Supplementary School

**Membership No.:**

NRC: 1193

### Introduction

Willesden Supplementary School was established in 1997 and supports children between the ages of 7 and 16 years. The school management team holds a firm belief that all children can learn effectively. They are passionate about closing the achievement gap and committed to preparing every student for higher education and a future career.

Pupils attending the school are predominantly from British African Caribbean families although the school is open to all. The school is committed to providing a high teacher : pupil ratio and to involving parents in their children education. Many of the pupils have been underachieving in the mainstream school when they come to WSS and all staff are expected to develop rich learning opportunities.

An important aspect of the management team's vision is to produce mature, independent learners who are ready and able to take responsibility for their own learning. There is a strong emphasis on helping pupils to focus and concentrate.

### Key recommendations from observation and recognition meeting

- The school's aims are clear and focused. Parents bring children who are struggling in their mainstream school, often because of behavior issues and the WSS clearly has high expectations of all the children who attend and conveys that to pupils and parents. It would be good to see clear tracking of the pupil's development in self-motivation, confidence and ability to focus. In general, the reports could be personalised more.
- A range of extra-curricular activities are offered such as music and trips. These could usefully be built into the curriculum at the start and inform lesson planning.

### Please list any outstanding achievements:

- Excellent working environment, light classrooms and own premises.
- Very passionate manager, supportive team and ethos which promotes a positive approach to learning. Good parent relationships evidenced.
- Excellent workshop on 'Goal setting and motivation' which was attended by pupils, parents and staff in April 2018. Positive feedback evidenced from all.

## **Detail of findings overall from observation and recognition meeting**

### **1. Create an effective learning environment**

There is a well-organised environment with clear and high expectations of behaviour. Parents bring children because of concerns around ability to focus and be disciplined in their learning. The school environment and ethos, the small class sizes, enable teachers to support pupils individually. Clearer tracking of the impact the school has on pupils' behavior and self-confidence would be beneficial to school (fundraising), parents and pupils.

### **2. Teach effectively**

The 'whole' student ethos is clear with time spent mentoring pupils and on pastoral work. In general pupils are attending because they are underachieving in mainstream and WSS teaching is focused on getting each pupil to take responsibility for his/her own learning. Basic lesson planning evidenced and plenty of differentiated tasks were observed in maths and English classes. The 'Tutor handbook' gives good guidelines to be used in future training to support tutors achieve these high expectations. Good use of peer assessment and sandwiched feedback from teachers.

### **3. Record progress and achievement**

Pupils are assessed on entry and tested regularly. End-of-year reports are clear although basic, parents are encouraged to discuss their child's progress at any point. Many of the pupils join the classes from April for a term in the lead up to school exams. Achievement is celebrated with certificates at an annual celebration.

### **4. Choose the right resources**

Range of resources including CGP and TES, past examination papers as appropriate and a range of primary and secondary books. Good use of IT with online teaching resources and laptops available. Individual keyboards for each pupil in the music class.

### **5. Plan and develop your organization**

Staff and management have a termly staff meeting to plan the good running of the school. The governing body, which includes parent and community representatives, meets annually and at regular school celebrations. The school has good links with the local community including Chalkhill Primary School, local church and library and with other community organisations through the Brent Supplementary Schools Forum. Eighteen students, parents and teachers attended a 'goal setting and motivation' workshop in April 2018 – this demonstrates one of the particular strengths of community-led educational support.

### **6. Select and support staff and volunteers**

New teachers go through an induction process and DBS checks are carried out. The induction includes opportunities to observe lessons and teaching styles before teaching themselves. Core teachers and teaching assistants meet prior to lessons to discuss students progress. The new tutor handbook is an excellent way of bringing the knowledge and experience of long-term members of WSS into a comprehensive manual for new staff.

### **7. Make sure children are safe**

The school co-ordinator attends Brent SCB training and cascades this to all staff and parents. WSS has a clear E-Safety policy, reviewed in September 2018 and internet activities are planned and well-managed, with attention to social awareness.

### **8. Manage finances**

WSS is funded through fees and a grant from John Lyon's Charity. Chalkhill School would like them to move onto their premises which would include access to playing fields and school's educational resources. Co-ordinator and staff are considering this for next year.