

NRC in 2009 • mentoring  
our languages • training • useful resources

# the Bulletin

Spring 2009 Issue 11

## Quality Framework 'to be streamlined'

Small improvements could make a big difference to schools working towards the Quality Framework.

The Quality Framework for supplementary schools is to be reviewed with the aim of streamlining the application process, making a greater allowance for capacity issues facing some schools.

The Director of the National Resource Centre, Kelly Saini Badwal, says the review is in response to feedback from schools that have already worked through the framework process: 'The Quality Framework has proved to be an effective tool for self-evaluation, enabling schools to show outside organisations, particularly funders, that they can do what they say they can do. However, schools have been telling us there are issues with the amount of work involved in gaining awards, particularly in collating the portfolio of supporting evidence.'

The current criteria for the Management Certificate require schools to submit two folders: a management folder (including all key documents such as health and safety certificates, governing documents and CRB forms) and a portfolio of supporting evidence (which includes documents such as pupil registers, records of attainment and evidence of the kinds of activities the school offers, both academic and non-academic). The management folder acts a baseline to show that the school's systems are robust and that its arrangements for governance and finance are stable; the portfolio of supporting evidence demonstrates the school is having an impact in line

with its aims. It is a vital tool when the school applies for funding.

The review should establish whether the Quality Framework can be structured in a way that reduces workload, while maintaining quality standards. Kelly: 'We need to look at whether those two processes should be done jointly, or whether schools can submit the management folder to qualify for the Management Certificate and build up their portfolio of evidence as a separate process.'

In a parallel development, the NRC will look at ways of bolstering the nationwide structure of mentors, so more schools can be supported through the Quality Framework. Proposals for boosting numbers include bringing volunteers on board from backgrounds outside the supplementary sector. This could also involve widening the mentor's role, says Kelly: 'I'd hope that by strengthening the mentor network we will be able to develop "expert" mentors in regions. This would be an opportunity for supplementary schools to access a wider range of expertise. For example, a former secondary head may be able to help supplementary schools strengthen their links with the mainstream sector; or, someone working in marketing and events volunteering as a mentor may be able to help schools to secure a venue.'

Read more about the mentor's role in supporting schools to achieve the Management Certificate on page 3.

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National Resource Centre for  
Supplementary Education



The New Year is a time for reflection, as well as a time for resolutions. Looking back, the NRC can be justly proud of its achievements over the last twelve months. We have launched the first national directory of supplementary schools that teach languages and are making steady progress in building this excellent resource (see page 6). We now have more than 500 supplementary school members and you can see a list of the benefits and some testimonials from those who have already signed up on page 7. Remember, membership is free of charge.

We also secured some significant new work outside our core contract with the Department for Children, Schools and Families, not least a project that will help to help raise the aspirations and attainment of black boys and young men. You can read about the National Resource Centre's involvement in this important work on page 4. An event in March will disseminate good practice and we will feature case studies from this event in *the next issue*.

Moving on to 2009, we will not be resting on our laurels. We have a long list of priorities to extend the reach of our work and to improve the service that we offer. The Quality Framework will remain the focus of what we do. However, over the coming year we aim to make it simpler for schools to attain successive levels, from Management Certificate through to Gold Award, by taking into account the pressures on time and resources that many schools face. Establishing a nationwide network of mentors should also increase the number of schools successfully able to apply for the certificate and awards.

We have a new training and development officer, Jarina Choudhury, who will oversee a revamp of our training programme. Through this we hope to support the growing professionalism of supplementary schools across the country. We also have new Regional Strategic Advisors joining us: Catherine Roberts and Wesley Wu covering the North-West and the North-East respectively; and in the near future Claire Arthur will be covering the Central zone and Pascale Vassar will be covering the South. You'll find a profile of each of our staff members, detailing the support they can offer and the geographical areas they cover, adjacent to articles about their areas of work.

The emphasis on practical support is reflected in some of the new elements we have introduced into this magazine, such as the article on page 14, which gives advice on developing a fundraising strategy.

As ever, we've dedicated much of the magazine to the success stories that you have submitted. In the school news section you can read about a number of inspiring projects that are steadily improving the lives of young people and strengthening communities in the north of England. Remember to send us your stories so that we can share them with other schools. The NRC team is looking forward to meeting a lot more of you.

Kelly Saini Badwal, NRC Director

The National Resource Centre for Supplementary Education (NRC) is a strategic and support organisation for the supplementary education sector across England. With funding and support from the Department for Children, Schools and Families and the Paul Hamlyn Foundation, it aims to champion excellence, innovation and partnership in supplementary education. It is working closely with supplementary schools to help:

- raise standards
- raise the profile of supplementary education
- raise pupils' achievement levels
- raise funds.

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# Bullet!n Mentoring

## What can a mentor offer you...?

**Bulletin** talks to Carole Berry, NRC Development Co-ordinator and mentor to five supplementary schools working towards the Management Certificate, about her role and the support she provides.

### What does the process of mentoring involve?

I've got five schools working with me at the moment. They haven't gone through the whole process, but three have gained the management aspect, which is the lower level and are now working towards the Silver Award. Once they've collated the folders, I have to sign them off.

The process of mentoring is very much acting as a critical friend, helping schools to achieve the required level. Most schools know what it is they have to do, but that doesn't necessarily mean that it's being done! That said, I'm not going to tell them how to run their school, because I've never run a supplementary school – but I have run a mainstream school – that helps.

However, a lot of supplementary schools work in isolation and it helps them when an outsider comes in and reviews what they do. There are little things I can point out. For example – I'll go in now and the signing in book is there at the front desk.

### Are there any obvious pitfalls that schools can avoid?

The major issue is time. Because supplementary schools don't work loads of hours a week, a lot of time is obviously spent organising staff, doing admin and so on. Pulling the portfolio together needs quite a bit of 'head work'. If people aren't delegating properly, the whole

process can be quite involved. But, even if it does involve an amount of effort, schools do realise that in the long run, it's worth it.

### Does the Management Certificate mean any *extra* work for schools, for example, in devising forms or putting systems in place?

Most schools have already got everything in place because they will need to supply this kind of information to their management committees. The schools that I'm working with are funded by the local authority, which has expectations around the procedures that supplementary schools should follow, such as those around health and safety.

### Have the schools found the work around the Management Certificate useful when applying for funding?

Definitely. One school has already put a bid in and used the Award as supporting evidence in its application. What also helps is that four of the five schools have become involved in an effective managers network, through the OCN Effective Managers course, so they've been able to help each other to collate their portfolios. The OCN course links closely with the work that NRC is doing around the Management Certificate and the two can be done in parallel.

### NRC contact: Carole Berry



Development  
Co-ordinator  
LB Lewisham

### My key responsibilities are:

With funding from the Connecting Communities Plus Grant, I am working on a pilot with mainstream schools to build better and stronger relationships with supplementary schools.

This is done through joint training, capacity-building, visits, sharing good practice and working with parents.

A guide will be produced at the end of the project in March 2009. This will assist both mainstream and supplementary schools by offering tips on how to form partnerships, with examples of good practice based on the Lewisham pilot. The guide will be available in hard copy and you will also be able to download it from the ContinYou website.



### Find out more...

If you'd like to know more about the process that leads to gaining a Management Certificate, you can download a self-evaluation form from [www.continyou.org.uk/nrc](http://www.continyou.org.uk/nrc). If you'd like to contact a mentor near you, email

[nrc@continyou.org.uk](mailto:nrc@continyou.org.uk) and we will try to put you in touch with someone who can support you through the process.

For more information about the Open College Network, visit: [www.nocn.org.uk/](http://www.nocn.org.uk/)

# Bullet!n *Targeting*

## Working to make REACH a reality

ContinYou is undertaking a significant piece of work to develop the capacity of voluntary organisations working with black boys and young men. **Bulletin** talks to project leader Audrey Beckford.

The National Resource Centre, as part of ContinYou, has won a bid to run a pilot programme to help voluntary and community sector (VCS) organisations increase their capacity so they can better support black boys and young black men in London. The programme involves voluntary and community organisations from Croydon, Lambeth, Lewisham and Southwark and focuses on three elements:

**1. Piloting a quality framework for organisations that work with black boys and young men** The NRC hopes to frame a practical process for such organisations to work through, which will help increase their organisational capacity, develop the skills of their staff, and, once attained, act as a mark of integrity to potential partners and funders. In doing so, the NRC will be employing valuable experience gained in producing a similar framework for supplementary schools. Audrey

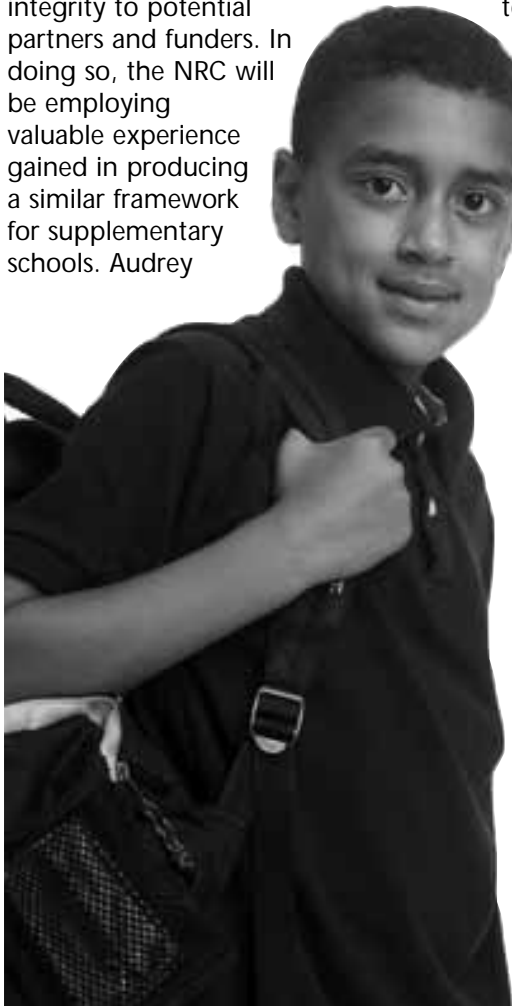
Beckford, ContinYou consultant, who is leading the project, says the framework will ultimately provide a mechanism whereby VCS organisations can give evidence of their ability to provide services for this targeted group.

**2. Developing a black-led consortium for London** The remit and membership of this black-led consortium are currently being determined through a steering group. Potential roles for the consortium could include: lobbying and influencing government policy through a common voice; being a channel for the 'black voice' to be heard in wider society; being a mechanism through which partners or the consortium can bid for funding; improving service delivery to black boys as a group. A key feature of the NRC's approach in bringing the consortium together will be to consult with black boys from three of the pilot boroughs to ensure their views are written into the consortium's constitution and remit.

**3. Setting up a pan-London practitioners' network and directory of voluntary organisations** Any organisation that provides services to help black boys and young men will be able to network and share good practice. The plan is that the network should be self-sustaining and should form the basis of a directory of organisations that provide services to black children.

Audrey concludes that the measures, taken together, will lay a solid foundation for future work in the capital: 'In combination, these measures should ensure that VCS organisations are united, supported and clear about what they are capable of delivering collectively, in order to increase the educational achievement, aspirations and opportunities available to black boys.'

For more information about the pan-London consortium and how you can sign up for membership, email: [audrey.beckford@continyou.org.uk](mailto:audrey.beckford@continyou.org.uk)



### Background

*In August 2007, the Department of Communities and Local Government published 'REACH: Raising the aspirations and attainment of black boys and young black men', outlining the many issues faced by community groups that are engaging members of the black community. The REACH report highlighted the barriers these local organisations faced and the lack of recognition they receive in terms contributing to black boy's success. One of the report's recommendations was that: 'VCS organisations working to support black boys and young black men should form a black-led consortium, supported by the government' (p40). The nomination, in December, of twenty national black role models was also in direct response to the report. Download REACH through: [www.tinyurl.com/7fxugc](http://www.tinyurl.com/7fxugc).*

*'Getting it, getting it right', published by the DCSF focuses on the reasons why black boys face issues 'which can lead to misunderstandings, confrontation and disaffection within the education system.' Download through: [www.tinyurl.com/8ruewy](http://www.tinyurl.com/8ruewy).*



# Changing lives through learning

How can we work together to tackle the inequality gap?

ContinYou's annual conference

23 to 24 March 2009  
Holiday Inn  
Stratford-upon-Avon

For details on how to secure a place, visit [www.continyou.org.uk/conference2009](http://www.continyou.org.uk/conference2009), email [chantelle.horan@continyou.org.uk](mailto:chantelle.horan@continyou.org.uk) or call 024 7658 8476

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Changing lives through learning

# Bullet!n *Our languages*

The 'Our languages' project supports the teaching and learning of community languages and aims to encourage community cohesion, celebrate pupil achievement and promote plurilingualism. The project started in the autumn of 2007 to raise the profile of community languages in the curriculum as well as raise the profile of the supplementary education sector. Maria Topffer has been co-ordinating this strand of the NRC's work. Here she outlines how the project is progressing.

As part of the second phase of the 'Our languages' project, NRC's two research assistants, Josie Meighan and Halimun Choudhury have been researching supplementary and mainstream schools to find out more about the languages taught and



## Breaking down the language barriers

other activities taking place in the schools. The response from schools wanting to display their details on the database has been great, and the number of languages is steadily increasing as the NRC comes in contact with new organisations. So far, 85 different languages are represented. These include Malayalam, Shona, Twi, Khmer, Kashmiri, Czech, Vietnamese, Lao, Bengali, Russian, Japanese and Swahili to name a few. And, the database lists more than 700 supplementary schools and 140 mainstream schools teaching community languages.

### Partnership work

The data provide a picture of community language provision within school time as well as outside school time, across England. We hope that, together with the case studies and the partnership toolkit available on the website [www.ourlanguages.org.uk](http://www.ourlanguages.org.uk), it will provide an incentive for schools to work in partnership. We believe

schools in both sectors have a lot to gain from working more closely together.

We have seen examples where supplementary and mainstream schools carry out successful joint activities, where they share information on student progress and collaborate over language learning. It is our hope that we will see many more of these types of activities in the future. A collaborative approach can help mainstream schools fulfil their new duty to promote community cohesion; if we add the two government targets of the provision of extended services and the entitlement for all children to learn a modern foreign language in primary schools by 2010, the case for collaboration becomes stronger.

### A resource for families

The 'Our languages' database also allows parents, teachers and young people to search for schools teaching community languages in their area. Searching the database is easy and can be done by region, local

authority, language, school type, accreditation or gender, or a combination of all of these. This makes it easier, for example, to find a supplementary school that teaches Arabic with a GCSE accreditation in Manchester, or in the South East.

To date, the majority of schools on the database are located in London and in the Midlands. We would like to contact many more schools, particularly in other regions of the country, so do get in touch with us to add your details.

The 'Our languages' project is run by a consortium comprising CILT – The National Centre for Languages, the Specialist Schools and Academies Trust and the School Development and Support Agency. To display your school's details on the 'Our languages' database, email: [maria.topffer@continyou.org.uk](mailto:maria.topffer@continyou.org.uk), call 020 7587 5080 or fax your details to 020 7735 4002.

# Join the NRC

More than 500 schools have joined us already. Here's a sample of what they are saying about membership of the NRC...



*'We are excited about being a member of the NRC, as it provides a wide range of opportunities and support for supplementary schools, for example, relevant training courses for our staff; accessing membership to NCVO; enabling us to obtain discounts on teaching resources from various agencies and being a part of a wider network of supplementary schools.'*

Seymour Mattis  
VITAL EET supplementary school

*'It's important to be part of a strong network of supplementary schools. Receiving the training and the information helped us to support our teachers and it's great to know there are so many other supplementary schools doing the same thing as us.'*

Hanna Field  
Dar Alsalam supplementary school



*'The NRC colleagues are nice and ready to help... and the cheap stationery is wonderful too!'*

Yinghong Shang  
Rainbow Chinese Centre

## What are the benefits?

- a certificate of membership to include in funding applications
- a free wallet of practical guides to help you run your school effectively
- our termly *Bulletin*, keeping you up to date with the latest news in the supplementary education sector
- free community membership of the National Council for Voluntary Organisations, which includes free legal, funding, HR and generic information and advice, as well as access to a range of discounted services such as computer software, insurance, and more.

To find out more and to apply for membership, visit [www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk), ring 020 7587 5080 or e-mail [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk).





Claire Dugard  
Language Teaching Advisor  
CILT, the National Centre for  
Languages  
[www.cilt.org.uk/cpd](http://www.cilt.org.uk/cpd)

Welcome to this issue's focus on community languages, which takes a look at resources available for colleagues working with teenagers and young adults. We've featured resources that can be used in the classroom as well as signposts to careers advice. Although we haven't been able to squeeze in a full events calendar this time, details of seminars are regularly updated on the CILT website. Let me know if there is something interesting happening near you!

## Study routes and careers

Community languages have a key role to play in many careers. Here, we review resources for post-14 study and consider options for improving your students' career prospects.

In the last issue, I focused on working with younger learners. But how do we sustain young people's interest in their community languages as they become teenagers and young adults?

Many factors are involved, but appreciating the potential for their future careers is one way of motivating learners and their parents. Languages have a key role to play in many careers, and the economic need for community language speakers is recognised at a high level: 'over the coming two decades will become of increasing commercial importance, and a potential national asset' *Languages review* DCSF, 2007, p3 (to download the review visit [www.teachernet.gov.uk/\\_doc/11124/LanguageReview.pdf](http://www.teachernet.gov.uk/_doc/11124/LanguageReview.pdf)).

A number of organisations offer free resources that teachers in the supplementary sector may find useful. A first port of call is the 'Languages work' website, which aims a wide range of materials at young people in secondary schools considering post-14 study options, when languages become optional.

Supplementary schools offering GCSE and A/AS level classes may also benefit from these materials. *The Use it or lose it* leaflet talks directly to young teenagers who speak one or more languages at home. It offers real case studies of young adults who have found their community languages useful after leaving school and offers answers to key questions, such as: *How do I get my skills recognised? What if my school doesn't offer any qualifications in my language? What sort of job will these skills help me get?*

There are also four 'hidden talent' posters celebrating community language skills – with images of young and successful individuals representing different linguistic and

cultural backgrounds. You can order free copies of both the leaflet and posters from the CILT shop and download free activity sheets to use with learners, focusing on how languages and intercultural skills can play a vital role in one's working life. Although they are in English, discussion could be in any language.

[www.cilt.org.uk/shop](http://www.cilt.org.uk/shop)  
[www.languageswork.org.uk/resources/activity.htm](http://www.languageswork.org.uk/resources/activity.htm)

In addition, the 'Languages work' website features case studies of people using their community languages – Ataur, a Bengali speaker who works as a freelance interpreter; Shazia, who uses Urdu in her role as a senior staff nurse and Rani and Saritha, who use Tamil and Malayalam respectively, as customer services officers. Regional Language Network (RLN) London also offers examples. Look out for promotional material detailing how languages in general play a role in a range of careers, such as manufacturing and hair and beauty.

*Languages work*: [tinyurl.com/beqoev](http://tinyurl.com/beqoev)  
RLN London: [tinyurl.com/bycjm](http://tinyurl.com/bycjm)

You may also wish to refer to a recent *Community languages bulletin* article (issue 22). It highlights a number of top law and finance companies, such as HSBC and Deloitte, which actively value community language skills, as well as VCOs such as Save the Children.

[tinyurl.com/cxalol](http://tinyurl.com/cxalol)

The 'Languages work' and CILT websites both feature information and guidance on starting a career in professions requiring dedicated language specialists, such as translating, interpreting and teaching.

[tinyurl.com/bzo771](http://tinyurl.com/bzo771)  
[tinyurl.com/afn6t5](http://tinyurl.com/afn6t5)



Over the coming decades  
community languages will  
be of increasing commercial  
importance



Another key resource is based on the 'Our languages' website (see 'About us'). You will find video clips of sixth formers talking frankly about their community languages and how they hope to maintain and use these languages in their future lives, including how these could play a part in their future careers. The 'Our languages' schools database will also help you and parents identify mainstream schools and other supplementary schools that teach community languages.

[www.ourlanguages.org.uk](http://www.ourlanguages.org.uk)

If you work in Manchester or London, you could get involved with your Routes into Languages (RiL) regional consortia. These include a focus on community languages, with the aim of encouraging more young people to study languages post-14, and then to take these studies forward into higher education. Hundreds of learners aged 11 to 14 in Manchester have attended language enrichment days, for example, working with current university students and doing taster courses in Chinese, Arabic, Urdu or Italian. Supplementary school teachers have been offered free training

courses and support with teaching resources. A 2008 RiL report, *Community languages in higher education*, highlights that options to study community languages at degree level are limited, but there may well be opportunities for learners to study a language module alongside their main degree subject and much work is being done in this area.

[www.routesintolanguages.ac.uk](http://www.routesintolanguages.ac.uk)

You may already be aware that mainstream post-14 study options are changing rapidly, offering greater flexibility and new vocational or applied learning routes. There will be seventeen new 14–19 diplomas by 2011 (for example, Construction and the Built Environment) and languages are potentially an option within the additional/specialist learning component of any one of them. If you have links with a secondary school or Further Education college, you could explore developing a module in your language; the CILT 14–19 web pages explain diplomas and offer useful advice on what steps to take. Case studies and video clips also give a flavour of how vocational language

courses differ from more traditional courses. Look out for the College of North East London (CONEL) in particular, and its Early Years and Childcare course in Turkish. The Vocational Languages Resource Bank also offers teaching resources and schemes of work. One of the last diplomas available will be the dedicated languages diploma: the Qualifications and Curriculum Authority (QCA) is holding a series of consultation events focusing on this in February.

[www.cilt.org.uk/14to19](http://www.cilt.org.uk/14to19)

[www.vlrb.org.uk](http://www.vlrb.org.uk)

Another assessment scheme providing flexibility is Asset Languages. It offers separate qualifications in each of the four language skills – speaking, listening, reading and writing – and externally accredited (or teacher) assessments across the six stages (or fourteen levels) of the Languages Ladder. Furthermore, the assessments can be taken at various points during the year, when a learner is ready and regardless of their age. Having achievement recognised at regular intervals, from primary school age onwards, could be a key motivator for many children. External assessments at the appropriate level contribute to mainstream school achievement and attainment tables in the same way as GCSE. There is a free brochure available for community languages teachers – to receive a copy, email a request and postal address to [assetlanguagesinfo@ocr.org.uk](mailto:assetlanguagesinfo@ocr.org.uk). For a full list of languages qualifications, see the spreadsheet on the CILT website.

[www.assetlanguages.org.uk](http://www.assetlanguages.org.uk)

[www.cilt.org.uk/14to19/qualifications](http://www.cilt.org.uk/14to19/qualifications)

Refer to the CILT website ([www.cilt.org.uk](http://www.cilt.org.uk) – click on 'events') for an update of seminars and training around the country.



## BAS promotes the best of Bradford

Bradford Arabic School Chair and Head of Governors, Dr. Sharif Kaf Al-Ghazal, tells *Bulletin* about the extraordinary achievements of his school over the past academic year.

Over the past four years, Bradford Arabic School (BAS), a new supplementary school, has managed to achieve a full sweep of A grades in GCSE and AS Arabic exams. In total, fourteen students from the school have achieved a grade A with seven of them achieving A\*. What makes these results even more remarkable is that ten of the young people involved were only 13 years old. In terms of exam results alone, the school is performing to an exemplary level; however, in addition to the drive for academic results, BAS is making a positive impact on the development of social, cultural and moral education of its young people through social and personal development activities.

By promoting a better understanding of Arabic-speaking communities, their culture and heritage, the school promotes greater community cohesion and better community relations. The school also encourages dialogue between Arabic-

speaking and other communities. For example, the school is joining in a new initiative in the city to teach Arabic to KS2 pupils and is providing

**Even the harsh  
Yorkshire weather  
could not  
prevent the  
children from  
coming to the  
school**

teachers for a pilot project that will be run in primary schools. We have also started a new programme providing Arabic language teaching to adults in Bradford.

The school opens on a Sunday for 110 students aged between 5 and 16

years, who come from a diverse range of ethnic groups and communities. Classes range from reception to AS level.

As well as providing out-of-school support in some national curriculum subjects, BAS also aims to promote the personal, social and moral development of young children, building up their confidence and encouraging their participation as active citizens. BAS has arranged a few visits to places of interest such as museums and exhibitions. The children have enjoyed sport activities (especially football), visiting fun areas (for example, Flamingo Land in Yorkshire) and the Eureka museum in Halifax. The harsh weather in Yorkshire could not prevent the children from coming to the school and even playing out in the snow, making one of the most exciting snow men and also sledging. It shows how important BAS is to the children and how keen and enthusiastic they

are to attend every Sunday. This is the attitude we encourage in our pupils and we are overjoyed that they take Arabic school so seriously – attending in bad weather, when the lure of staying nice and warm at home is great!

The school is financed through a combination of subsidised school fees, donations and some support from Education Bradford; just sufficient for us to run our activities. But were it not for the invaluable contribution of our volunteer teachers and staff (for example, a hospital consultant, a university lecturer, postgraduate students, university graduates, mainstream school teachers and others) we would not have been able to achieve what we have in such a comparatively short period of time. We are proud of what we have achieved and the positive contributions that we have made to the lives of the young people we work with, and this makes it all the more important for us to raise people's awareness of Bradford Arabic School and its work.

Remember, this is your **Bulletin**. If you have any suggestions, articles or letters, email the team at: [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk).

## NW update

News of an award-winning programme of school assemblies, developed and organised by Stockport Council's Ethnic Diversity Service and delivered by members of the Youth Service and, in some cases, by the pupils themselves.

The series of school talks, commended by the North West Employers Organisation for their contribution to Equality and Diversity, focused this year on the *SS Empire Windrush*. Running under the thought-provoking title of: 'Welcome to Britain – or not?', the talks were used as a basis for further discussion and activities. For example, pupils were asked to imagine the thoughts and feelings of those newly arriving to these shores, using the diary of Charlotte Butterick as a starting point.

The assemblies were part of a month-long celebration of black history and culture, including a 'Black and read' event at the town library. Other activities included 'Beat on the street' which offered 11 to 16 year olds to raid the rich archive of black music and create their own soundtrack.

NRC contact: Catherine Roberts



Regional Strategic Advisor, North West

*I can provide advice and support to supplementary schools and help them to network.*

My key responsibilities are:

- promoting the work of the NRC and supplementary schools regionally and nationally
- encouraging LAs to recognise the benefits of working with supplementary schools and how they can improve attainment and achievement
- demonstrating how supplementary schools complement extended schools and can support the core offer
- developing links between supplementary schools and mainstream schools
- promoting the Quality Framework, accredited training and other programmes.

## A place for self-support in Leeds

Although the supplementary sector's ability to complement and support mainstream education services is increasingly recognised, the role it plays in promoting social cohesion and contributing to community development is less widely reported. The Chinese Children's Paradise in Leeds is an example of how empowering a community group can greatly enhance the life chances of children.

Some members of the Chinese community are reluctant to engage with services – if their immigration status is under question or if language barriers make it difficult for them to access services. These factors

can compound issues such as poor mental health or isolation, and it's why services, rather than intervening early, are often called on to respond to crisis situations.

Touchstone, a charity providing community mental health services in Leeds, has joined with the Pre-learning Alliance, Parkside Community Health Centre and the Hamara Centre to help the Chinese community in the city to build up their own support network to combat isolation and address health issues.

The Chinese Children's Paradise group was launched in September 2008 and provides play opportunities for young children, together with a

comfortable and non-threatening environment where families can discuss issues and exchange information. The group meets every fortnight and allows parents to meet up, work through issues and find their own solutions. Professionals attend on a regular basis to run sessions on healthy eating, smoking cessation, sexual health, mental well-being, parenting skills and the importance of play. The informal atmosphere encourages the adults to communicate with their children in both their mother-tongue and English, through storytelling, singing and conversation – all stepping stones for pre-school education.



lot of our activities are having a positive effect on community cohesion.'

Instilling this kind of community spirit is doubly important in an area which, in 2001, witnessed disturbances similar to the Oldham riots. But, proof of how successful the project has been in dealing with the fall-out from these disturbances can be seen in the fact that Jamil was recently able to arrange a football match between a Harehills Youth team and the local Police.

## Community connectors

Jamil points to two other elements in HYIP's ability to act as a bridgebuilder between statutory services and the local community: firstly, the project draws on volunteers who reflect the local demographic, and secondly, the project workers perform a 'hybrid' role as both informal educators and

## Harehills Youth in Partnership project

Harehills Youth In Partnership (HYIP) was established in 2004 by a group of dedicated community members who wanted to make a real difference in their local area.

HYIP serves the relatively deprived area of Harehills, in Leeds, and offers opportunities for young people to get help with their homework and also participate in creative youth work activities. Through the involvement of parents and people within the community who are positive cultural role models, HYIP offers a community-based approach to learning.

The success of HYIP is in no small part due to the energy and commitment of its project leader, Jamil Khan, recently named Individual Adult Worker of the year at an awards evening organised by the national youth training provider Connexions. Jamil sums up his approach as: 'Believe in yourself; respect your parents and the community.'

A feature of all of HYIP's work is its emphasis on citizenship, giving young people the opportunity to develop a rounded identity: 'By getting involved in Harehills Youth Partnership, young people realise this is where they live and this is their country,' says Jamil. 'So, I think that a

youth workers. This allows a flexible approach that engages young people.

This flexibility is reflected in the range and scope of activities that the project offers. For example, Jamil hopes to extend the reach of HYIP by creating a project combining cricket, youth work and study support. He recently helped a group of 16 to 18 year olds to take on the Duke of Edinburgh's Award, hiking 27 miles across Ilkley Moor over two weekends. This is another of HYIP's key strengths – weekend sessions, which offer activities when there is not enough alternative provision or things to do for young people. It provides them with an alternative to antisocial or criminal behaviour.

## Mainstream links

Another critical success factor has been the development of links with local mainstream schools. Jamil says: 'We've been doing the work in the community for several years, but now schools are recognising that it is making a difference in terms of pupil performance.'

### NRC contact: Wesley Wu

#### Regional Strategic Advisor Yorkshire, Humberside and Northeast

*I can provide information and support to raise standards in your school.*

My key responsibilities are:

- To promote the work of the NRC and supplementary education within the region through high-level networking, liaison and project work.
- To generate information on the sector locally and identify opportunities for our supplementary school partners.

During the academic year 2007–08 HYIP worked with young people from Harehills and Hovingham Primary Schools. Harehills Primary School recognises how important it was that HYIP supported the children during this period – half of the children made progress above that predicted and 24 per cent were academically above the national

average for their year group.

HYIP runs basic ICT sessions on Mondays, Wednesdays and Sundays, supported by two sessional workers, and a reading and writing session on Sunday, staffed by a qualified assistant teacher and a sessional worker.

As a direct response to a survey into the needs of young people in

the area, HYIP is now developing its new Climb In Education project, offering young people aged 8 to 20 support to reach their full potential in education and to find employment.

Throughout the sessions with the older age range (over 13 year olds) information is given out about other local services available (for example, employment, housing, drug rehabilitation, benefits and so on), and referrals are made according to the young people's needs. Alongside this, the project runs as a Connexions Access Point, an information point for young people funded by Connexions West Yorkshire. Workers are able to offer information on careers, issues around housing, as well as guidance on issues such as health and relationships.

### HYIP enables pupils to reach their full potential



Read about a successful inter-faith cricket project that young people from HYIP attended at [www.yorkshireccc.com](http://www.yorkshireccc.com).

## Every Muslim Child Matters – towards a new strategic approach

Four National Conferences – London, Bristol, Birmingham, Bradford

The aims of these conferences are to:

- explore links between the ECM Agenda and issues concerning Muslim pupils, using Maurice Irfan Coles's book *Every Muslim Child Matters* as a stimulus
- explore local and national projects working with and for Muslim pupils
- explore classroom and whole-school strategies for raising achievement
- explore and understand the Madrasah system in the UK
- explore links between Islam and citizenship education
- celebrate the rich cultural diversity of Muslims living in the UK
- provide networking for professionals working with Muslim pupils.

The SDSA

The School Development Support Agency fulfils a number of roles to support improvement and development activity within Leicester, across the East Midlands region and beyond. We are a flexible organisation working with a small core team and growing number of associates/ partners to deliver against a rapidly-moving and wide-ranging agenda. Several national and regional partners commission us to support their work in key areas. Our core principles and values are collaboration, creativity, participation and conviction.

Visit our website: [www.sdsa.net](http://www.sdsa.net)

We are proud to offer four national conferences on 'Every Muslim Child Matters'

4 March London  
Central Hall, Methodist Church

11 March Bristol  
Armada House Conference Centre

18 March Birmingham  
Jury's Inn

25 March Bradford  
Hilton Hotel

Download a conference brochure from [www.everymuslimchildmatters.com](http://www.everymuslimchildmatters.com)  
The deadline for bookings is 25 February 2009.

Schools working through the NRC Quality Framework can gain a good understanding of how to develop a fundraising strategy, and by adopting a systematic approach to bid-writing and fundraising, can tap into additional funding streams.

Most supplementary schools' formula for survival consists of an affordable weekly fee, subsidised through fundraising events such as end-of-term sales, fetes or outings for families. These tried and trusted methods should not be neglected, but bringing in funds through grants and trusts could put you on a surer financial footing, or allow you to stage other activities.

The good news is that funders respond to committed community organisations such as supplementary schools. And a personal touch, a real sense of what the project could achieve for your community, can compensate for the limitations of a small or solo fundraising team. Emma



## If the bid is right... funding will follow

Tregear, who assessed bids for the Big Lottery's Awards for All programme, says that small organisations should not think that they will necessarily lose out to larger charities with teams of dedicated fundraisers: 'I've found the bigger charities that seek funding on a continual basis are the ones that just seem to rush the application form and don't really think about what the funding programme is for – because they are constantly on that treadmill of seeking funding.'

So, small can be beautiful, but you still need to be focused, determined

and diligent if you are going to apply for, and secure, additional funding. When it comes to writing bids, there are a few ground rules. The number one rule is: be selective. Don't apply for grants if you don't fulfil the criteria set out by the funder; you'll be wasting your energy.

You may want to hire someone to write the bid, but this is generally only cost-effective if you are applying for a large amount of money. If you do hire a fundraiser, make sure they have relevant experience and are prepared to do the necessary research.

The number two rule is – find a dedicated individual who will be able to drive the process forward. Nominating an individual to take control of the process and write the application is a key decision. In most cases, this will be someone with a strong connection to the school – the headteacher, a governor, a teacher or a parent. They need to be committed, have a good knowledge of the school's aims and vision, and (just as importantly) they need time. It may be worthwhile paying for them to attend a fundraising course, as successful bid-writing is a skilled task. But, if your resources won't stretch to this, the following tips should make the process run smoothly:

- You are likely to succeed if your organisation and the project you are proposing match the criteria set out by the funding body; if the purpose of your proposal is clearly articulated and meets a set of defined aims; and

**The Quality Framework Management Certificate and the NRC's Bronze, Silver and Gold Awards will act as a mark of integrity to potential funders.**

your proposed project is carefully planned with systems in place for monitoring and evaluation.

- Often, funders will require evidence that your finances are secure. You will need up-to-date records and accounts.
- Before you write the bid, you may consider getting in touch with the funder's grants/funding officer to clarify any issues around your application. This will help you to gain a sense of their expectations in advance.
- When filling in the form, check that you've covered everything in the space allowed. Ask someone else to read through the bid to check that it is in good order. Double-check for spelling mistakes!

Obvious, perhaps, but Ambreen Shah, Head of Programme Policy and Development at the Big Lottery Fund says many applications are held up because people fail to get the basics right: 'Around half the applications to the Awards for All programme have essential information missing, which causes delays in decisions being made.'

## VAT relief

There is a common misconception that schools and charities are exempt from VAT, and although there is no need to pay VAT on a range of items and activities, it is not a blanket exemption. This is further complicated when schools and others work in partnership, particularly if some of the agencies involved in a partnership are not exempt. Call the HMRC charity helpline for further guidance: 0845 010 9000, or email [charities@charities.gov.uk](mailto:charities@charities.gov.uk) Two help sheets, available on their website, [www.hmrc.gov.uk](http://www.hmrc.gov.uk), will also be useful: *701/1 Charities* and *708 Buildings and construction*.

Guidance notes should be read carefully to ensure all questions have been fully answered.'

Depending on how your school is funded, you may also qualify for support from your local authority. Many local authorities have identified a staff member, often within their extended services team, to lead on funding bids from schools in the area. Some authorities have compiled directories of funders. In other authorities, support is more hands-on and extends to compiling all the appropriate information and editing the application form.

## A constituted group?

It is perfectly possible, and reasonable, to raise funds with the help of pupils, parents and teachers with no formal arrangements, no committee to oversee the process and no outcomes outside of some new text books, or a refurbished common room, or some new sports equipment. However, if you are applying for ongoing or more targeted funding, it may be worth setting up a constituted body in order to co-ordinate your fundraising activity – for example, a 'friends of the school' group. A constitution will define the group's procedures and management structure and will act as a mark of integrity to potential funders.

One quick cautionary note, however. Be aware that each of the individuals on the management committee of an unincorporated association or trust is potentially liable for prosecution should something go wrong – for example if funds are misappropriated. If you think it is appropriate to offset this risk, some form of indemnity insurance could be in order, particularly if the constituted body is going to be involved in the delivery of services. Several insurance brokers specialise in services for charities, and an internet search will give you three or four of the leading firms.

## The charity bonus

If your school is a registered charity, this can help you to get extra

benefits when raising funds. For example, you will be exempt from VAT on some items (see panel) and you will be able to receive GiftAid on any donations made (to find out more visit the hmrc website: [www.hmrc.gov.uk/charities/gift\\_aid/index.htm](http://www.hmrc.gov.uk/charities/gift_aid/index.htm)).

If you don't have charitable status you need to consider closely whether this might be a suitable governing arrangement for your school, as it involves certain obligations. For example, as a charity, you have to comply with charity law. Apply to the Charities Commission for further advice and refer to worksheet *CC21 – Registering as a Charity*.

## Partnership working

Through links with mainstream schools and other voluntary sector or community organisations, you may be able to form a partnership that will allow greater access to funds. You have to be sure in your own mind that this is the best approach as it can be quite labour-intensive: planning can take longer, the project has to take into account shared priorities; and personalities and inter-organisational politics can sometimes come into play.

Working with a number of different organisations may only be appropriate if you are proposing a wide programme of support for a target group. For example, a bid that focuses on the outcome of 'raising the attainment of young black boys within the borough' could involve study support offered by a supplementary school, activities offered by the youth service, health advice provided by the local Primary Care Trust, along with support offered by the mainstream school.

## Resources

Your local Council for Voluntary Services can also offer advice on suitable funding bodies, support and training. Visit [www.nacvs.org.uk](http://www.nacvs.org.uk). There are a number of websites dedicated to funding information. Try [www.fundraisingskills.co.uk](http://www.fundraisingskills.co.uk) or [www.grant-tracker.com](http://www.grant-tracker.com).

\* Children and young people now, October 31 2008

## Building strength in partnership

REEMAP, a learning and skills charity based in Yorkshire and the Humber, has gained funding that will significantly improve the capacity of voluntary and community organisations such as supplementary schools across the West Yorkshire sub-region.

REEMAP works as part of a network of organisations in West Yorkshire (see panel, bottom right) that are actively involved in the delivery of out of school educational support to children and young people from all the black and minority ethnic communities in the region. Having successfully bid for a grant under the Capacity Builders' Improving Reach Grant Programme, it will be offering a range of activities to the members of the BME Learning Network over the coming months.

The project is running under the working title of Build2Impact, and will be open to all members of the network, currently numbering over a hundred. These include community organisations representing long-established Pakistani, Bangladeshi, Indian, African and African-Caribbean communities but also organisations supporting other minority groups, such as refugee and asylum-seeker organisations, gypsies, travellers and migrant groups from the 'A8'

countries (from Eastern/Central Europe).

The purpose of the project is to help organisations to implement quality systems, so that commissioning bodies can be sure that organisations will be able to deliver services. For example, the project will offer support for members to meet the Common Inspection Framework requirements; this will involve training in MATRIX Accreditation (training in offering Information, Advice and Guidance – which could be a key part of a supplementary school's offer).

The project leaders are actively seeking groups of supplementary schools who are willing to work together as a partnership, and are interested in improving their skill-base and capacity in order to bid for future funding or commissions. Training will be given to a lead school/organisation, which will then be able to cascade their learning to other schools in the partnership.

Build2Impact is also planning to develop distance learning materials, which will be made available on the REEMAP website. These will be on themes such as improving classroom-techniques, observation and internal moderation and other tools for quality learning delivery. This move is seen as a cost-effective alternative to training courses, so voluntary organisations such as supplementary schools can put in place a basic staff development programme.

REEMAP is co-ordinating a series of networking and skills workshop events for network members. The next event is on 3 March and will include seminars on improving funding applications.

If you are a supplementary school in West Yorkshire and would like to find out how the Build2Impact project could benefit your organisation contact: [ruth@bmelearning.co.uk](mailto:ruth@bmelearning.co.uk) or call 011 3380 4520.

## Giving youth a voice

REEMAP has also begun its work to develop a BME Youth Voice in the West Yorkshire sub-region as a way of empowering black and minority ethnic young people to influence local, regional, national and world politics.

This project will get the young people involved through face-to-face and group events in schools, community centres, religious centres and other settings.

The work builds on a series of consultations with 300 young people. The project will hold four

Youth Voice Forum meetings over the course of its first year and will run three Youth Voice capacity-building programmes to 30 young people, which will include: confidence-building, making a difference, understanding local, regional and national politics.

The charity will also deliver three parent/carer capacity-building programmes to 60 people, which will include sessions to enhance self-confidence, a toolkit for support and information on the role of the Youth Voice Forum.

## BME Learning Network

REEMAP is part of the BME Learning Network ([www.bmelearning.co.uk](http://www.bmelearning.co.uk)), which operates across West Yorkshire. The Network brings together VCS and social enterprise, black and minority ethnic learning providers, organisations who host learning and those who aspire to do so with the right support and guidance. Members of the network work with the most disadvantaged and hard-to-reach communities in West Yorkshire and have a common interest in the delivery of learning and skills.



# Funding round-up

## Paul Hamlyn

### Foundation Education and Learning Open Grants Scheme

Paul Hamlyn is extending its support for the work of supplementary schools. The Foundation Education and Learning Open Grants Scheme supports work that will make a positive impact on young people's academic attainment, achievements, aspirations, life chances and/or their sense of well-being and belonging. Applications are welcomed from supplementary schools and from other types of not-for-profit organisations that will directly benefit supplementary schools.

For the purposes of this fund, 'supplementary schools' are defined as: those which operate on a part-time basis, led by voluntary sector organisations and with the active support of parents and the local community, primarily for the benefit of

children and young people from black and minority ethnic communities. Note, however, that the scheme will not fund religious teaching or activities.

Paul Hamlyn recognises that it will be difficult for many small supplementary schools to achieve the sector-wide impact described above under the programme criteria. Therefore, in assessing applications from supplementary schools against its innovation criteria, it looks in particular for work that addresses an issue of wider relevance to the supplementary school sector and for programmes of work that will benefit the wider sector in some way, perhaps by sharing new practices and experiences, and learning with other supplementary schools or with mainstream schools.

Visit [www.phf.org.uk](http://www.phf.org.uk) for further information on how to apply.



## Awards for All

Awards for All is restructuring the way that it disburses money in all four UK countries. In England, each of the four distributors currently operating under the Awards for All banner will be set up as independent grant-giving bodies: Big Lottery Fund (BLF), the Heritage Lottery Fund, Arts Council England and Sport England. Applications can still be made under the current arrangements until 31 March 2009.

You can find detailed guidance on the new arrangements and how they will affect applications from schools and other community-based organisations at: [www.awardsforall.org.uk](http://www.awardsforall.org.uk).

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## Jarina Choudhury



Training and  
Development  
Officer  
Based at NRC's  
London office

*Contact me if you wish to discuss the learning needs of your school or staff, or if you need to know about the Quality Framework Award and what it can do for your supplementary school.*

My key responsibilities:

- organising the NRC training programme for supplementary schools
- identifying the training needs of participants from NRC member supplementary schools
- supporting supplementary schools to achieve the Quality Framework Award
- accreditation of NRC training
- monitoring and evaluation of the NRC training programme
- partnership-working and promotion through NRC training events
- organising regional NRC conferences.
- increasing the range of training topics available to supplementary schools
- ensuring our training maintains a regional focus.

If you have any questions about the training programme, or have any training needs that you feel could be resolved in a future course offered by the National Resource Centre, either in London or regionally, email: [jarina.choudhury@continyou.org.uk](mailto:jarina.choudhury@continyou.org.uk)

## 'Developing a reputation for excellence'

**Bulletin** talks to the NRC's new Training and Development Officer, Jarina Choudhury, about her plans to improve our training offer to supplementary schools.

Tell us about your background, and how you see your previous experience feeding into your new role as Training and Development Officer at the NRC. I have worked in the voluntary sector in the UK and overseas. I have a qualification in participatory development and have worked on a national adult literacy programme in Uganda. In the UK, I have worked for prestigious organisations such as Comic Relief, British Overseas NGOs for Development (BOND), and as a grants officer for a European Social Fund programme. Much of my work has involved putting together training programmes for adults to make the experience of learning appealing and intellectually challenging.

What changes would you like to make in the training offered by the NRC?

Up to this point, the NRC's training has been extremely well-received by people working and volunteering in supplementary schools, but I think there is much more that we can do. Any good training programme will aim to meet identified learning needs. People working in supplementary schools need to be sure that if they are going to commit time to come to a training course, what is offered must match their stated learning needs, be of tangible use, and should be applicable to the challenges of varying school contexts.

I think that some of what the NRC offers could focus on skills development for staff so they can transfer what they have learnt to their colleagues. In some instances, I think that this already happens, but it needs to be made more explicit and better communicated. We're also committed to improving how the training is marketed nationally and how it 'speaks' to different audiences.

I would also like to tailor the training programme to allow more schools to participate in the Quality Framework. Our training could be used as a positive vehicle for showing how the Quality Framework can build the capacity of a school, and ensure that schools are recognised for the calibre of their provision by mainstream schools, partner agencies, funders and the wider public.

In the longer term, I would like NRC training to gain a reputation for its excellence, its knowledgeable trainers and polished training materials. I would also like the programme to bring together people who are passionate about supplementary education, a process through which new ideas are debated and given life.

How do you propose to introduce changes?

There are both strategic and practical ways. I'd anticipate some changes to the way that we recruit and select trainers, with the introduction of some healthy competition between training providers. I want to introduce some quality control over the development of training materials, with a greater input from supplementary schools into their design. I'd also like to see a formal needs assessment from regional advisors and local authorities on the kind of training and development the NRC should be providing.

The most exciting part of my role is that it is not limited to training alone, so I can be creative about ways to address learning needs – publications, seminars, working groups, could all play a part in increasing the knowledge and skills in supplementary schools. Training could also be tailored on request – where there is a clearly identified need and if a local authority or school have the funds to support this.

# Spring 2009 Training Calendar

Training event	Date	Time	Venue	Trainer
Child protection	Thursday 12 February	5.30 to 9pm	ACCESS Resource Centre ( <i>next to the Chapeltown Children's Centre Annexe</i> ), Leopold Street, Chapeltown, Leeds LS7 4AW.	Carolyn Eyre
Child protection awareness	Thursday 26 February	9.30 to 4pm	National Resource Centre for Supplementary Education, 31-33 Bondway London, SW8 1SJ.	Tony McKenzie
Effective classroom management	Wednesday 4 March	9.30 to 3pm	Birmingham Voluntary Service Council, 138 Digbeth Birmingham, B5 6DR.	David Taubman
Health and safety	Wednesday 11 March	5.30 to 8pm	ACCESS Resource Centre ( <i>next to the Chapeltown Children's Centre Annexe</i> ), Leopold Street, Chapeltown, Leeds LS7 4AW.	Annette Bradley
Introduction to the British education system	Thursday 12 March	9.30 to 4pm	National Resource Centre for Supplementary Education, 31-33 Bondway London, SW8 1SJ.	Tozun Issa
Child protection: developing your policy	Tuesday 17 March	9.30 to 4pm	Birmingham Voluntary Service Council, 138 Digbeth Birmingham, B5 6DR.	Tony McKenzie
Science experiments for children	Wednesday 18 March	10.00 to 2pm	National Resource Centre for Supplementary Education, 31-33 Bondway London, SW8 1SJ.	Adrian Fenton
Writing a successful funding application	Wednesday 25 March	10.00 to 4pm	Manchester Metropolitan University, Room G08, Sandra Burslem Building, Lower Ormond Street, Manchester, M15 6HB.	Vipin Chauhan



Sign up for training

To apply for any of the courses listed above, fill out the application form in the NRC training brochure.

# Bullet!n Resources



## Babylon breaks

The British Museum Communities Team is inviting supplementary schools to a free special view of the spectacular exhibition 'Babylon: Myth and Reality'. This fascinating exhibition explores both the archaeology of Babylon, at its height during the reign of King Nebuchadnezzar II, and the rich legacy in modern art and thought inspired by the city. Tickets are available for a private view on 22 February, starting at 9am. Schools should book in advance by emailing Katharine Kelland at: [kkelland@thebritishmuseum.ac.uk](mailto:kkelland@thebritishmuseum.ac.uk). There is a limit of 35 tickets per school. Spaces are limited so book your place as soon as possible.

## Get them involved!

Are you keen to give pupils more of a say in the way that your school is run? The Carnegie Young People Initiative and the Esmée Fairbairn Foundation have published a series of guides that help organisations such as supplementary schools to take up the challenge of increasing participation. To find out more visit [www.carnegie-youth.org.uk](http://www.carnegie-youth.org.uk) or [www.esmeefairbairn.org.uk](http://www.esmeefairbairn.org.uk).

## A cultural manifesto?

*Culture and Learning: A new agenda for advocacy and action* is the product of a major consultation with cultural organisations working with children and young people. It is now available online to act as a focus for further debate and discussion at [www.cultureandlearning.org.uk](http://www.cultureandlearning.org.uk). The report, intended as a platform for collaboration and action at all levels emphasises the need for schools and others 'to work together to develop consistently high-quality cultural learning experiences, in sustainable ways'.

## Reading resources

The National Year of Reading (NYR) has developed a variety of reading related activities that can be used inside and outside the classroom, to open young minds to new ideas and ways of thinking. Browse through the range of activities developed over the course of the 2008 year-long celebration of reading at [www.yearofreading.org.uk](http://www.yearofreading.org.uk). You can also find a range of resources targeted at Key Stage 3 pupils at [www.readmeresources.co.uk](http://www.readmeresources.co.uk).

Help with Reading' is the NYR guide to volunteer projects that support readers. The unique guide is the perfect introduction to volunteer reading projects and aims to inspire organisations to set up their own schemes. It includes case studies from eleven organisations pioneering a number of projects supporting a range of readers, as well as practical advice from [www.do-it.org.uk](http://www.do-it.org.uk) on becoming a volunteer and recruiting volunteers. The guide is available free to download from [www.yearofreading.org.uk/professionals](http://www.yearofreading.org.uk/professionals)

## Parental Support and Family Learning

Do you:

- work with parents and carers?
- provide parental support programmes?
- run family learning schemes?
- promote parental involvement in children's services?

If so, our programmes, training and consultancy will be of interest to you.

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