

resources • know-how • finances • funding • quality

the **Bullet!**n

Summer 2010

Issue 15

The National Resource Centre for Supplementary Education

Lessons learnt

The supplementary schools that started in the 70s and 80s have seen huge changes in society, in mainstream education, and in how they are regarded by those in mainstream schools. Pascale Vassie from the NRC describes one such school, Queen Mother Moore School, and meets one of its founders.

Queen Mother Moore School (QMM) was started in 1981 in the firm belief that 'self-esteem through culture leads to academic excellence.' In line with almost all supplementary schools, QMM couples this emphasis on building self-esteem with traditional values of hard work and responsible behaviour. The aim of teachers and supporters of QMM is to enable each pupil to develop their knowledge and understanding of African history and culture, and their commitment to it, through a varied combination of study, research and exchange visits. The school offers classes each Saturday from 10am to

2pm. It covers the core curriculum subjects of English, mathematics and science, as well as cultural studies, history and French.

Based in Clapham Methodist Church, QMM has two rooms dedicated to its own use, including a school office with shelves on three sides, impressively stocked with books on Black history, teaching methodology and poetry, and with other teaching resources. When classes are running, the school uses a range of rooms within the church building, with the emphasis being on small class sizes (a ratio of fifteen

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Clarence Thompson MBE, Chairman of QMM, and Idell Nugent, Deputy Headteacher

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Having recently taken on the role of Acting Director of the National Resource Centre for Supplementary Education at ContinYou, I must say that I have been overwhelmed by what I have learnt of the work of the thousands of supplementary schools around the country. The passion and commitment of volunteers, staff and managers is humbling when you become aware of the challenges that

supplementary schools face. I see it as the role of ContinYou and the NRC to support supplementary schools wherever we can.

The commitment and imagination of the supplementary school sector is demonstrated by the articles in this edition of the *Bulletin*. For example, Pascale Vassie of the NRC team looks at how supplementary schools have survived through the past thirty or forty years, and meets the staff of Queen Mother Moore School, which was founded in 1981. Louise Lamming, Community Learning Co-ordinator at the Imperial War Museum, shows how supplementary schools can learn from museums and archives, emphasising that, while supplementary schools will always maintain their own individual approach and identity, there are lessons and programmes from museums that they can all share. The Know-how section encourages supplementary schools to develop their work in the field of sport, bringing major health benefits for children – this is an area of work which will become even more important in the run-up to the 2012 Olympics.

This Bulletin gives an update from our partners at CILT, the National Centre for Languages, including details of new resources on their Primary Languages website. We also have details of a range of new funding schemes, including a charitable fund for summer play schemes and a number of trusts providing grants for organisations such as supplementary schools. We set out details of a range of events that have taken place over recent months and of forthcoming training sessions, which you may be interested in attending. Finally, we provide an update on our Quality Framework, and draw attention to a valuable and important publication on safeguarding children, produced by Kirklees Council, but with relevance to all local authorities, supplementary schools and madrasahs throughout the UK.

I am delighted to announce that ContinYou has a new Chief Executive, Karin Woodley. From her previous experience as Chief Executive of the Stephen Lawrence Trust, the Tabernacle Centre for Arts and Learning, and the Minority Arts Advisory Service, Karin brings a wealth of expertise that will be of great relevance to the supplementary schools sector. I hope to work with Karin over the coming months to support the sector and raise the profile of the great work being done by supplementary schools around the UK.

Joe Hayman, Acting 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.

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Lessons learnt *continued from front page*

students to one teacher is usual) and on the relationship between the learner and the teacher.

In line with most long-standing supplementary schools, all the teachers at QMM are fully qualified and have many years of experience in mainstream education. QMM retains its teachers – some have been with the school for over fifteen years.

Community involvement

Young people are encouraged to take a full part in the Black community by attending community activities and events, not just as spectators but as real participants. The input of parents is valued and encouraged, as supporters both of their children's learning and of the school itself. There is an active parents' group that plans celebrations and undertakes fundraising activities. Where appropriate, parents contribute skills such as cooking and counselling to the variety of subjects offered by the school.

Former students often remain in touch with QMM long after they have reached adulthood. Past students working as lawyers, doctors and teachers, and in other walks of life, have come back to the school to speak with current students. Some have even returned to teach at the school after becoming qualified to teach in mainstream education.

Looking back

Speaking to the Reverend Hewie Andrews, founder member and headteacher of the school, I learnt much about the struggles that Black children and their parents faced in education in the second half of the 20th century, when QMM first opened its doors. Parents, and the African Caribbean community in general, were determined to challenge the 'statementing' of Black children and young people – that is, labelling them as having special educational needs.

'We were campaigners,' explained Hewie. 'We wanted to get children removed from SEN schools. Our aim was to advise parents how to support their children, and organise them so that they knew what was happening and what their rights were.'

How things have changed

While he is clear that educational reforms and new teaching methodologies have improved the situation for Black children at school in the 21st century, Hewie noted that Black boys are still not achieving the A*–C grades at GCSE that they should be getting. Parents are becoming more involved in their children's mainstream education, but they are still not as vocal as they might be. For parents whose own experience of education in England was often very negative and excluding, it is clearly a challenge to go back through the school gates to support their children.

Although the academic record of students attending QMM shows clearly that the school supports students and their parents and makes a positive difference to the educational experience of Black families, Hewie remembers that mainstream schools were very dismissive of supplementary education in the early days. That too has improved. QMM now has closer relationships with the mainstream schools that students attend during the week and receives better support from the local authority.

Undoubtedly mainstream schools have now learnt to include some culturally focused history and literature in the curriculum, but for many this still seems tokenistic. African Caribbean supplementary schools embed the development of self-esteem into every aspect of teaching, whether it be Black history or mathematics, arts and culture or science.

The school currently has 45 students on roll, Hewie told me. Numbers have reduced since the 80s and 90s, when there were usually over 100. He put the reduction down to the increased availability of Saturday and after-school clubs at mainstream schools. These make fewer demands on parents, he said, whereas QMM expects parents to be involved and active in supporting their children.



Recruitment and referral

Raised awareness and respect for the support that QMM gives has meant that mainstream schools have sometimes sought to refer students to QMM when they present problems in class. Although QMM is open to any child, including those who have been excluded from mainstream education, the school has had to make it clear that it is not funded to deal with every Black child in Lambeth who is encountering difficulties at their mainstream school.

Most children now come to the school through word of mouth. QMM staff make sure that parents are aware that they have to be committed too. Young people also refer themselves, especially in order to catch up with exam work as GCSEs and 'A' levels loom. In the spring and summer terms, QMM runs weekday classes after school to support exam study.

Involving parents

Hewie is clear that QMM is as much for the parents as for their children. This is perhaps a particular strength of supplementary schools in general – and of those serving African Caribbean communities in particular – that has yet to be recognised by statutory agencies. By enabling young people to achieve their full potential through teaching the core curriculum and building their self-esteem, African Caribbean supplementary schools are also challenging many parents' negative experiences of education, and encouraging their parenting abilities and their self-confidence.

Community-based supplementary schools, focusing on English-speaking communities, drawn together by heritage or by social class, have a crucial role to play in 21st century education.

Journeys of Change

Supplementary schools from around London have been finding out what they can learn from museums and archives. Louise Lamming, the Community Learning Co-ordinator at the Imperial War Museum, explains what the 'Journeys of Change' project entails, and what museums can offer to supplementary schools.

This is the fourth year of the Journeys of Change project, which is funded by the Department for Culture, Media and Sport. The Imperial War Museum London, Hackney Museum, Brent Museum and Brent Archive have each worked with three supplementary schools in their area, using the museum's collections and creative expertise to fulfil the learning objectives of each supplementary school.

Individual projects

The subjects covered in the Journeys of Change projects included Black history, Sikh history, citizenship, literacy and mother tongue languages. These were taught in a variety of ways – through poetry, the spoken word, drama, treasure trails, quizzes, arts and crafts, and photography. Many of the projects gave pupils the chance to touch museum objects. All included a visit to at least one museum; many pupils visited two museums.

Brent Museum worked with a group from Crest Academy learning Arabic. The pupils explored historical writing styles in texts from different cultures at Brent Museum and at the British Museum, and they learnt traditional calligraphy techniques. Each pupil created a reference book on the Arabic alphabet to use throughout their study.

Hackney Museum worked with Claudia Jones School, focusing on the theme of leadership, exploring what makes a good role model. Pupils used the spoken word and poetry to explore the theme. They visited the Africa galleries at the British Museum to support their ideas.

Bright Education Centre worked with the Imperial War Museum, where a classroom resource about Somali history was created. The resource also taught pupils the literacy skills that were the learning objective of the class.

These are just three out of nine inspiring projects, which prompted comments such as:

- *'I learnt a lot myself and I enjoyed working with a professional in this field.'* Teacher, Crest Academy
- *'Sikhs are very brave when there is a war. It is really fun to reflect on Sikh war history.'* Student, aged 11, Brent Sikh Centre

Celebration

At the end of the projects, a celebration day was held at the Imperial War Museum London, where 200 children, parents and teachers from the nine schools had a taste of the work done during each of the projects. They took part in creative workshops and explored a 'showcase room' with interactive displays and people explaining the projects, bringing them to life. Each group of pupils was awarded a certificate to mark what they had achieved through the project.



The projects were supported by ContinYou, whose staff provided invaluable advice at steering group meetings and attended events such as the celebration day. The museums involved have developed partnerships with the teachers and leaders at the supplementary schools, and have learnt a great deal that will help them support visits from supplementary schools in the future.

Working with teachers at supplementary schools

Evidence from the project in 2008–09 showed the importance of engaging group leaders and teachers. When this is done effectively, the leaders develop their own skills and knowledge and can use these to benefit students beyond the time limits of the project. However, due to the pressures on staff time at supplementary schools, teachers were often more focused on other, conflicting, priorities and didn't benefit as much as they might have done.

The aim in 2009–10 was to engage supplementary school leaders more. Many projects saw teachers becoming more involved in the initial development of ideas for the project. This led to a much closer link with the learning objectives of supplementary schools. In the most successful cases, the teacher and the museum educator worked together to plan and deliver the sessions. The teacher brought cultural knowledge – for example, of the Arabic language – and the museum educator brought skills relating to creative, experiential museum learning. This symbiotic 'team teaching' approach meant that both people were integral to the delivery and success of the project.

In other projects, the teacher took part as a participant, alongside the pupils. In these cases, too, they were able to reflect on the benefits of the project, both to themselves and to the pupils. For example, a teacher from Kokayi supplementary school felt that her group's successes were: *'Our understanding of what took place during the war days. Being able to give feedback about what we learnt.'*

In some cases it was still not possible to engage the teacher in this way. In some supplementary schools, the museum educator is



understandably seen as a much-needed extra pair of hands for a few weeks. However, the most positive impact on the supplementary school in the long term was when an effort was made from both sides to develop and run the projects in partnership.

Pupils' views

The pupils indicated that they had acquired historical knowledge relevant to their project, and had developed personal skills. At the end of the project, pupils used possessive pronouns ('our' and 'my') and referred to the relevance of museums to their individual and collective sense of themselves. This indicates that the projects had successfully instilled a sense of ownership in the participants.

The most enjoyable parts of the project were trips and 'doing' activities. There was specific mention of learning using objects from the museums. It was quite common for students to express surprise when remarking on their enjoyment of a skill such as oral communication or academic thinking (this is also mentioned by group leaders). This suggests that their attitude to this style of learning has changed.

Group leaders' views

At the end of the project, group leaders and teachers from supplementary schools reflected on the development of creativity, knowledge and skills in their group. Most saw an increase in creativity, which they attributed to the use of multi-media and imaginative classroom activities. They often saw pupils' learning as an increase in their

factual knowledge about the past, but some focused on cultural knowledge, resulting in increased cultural pride. They emphasised skills such as communication, research and team working. Most leaders mentioned the positive effects of learning about history, many specifying the benefits for pupils of 'insight' into their personal/cultural history. For example, the group leader of Brent Sikh Centre said that it *'made them aware and proud of the past'*.

Some, such as the group leader of Camberwell After School Project (CASP), said it made the students more passionate about learning: *'The children have increased their enthusiasm about history and artefacts.'* Some said that pupils had felt a sense of personal achievement.

These observations demonstrate how students' attitudes changed, and show that the group leaders are concerned with their students' interest in and enjoyment of learning, as much as with what they learn. Like the pupils, the group leaders often commented on museums as being places of 'fun learning'. Most of them saw the enjoyment of learning as an important outcome: *'Creativity is a great way to capture and keep young people's interest in a new subject or a subject they would think is "boring".'* Group leader, CASP

How can your supplementary school benefit?

The museum educators who worked with the supplementary schools learnt a great deal through the projects and developed strong partnerships through working with group leaders and pupils. However, many of the skills they brought to the projects had been developed through their work in museums, and these are skills which can be found at museums throughout the country – even in museums that haven't worked with supplementary schools before. If you'd like your pupils to experience this creative way of learning, do get in touch with your local museum to discuss a visit.

The skills that museum educators can bring to a supplementary school include:

- flexibility and adaptability

- the ability to create bespoke opportunities, or to adapt existing resources, with the support of a supplementary school teacher, in order to meet learning objectives
- an understanding of the importance of cultural awareness.

What the museums involved in Journeys of Change can offer

At the Imperial War Museum, we can welcome your supplementary school with a free workshop, based on the learning objectives of your group. We can support subjects such as literacy and cultural history. Please get in touch to discuss your interests further.

We have a new resource designed for supplementary schools, to help pupils explore the museum and learn more about the wartime contribution of people from countries throughout the British Empire. If you would like to visit the Imperial War Museum with your supplementary school, contact Louise Lamming, Community Learning Co-ordinator: 020 7091 3034 or llamming@iwm.org.uk.

Hackney Museum will try to keep its relationships with supplementary schools going in various ways – for example, by running summer school activities, by helping the Learning Trust develop its resource centre for supplementary schools, and by running an event in partnership with the National Association of Black Supplementary Schools. To arrange a visit, contact Cheryl Bowen at Hackney Museum: 0208 356 2545 or cheryl.bowen@hackney.gov.uk.

Supplementary schools can visit Brent Museum free of charge, to learn about Brent and its past. There are lots of old photographs and interesting books to see at Brent Archives. You could arrange for a special workshop, where children can handle some of the museum collections. Schools can also arrange to borrow one of the museum's loan boxes, which contain real and replica objects. To find out more, or to arrange a visit, contact Emma Tutton, Learning Officer: 020 8937 3600 or emma.tutton@brent.gov.uk.

The project partners would like to thank ContinYou, and particularly Pascale Vassie, for all their support and advice throughout the Journeys of Change project.

New resources on Primary Languages website

CILT has been gathering information on creative and innovative approaches to integrating a community language fully within the languages curriculum for Key Stage 2. The 'KS2 curriculum models' page on the Primary Languages website gives examples of approaches to teaching community languages within the KS2 curriculum. The 'Resourcing' page makes useful suggestions about how a mainstream school can identify a teacher, locate teaching resources and draw on support networks. Also, under 'Professional development' there are suggested sources of information on career routes, training events and web-based support for community languages. More examples will be added to the website as the year goes on.

www.primarylanguages.org.uk/teaching_learning/community_languages.aspx

Initial teacher training

A new set of training resources is currently being developed for teaching community languages in primary schools. CILT and Goldsmiths College, London, have been collaborating on a collection of modules which explore the position of community languages within the primary languages initiative. Joe Brown from CILT and Ruth Bailey from Goldsmiths presented the modules, designed for use in initial teacher training or within continuing professional development, at the fourteenth annual Primary Languages Show, which took place in Liverpool at the beginning of March.

www.primarylanguages.org.uk/teaching_learning/community_languages/professional_development.aspx

Our Languages toolkit

The Our Languages toolkit supports collaborative working between mainstream and complementary schools. Free copies of *Partnerships in languages and culture* can be

ordered from the CILT online shop (www.cilt.org.uk/shop.aspx).
www.ourlanguages.org.uk

Hello MYLO

MYLO, a new online resource for learning languages, is currently being piloted and will soon be available free of charge to every school in England. MYLO sets out to encourage young learners (initially at Key Stage 3) to learn languages through a series of online challenges, such as producing a computer game, working for a celebrity chef or marketing a theme park. In addition to modules in French, German and Spanish, students will have access to a range of activities in Mandarin.

Teachers are being encouraged to sign up to the resource, which will be available for use in the classroom by the summer term with initial content, by visiting the website.

www.hellomylo.com

Hackney school language partnership with the Met Police

Pupils at Stoke Newington School in North London have been learning about the benefits of having language skills in the world of work. Through the Business Language Champions (BLC) programme, the Metropolitan Police have been working in partnership with the Hackney school to encourage Turkish-speaking pupils to value and nurture their language skills, by showing them how these could be put to use in an exciting career with the police.

Given the large Turkish population in the area, police officers who can speak Turkish will always be in high demand. Members of the Met Police who visited the school used a series of role plays to show pupils situations where Turkish would be useful.

CILT hopes that more schools and businesses will team up as part of the BLC programme, to demonstrate to young people the value of language skills in the workplace.

www.cilt.org.uk/workplace/business_language_champions.aspx

Sport and supplementary schools

Taking part in sports and physical activities has been shown to have major benefits. It can help all of us to lead more active and healthier lives. This has become even more important in the lead-up to the London Olympic and Paralympic Games in 2012, as the anticipation of 2012 inspires more people to embrace healthier and more active lifestyles.

Making the case for sport

From an early age, patterns of positive behaviour can be established through participation in physical activities. This can help young children to develop their balance and co-ordination, and their co-operation and social skills. But the benefits of sport are wider than just the improvement of health and the development of skills. Sport can build personal attributes that are important for the overall development of young people. These include:

- confidence and self-esteem
- ambition and high aspirations
- good behaviour
- appreciation of ethics and fair play
- good relationships with others
- the ability to cope with the experience of winning and of losing.

It can also develop skills that are relevant in other areas of life, and can help young people understand and value their ability in these areas, including:

- observation and evaluation
- communication
- leadership and teamwork.

However, most importantly, sport has been shown to raise the level of children's achievement at school. Researchers and educators have long held the view that good experiences of physical education (PE) have positive effects on children's classroom and academic performance, by improving their attainment in maths, science, English or other languages, for example.

So one of the most important things we can do for young people is to encourage them to become more fit and healthy, in mind and body.

Not just for the kids

But greater participation in sport and physical activity does not just have to be for young people. It can benefit families and communities too.

Sporting activities are powerful tools that can play an important role when targeted at the parents and carers of young people. Sport can give families the chance to have fun and learn together, in a variety of ways, in a safe and friendly environment.

Sport also offers opportunities to develop wider community learning. Sporting activities can result in purposeful learning and higher levels of achievement for all those involved, whether they are participants, volunteers or spectators. This can lead to greater empowerment and increased community cohesion.

Why should supplementary schools get involved?

Research undertaken by the Institute of Youth Sport into participation in sport by young people from Black, Asian and other minority ethnic backgrounds, out of school hours, identified that:

- participation rates of these young people were significantly lower compared with those of young people from white British backgrounds

- this clear and consistent gap widened when sports activities moved off the mainstream school site and were not directly organised by the school.

The most commonly mentioned barriers to participation were:

- parents' beliefs that other subjects are more important than sport
- young people's family commitments out of school hours.

Mainstream schools are aware of the need to encourage more young people to take part in sport and are trying to offer them more opportunities for this. However, the vast majority of people working within the school sport sector are unaware of supplementary education and of the important role these schools play in the lives of young people.



Young people and their families should not have to face the dilemma of choosing between taking part in sport and attending their supplementary school; in an ideal world they would be able to do both. A 'win-win' scenario would be for supplementary schools to work in partnership with local mainstream schools, bringing better outcomes for all young people, their families and the wider community.

Working in partnership

Improving people's health and fitness is a key priority of the government. It has made a commitment to enabling every young person aged 5 to 16 to have access to five hours of PE and sport (or three hours for 16 to 19 year olds) each week.

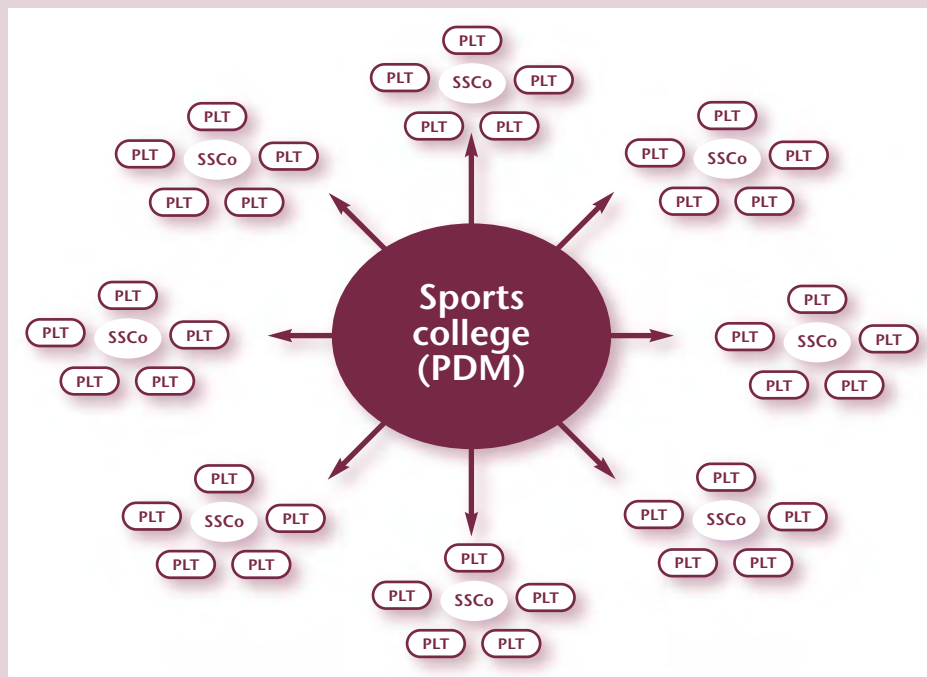
To help achieve this, a national network of sports colleges and school sport partnerships was established to support the development of PE and school sport throughout England.

Sports colleges

There are currently 500 schools across the country with a sports specialism, and they use this to help with school improvement, by positioning PE and sport at the centre of the curriculum, using them as a vehicle to develop and improve learning outcomes. Sports colleges are expected to raise standards of achievement – both in PE and sport, and in the school as a whole – and to work with targeted sections of their communities to improve wider community learning through sport and physical activity.

School sport partnerships

A school sport partnership (SSP) is made up of a group of schools that come together to enhance sporting opportunities for all. An SSP consists of a hub site (a nominated secondary school, which is usually a specialist sports college) and its associated 'family' of schools. There are currently 450 SSPs across the country. Every state school in England belongs to an SSP.



The infrastructure for school sport

School sport partnerships and sports colleges provide an infrastructure of support for schools and communities, to help enable more young people to take part in sports and physical activities.

Roles at a glance

A Partnership Development Manager (PDM), usually based within a sports college, is a strategic manager responsible for developing and managing partnerships and links with other PE and sports organisations within, between and beyond schools.

Each secondary school is home to a School Sport Co-ordinator (SSCo), who is an existing secondary school teacher, released from teaching for two days per week. SSCos divide their time between the secondary school and the cluster of primary schools to co-ordinate and develop opportunities for school sport and links with sport in the community.

A Primary Link Teacher (PLT), located within each of the primary or special schools within the SSP, is an existing primary or special school teacher released from teaching for twelve days per year. PLTs act as advocates for high-quality physical education, and co-ordinate and support opportunities for school sport within the primary school.

How can sport help supplementary schools?

Establishing partnerships between mainstream schools, supplementary schools and local authorities, with sport as the starting point, can help everyone to achieve better outcomes, because they are working together towards shared objectives. Engaging with your local sports college and SSP will enable you to benefit from:

- established links between families of schools and community providers, including sports clubs, leisure facilities, and other key agencies, such as health services, youth offending teams and the police
- models for the sustainable delivery of community learning and extended services activities, such as sport, that can be transferred to other areas of supplementary education
- opportunities for senior pupils, supplementary school teachers and other volunteers to receive training, support and experience in leadership, coaching and officiating.

Linking to the Quality Framework

There are many parallels between the strategic priorities of sports colleges and the requirements of the Quality Framework (QF) awards for supplementary schools.

If your supplementary school has gained, or is working towards, an award, this may offer an opportunity to develop a partnership with a sports college or SSP. Because of your involvement in the QF, they will know that you have systems of good practice in place and that there are proper safeguards for children and young people. They will also have the assurance that you are undertaking regular self-evaluations, allowing you to reflect on your effectiveness and demonstrating that you are continually striving to improve.

Sports colleges are a focus for excellence and innovation, and for the sharing of good practice. Like supplementary schools, they are aiming to improve the attainment of their pupils. They must engage with their local community and work with other agencies in order to achieve this, and in order to extend learning opportunities for everyone. They are expected to work with targeted sections of the community that directly surrounds the school. This offers an ideal opportunity for supplementary schools to engage with their local sports college in order to improve outcomes for their learners.

What you can do next

- Contact the partnership development manager and/or the director of specialism at the sports college in your area. Work with them to establish shared priorities, discussing how sport can contribute to achieving these.
- Include access to sporting activities in your plans.
- Find out what physical activities and sport-based programmes are being provided by other key partners and how these can complement the plans of your school. Speak to your county sports partnership and to local sports development officers about ways of engaging young people who might be missed through the mainstream school system.

Useful funding sources

Bike Club

Bike Club is an inspirational programme that builds cycling into the everyday lives of children and young people. ContinYou, UK Youth and CTC are setting up bike clubs across the UK, starting in ten areas. As part of the project, they will fund over 300 Bike Clubs through a grant approval scheme. Members of the Bike Club consortium can offer help and support with setting up Bike Clubs, even if you are not in one of the start-up areas. To register your interest, ring 0844 736 8464 or visit the Bike Club website. www.bikeclub.org.uk

Comic Relief

The Comic Relief programme Sport for Change aims to explore how sport can play a part in bringing about positive changes in the lives of individuals and communities. Applications are welcome from community groups and organisations using sport as part of a broader programme of work to bring about change at an individual and/or community level. The maximum grant in this programme is £100,000. www.comicrelief.com/apply_for_a_grant/uk/sport

Football Foundation – Grow the Game

This scheme aims to increase participation in grassroots football by both players and volunteers, by supporting the costs associated with providing new activities. The maximum grant is £5,000. All requests for funding must be submitted within a limited period.

The next window for application will be summer 2010.

www.footballfoundation.org.uk

Sky Sports Living for Sport

This programme offers an excellent opportunity for supplementary schools to engage with the school sport partnership based at their local mainstream school, as it is open to all secondary schools across the UK. It uses sport to motivate and inspire 11 to 16 year olds who are in need of support or challenge through sport. It can be used to address the four key themes of improving young people's health and well-being, developing their self-esteem, increasing their attainment and helping to inspire them to be the best that they can be. Schools taking part in the scheme

Continued on next page



have the chance to receive T-shirts for their students and a visit from one of a team of world-class athletes. Projects do not need to be new or stand-alone, but can be adding value to activities that already exist.

<http://livingforsport.skysports.com/>

Sport England

Sport England is the government agency responsible for building the foundations of sporting success through a community sport system of clubs, coaches, facilities and volunteers. It has a number of funding programmes, including:

- a series of up to three **themed funding rounds** each year, which tackle gaps in sporting provision. These are open to voluntary and community organisations and to educational establishments that provide opportunities for members of the community to take part in sport. Projects must be designed to address the specific 'themed' barrier to greater participation in sport. This fund makes grants of over £10,000.
- **Sportsmatch** makes awards to organisations running projects aimed at increasing participation in sport at community level, through matching funding investments made by businesses, trusts and individuals, pound for pound. So if a business gave £1,000 in sponsorship, Sport England would match that with £1,000 of government money.
- a **small grants programme**, set up to support local community sports projects which seek to increase or sustain participation, or to develop opportunities for people to excel at their chosen sport. Applicants can apply for any sum from £300 to £10,000. This is open to any not-for-profit club or association, statutory body or educational establishment.

www.sportengland.org



Funding for summer play schemes

The Hilden Charitable Fund has announced that application forms for its Summer Play Scheme grants programme, to help community groups in the UK run summer play schemes for the benefit of children from refugee and ethnic minority families, are now available.

Funding of up to £1,000 is available for summer play schemes for children aged 5 to 18 years, lasting between two and six weeks, with strong volunteer support. Voluntary agencies with an income of less than £150,000 can apply for funding. Applications from organisations working with refugee and immigrant communities have been given priority in the past, so it's certainly worth applying. The closing date for applications is 14 May 2010.

In addition to funding summer play schemes, the Hilden Charitable Fund provides grants to community and voluntary organisations for projects and activities which are unlikely to raise funds from public sources, known sometimes as 'unpopular causes'.

www.hildencharitablefund.org.uk/play.htm

Increased funding from Lloyds TSB Foundation

The Lloyds TSB Foundation for England and Wales has announced that, due to a higher level of income, it has increased the level of funding for 2010, and it will sustain this for 2011, 2012 and 2013. The aim of the Lloyds TSB Foundation's Community programme is to provide financial support for work that helps disadvantaged people to play a fuller role in the community.

The Foundation is keen to support small and medium-sized community-based charities where small amounts of money can make a significant difference to local people's lives.

Types of grants made include funding for:

- running costs, including salaries, to ensure that charities can maintain and develop their core work/services
- projects that build on charities' core work.

Funding is available in England and Wales for periods of one to three years. www.lloydstsbfoundations.org.uk

Volant Charitable Trust

Registered charities whose purpose is to alleviate poverty and social deprivation, with particular emphasis on children's and women's issues, have the opportunity to apply for funding through the Volant Charitable Trust. The Trust will support both capital and revenue funding. The closing date for applications is 30 July 2010.

www.volanttrust.com/index.html

The Hedley Foundation

The Hedley Foundation invites registered charities in the UK to apply for up to £5,000. Its main objective is to further the education, recreation, support, training, health and welfare of young people. The trustees meet to allocate funds six times a year. For more information on the Foundation, including the next round of applications, visit its website.

www.hedleyfoundation.org.uk

Volunteer Management Programme

Capacitybuilders has announced that its Volunteer Management Programme Strand C is now open for applications. The programme is a £1 million bursary scheme aimed at supporting skills development in volunteer management.

Bursaries of up to £1,950 are available to individuals in England who support, co-ordinate, manage or have strategic responsibility for volunteers. Capacitybuilders will initially support up to a maximum of fifteen volunteer managers from any one organisation (across a combination of both the national head office and any associated local branches, whether they be independently constituted or not). www.capacitybuilders.org.uk/vmpskills

Reaching Communities programme

The Big Lottery Fund has announced that it is going to make at least £100 million available across England for the next five years, through its revamped flagship Reaching Communities programme.

This will include making access to the programme easier. Applicants seeking smaller grants will enjoy a simpler application and assessment process. Those applying for larger grants will learn sooner whether their project has a chance of receiving funding. Those invited to the second stage will have a much higher chance of being successful for funding.

The main aim of Reaching Communities is to help bring real improvements to communities and to the lives of people who are most in need. The new funding is available for charities, community groups and voluntary organisations from this spring.

The Big Lottery Fund will also be introducing a dedicated capital stream within Reaching Communities, offering funding for community buildings. www2.biglotteryfund.org.uk

Bullet!n Finances

Insurance for supplementary schools

One of the questions the NRC is always being asked by its members is how to get the right insurance at the right price. So we have been working with CaSE Insurance to develop a low-cost insurance that is simple to buy, and that meets the specific needs of supplementary schools.

We are delighted to announce that the results of this collaboration will go live at the end of April.

To find out more, go to www.caseinsurance.co.uk/select.

CaSE Insurance is a fast-growing insurance broker set up specifically to provide cover for charities (including not-for-profit organisations) and social enterprises in the UK. CaSE works only with these organisations, as its name shows: CaSE is an acronym for Charity and Social Enterprise.

CaSE was set up and is part-owned by the Charities Aid Foundation and NCVO, and by the partners of Bates Wells & Braithwaite, the charity sector's biggest law firm. CaSE's mandate is to cut insurance costs in the sector and, at the same time, to return 40 per cent of the profits to charity. CaSE is also part-owned by two insurance businesses, giving it a unique blend of charity and commercial ownership and a very high level of insurance expertise.

CaSE Insurance was launched in April 2007. It already provides cover for more than 160,000 charities, not-for-profit organisations and social enterprises – more than any other broker in the sector. The CaSE partnership insures a wide range of organisations, covering all types of activity and varying from the very small to the huge. Larger clients include the Groundwork Federation, many Age Concerns, the Social Enterprise Coalition, the Charities Aid Foundation and NCVO, the MS Trust, Mission International and Islamic Relief. At the other end of the spectrum, CaSE provides cover to all the Neighbourhood Watches in England and Wales and was recently appointed by the Fairtrade Foundation to cover its network of 700 Fairtrade Town Steering Groups.



Here are some comments from charities that already use CaSE for their insurance.

'BYHP first found out about CaSE Insurance through Third Sector magazine and NCVO, and was very impressed with the way in which it supports the voluntary sector. When our insurance was due for renewal, we telephoned and were delighted, as we saved over £3,500 per annum, and there was extra cover on the policy too. Since being with CaSE, we have received excellent assistance, with immediate responses to our enquiries.'
Pam Linzey-Jones, BYHP

'We are impressed by the way they were prepared to get to know us so that they could get the right deal that suits our needs ... a responsive and friendly team with a great way of ensuring we got the right cover at the right time and at the best price for us.'

'The online arrangements for the proposal form and the subsequent electronic insurance cover details have been very beneficial when bidding for grants and informing potential sponsors, making it an efficient and easily managed process.'

'They have been and are very responsive to our requests for specific insurance cover needs demanded by funders and sponsors. Nothing is too much trouble for them, and a very good personal relationship is a bonus.'
Bob Ferrier, Surrey Community Action

Regional events

The end of winter heralded a clutch of celebratory events for supplementary education across England. As well as participating in a number of conferences and award ceremonies put on by local authority school improvement and community languages teams, the National Resource Centre has organised regional events to bring together supplementary schools and agencies interested in working with them.

Events in the Central region

On 4 and 11 February 2010, the NRC held two regional events in Wolverhampton and Nottingham. Over 80 people attended. They took part in the three workshops on offer – on funding, on safeguarding and on classroom/behaviour management.

The events also gave us the chance to offer our congratulations to the Charnwood Learning Centre, the Spinney Hill Gujarati Parents Association, the Arabic School for All and Ramgarhia Punjabi School. All of these supplementary schools have achieved the Bronze Award of the Quality Framework and were present at the events to receive their awards. A number of other schools have now also signed up to work towards awards.

The feedback from the events was extremely positive. It has highlighted the need for additional training and support for those involved in developing supplementary schools.

These events have resulted in discussions with Extended Schools

Remodelling Advisors (ESRAs) about how supplementary schools can link into the extended services agenda. The NRC will follow this up and report back on progress in future editions of the *Bulletin*.

Pan London Network

On 9 March 2010, the NRC hosted two events at the Princess Diana Memorial Fund Offices in London: the Pan London Network and the South East Regional Event. Tori Pearson-Jacovides, the Co-ordinator of Barnet Supplementary Schools Forum, reports on both of these.

The meeting of the Pan London Network took place in the morning, with sixteen London boroughs represented. The morning session provided supplementary school forum co-ordinators and local authority representatives with the opportunity to share and establish links between the work taking place in each borough. There were also discussion sessions on what impact supplementary schools are making on mainstream education, and what supplementary schools need in order to develop and be sustainable. The topics of these sessions included quality assurance and funding.

Quality assurance for supplementary schools

The positive and negative aspects of supplementary schools gaining quality assurance accreditation were discussed. Issues such as time constraints and the need for support were raised.

Most boroughs are dedicating significant time to quality assurance through training during their forum meetings, and through promoting the Quality Framework for Supplementary Schools. Barnet Supplementary Schools Forum (BSSF) is dedicating its next meeting to discussing the following questions:

- What are the constraints on supplementary schools which have not yet achieved Bronze level status? How can the forum help?
- How does the constitution of BSSF reflect quality assurance? Do all members need to be at the Bronze level of the Quality Framework in order to be a part of the BSS Forum?
- Do supplementary schools require training and support in accountancy, with possible access to software to help them complete the awards?
- Should we create a generic supplementary schools register to advocate excellence in practice?
- How can the Quality Framework support funding applications?

Funding

Claire Arthur from ContinYou led the workshop on funding. Representatives of both the John Lyon's Charity and the Paul Hamlyn Foundation were present, providing opportunities for co-ordinators and local authority officers to gain an understanding of the trusts' funding criteria and to discuss potential projects with them. For example, BSSF arranged follow-up meetings with each funder, to look at how to develop a successful and sustainable consortium bid that would bring in money for individual schools and for the infrastructure to support them.

The next deadline for the John Lyon's Charity is May 2010, with funding arriving in November 2010.

Funding advice given at the meeting included the following:

- Bids that are made by a consortium or in partnership with others are more likely to be successful. Funders will look more favourably on supplementary schools that are quality assured.



Daxa Parmer from Spinney Hill Gujarati Parents Association receiving her award from Claire Arthur of the NRC



Representatives from London supplementary schools receive their awards – see the report on page 14

- The main reasons that funding applications fail are weaknesses with policies and procedures. All supplementary schools need to reflect on this. If you need support with getting your policies and procedures right, get in touch with your local supplementary schools forum or with Pascale Vassie at ContinYou.
- It is vital that your application fits with the funder's priorities – but don't try to 'fit the criteria' just to achieve funding or to be innovative!
- If you make a small charge to parents, this shows the funder that your project is needed and that there is support for it. Many funders like to feel that what they are being asked for is an additional cost – either revenue or capital – not the entire cost of the project, and certainly not the entire cost of the organisation.
- 'Platform 2' provides excellent volunteering opportunities for 18 to 25 year olds.
- It can be helpful for supplementary schools to apply through their forum as a 'network'. The forum can bring together information about all the schools and can, if necessary, establish its own constitution for making funding applications. Two forums – Ealing Supplementary Schools Consortium and Kensington and Chelsea Supplementary School Forum – already do this. Others could do the same.

- Across London, several local authorities fund supplementary schools, but many do not. Some of those that do are having to reduce funding. It makes economic sense for supplementary schools to work together and to apply as a forum. It is also worth negotiating with your local authority – for example, by proposing that schools that are members of the forum and that have a Quality Framework award should receive funding support, since these are the supplementary schools that mainstream schools will be able to work with to meet their duty of community cohesion and to provide the core offer of extended services.
- It can work well for a forum to hold a training budget. It would decide on how funding was distributed in order to deliver 'bite-size' training, according to the needs of the supplementary schools.

Looking to the future

It was agreed that supplementary school forums need to move forward, promoting their own calendar of events, training and activities. The supplementary school forum co-ordinator, if there is one, can then offer help and support, and the forum can liaise with mainstream schools, with ContinYou and with partners in their own borough and in other London boroughs.

To make this happen, each forum needs to develop a strategy that complements the work of individual supplementary schools. The issues suggested for consideration included:

- a funding strategy for 2010/11
- how to draft a constitution that reflects reflect the quality of the forum and its members
- supporting the Bronze, Silver and Gold Quality Framework awards
- how to promote and work in partnership with each other
- how to work with supplementary schools in other boroughs and counties
- how to support the work of mainstream schools on extended services and community cohesion
- how to receive referrals from mainstream schools
- how to evaluate the impact of attendance at a supplementary school on a pupil's attainment
- how schools can share their results and data with the local authority and the wider community
- safeguarding and health and safety issues
- monitoring and evaluation
- registers
- events and activities
- training schedule and responsibilities.

The morning session closed with a presentation of a short piece of research into the linking of data from

supplementary schools with local authorities' own data on pupil attainment. Representatives were encouraged to take the research, and particularly the methodology, back to their own local authorities and to make the case for linking data from supplementary schools with PLASC (Pupil Level Annual School Census) and other centrally held data, to give an overview of the role and the impact of supplementary schools within the educational arena.

South East regional event

Staff and trustees from supplementary schools across London which have achieved a Quality Framework award in 2009–10 joined in the afternoon session, swelling the meeting to over 60 people. A number of presentations promoted discussion on three significant topics.

Sharon Long, London Regional Manager with Children England, gave an overview of the work of the Safe Network and what supplementary schools need to do about safeguarding children (see the 'Know-how' in the Spring issue of the *Bulletin*). In particular, she drew attention to the role of Local Safeguarding Children's Boards.

Corinne Cappell, Regional Development Manager at ContinYou, described the role of extended services and the opportunities for mainstream schools and community-based projects to work in partnership.

Staff and trainees at OYA! (Organisation of Young Africans) supplementary schools gave a wonderfully stimulating presentation of their work, showing how supplementary schools can help to support young people as they move into higher education and employment. They focused particularly on OYA!'s trainee scheme, which encourages young people who have completed their study at OYA! to continue this relationship as administrators, peer mentors and champions for the school.

The afternoon finished with recognition of the hard work and achievement of the 44 supplementary schools across London that have completed their Bronze level awards this year. A photo of some of those who received their awards appears on page 13.

Bullet!n Training

The following courses are open to all supplementary schools. A £15 deposit is required to secure your place. NRC members will have this refunded when they attend the course. To book a place, go to www.supplementaryeducation.org.uk or email training.admin@continyou.org.uk.

Safeguarding for supplementary schools (recruitment)

5 May 2010, 6.00–8.30pm
Leeds

Safeguarding for supplementary schools (child protection)

11 May 2010, 6.00–8.30pm
Bradford

Funding your supplementary school

18 May 2010, 6.30–8.30pm
Rugby, Warwickshire

Funding your supplementary school

19 May 2010, 10.00am–3.30pm
Nottingham

Safeguarding for supplementary schools

19 May 2010, 10.00am–4.00pm
West London

Funding your supplementary school

25 May 2010, 6.30–8.30pm
Warwickshire

Quality Framework introduction

27 May 2010, 10.00am–3pm
ContinYou, London

Starting a supplementary school

9 June 2010, 10.00am–3.30pm
Refugee Council, Birmingham

Limited places available (9 only) – book early

Funding your supplementary school

18 June 2010, 10.00am–3.30pm
ContinYou, London

Safeguarding for supplementary schools

26 June 2010, 10.00am–4.00pm
ContinYou, Coventry

Limited places available (12 only) – book early

The NRC's full programme of training includes teaching and learning, governance and the OCN-accredited course on effective management for supplementary schools. You can book a training session on any of these topics for supplementary schools, networks, local authorities and/or councils of voluntary service in your area. Please contact your Regional Strategic Adviser to discuss your requirements.



Safeguarding children

A new publication of national interest has recently been launched by Kirklees Council at the North Regional Conference for Supplementary Education. The aim of the publication is to guide madressahs and supplementary schools towards the best practice in safeguarding children and young people.

Wesley Wu, ContinYou's Regional Strategic Adviser for Yorkshire, Humberside and the North East, said: '*Safeguarding children covers essential information for parents, the community, faith groups and supplementary schools. It is a useful resource for promoting the welfare of children.*'

Up-to-date, comprehensive, logical and beautifully illustrated, the publication has already proved itself very popular – both in sales levels and in the comments that readers have made.

Councillor Ken Smith, Deputy Leader of Kirklees Council and Lead Member for the Children and Young People Service, said: '*Safeguarding children is a local product with a national application. It fills an information gap in providing guidance for the rapidly increasing number of supplementary schools.*'

Though produced in Kirklees, the booklet is designed to be a practical tool for learning and reference for all the 5,000 plus madressahs and supplementary schools in the UK.

A practical, working document

Safeguarding children: guidance for madressahs and supplementary schools was edited by Shakeel Hafez, Supplementary Schools Co-ordinator with the Children and Young People Service of Kirklees Council. It is filled with practical information to help supplementary schools in their safeguarding role, making this publication unique in the UK. It incorporates all the latest legislation and guidance.

The launch

A launch event in Batley, West Yorkshire, was attended by delegates from the North, the Midlands and the South of England. The event,

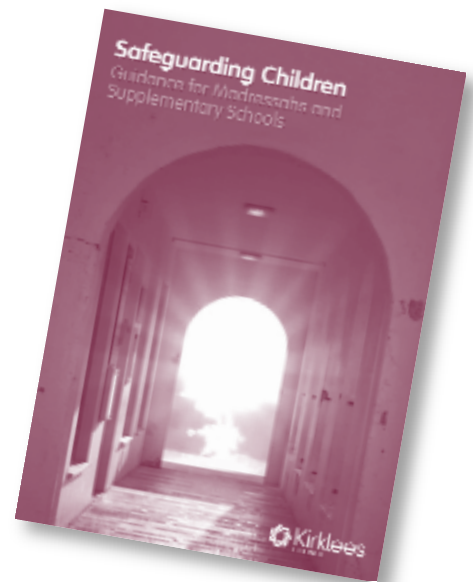
Supplementary education in Kirklees

There are about 50 madressahs and supplementary schools in Kirklees, with about 8,000 children in their care. They provide religious, cultural and linguistic (mother tongue) education for children from diverse ethnic backgrounds. The setting up of madressahs and supplementary schools is a huge investment by the minority ethnic communities and shows their determination to complement their children's education.

organised by ContinYou and Kirklees Council, was introduced by Alison O'Sullivan, Director for Children and Young People with Kirklees Council. The keynote speaker was Professor Nigel Parton, NSPCC Professor in Applied Childhood Studies at Huddersfield University. Professor Parton stressed that:

- safeguarding should be seen as everyone's responsibility, not just that of professionals and statutory agencies
- safeguarding is concerned not only with harm that may be perpetrated in the family or home, but also with any harm that takes place in the wider community – in schools, sports clubs, youth clubs, churches or places of worship or instruction
- the needs and rights of children and young people should be at the centre of everyone's concerns
- all professionals need to work in partnership with each other and with parents, families and the wider community.

Eddie Needham, ContinYou's Regional Development Manager for Yorkshire and Humberside, spoke about how madressahs and



supplementary schools can develop partnerships with mainstream schools in order to strengthen local extended services.

What's new

Safeguarding children now covers the whole new supplementary schools sector, acknowledging the enormous work done by diverse minority ethnic communities, including African, Arabic, East European and Chinese communities. The 2010 updated version includes many new topics, including:

- forced marriages
- female genital mutilation
- cyber bullying
- domestic violence
- child trafficking
- autistic spectrum disorder
- attention deficit hyperactivity disorder (ADHD).

The edition covers all the recent legislation such as the Every Child Matters agenda, the requirements of Local Safeguarding Children Boards and the Independent Safeguarding Authority.

How to buy the publication

Safeguarding children: guidance for madressahs and supplementary schools costs £10 including postage. To order a copy, contact Kirklees Council, Children and Young People Service, Planning, Performance & Commissioning, Civic Centre 1 South, Huddersfield HD1 2NF. You can ring them on 01484 225385 or email them at chyps.community@kirklees.gov.uk.

Quality Framework update

During the last year, more than 90 schools have obtained a Quality Framework award, bringing the total number of supplementary schools to have achieved an award to 127. Of these, 36 have gone on to complete an award at Silver or Gold level and we now have our first cohort of schools aiming for the Special Distinction Award.

The dedication of all these schools and the hard work they put in, in order to bring about 'a well-organised environment which supports learning' (a Bronze Award requirement) should not go unrecognised. Many of these schools are run entirely on a voluntary basis or just with the teachers being paid sessional fees. The co-ordinators, headteachers, management committees and staff of the schools have put in place and implemented all of the sixteen procedural documents that comprise the Quality Framework management file. The mentors' witness statements bear testimony to the excellent service that is being provided to children attending each of these schools.

Schools that have gone on to achieve higher awards, and those that are working to achieve these during the summer term, have demonstrated that they are providing a valuable educational activity, with clear records of pupils' progress and an awareness of how their service is supporting the mainstream educational achievements of the children attending the school. At ContinYou, we are working hard to ensure that mainstream educational establishments are aware of the work of supplementary schools and the positive contribution they make to many educational agendas, including community cohesion in schools, extended services and, of course, Every Child Matters.

Support from mentors

The Quality Framework is supported by mentors drawn from local authority children's services and from children and young people teams within voluntary and community sector infrastructure organisations (often known as councils for voluntary service – CVSs). Supporting supplementary schools through the Quality Framework means extra

hours of work in the evenings and at weekends. We'd like to offer our thanks to all those who are acting as mentors, on behalf of the supplementary schools they are helping.

As a result of the increasing demand for mentors, we have met with the Specialist Schools and Academies Trust, which will be contacting language teachers throughout England and inviting them to become mentors. This should lead to an increase in the numbers of mentors available to supplementary schools. If you need a mentor, please contact your Regional Adviser, who will be able to put you in touch with one.

Support on our website

Over the past twelve months, we have been listening to schools, to find out what their needs are in relation to the Quality Framework. In January, ContinYou relaunched its website (www.continyou.org.uk). There are a number of new features which will benefit supplementary schools. These include more guidance documents and examples of policies and procedures that schools can download and adapt according to their own needs. In December and January, there were 139 visits to the Quality Framework pages of the website. In February and March, this rose to 745. So it looks as though we are providing you with the resources you need – we certainly hope so!

When we visit schools and local authorities, we often pick up good practice which we want to share with other schools. Over the coming months you will see more examples being added to the website, and we're aiming to make it a real resource for any supplementary school. For example, Bristol local authority has given us copies of its policies, which include a useful data information sharing agreement. The Greek School of Coventry has sent in

its comprehensive fire safety procedures. Both sets of materials are now available online for NRC members.

Celebration of the achievements of Leeds supplementary schools

In April 2010, a Quality Framework awards ceremony is taking place to celebrate the achievements of nine supplementary schools in Leeds that have gained a national Quality Framework award. These schools are:

- the Al Falah Centre
- the Al Hassan Education Centre
- Arabic Evening Classes
- Community Leeds After-School Study Support
- EXCEL at Nigerian Community Leeds
- the Leeds Community Mandarin Chinese School
- Leeds Muslim College
- the Leeds Somali Centre.

The event will also give the schools the opportunity to share their experience with others, and will offer everyone attending the chance to network and to learn more about the Quality Framework scheme.

Rehana Minhas, Director for Equality and Entitlement at Education Leeds commented: *'Well done! The feedback has been very positive. The Quality Framework is crucial in helping supplementary schools to self-evaluate and to improve continuously.'*

For further details, contact Wesley Wu, Regional Strategic Adviser, ContinYou, on 07817 585081.