



**Directorate of Children's
Services and Commissioning**

**International New Arrivals,
Travellers and Supplementary
Schools**

National Resource Centre for
Supplementary Education
**Quality Framework for
Supplementary Schools**

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Gold Award Witness statement and Manchester Supplementary Schools Monitoring Visit

Name of School: - Manchester Chinese Centre Supplementary School
Web Page: www.mchinesecentre.org.uk

Date of monitoring visit: - 29/06/2013 (Preliminary Visits: 6/3/13, 22/6/13)

Date of report: - 02/07/2013

Name of Head teacher: - Jenny Wong

Address of School: - 67 Ardwick Green North, Ardwick, Manchester, M12 6FX

Main Community served: - Chinese

How did you gather evidence?

I viewed the premises, reviewed paperwork e.g. registers, Teacher Files, sampled Pupils' Workbooks, observed 5 classes, spoke with 2 volunteer teachers, 3 parents/carers, 1 Pupil and the Headteacher

Describe the overall learning environment

The school meets at the above address. This is community building which has been tailored for classroom use. The building is regularly inspected by external contractors for Fire Safety and Security. Reports are available from the Head teacher. As such, the premises meet the Health and Safety requirements. However, there is no provision for disabled access due to the high cost of complying with DDA regulations. The Supplementary School caters for Pupils from 3½ Years up to 18 years of age. Staff with experience of Early Years Provision is responsible for the reception classes and is supported by assistants. The head teacher regularly oversees preparation, class attendance lists, work set, progress marks of pupils in different curriculum areas and the homework set. The school has appointed a Qualified Teacher for Curriculum coordinator to develop and monitor teaching standards in the classes. Also, homework sheets are sent home and the Head teacher responds to the comments from parents. In addition to the Supplementary School, the centre runs several other diverse activities ranging from the regular Material Arts classes to Adult ESOL, accredited Interpreters' Courses to delivering Chinese Art and Origami workshops to Mainstream schools (see centre report for a fuller list of all activities).

Number of pupils on roll as attending the Supplementary School: - 266 (ages 3.½ to 18 years). This includes GCSE, AS and A2 classes in Chinese.

Describe what you saw of teaching, learning and resources

Pupil Achievements

Pupils have a merit scheme which rewards good work and good academic achievement. The pupil's work is regularly marked by teachers and inspected by the Headteacher.

The pupils' achieve excellent results at GCSE and AS&A2 exams. The School was an Examination Centre for EDEXCEL and is currently in the process of changing to OCR.

Attendance

At the time of the monitoring visit there were 71 learners attending the Saturday morning session. Average attendance varies between 90% and 98%. Attendance records are kept with the reception as well as each class teacher.

What did you learn about planning, evaluation (including consultation with parents and pupils) and community engagement?**Management**

It is a well-managed establishment and the Head runs a very dynamic and progressive environment for all the pupils. She has successfully built sustainable relations with the wider community, the City Council and other relevant agencies. All the teachers are DBS checked and the school keeps a record of this for each volunteer.

Policies and Procedures

All relevant policies and procedures are up-to-date, have been reviewed by the management committee and are well understood by the staff. I have seen copies which are in the portfolio.

Teaching and Learning

Day-to-day planning is in accordance with a syllabus that is agreed by the teachers and the Head. She is keen to apply and promote the "Pinyin" method in conjunction with word-processing on the computer. Assessment tests are used to help to assess pupils' progress and parents are informed through any issues and also good progress. Parents are encouraged to write comments on progress reports that are sent home once a year. There are internal certificates for pupils in order to celebrate progress in internal examination twice a year at the school.

All staff attend regular training sessions on a variety of topics.

During the visit, five classes were observed with a total of 71 pupils in attendance. All lessons had a planned structure and involved assistants appropriately. All the children were on task at all times and the activities were varied to retain and sustain motivation. Three out of the five lessons observed had a formal delivery structure and majority pupils seemed to respond well to this.

Assessment records and pupil tracking in order to plan timely intervention is well developed and forms an integral part of every teacher's working File, together with pupil work samples.

Parental Evaluation

Parents are encouraged to contribute to the running of the school through their general comments to the head teacher and their comments on their children's reports as well as through regular feed-back questionnaires. Parents are also very active in the day to day running of the school.

During the visit, 3 parents were interviewed. Parents are very satisfied with the leadership of the Centre and curriculum provisions for their children. The demand for places is constantly increasing. Parents were happy with the efforts by the schools staff to vary the activities in order to motivate better engagement by pupils. All parents were happy that their views are taken into account and that the leadership of the centre will respond appropriately.

Staff Evaluation

All the staff interviewed were satisfied with the support from the leadership and felt that they had a positive influence on the running of the school. They were keen to support the external events and engagement with the wider community. There was great enthusiasm and commitment towards the upcoming 'Poetry Festival'. The general attitude of all the volunteers was very supportive and had a high degree of commitment to the communal ethos and the diverse provision within the Centre. They were also keen to attend further training to be better knowledgeable about the Mainstream teaching methods.

Pupil Evaluation

The school has selected a pupil to be the Pupil representative as well as being the 'Official Ambassador' for the school. He is very proud of his role and carries it out with Commitment and dedication. Part of his role is to meet and greet VIP and visitors and act as an Interpreter and Translator as necessary.

All pupils are proud to be part of the school and are completely motivated to attend. They are keen to participate in the community events arranged and organised by the School.

Links with mainstream schools

The Centre provides workshops for mainstream schools and has good links with many independent schools in the Greater Manchester area.

Mentors Name: Sudip Chatterjee, Education Development Officer

Recommendation:

I have no hesitation in recommending this school for the Gold Award and in addition would like to draw attention to the fact that this it has consistently met the Manchester standards over the past 8 years and has excellent practices in the areas of teaching & Learning and actively engaging with the Local Authority, the City Council and several Mainstream Schools. The school and its staff have regularly supported and contributed to the Manchester Supplementary Schools Network including attendance at most training sessions. It also has an extensive involvement with the wider community in promoting Chinese heritage, Culture and Languages, and in influencing policies and good practices within statutory organisations. Furthermore, the School is currently engaged in establishing a Free School under the Governments Scheme and has passed the initial stages. They are confident that the New School will be able to start with an initial cohort in 2014/15.

The 'Bronze Portfolio' is completely up to date and is regularly reviewed.

Date Statement was written: 2/7/13

Signed:

Name:

Role: