

our languages • know-how
working in partnership • useful resources

the **Bullet!**n

Autumn 2009

Issue 13

The National Resource Centre for Supplementary Education

The future's bright

The Bright Education Centre has helped to put supplementary schools in the spotlight by winning a prestigious award.



Each year the London Educational Partnership Awards (LEPAs) celebrate the achievements of schools and colleges involved in dynamic, innovative partnerships that open up opportunities for young people and help them to progress and achieve. On Tuesday, 9 June, in the beautiful surroundings of the Royal Naval College, Greenwich, the Bright Education Centre (BEC) in Lambeth was named the third sector/community organisation of 2009 at the ceremony, hosted by the Institute of Education, University of London.

Focusing primarily on children from Somali backgrounds, BEC offers classes in maths, English, science and IT. Like every supplementary school, BEC provides much more than just extra tuition in core curriculum subjects.

Sir Mike Tomlinson (formerly HM Chief Inspector of Schools and Chair of Hackney Learning Trust) was hugely impressed with the presentation made by the Head of BEC, Issa Issa, and by five of his students.

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Supplementary Education



Since the last *Bulletin*, the NRC has been forging forward. The team is working hard at establishing partnerships between mainstream schools, supplementary schools and local authorities. We are doing our best to ensure that all our members are able to obtain our Quality Framework awards – this is especially important with the introduction of the Independent Safeguarding Authority (ISA) and the Vetting and Barring Scheme. The ISA has been created following the recommendations of the Bichard Enquiry. The new Vetting and Barring Scheme will

aim to help organisations to provide better protection to children and vulnerable adults. Further information can be found on the ISA website: www.isa-gov.org.

Our Quality Framework enables supplementary schools to ensure that they have essential management and safeguarding procedures in place. More information can be found on our website: www.supplementaryeducation.org.uk. If you're interested, please contact Jarina Choudhury at jarina.choudhury@continyou.org.uk, or your regional strategic advisor at nrc@continyou.org.uk.

In this issue, you'll find out about the success of the Bright Education Centre in Lambeth, and about how Bradford primary schools have benefited their community as a result of a partnership to integrate teaching from the Bradford Arabic Supplementary School into four local primary schools. You can read about Durham Chinese School, which has set up a partnership with wide-ranging outcomes for children, young people, parents, adults, teachers and governors.

We are developing case studies around partnership on our website – if you have a story about partnership, good or bad, please tell us and we'll feature you on the website.

Discussions about funding for supplementary schools are always on our agenda and we raise the issue at every level we can. We realise that schools need help and support to raise funds in order to run their classes and activities. We have included more information on fundraising in this *Bulletin*. You'll be able to learn about diversifying your funding and building in sustainability.

Our successful partnership with CILT, the National Centre for Languages, has resulted in the completion of the Our Languages project. The project has addressed the standards agenda by working to bring different sectors of education together in order to extend benefits and opportunities for young people studying community languages in primary, secondary and supplementary schools. You can read more about this on page 4. In July, at a symposium on 'Investing in our Languages', held at the House of Lords, I spoke about my own experience of attending a supplementary school and about the benefits of being bilingual. My supplementary school gave me the space to explore my own cultural background and enabled my parents to gain a better understanding of the value of education.

I've also had the opportunity to attend an annual event at the Ardhmeria supplementary school. I enjoyed the cultural displays from children of all ages, including poetry, dance and song. It was a really inspiring event and I could see the enthusiasm displayed by both children and parents.

I'd like to thank all the team at the NRC, who have been working really hard, reaching out to supplementary schools, mainstream schools and local authorities and ensuring that we achieve our aims to raise standards, raise profile and build support for supplementary education.

Kelly Saini Badwal, Director, NRC

The National Resource Centre for Supplementary Education (NRC) is a strategic and support organisation for the supplementary education sector across England. 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.

The NRC is funded and supported by the Department for Children, Schools and Families and the Paul Hamlyn Foundation.

department for
children, schools and families



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The future's bright

continued from front page

One of the young people attending the school, Liban, was at risk of being excluded from Year 7 of his mainstream school when he joined BEC. Issa attended the exclusion meeting and convinced the school to give Liban another chance. Within two years, Liban took his GCSEs in science and maths early. He obtained an A* in biology and won a gold award for maths. Liban says he aims to become a doctor, and Issa believes that he will achieve this.

With personal understanding of what it means to have arrived in the UK from a country that has experienced many years of civil war and to have had to learn English at school from scratch, Issa understands the importance of having teachers who can relate to the children – teachers from Somali and other migrant backgrounds. Issa and his staff encourage and support their students every step of the way, serving as positive role models for the students, and building their confidence and their belief in themselves. Young people who started at BEC three years ago are now preparing for university in the autumn. Some are training to become teachers themselves.

Currently 95 young people are studying at BEC each week. There is a long list of children from across South and West London waiting for a place at the school. Working in close partnership with Lilian Baylis Technology College (LBTC), the

supplementary school is open each Monday, Wednesday, Friday, and Saturday during term-time.

Mutual support

Issa is clear that the success of the school owes a lot to the support of the Head and staff at LBTC. Now, in the third year of this partnership, BEC has full access to the school after hours. Three teachers from LBTC also teach at the supplementary school, providing support to other teachers and learning support assistants. Every student and teacher at BEC – not just those belonging to LBTC, but everyone attending the supplementary school – has access to the IT and library facilities of LBTC. This didn't happen overnight. To start with, the supplementary school just rented two classrooms at the Redfern Centre at LBTC. The partnership then began to blossom, partly because of the excellent communication that BEC established with the headteacher, school staff and Lambeth education department.

Raised attainment

The main factor is that BEC has been able to demonstrate that it has helped to raise the attainment of its students – this benefits not just the young people themselves, but also their mainstream schools and their community.

BEC has achieved the NRC's Quality Framework Silver Award. Its success shows clearly the need to track the attainment of students, both at the supplementary school and in their mainstream school. Issa asks all students to bring their mainstream

school reports and their targets for attainment when they start at BEC. He then tests the students termly, and encourages students and parents to take these results to their teachers at school. He acknowledges that many mainstream schools fail to respond to correspondence from a supplementary school. However, he is convinced that, when they see evidence of raised attainment, they start communicating.

Young people's involvement

The young people at BEC are encouraged to voice their opinions and suggestions. Issa was deputy head of the students' union at Lambeth College. Not surprisingly, then, BEC has a students' council, with two representatives from each year group. The students can comment on any aspect of the school. They have a particular responsibility for developing the enrichment programme, which is offered in addition to core curriculum subjects. At the moment, students are writing, directing and producing a short film about two brothers. One of them follows a 'good' path and works hard at his lessons, while the other isn't interested in school work and uses the language barrier between the school and his mother, who doesn't speak much English, to hide the fact that he's getting dreadful marks in all his subjects. Devising the film helps the children look at their own experiences from different perspectives, as well as being great fun.

Following student demand, BEC will also be offering Somali and Arabic classes in the autumn. The winning of a London Education Partnership Award by a supplementary school gives solid evidence of the benefits for mainstream schools, supplementary schools and communities, and for children and young people, of building dynamic partnerships. Our warmest congratulations to Bright Education Centre, to Issa Issa and to all the students, for their outstanding achievement.

If you have examples of your own successful partnerships, or if you are finding it difficult to forge relationships with mainstream schools, get in touch with us – we will publicise your successes and support you in your growth.



Evaluation of the Our Languages project

Now that the Our Languages project has come to an end, Sarah Cartwright, Consortium Programme Manager at CILT, outlines the main findings of the project evaluation.

The Our Languages project has been an exciting initiative from the DCSF, aimed at supporting the teaching and learning of community languages through the creation of partnerships between supplementary schools and the mainstream sector. The full consortium phase lasted from 1/08/07 until 31/03/09, followed by a short period of funded dissemination of the outcomes, up to the end of August 2009. As the project has come to an end, it seems timely to share with you the formal evaluation.

Professor Angela Creese, Professor of Educational Linguistics at the University of Birmingham, whose ESRC-funded research focuses on supplementary schools, was commissioned to write a full evaluation of the project. The report will soon be published in full on the consortium website www.ourlanguages.org.uk. Her overall assessment of Our Languages was that it is *'an excellently managed project resulting in all aims and deliverables achieved at consortium and local level.'* The invaluable role of the advisory group in supporting the project was acknowledged: *'A productive and well-used Advisory Group offering excellent knowledge and skills to advise the project team in reaching its aims and objectives.'*

Successes

The evaluation identifies further successful aspects of the project, including:

- excellent continuing professional development (CPD) opportunities, resulting in community language teachers in both supplementary and mainstream schools receiving input on developing teaching

resources and schemes of work, obtaining QTS, new technologies, mentoring, cutting-edge research, good practice and accreditation. This CPD was made available in different parts of England and was free.

- publication of information that was easy to read and implement, and relevant to community language teachers in both supplementary and mainstream schools (toolkit, 'How-to' guides, leaflets, reports, bulletins, website, case studies, videos)
- highlighting the voices of plurilingual pupils, community language teachers and parents and promoting positive discourses about diversity, inclusion and social justice
- creation of reflective and transforming partnerships which allowed for the development of cross-phase and cross-sectional understanding: between schools, between communities and between policy, practice and research
- the innovative use of technologies such as pupil e-conferences, digital films, website and searchable databases to disseminate information and make it easily accessible
- a dramatic and positive increase in the number of pupils receiving accreditation and an overall understanding of the different opportunities provided through different accreditation frameworks
- financial support for areas of education that are often under-resourced, to improve learning and teaching technologies, training and development possibilities and network building.

Concerns

Some areas of challenge are also flagged up, some of which were raised in the interviews that Professor Creese conducted. From the point of view of teachers in the supplementary sector, it was felt that the rather narrow focus of Our Languages in supporting language teaching needed to be more generic, with a view to raising the profile of the NRC Quality Framework and its advantages for the sector. The short timescales involved in the project made it hard for the voluntary sector to realise partnership goals. For newly established supplementary schools, the expectations were also considered too complex.

Online resources

The website is highlighted: *'An impressive and tremendously rich resource, the Our Languages project website is easy to navigate, bright and inclusive, easily searchable and with excellent links to other relevant websites. In addition to downloadable versions of all the project outputs mentioned above, including case studies, Toolkits, policy documents, useful statistics and reports, it also contains additional information such as examples of good practice in complementary schools. The website plays its part in bringing to public attention these complementary schools classrooms which are often hidden from view. On the website we can hear student voices articulating the importance of their own plurilingualism, identities, heritages and histories. Films on the website include: a Chinese school in Woking working on cultural activities in a literacy lesson; a primary school in Enfield focusing on effective methodology in the teaching of Turkish*

and other examples are still to come (filming at the Palestinian school). The news and events section is excellent and is regularly updated.'

The website received 8,844 visits in May 2009. The average length of a visit was 30 minutes. We hope that this level of interest is maintained in the months to come, as more and more material is uploaded. The SSAT-managed clusters have produced a wealth of teaching resources and schemes of work for a very wide range of languages, which are eagerly awaited. One aspect that requires strengthening is the section on research, which we shall be expanding soon.

Taking the work forward

In the conclusion to her report Professor Creese writes: 'This DCSF-funded evaluation of the Our Languages project finds that the project has met and surpassed its aims. Over 19 months of funding it

has made a remarkable impact on community language teaching and learning practices, increased standards and achievements in community language qualifications, brought about and supported partnerships between complementary and mainstream education, improved community relations and understandings and addressed issues relevant to identity, citizenship, heritage, culture and globalisation. Although much has been achieved in such a short time, all involved in the project realise how much more there remains to do. The inclusive and purposeful approach to management of this project and its work with practitioners, academics and policy makers provides an exemplary model for any future projects. Given the successes of this relatively short and intensive project, it is recommended that the excellent work started here should continue to be supported.'

We are keen to maintain

momentum, so 8,000 copies of the revised toolkit promoting new partnerships between the two educational sectors, mainstream and voluntary, are to be distributed to schools in the autumn, free of charge. The last Our Languages event this summer was the second symposium, held at the House of Lords in mid July; it brought together stakeholders and policy makers from a wide range of fields with the aim of creating a lasting legacy. We very much hope that two key NRC contributions to the project can be sustained for the future, namely the schools database, which cries out for completion, and the 'Share Our Languages' project, which has enjoyed considerable success in Blackburn, Coventry and London. Accordingly, I shall be supporting Kelly Badwal, Director of the NRC, in seeking further funding for these aspects of the Our Languages project.

CILT news

Resources

With the 2009 European Day of Languages and its 'Discover a world of languages' theme upon us, CILT has again published a range of multilingual resources for schools. Five posters and five sets of stickers in languages ranging from Greek to Nepali can be purchased (£2.50 + p&p). There are also free downloadable resources, such as language games and sticker templates, not to mention ideas for activities that schools can organise themselves to celebrate language learning.

www.cilt.org.uk/link/edl.aspx

As part of developments to CILT online this year, the new Primary Languages website brings together a wealth of guidance and information, along with video clips of classroom practice. The dedicated community languages pages in the 'Teaching and learning' section include:

- examples of mainstream Key Stage 2 curriculum models
- ideas for cross-curricular activities
- promotion of partnerships between mainstream and supplementary schools
- activity ideas for celebrating languages spoken
- training materials for teachers.

www.cilt.org.uk

www.primarylanguages.org.uk

Events

If you work with learners in secondary schools, sixth-form colleges or further education, look out for the 14–19 National Conference in Birmingham on 3 December. As well as the latest on the Diploma in Languages and International Communication, there will be details of the new National Awards for Excellence in Language Learning, both offering opportunities for community languages. Speakers include Saleem Qureshi from Moseley School, Kath

Curry from British Airways Community Learning Centre and Sarah Cartwright from CILT.

www.cilt.org.uk/link/1419conf.aspx

Awards

Two free competitions co-ordinated by CILT welcome community language-focused entries. The first, the Languages and Film Talent Awards, or LAFTAs for short, is aimed directly at students. With some great prizes to be won and the new 'A World of Languages' award, students are invited to submit a two-minute video clip to demonstrate the importance of language learning. Secondly, the judges of the European Award for Languages invite teachers or organisations to put forward their work for the Community Languages Prize. If your work meets the criteria – innovative, effective and replicable – then tell us about it!

www.languageswork.org.uk/laftas

www.cilt.org.uk/link/eal.aspx

Quality Framework update

Welcome to the Quality Framework update – a chance to find out what has been happening recently and what the plans are for the next few months.

Recap on the main changes

In March 2009, a review of the Quality Framework led to the Management Certificate being replaced by the Bronze level. All the other award levels have been upgraded to reflect this change. This change was introduced to acknowledge that schools which had obtained the Management Certificate had put in a great deal of effort with their mentors. We felt it was necessary to acknowledge this with an appropriate level of award. As a result, the former Gold Award has become a new level of award: 'Special Distinction'. Before these changes were introduced, no school had received a Gold Award. Now, the schools that had achieved Silver level all have Gold Awards.

The Special Distinction Award

In order to achieve the Special Distinction Award, your school or organisation must be a registered charity. The key feature of this level of award is the sharing of best practice with other schools and organisations. In particular, what we will be looking for are partnership projects that you run with other organisations (this could be a mainstream school, a network or another supplementary school). You can choose to focus on a particular area – for example, you could show how you have shared your practice in:

- the imaginative use of resources
- pioneering new types of learning
- bringing about positive changes in other people's attitudes towards teaching
- management within supplementary schools.

We encourage schools that currently have a Gold Award to work towards achieving a Special Distinction!

Quality Framework training news

We have run 'Quality Framework: the basics' sessions in London and Leicester. These are short two-hour information workshops that provide an opportunity for you to meet fellow supplementary schools and gain an overview of the process of the Quality Framework. The sessions are also designed to help you understand what is involved in mentoring a supplementary school.

If you are from a local authority or infrastructure organisation and you can bring together a minimum of twelve supplementary schools to find out more about the Quality Framework, we will bring this workshop to you.

Mentors are still urgently needed to help schools gain awards. If you are interested in being a Quality Framework mentor, you will receive free training with ongoing support. When you have mentored a school that achieves an award, you will receive a certificate. If you would like to know what is involved in being a mentor, without making any commitment, contact Jarina Choudhury, Training and Development Officer: jarina.choudhury@continyou.org.uk, tel: 020 7587 5084.



Diversifying your funding

Building in sustainability

Following on from the guidance on creating a fundraising strategy in Issue 12 of the *Bulletin*, this *Know-how* explains in more detail how to avoid a sudden break in cashflow that can force your school to close down.

Finding finance is difficult for all types of organisation, all over the world – but here's some good advice from the American magazine *Fundraising Success*: 'While we are uncertain of the future, nonprofit organisations can be certain of one thing: organisations that invest time and resources into diversifying their funding sources will endure the economic ups and downs, shifts in charitable giving, and even the change in presidency – breathing much easier. It is never too late to get started.'

We may not be about to elect a president, but it is always the right time to take a serious look at your funding.

Why should you diversify?

- If you have only one funding source, it could easily dry up – a grant, for example, will come to an end, and there's no guarantee that you'll be able to get more money from the same place.
- There's no sense in waiting for a crisis. It's important to integrate new strategies gradually. You want to manage change, not be forced into it.
- Building a stable, diversified funding base will give you some breathing room.
- A funding base that shows a mix of different funders will be impressive to potential donors, showing that your organisation can deliver and is likely to keep going through any economic downturn.

- If more than 30 per cent of your budget is dependent on one source of funding, this makes you very vulnerable and you should think seriously about diversifying your funding base.

Drawing a pie chart of your funding sources (like the one below) can help you and your supporters see whether your funding is sufficiently diverse.

Maintaining diverse and durable funding streams is central to achieving sustainability. You will still experience times where finances are tight, but, when one funding stream dries up, you'll be able to function while you look for replacement funds.

To be sustainable, funding needs to be:

- **stable** – it's important to have a mixture of income streams, so that if one stops it doesn't threaten your organisation's overall viability. In addition, being able to predict your future resource levels with confidence helps with long-term planning.
- **suitable** – there is a wide range of funding and finance options which are appropriate for different situations. It is essential to understand what each can offer

and make sure that there is a good match between your objectives and the type of funding you are seeking.

- **sufficient** – there is never enough money, but understanding your costs properly allows you to make informed decisions about accepting contracts or starting up new projects.

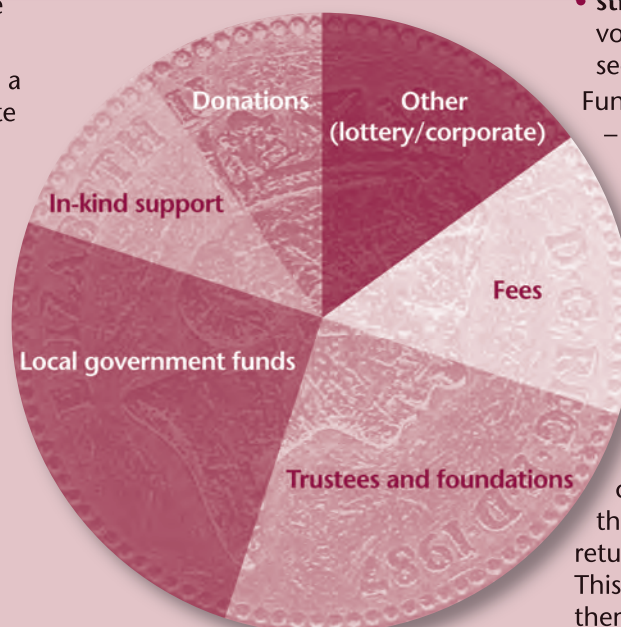
What funds are available to supplementary schools?

The same categories of funds are available to supplementary schools as to any other voluntary or community-based organisation. You need to be aware of the differences between these categories – both in the methods of gaining access to the funding, and in the amount of freedom you will have about how to spend the money. The main categories are:

- **donors** – individuals, the private sector
- **open market** – trading with individuals, voluntary organisations, public sector agencies, the private sector
- **grants** – trusts and foundations, public sector agencies, the private sector
- **structured market** – contracts with voluntary organisations, public sector agencies, the private sector.

Funds in the first two categories – those that you get through donations and by trading – are unrestricted. That is, once people have chosen to give you the money or to purchase the service, you can spend it however you want – although, if you are promising something in return, you have to be sure that you can deliver this.

Funds in the latter two categories – those that you obtain through grant applications or in return for contracts – are restricted. This means that you have to spend them doing what you agreed to do



when you made the application or signed the contract.

Organisations often run into difficulties by applying for grants that are restricted to a particular activity or service delivery and then finding that they don't really have the capacity to provide that activity. Always think about the full cost of setting up something new, and always consider what the impact of that new activity will be on your existing activities. For example, if you apply for funds to run advice sessions for the parents of your students, will you still be able to attract the parents if you don't have the funds to run the supplementary classes for the children?

Gaining access to funding

There are many organisations out there to help with the various ways of gaining access to the different types of funds. Most such organisations have informative websites with templates and toolkits that you can download free of charge.

you can find information about it in local libraries or through your local council. Most CVSs run training sessions on fundraising and hold other useful events.

Sources of funding

So if we go back to your funding pie chart, how many different sources of funding did you identify? Below is information about some of the key sources of funding for supplementary schools.

Trusts and foundations – these include organisations such as the Paul Hamlyn Foundation, Lloyds TSB Foundation and the Esmée Fairbairn Foundation. There are thousands more that together give £2 billion each year to voluntary and community-based organisations. Good at funding 'unpopular' causes, trusts and foundations are often more progressive than other funders and embrace an element of risk. They will generally fund pilot projects and new initiatives. You must do your homework, though. Each

organisation has its own interests and objectives, and it will not fund projects that do not meet its criteria. Some trusts tell us that up to 95 per cent of the applications they receive fail to meet even their basic criteria. So read all the information they provide before applying.

Lottery funding –

this funding comes from the sale of UK lottery tickets – for every £1 ticket sold, 28p goes to good causes. You can find information on the Big Lottery Fund, the Heritage Lottery Fund, the Arts Council for England, Sport England and Awards for All at www.lotteryfunding.org.uk.

Community foundations – these are charitable trusts that support local community causes. They channel area-based grants for the government (for example, Grassroots Grants) and link local donors with local needs. There are now about 60 community foundations across the country. To find your local

organisation and explore the range of grants available in your area, visit www.communityfoundations.org.uk.

Government funding – local authorities distribute funds from central government as well as their own funds. They do this through:

- **public service delivery**, also referred to as commissioning, procurement or tendering – this means that the public sector agency (in this case, the council) commissions an organisation to deliver a service to a particular group of people on its behalf. Although engaging in public service delivery can look daunting, with a whole new language of procedures and practices, it can also be a good way of building a long-term future for your organisation. We will look at this area of funding in more detail in a future issue of the *Bulletin*. *Love your tender* is a clearly written guide, which can be downloaded free of charge from the resources page of www.childrenengland.org.uk. The NCVO's website (www.ncvo-vol.org.uk) also has plenty of useful information.
- **grants** – most local authorities still distribute part of their funds through grants, and there are many good reasons why they should continue to do this. If you are finding it difficult to gain access to funding and don't feel ready to go for public service delivery, make sure that you let your local councillors and MPs know this. They have a duty to ensure that government funding is distributed fairly and without discrimination against certain communities.

- **outcome funding** – this comes from local government sources, but also increasingly from other types of funders. It is where you undertake to deliver particular outcomes or bring about particular changes through the activities that are being funded. It is important for supplementary schools to understand the difference between outputs and outcomes, because the application or bid needs to be written differently. Outputs



Funding Central is a new free website launched in June 2009. Once you register, you can search through thousands of funding and finance opportunities by entering the details of your organisation, your activities, where you are based and who your beneficiaries are. You can find out more at www.fundingcentral.org.uk.

If you don't have easy access to the internet, you can get support and internet access from your local CVS (council for voluntary service). This will be listed in the phone book, or

are about how many children are attending your classes, whereas outcomes are about what difference those classes will make to the lives of those children.

Individual donations/annual appeal

– when you are asking for support from individuals, you can cast your net much wider than just the parents of your students, but it is certainly worth getting the children and/or their families to do the asking.

According to a survey conducted in 1996, people make contributions to charitable organisations for the following reasons

- Someone I know well asked me. **72.1%**
- I've volunteered at the organisation. **60.7%**
- I was asked by the faith leader. **59.1%**
- I read or heard a news story **43.3%**
- I was asked at work. **38.2%**

A sponsored event is always a good way to raise funds – just do your research and find out what else is going on at the same time. You can also hold fundraising events such as book sales, fairs, dances, meals, seminars or quiz nights. The website www.institute-of-fundraising.org.uk has excellent information to help you organise your fundraising event, including a code of practice for fundraising in schools.

If a large proportion of your income comes through individual giving, then it really does make sense to be a registered charity. Gift Aid is a scheme that allows charities to claim back from HM Revenue and Customs (HMRC) the tax that the donor has paid on their donation, regardless of the amount or the currency. HMRC provides comprehensive guidance on how to administer Gift Aid at www.hmrc.gov.uk/charities – or look at www.tax-effective-giving.org.uk.

Corporate support – think about the possibilities of presenting some aspect of what you do as an investment opportunity. For example, you could distribute a newspaper or

advertising leaflets to community members in return for a fee or in-kind support. There are lots of possibilities, but make sure that you discuss this with your management and/or parents' committee first, and be clear about the commitment you would be undertaking. You must also have regard to data protection and safeguarding issues.

Venture philanthropy – this is a way in which private companies support organisations through the provision of management and technical support in addition to financial resources – a bit like a charitable version of the TV programme 'Dragons' Den'. Several trusts are exploring or already practise 'engaged giving' which is similar – giving money, advice and support. If your grant comes with an offer of technical support and training, make sure you take it up.

Fees – many schools charge a small sessional, termly or weekly fee. This provides valuable core funds and shouldn't exclude you from applying for other sources of funding. If you are charging a fee with discounts for those on low incomes or with more than one child attending the school, make this clear on any funding applications you write, to show that the school is open to all members of the community. If your fees are optional, they should be classified as donations and you can claim Gift Aid on them (see above).

In-kind support – although this isn't strictly funding, it can make a big difference to the sustainability of your school. In-kind support can be provided by mainstream schools, community centres or your community. It can include premises, teaching resources, IT access, training or volunteer support. Including in-kind support in your assessment of your funding sources is important in establishing a business plan or strategy. Even if you are currently getting something at no cost, this won't necessarily always be the case, so you need to be aware of the value of each aspect of the in-kind support you are receiving. If a funder is requiring you to show matched

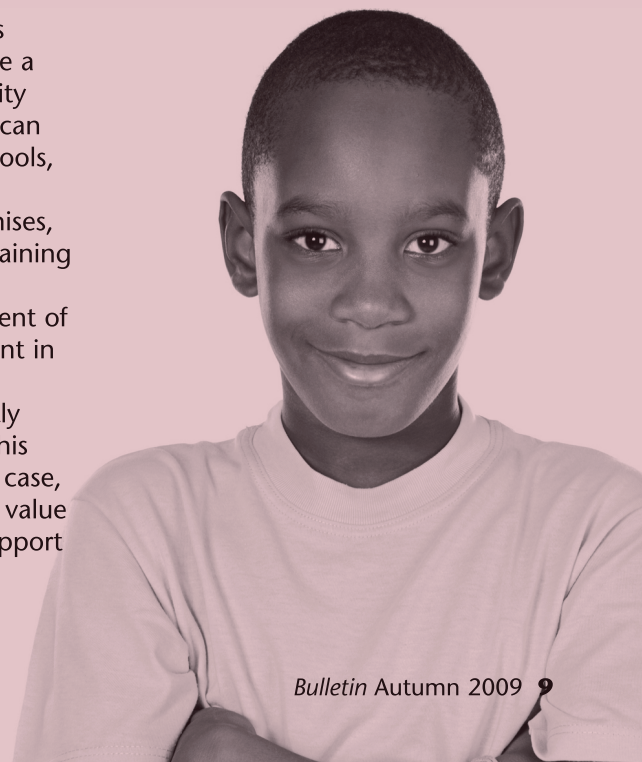
funding, you can often include the value of in-kind support as part of the funding you already receive. You should also include in-kind supporters in your list of funders.

Support

There are many places to go for support with funding, and hundreds of useful guides are available.

The Directory of Social Change (www.dsc.org.uk) publishes many funding directories and manuals. You can generally use these free of charge in your local library or CVS. There are some relatively low-cost publications that you might like to buy if someone within your organisation is going to focus on fundraising. These include: *Effective fundraising* and *Fundraising for a community project*, both costing about £12 and the *Youth funding guide*, which costs £35. The DSC also runs one-day and two-day courses on various aspects of fundraising, which again are useful if you have someone who is taking some responsibility for fundraising. However, these courses are quite expensive, so do check what free courses are available first.

Various organisations offer tools for searching for funding, and your local CVS will subscribe to at least one of these, so always ask them before subscribing yourself. The new Funding Central website mentioned on page 8 is free and lists over 4,000 different funders.



Case study Ardhmeria Supplementary School

Established in 2005 to provide mother-tongue classes and curriculum support to Albanian children in the London borough of Westminster, Ardhmeria now operates in five London boroughs, providing classes to over 400 children on Saturdays and Sundays throughout the school year.

Ardhmeria's funds come from a healthy mix of sources (see the pie chart below). Families pay a small fee to enrol their children at the school and those who can afford to give additional donations do so. This money covers the costs of refreshments for the children and some teaching resources. Lutfi Vata, the director of Ardhmeria, has applied for funds to the local authority (LA) of each area that Ardhmeria works in. The funding available varies dramatically from one LA to the next. In some cases the LA completely covers the costs of teachers' salaries and of renting premises, while in others the LA grant is topped up by funding from Trust for London.

Where possible, Ardhmeria runs its classes from mainstream school premises, but it is sometime forced to use community premises when a school would cost too much. There's a wide variation in what schools charge – some schools offer their classrooms free of charge, and some charge only for the caretaker, while others charge an hourly rate per classroom. Building good relationships with schools is important. If the school can see that the supplementary classes are well run and well attended, it can sometime be persuaded to lower the rent.

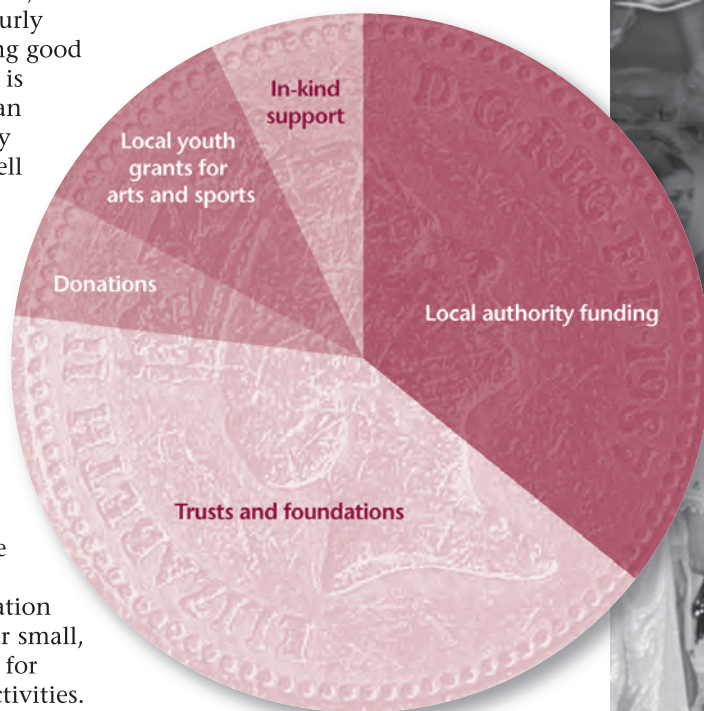
Overall co-ordination of the five supplementary schools and overhead costs are covered by grants from Children in Need and Lloyds TSB. This enables Ardhmeria to employ a schools' co-ordinator/director and to run an office during the week.

In addition, the organisation has successfully applied for small, locally-based funds to pay for equipment and cultural activities. The pupils have been supported to apply for youth development funds in two boroughs and have chosen

to run traditional dance and sports activities, paying for a choreographer and sports coach to come and teach them.

Each year Ardhmeria holds two community celebrations, where all the schools perform dances, readings and recitals. Every funder and supporting agency is invited to these events. Even if they are unable to attend, they receive photos of the celebration and regular reports on the organisation's achievements.

Lutfi puts the organisation's success in achieving such a diverse funding base down to excellent contact and support from the borough CVSs and local authority staff. He sits on various other forums and networks, contributing to wider community development, while at the same time building valuable contacts and being in the right place to hear about funding opportunities when they come up. Lutfi is an excellent communicator, who is passionate about his school and his community, and never misses an opportunity to promote Ardhmeria. Ardhmeria has a strong and dedicated management committee and many committed and creative volunteers who attend the training offered within the boroughs and by the trust funders.



Coventry Supplementary Schools Forum

How can a local forum help the supplementary schools in an area to develop their work? This outline of the activities of the forum in Coventry shows the kinds of support that a forum can offer.

In the summer of 2006, the National Resource Centre for Supplementary Education (NRC) was contracted by Coventry City Council's Minority Group Support Services (MGSS) to set up a brand new project to support and develop supplementary schools in the city. The aims were to:

- raise the profile of supplementary schools in Coventry
- improve the quality of the city's supplementary schools
- create new partnerships with mainstream schools and other key partners.

Rémi Gonthier worked on the development of the forum, establishing it as a company limited by guarantee.

Achievements and plans

The forum is supported by the MGSS and the NRC, which enables it to gain access to advice and support. Recently a new management committee has been elected and a new Chair, Angela Knight, is driving change forward.

A number of forum meetings with representatives from supplementary schools have been held to identify priorities for the next year. Priorities

so far have included local training, which will be delivered in partnership with MGSS. Over the next twelve months training courses on topics such as 'Health and safety', 'Funding your school', 'First aid' and 'Classroom management' will be delivered locally.

With the help and support of NRC's Regional Strategic Advisor, Claire Arthur, the forum will take part in a vision planning day to give the group a clear focus and to enable it to develop achievable objectives for the coming year.

Being a company limited by guarantee, the forum is able to bid for funding and/or contracts. Ideas so far include producing a directory of supplementary schools in Coventry, which can be used to raise awareness and let parents know what classes are on offer. Other areas for development include a collaborative project, with the forum working on a joint funding bid to develop supplementary schools in the Coventry area, and building links with extended services in the locality.

Want to be involved?

If you are based in the Coventry area and would like to know more about the forum, contact Angela Knight at coventry@westindian.fsnet.co.uk. Are you interested in developing something similar in your area? Our regional strategic advisors will be able to help you and other schools in your area to develop a forum and support each other.

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Everything you need to know to run a non-profit organisation

If you want help with improving the running of your organisation, you'll find lots of ideas and support on a new website – www.knowhownonprofit.org – that has just been launched.

KnowHow NonProfit is for anyone who is part of a voluntary or community organisation. It's completely free and easy to use, and is packed with practical information and resources. It covers lots of different topics, from finding funding, through managing staff, to campaigns and lobbying.

The website is also a place where you can communicate with other people working in the voluntary sector. If you've got a particular question or problem, you can post it on the website and get advice from others who have been in the same

situation. You can pass on the benefits of your experience to others as well!

The website even has its own 'soap', Millcaster Tales, which feature real-life stories of situations that non-profit organisations face. Share your advice and views on what should happen next and read the suggestions that other people have made.

The site is intended as a friendly and useful space where a community of non-profit people and organisations can share what they have learnt in order to help others.

Visit the site at www.knowhownonprofit.org and become part of the community!

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Building expertise, sharing experience

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Supplementary schools in Bristol

The strong partnership that exists in Bristol between the local authority and supplementary schools, many of which are long established, is making a real difference to children's attainments and opportunities in the city.

After twenty years of underachievement by children in Bristol, particularly in disadvantaged areas around the city, Bristol City Council has become a proactive force in the provision made by supplementary schools, by strengthening its already thriving partnership work with the community, mainstream schools and voluntary agencies. As a result, the partnership is not only succeeding in raising attainment to narrow the gap between achievers and non-achievers, but is also clearly improving opportunities for disadvantaged children.

There are about 38 supplementary schools in Bristol, catering for over 2,800 students. Many of these schools, in particular the Polish School, have served their community for over 50 years. Others, such as the Overseas Chinese Association and the Bristol Taleem ul Islam Trust, have been around for over 25 years. These schools typically offer provision to supplement the national curriculum in English, maths and science, as well as complementary services, including mother-tongue classes, cultural/religious education and pastoral support. Traditionally, they have been run voluntarily by community members, providing valuable role models and support for young people.

Sharing good practice

One of the key tools for developing the sector was the setting up of the Supplementary Schools Forum to share ideas and good practice. The promotion of this forum has led to increased networking and bonding opportunities for the members, reinforcing the community cohesion agenda and encouraging partnership work. Schools see the forum as the main source of information sharing and support. A summary of each

'Supplementary school staff were highly committed to their students and parents and had created learning environments with a culture of high expectations.'

school's activities can be viewed at: www.bristol-cyps.org.uk/services/pdf/eit_supplementaryschools.pdf.

The local authority (LA) facilitates the running and support of the Supplementary Schools Forum, through the Supplementary Schools Co-ordinator, Kweku Ata-Amonoo. The role of the co-ordinator involves working closely with supplementary schools to raise awareness about the welfare and safety of children (in particular about child protection), develop policies and good practice, facilitate training for teachers and volunteers, encourage partnership between mainstream schools and supplementary schools, promote positive parenting, develop a sustainable strategy for the sector and source funding.

All strategic documents from the LA stress the importance of mainstream schools, supplementary schools and the LA working in tandem to raise the attainment of pupils from black and minority ethnic (BME) backgrounds. The Every Child Matters agenda and developments relating to extended schools should mean that partnership work will become more important, in the moves to ensure that pupils can 'enjoy and achieve' and 'make a positive contribution' to society.

Positive evaluation

In 2008, an evaluation of supplementary school provision in Bristol was conducted by Navigation Consulting Ltd. Although in some cases it was analysing only small cohorts of students, this evaluation found that the provision made through the Mainstreaming Supplementary Schools Support Project (MSSSP) and the Erundu Foundation had made a positive impact on students' attainment, as well as improving students' motivation. As the report notes: *'Students and their parents greatly value the service received from supplementary schools. They overwhelmingly felt that it has positively affected the students' motivation and academic attainment and many valued the positive reinforcement of students' ethnic or religious identity. Senior staff in mainstream schools were very positive about the work and impact of supplementary schools and had built a positive relationship with supplementary school staff. Supplementary school staff were highly committed to their students and parents and had created learning environments with a culture of high expectations.'*

The recommendations arising from this evaluation report included:

- For the local authority to adopt a long-term strategy for the funding of supplementary schools which recognises them as central to raising the achievement of BME young people and positively engaging BME parents in their children's education.
- To review the role of the supplementary schools co-ordinator in line with the recommendations contained within the internal evaluation conducted by Ruth Pickersgill (2007, pp 17–18).

- Resources (both financial and non-financial) should be allocated to assist supplementary schools to adopt the 'Quality Framework for Supplementary Schools', as developed by the National Resource Centre for Supplementary Education.
- The local authority should assist in facilitating dialogue between supplementary schools and extended schools partnerships (and their change teams) to identify how they can establish mutually beneficial working relationships.
- Transition programmes for Year 6 pupils – as developed by Erondu and the African Caribbean Achievement Project – provide a valuable orienting experience for pupils preparing to move to secondary school. In 2007 the programme covered issues such as racism, bullying, peer pressure, making friends and leadership skills. It is recommended that the potential to roll out this type of programme to a much larger group of students is examined.
- Promoting a positive religious/ethnic identity – there have been a number of developments relating to the creation/adoption of new GCSE qualifications (particularly in languages) which help in the positive reinforcement of student identity. The introduction of a GCSE in Cultural Studies at the City Academy is another such development.
- For the local authority to encourage schools to open their doors so that supplementary schools can use the schools' facilities for delivering their provision.
- For the local authority and mainstream schools to identify the causes of the often huge disparity in the numbers of students from some ethnic groups achieving five GCSEs at A*–C level, and in the numbers of those achieving five GCSEs at A*–C level including English and maths – and to consider how supplementary schools can further assist in addressing this issue.

Bristol Supplementary Schools Conference

Bristol was buzzing on the weekend of 27 June, with the Bristol Supplementary Schools Conference and the launch of Bristol Black Boys Can. Sponsored by the Ethnic Minority Achievement Team, the conference was well attended by children, parents and leaders of supplementary schools. Sessions included 'Maths with Mr Numbervator' for the children and 'Understanding your rights as a parent' by Paul Ifayomi. Andrew Muhamed (aka The Investigator) gave a lively, energetic session about motivation and being born to achieve – a truly inspirational speaker.

Paul Obinna led a session for parents about encouraging children to achieve and about parental responsibility. The session highlighted the importance of parents being involved in their children's education and the positive impact that this can make.

There was something for everyone at the event and the smiling faces and involvement of those attending showed that events like these are needed to raise awareness about supplementary schools and to celebrate the great work which is taking place.

The launch of Bristol Black Boys Can

The past few months have been very busy for Francis Borteye. After working, for some time, on projects with black boys, he has taken the next step by launching Bristol Black Boys Can, a franchise of the National Black Boys Can Association.

The launch event highlighted the talents of Jonathan Feddis, Chad Edwards, Joni Borteye and Jake Annancy, providing the audience with poetry, rapping and piano playing. The project will help to nurture talent and provide opportunities for black boys in the Bristol area.

Tony Woodburn (pictured right below) provided an inspirational speech about how he left school with few qualifications but then went on to become President of Bristol Law Society. With hard work and a positive attitude, he showed the young people how believing in yourself can result in amazing opportunities in life.

If you would like more information about Bristol Black Boys Can, contact Francis at bristolblackboyscan@live.co.uk.



Promoting Chinese language and culture

Over the last seven years, Durham Chinese School has gone from strength to strength, building a strong partnership with a local school and making a valuable contribution to its local community.

Durham Chinese School (DCS), re-established in January 2002 by CANER (Chinese Association of North East Region), has grown from just ten students and two teachers in a local community centre, to nearly 60 children, young people and even adults spread over seven classes hosted by a local high school each weekend. More importantly, this outward-looking supplementary school serves not only the Chinese community but also the wider community of Durham, including supporting many mainstream schools in North East England by providing Chinese language teaching and promoting cultural exchange.

In 2003 the school held its first open day, to coincide with the Chinese New Year celebrations, offering arts workshops, cultural performances and food-tasting sessions. The event was extremely well attended and was the first step in the school's engagement with the wider public.

Over the past five years, Durham Chinese School has been awarded over £20,000 in funding from Durham City Arts, the Local Network Fund, Awards for All and Voluntary Arts England. These grants have enabled the school to engage with the wider community and with mainstream schools to offer art workshops and language taster sessions. In late 2003, the school opened an adult class with support from Durham County Council, leading to two adult students taking the Chinese GCSE exam this year.

Building a partnership

In 2004, DCS approached Durham Johnston Comprehensive School (DJCS), which was applying for Specialist Language College status, to explore a possible partnership. DJCS is a large comprehensive school with 1450 students, including a sixth form of 300, situated in the centre of

This partnership has been a very fruitful one for children, young people, parents and adults in the community.

Durham city. Languages had always been an integral part of the school's curriculum, with teaching in French, German and Spanish. However, the partnership with Durham Chinese School has opened the door to embedding Chinese teaching and awareness, as well as enhancing international activities at the school. Dr Yan Liu of DCS comments: 'Over four years, learning Chinese has noticeably moved from an "enrichment" option to the mainstream language option in the curriculum at DJCS.'

Staff from DCS have worked very closely with the Director of the Language College, assisting in the drafting and implementing of the four-year Chinese teaching plan at DJCS and its feeder schools, as well as supporting the school in establishing a link with its partner school in Yantai, China.

Shared benefits

DJCS has benefited from having access to a supply of excellent, motivated teachers who have staffed the Mandarin lessons in the school, as well as helping with language awareness sessions. Over the last three years, sixth-form students at DJCS have had the opportunity to study Mandarin Chinese as beginners, and about 25 students a year sit the Asset Language qualification in the language. The school has always supported native Mandarin speakers in obtaining both GCSE and A-level qualifications, but

last year a Year 12 student, the first non-native speaker, took the GCSE exam and achieved an A grade. Students from Year 8 to Year 12 have gone on to participate in British Council Mandarin Immersion Courses in Beijing, and two sixth-form students have taken up courses in oriental studies at the School of Oriental and African Studies. DJCS feels it has benefited enormously from having a DCS parent governor who has helped it build a very successful link with its partner school in Yantai, resulting in exchange visits both ways.

From the Chinese School's point of view, this successful working partnership with Durham Johnston has provided DCS with free premises and financial support for teaching, training and materials costs. In addition, DJCS pays for and manages public examination entries for students at DCS. DCS now offers support on Chinese culture and language to another six secondary schools, eleven primary schools and one independent school in the north east, and to one primary school in Leicester. DCS continues to facilitate cultural enhancement activities and links for both DJCS and Durham city. For example, it organised a visit from the Jiangsu Opera Troupe in 2006, a visit from a group of young artists from the China Children's Centre of Beijing in 2008, and the holding of the closing ceremony of the China-UK Women's Cultural Festival at DJCS in 2008.

It is evident from these wide-ranging outcomes that this partnership has been a very fruitful one for children, young people, parents and adults in the community, as well as for teachers, governors and all those involved in this successful initiative. It is hoped that this will continue for many years to come, promoting cohesion and diversity in the city of Durham and beyond.

Bridging the gap

The high achievement and success of Bradford Arabic School is set to benefit the whole of the local community after a partnership was recently set up to integrate teaching from the supplementary school into four local primary schools.

Bradford Arabic School (BAS) has been providing teaching in Arabic language for the past five years to children and adults from a diverse range of backgrounds. The high quality of the education it provides is demonstrated through its achievement of a 100% A-grade pass rate in GCSE and AS-level Arabic, with many of the students sitting the exams at an early age.

Into the mainstream

Bradford Local Authority has now given this high-performing supplementary school an opportunity to provide Arabic language classes to four mainstream schools in Bradford – Byron Primary School, Lister Primary School, Atlas Primary School and Eastwood Primary School – in the hope that the benefits achieved through the supplementary school will be made available to the wider community.

This project started in 2008. It involves the teaching of Arabic as a modern language, as well as integrated teaching on culture and society in weekly classes to children at Key Stage 2. In addition to the academic benefit of learning a new language, it is anticipated that the project will promote and improve community cohesion and communication by introducing this culturally relevant language to children from all backgrounds, as well as by providing a better understanding of Arabic-speaking communities.

In December 2008, Byron Primary School was the venue for a successful open day, which was arranged by Bradford Arabic School. Children learning Arabic as part of the project, together with their parents and teachers, enjoyed tasting Arabic food, learnt more about Arabic culture and heritage through drama, songs and

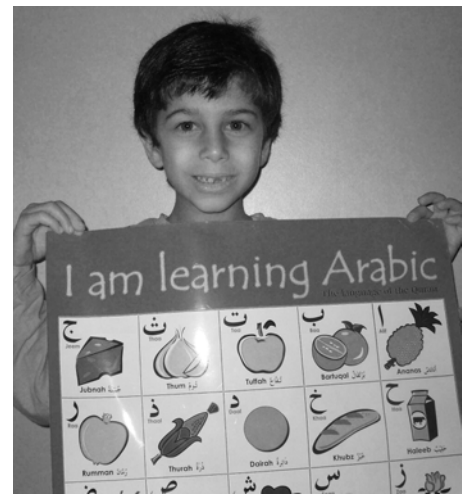
a slide presentation and were shown handmade craft pieces.

The partnership will benefit Bradford Arabic School by providing its teachers with free access to the training, support and resources offered by Education Bradford to those providing primary foreign language teaching. It will also help to raise the school's profile. All of this will enable BAS to develop and increase its capacity to provide high-quality teaching and support within the community.

Enthusiastic support

The project has proved extremely successful so far, with positive feedback from children, parents and teachers. A survey carried out in March 2009 showed that a large majority (80 per cent) of the pupils from participating primary schools enjoyed the Arabic lessons. A Year 4 pupil from Atlas Primary School responded enthusiastically with the comment: 'I love the Arabic lessons and I wish we could have them every day!' Another of her classmates added his endorsement by saying: 'It is very interesting. I like the Arabic language lessons and I hope they continue next year.'

Parents have also shown their appreciation and interest. The parent of a pupil at Byron Primary School said: 'I like my children learning Arabic. There are good job opportunities in the Arab world.' Teachers are also excited by the outcomes of the project for their



pupils. A class teacher from Atlas Primary School noted: 'My pupils really enjoy the Arabic classes.' The headteachers of the participating primary schools recognise the many benefits it has brought. The headteacher of Byron Primary school commented: 'Teaching Arabic language as a modern foreign language has proved to be very successful and we in Byron would like to continue this for next year.'

A recent additional development of the project is that Bradford Arabic School will provide interim and consultancy support in Arabic teaching at Key Stage 2 for two other primary schools in Bradford: Horton Park Primary School and Horton Grange School.

The experiences of the project were showcased in a workshop at the National Primary Language Show in Liverpool on 6 and 7 March 2009, and in Bradford at the KS2 Modern Foreign Languages Conference held on 25 June 2009.

The partnership has resulted in BAS recently achieving the Quality Framework Gold Award with the support of NRC's Regional Strategic Advisor and Education Bradford.

It is hoped that the success of this partnership will inspire other supplementary schools across the country to follow suit and help to bring about a better future for their communities.

A Year 4 pupil from Atlas Primary School responded enthusiastically with the comment: 'I love the Arabic lessons and I wish we could have them every day!'

The world in a museum

The British Museum is the perfect place for supplementary schools to visit, writes Laura Phillips, the museum's Community Partnerships Manager, as it tells the stories of the whole world – from Africa to China, from the Middle East to Europe – under one roof.

The museum has over 70 free galleries, where some of its collection of over six million objects are displayed. The collection spans the globe and the entirety of human history, ensuring that there is something interesting and relevant for any visitor.

Supplementary schools are viewed by the British Museum as a key audience and the museum is now experimenting with ways of encouraging supplementary schools to make the most of its resources and visit its Bloomsbury site.

There have been special openings at weekends to give supplementary schools free access to the museum's special exhibitions. These openings take place before the exhibitions open to the public at 10.00am. Sometimes the museum just offers free access, but it has also experimented with running arts and crafts activities and storytelling for groups after they have visited the exhibitions.

On 23 and 24 May, the SERLS Friendship School and the London Overseas Chinese School visited the museum to see the 'Shah Abbas: remaking Iran' exhibition. They explored the rule of this powerful leader through objects as diverse as mosque lamps, Chinese porcelain, European paintings and illuminated manuscripts. It was a wonderful opportunity to see these world-class collections when the gallery was quiet – the groups had the exhibition completely to themselves.

School groups are sent clear information about when and how to visit. They are met at the museum so that they can navigate the space as easily as possible and staff are available to answer questions.

Galina Clark from the SERLS Friendship School said, 'Supplementary school visits

encourage families who have never been to a museum to visit an exhibition and take their children with them. A visit to the British Museum can be great fun for all.'

The British Museum is a great place for family visits. Supplementary school visits are valued by the museum, as parents often accompany their children. Supporting family learning is a high priority for the museum. There are lockers and spaces for packed lunches to be eaten, which families and school groups can use, and all are welcome in the museum's galleries.

The British Museum also works in partnership with other museums around the UK. 'China: journey to the East' is a school and family-friendly exhibition about the past and present of China. Tour dates and venues are:

- Willis Museum, Basingstoke: 1 August – 24 December 2009
 - Sunderland Museum and Winter Gardens: 29 January – 9 May 2010
 - York Art Gallery: 22 May – 15 August 2010
 - Manchester Museum: 25 September 2010 – 26 June 2011
- If your school would like to know more, contact Laura Phillips at lkphillips@britishmuseum.org. Your school can be placed on the museum's contacts list so that staff can let you know about forthcoming activities for supplementary schools. The museum is also open to requests, so get in touch if there is a particular part of the collection you would like to visit, or a particular activity you feel the museum can provide.
- If you would like further information about the museum as a whole, visit the museum's website at www.britishmuseum.org.

Do what 600 members have already done and join the NRC today. Membership is free!

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- our e-bulletin.

In addition, supplementary schools also receive:

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- free access to our regional conferences
- support from one of our regional strategic advisors
- our fourteen *How-to* guides, with top tips on how to run a supplementary school successfully
- community membership of the NCVO*.

Join online by visiting www.supplementaryeducation.org.uk – join us.

* Free membership of the NCVO is available only to supplementary schools with a turnover of less than £100,000 per year. Membership is offered free for the first year only to organisations with an annual income of over £50,000.