

funding • quality • school news • training

the Bulletin! Autumn 2010 Issue 16

The National Resource Centre for Supplementary Education

Try our whiteboards!

That's the kind of message that Chatham Grammar School for Boys has been sending out recently to community language schools (also known as supplementary schools) in Medway. Partnership working has become a two-way street, flowing with rich benefits for pupils and teachers alike: international days, football tournaments, and sharing traditional food, training courses – even interactive whiteboards.

Craig Brown, Director of the Language College at Chatham Grammar School and Assistant Headteacher, recalls: 'Initially, we just saw working with local supplementary schools as a way to contribute towards our local community and to support a group of people who work very hard helping the children of Medway develop their language skills and celebrate their dual identities. The College has been supporting supplementary schools in Medway for over two years now. Its initial involvement was part of the "Our Languages" project, co-ordinated by the Specialist Schools and Academies Trust, CILT and ContinYou.'

Working with Shishu Kishor Club

Craig Brown explains how the College has worked alongside the Shishu Kishor Club (SKC), the local Bengali supplementary school: 'We supported its teachers in developing lessons plans and schemes of work, and in delivering whiteboard training. We also made our facilities available to SKC and provided mini-bus transport to help collect the pupils and maximise attendance.

This support has continued to this day. Our relationship goes from strength to strength. In July alone, there were lots of joint activities: we attended SKC's annual general meeting; we ran a football tournament together, helping to raise much-needed revenue; SKC made a significant contribution towards our International Day, providing henna art and traditional food and

taking part in the final celebrations, performing traditional songs and dances in front of our Year 7 and 8 pupils and visitors; one of the students from SKC sat her Bengali GCSE and we're hoping many more students will gain accreditation in their heritage languages. This partnership has been mutually beneficial in so many ways.'

Continued on page 2



Teachers from the local Panjabi School working with a Talking Pen to record stories

Training developments

As it became more apparent that local authorities and other educational bodies would be under significant financial pressure in the future, Amy Thompson, Medway Education Authority (MEA) Advisor, and Gurjit Chaggar, MEA team member and teacher for new arrivals, decided that they would work with Chatham Grammar School for Boys to create a training programme. This led to the production of resources that would have a lasting effect and could perhaps be a catalyst for further partnership projects.

This academic year the College has worked with Medway LA to run a large programme of training for a number of supplementary schools from across Medway. These have included Polish, Panjabi, Chinese, Malayalam and Bengali schools. There have been eleven training sessions in all, covering topics such as:

- using PowerPoint
- preparing games
- using Photo Story and Audacity software to make video and audio files
- using Talking Pens to help students practise listening and speaking
- putting together multimodal stories
- using the Talking Dice scheme to teach language skills
- using mini whiteboards.

'It was clear,' says Craig Brown, 'that running such a large training programme for supplementary schools from across Medway would challenge the existing capacity within our Language College. So project management was shared between our training school officer and Medway LA. To help spread the workload for delivering the course, a variety of people ran sessions, including specialists from Medway LA and our own Language College outreach teachers.'

The training programme culminated in each supplementary school developing teaching resources about their country and culture. In addition, each school translated the story of Little Red Riding Hood to go with some pictures that were provided. These resources have been put onto the school's 'moodle' (e-learning site) so that students can use them. The group showcased



Members of the Medway Polish Saturday School receiving their certificates at the special award ceremony

their resources at a final celebration in July and each supplementary school brought along food to share at this special occasion. Craig says: 'Each supplementary school gave an excellent presentation – it was a real treat to be part of an event where different supplementary schools could share and celebrate their languages and cultures.'

Strong voluntary commitment

Craig says it's been clear that the supplementary schools have found the training very useful. However, he points out that the College schedules the training carefully at the most suitable times of the day in order to get as many people there as possible. Average attendance was 80 per cent. 'As teachers are giving their time voluntarily and often work at part-time or full-time jobs, this has impressed us.'

The College now wants to build on all this hard work and develop it further during the academic year beginning in September 2010. It will hold a large multilingual poetry

competition in February 2011, and its community school partners will be helping to prepare students to take part in this innovative event. From September, the College will be hosting its local Polish Saturday School, as well as the Shishu Kishor Club, and this will provide even more exciting opportunities for sharing practice. Teachers from SKC will in fact be starting badminton sessions at the school – for themselves.

Craig says that, when the College began its partnerships with supplementary schools, at first no one stopped to ask what the benefits would be for the College's own students. 'Over time, though, it's become obvious that the more you work in partnership with different community groups, the more your own students begin to feel a sense of place within that community. Our students have developed a better understanding of the different community groups within Medway and the opportunities that we've had to celebrate our rich diversity have been a highlight for everyone associated with our school.'

Taking the school's international work forward

In September 2009, Chatham Grammar School for Boys received Full International School Status from the British Council/DCSF, in recognition of the outstanding opportunities its students have to experience and learn about other cultures. Craig Brown received the award from the broadcaster George Alagiah at a ceremony in London. He says that the status will help the school focus on how to continue developing its international work and how to maximise the benefits for its wider community. The school's students are now responsible for taking many of these developments forward, through the school council, the diversity council and the Eco-Schools group. The school's diversity council has recently successfully applied for a Small China Activity Grant from the British Council, which has enabled the school to plan and run Chinese cultural workshops in primary schools throughout Medway. The Eco-Schools group has also developed a workshop, which it delivered alongside Greenpeace, highlighting many international environmental issues. The school is exploring a link with a partner school in Bangladesh.



With our new Chief Executive, Karin Woodley, now firmly settled in, ContinYou is looking to the future. At the heart of our vision for the future is our commitment to community-led formal and informal education and learning. We therefore see the NRC as central to everything we will be doing as we go forward. Over the coming months, we shall be looking for new opportunities to generate income that will enable us to extend our work with supplementary schools, so that they can sustain and develop their work in ways that improve the future prospects of their students and extend the reach and the success of mainstream educators and agencies.

This issue of the *Bulletin* celebrates the achievements of all the 169 schools that have made a commitment to quality assurance and to the sharing of good practice. We are particularly delighted to salute the pioneers of the Quality Framework for Supplementary Schools, the fourteen schools that helped to develop the scheme, and that achieved their awards in 2006.

The process of revalidating the Quality Framework awards gained by these supplementary schools has shown that not only have they maintained the high levels of governance, teaching, learning and community engagement that they demonstrated four years ago, they have also continued to grow and innovate, building new partnerships across educational and community sectors.

The wide range of opportunities offered by community-based education, on which Lord Adonis commented when the original awards were given, still exists, and still brings great benefits. We will continue to urge the government, educationalists and private individuals to recognise and support supplementary schools in their work.

In many ways, supplementary schools are the embodiment of the way of working that the new government is seeking to create. Having spent recent years developing our quality assurance scheme and the membership we offer to supplementary schools, the NRC is now seeking to ensure that the coalition government recognises and appreciates the contribution that black and minority ethnic communities make to children's education through the thousands of supplementary schools operating throughout the UK. On pages 12 and 13 you will find my analysis of current government thinking on this and on other related issues.

In the current economic climate, it is good to have champions; the Paul Hamlyn Foundation and John Lyon's Charity are big supporters of education in general, and of supplementary education in particular. Both funders have contributed to this issue of the *Bulletin*, explaining why they want to see supplementary schools succeed and how they are supporting projects to bring organisations into closer partnership.

With the support of these funders and the commitment of everyone working in the sector, we believe that the National Resource Centre and supplementary schools across the country can continue to flourish.

Joe Hayman, Acting Director, NRC

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The NRC is funded and supported
by the Department for Education
and the Paul Hamlyn Foundation.

The *Bulletin* is produced by
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Court, Groveland Estate, Longford
Road, Exhall, Coventry CV7 9NE.

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Website: www.continyou.org.uk

Printed by Micropress Printers,
Halesworth, Suffolk.

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PHF support for supplementary education

Tackling some of the key challenges facing supplementary education has been a major focus of funding from the Paul Hamlyn Foundation. Denise Barrows, Head of Education and Learning, explains the criteria on which funding is based.

phf Paul Hamlyn
Foundation

For the last few years, the Paul Hamlyn Foundation has been a major supporter of the supplementary school sector, through our Education and Learning programme's Open Grants scheme. Since 2006/07 we have made 39 grants under this theme, totalling £2.13 million.

Broadly, the focus of the PHF Education and Learning programme stems from the Foundation's general mission, which is to enable people to fulfil their potential and enjoy a better quality of life.

Our supplementary education funding is available directly to supplementary schools, as well as to other not-for-profit organisations, for work that will directly benefit supplementary schools. We have, for example, been one of the founding, and continuing, core funders of the National Resource Centre, to support its work with the sector.

As with our other Open Grants themes, the intention of our support for supplementary education is to encourage innovative practice to address an issue that is of relevance to the sector (and/or potentially to the mainstream school sector). To make the most of the funds that we have available, we aim to achieve greater impact by using our funds strategically, rather than by funding the core or continuing running costs of supplementary schools.

To help potential applicants understand whether we might support a particular proposal, we recommend that they ask themselves 'Is this a piece of work or an idea that other supplementary (or mainstream) schools might look at and say to themselves "Why didn't we think of that? That sounds like a good solution to a challenge or problem that we have too."' We particularly want to support proposals where the likely impact of the work will be felt, not just by the young people attending the applicant's



The Newham Somali Homework Club in East London – photo courtesy of PHF/Nell Freeman

supplementary school, but also by other schools. Successful applications are therefore likely to have clear plans for sharing their learning with other schools or for involving other schools, at an appropriate stage, in replicating successful practice.

All potential applicants should carefully review both our theme guidelines and the overarching criteria (which focus on innovation, change and participation), which can be found on our website. The Open Grants scheme is open for applications at all times. Applications should be submitted online via the Foundation's website. There is no minimum or maximum grant size. The average grant under the supplementary education theme during 2009/10 was £48,668.

The supplementary education work that we have supported recently includes:

- the development of online learning resources, to be shared with the wider supplementary school sector, to support teaching in a particular community language
- the development and independent evaluation of a distinctive approach to supporting cross-cultural groups of bilingual learners
- a professional development and mentoring programme to support science teaching in both the mainstream and the supplementary school sectors
- the development and dissemination of an exemplary

supplementary school model, encompassing academic tuition, accredited learning, student mentoring, a teacher exchange programme, trainee teacher support, careers advice and a programme for widening participation in FE/HE.

A particular interest at present is in work that builds strong, sustained and mutually beneficial relationships between mainstream and supplementary schools, given the rarity of relationships that extend beyond a venue hire arrangement. An excellent example of this was the project led by Goldsmiths, University of London, that we have supported over the past two years. Partnerships were formed between teachers from primary schools and teachers from supplementary schools in the London Borough of Tower Hamlets. Teachers visited each other's settings and exchanged teaching and learning strategies and planned lessons together to support bilingual learners. Clear benefits were seen for pupils and teachers. Further information on this project, including the teaching resources developed, is available at www.gold.ac.uk/clci/multilingual-learning/cmp.

We will soon be conducting a review of the work of our supplementary education theme. This will form part of a wider reassessment of our priorities for funding in the light of recent changes in the political landscape, and the cuts in education spending occurring at both local authority and central government levels. At the time of writing, it is not possible to say what the results of the review process will be for our grant-making in support of supplementary schools. We expect the review to have been completed by summer 2011.

Further information on the Open Grants scheme can be found at the Foundation's website, www.phf.org.uk.

Leading the way in collaboration

For some years John Lyon's Charity has been at the forefront of funding supplementary schools to enable them to develop new ways of working together. Erik Mesel, Grants and Public Policy Manager, outlines the Charity's funding policy and explains how it collaborates with supplementary schools to create a model of best practice.



JOHN LYON'S
CHARITY

John Lyon's Charity has recognised the tremendous potential of community-led education projects, such as supplementary schools, to address the underachievement of children from minority communities in mainstream school settings.

John Lyon's Charity is a grant-making charity that seeks to enhance the conditions of life and improve the life chances of young people through education. The Charity was founded in 1578. In 1991 a Charity Commission Scheme enabled grants to be applied to a broad range of registered charities benefiting children and young people who are resident in the nine London boroughs of Barnet, Brent, Camden, Ealing, Hammersmith and Fulham, Harrow, Kensington and Chelsea and the Cities of London and Westminster. Since 1992 John Lyon's Charity has distributed over £50 million for a wide range of programmes, including youth clubs, arts projects, counselling, childcare and parental support schemes, sports programmes and academic bursaries.

The Charity has supported a number of supplementary schools over the last twenty years and remains committed to funding high-quality supplementary education for local communities. In recent years, as well as providing grants to individual supplementary schools, the Charity has adopted a more strategic approach, in partnership with second-tier charities such as the Westway Development Trust in Kensington and Chelsea and the National Resource Centre for Supplementary Education (NRC).

Innovative models for partnership

Since 2003, a strategic and co-ordinated approach to funding and monitoring supplementary schools in Kensington and Chelsea

has enabled over 20 community organisations – many not large enough to register as charities or apply for grants in their own right – to receive financial support through the Partnership for Supplementary Schools in Kensington and Chelsea. Membership of the Partnership includes access to training and support with quality assurance. The Partnership is a joint funded project with three key partners. The Royal Borough of Kensington and Chelsea has provided funding for tutor costs, training and quality assurance support. The Westway Development Trust has provided a co-ordinator post and office space and, since 2003, John Lyon's Charity has provided £164,000 in tutor costs. The consortia members deliver classes across a range of times, venues, communities, languages and curriculum subjects and support up to 1,150 children.

The Partnership has gained national recognition as an example of good practice on achieving borough-wide co-ordination of supplementary schools.

In 2009, resulting directly from the success of the Kensington and Chelsea model, the Charity's Trustee decided to award grants to organisations based in Ealing (Southall Community Alliance, a second-tier third-sector organisation) and Hammersmith and Fulham (CAVSA – the local CVS), in order to develop a similar approach in

these two boroughs. In four further boroughs in the Charity's beneficial area (Barnet, Brent, Camden and Westminster), funding has been allocated to provide mentors and training through the NRC, to enable supplementary schools to progress through the Quality Framework for Supplementary Education and develop their own consortia applications to the Charity.

In contrast, an alternative model, funded by the Charity in Harrow, provides 'Harrow Weekend School', an innovative partnership approach led by the Harrow Ethnic Minority Achievement Service. Two supplementary schools and seven mainstream schools (which refer pupils to the project), together with Harrow EMAS and ContinYou, participate in the programme.

The Charity is facilitating the development of a collaborative forum for the eight boroughs in its beneficial area. This will bring people together to share ideas, pool resources and develop models of good practice. The aim is to mainstream this approach to co-ordinating supplementary schools. A conference on the benefits of consortia and joint working in supplementary education is planned for Autumn 2011.

For further information on John Lyon's Charity, visit www.johnlyonscharity.org.uk or contact Erik Mesel, Grants and Public Policy Manager, on 0207 591 3502 or e.mesel@johnlyonscharity.org.uk.



A meeting of Barnet Supplementary Schools Forum

CILT competition winners

The winners of two exciting competitions that recognise talent in young language learners celebrated at an awards ceremony at the British Film Institute in July. The Language Stars event brought together winners of the National Awards for Excellence in Language Learning and the Language and Film Talent Awards (LAFTAs), both run by CILT.

Professor Michael Hutt, Dean of the Faculty of Languages and Cultures at the School of Oriental and African Studies (SOAS), presented the gold prize for the National Award for Excellence in Community Languages to Archi Sharma, a student at Hindi Bal Bhawan. Archi has shown great commitment to learning Hindi and has achieved excellent grades in her exams.

The winner of the LAFTAs World of Languages category was a clip called 'Bacon Butty', produced by students at the University of Cumbria, which showed the importance of learning different languages.

www.cilt.org.uk/secondary/14-19/national_awards_for_excellence.aspx
www.languageswork.org.uk/learner_zone/the_laftas/2010_winners.aspx

Innovative language teaching projects

The UK winners of this year's European Award for Languages, which was presented at the end of June, come from all educational sectors across the UK, and between them cover a huge range of languages. Projects to develop the learning of Mandarin, Arabic, Urdu and other community languages were prominent this year.

Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) was presented with a joint award for two exciting projects: Primary Community Languages Tasters, a project which raises awareness of the 124 different languages spoken in Hampshire, and the Hampshire Young Interpreter Scheme, which trains pupils to become interpreters to support pupils learning English as an additional language.

Another project that received a European Award is the Community and Lesser Taught Languages project (COLT) that has been set up by Routes into Languages North West. This project saw the development of a programme of training for teachers of community languages who, in many cases, had never received formal training on how to teach.
www.cilt.org.uk/eal

Give a boost to languages!

Start the autumn term with a languages celebration! The European Day of Languages takes place on 26 September each year. As UK co-ordinator of the day, CILT is encouraging schools and language enthusiasts to plan activities to join in this year's celebrations.

There's a range of ideas for activities on CILT's website, as well as a collection of resources that you can order from its shop. The resources pack, which includes stickers, posters, balloons, t-shirts and pens, will certainly help you create more of a buzz around the day. You could even hold a languages quiz and give items away as prizes.

There are now over 45 European countries involved in the festivities, celebrating over 6,000 languages spoken all over the world. Make sure you don't miss out on the opportunity to join in, and honour the rich and diverse world we are part of.

www.cilt.org.uk/edl
<http://edl.ecml.at>

Funding update

Heritage grants

The date for the next application round for the Heritage Lottery Fund's Heritage Grants scheme for projects over £1 million and under £5 million is 11 October 2010.

Under the Heritage Grants scheme, funding is available for projects that relate to the national, regional or local heritage of the UK. To be eligible for funding, a project must help people to learn about their own and other people's heritage, conserve the UK's diverse heritage for present and future generations to experience and enjoy, and help more people, and a wider range of people, to take an active part in and make decisions about their heritage. Priority is given

to not-for-profit organisations, and to partnerships led by not-for-profit organisations.

www.hlf.org.uk/HowToApply/programmes/Pages/heritagegrants.aspx

Community Fund

Community Fund grants of between £100 and £2,000 are awarded to enable community, voluntary or self-help groups to carry out positive work in the community that:

- addresses a community issue
- provides a good long-term benefit to the community
- supports co-operative values and principles
- ideally, is innovative in its approach.

Applications can be made at any time.
www.co-operative.coop/membership/local-communities/community-fund

What is the Wall of Language?

This is a website that aims to raise awareness of the importance of languages and language learning in the UK. In the run-up to the elections in May 2010, the Wall of Language website (www.walloflanguage.org.uk) published letters from dozens of prospective MPs on the importance of languages and language learning. The second wave of the website's campaign aims to get all MPs to make clear their views on the action needed to reverse the decline in language learning in the UK. The site provides sample letters for people to use as a starting point in contacting their MP.

Quality Framework update

With lots of recent developments on the Quality Framework front, we've decided to devote four pages to reporting on everything that's been going on – a rush of supplementary schools gaining awards, new mentors offering support, and revalidation for the first schools to gain awards in 2006.

Yorkshire's supplementary schools aiming high

Twenty supplementary schools in Yorkshire have so far received Bronze Quality Framework awards. Of these, four have gone on to receive Silver Awards and two have reached Gold.

During the past year, four Quality Framework awards ceremonies have been organised in the region to recognise, celebrate and record the achievements of the supplementary schools receiving the awards. One of the highlights of these events was the attendance at one of our awards ceremonies of Nick Clegg, MP for Sheffield Hallam, now the Deputy Prime Minister. He spoke highly of the voluntary work involved.

The outstanding achievements of these supplementary schools have had a great impact on the school work of the children who attend them. A chair of a supplementary school recently said: 'The QF has definitely raised our school's standard in management, in terms of policies and procedures. It has made our school staff and management committee aware of the need to enhance our school management and procedures associated with health and safety, clear roles and responsibilities of staff and committee members, and the quality of teaching and learning, including training and records. We now have a greater awareness of all the areas covered by the Framework, leading to these items being on the agenda of our management committee meetings on an ongoing basis. Now we can use these headings for future planning for our school.'

More and more supplementary schools throughout the region are now working hard towards the Quality Framework awards. In Yorkshire the QF has not only



Celebration of the tenth anniversary of the Leeds Community Mandarin Chinese School

improved the standard of the supplementary education in the region, but has also provided great opportunities for collaboration and partnership between organisations, groups and schools, leading to mutual support and sharing of experience.

There are about a dozen mentors involved in helping community-based supplementary schools to achieve the awards. These mentors come from a wide range of organisations, including local authorities, police forces and voluntary groups – some are just individuals who are interested in the Quality Framework and supplementary education. One mentor from a local authority said recently: '... mentoring them through a process such as QF is beneficial to them, to ensure that they run activities safely and to a high standard. It is beneficial for me to do this in order to build relationships of trust with the groups on behalf of the city council.'

Through mutual support and sharing, great progress has been

made in community cohesion throughout the region. Muslim groups are now working closely with other faith groups and non-Muslim organisations. Africans and Caribbeans are now working in partnership with Asians. Chinese are now working with Indians, and so on.

It is clear to see that in the Yorkshire area the Quality Framework is playing a key role in pulling everyone together to work for a common goal, to improve the overall standard of supplementary education.

Central region

Coventry has been a hive of activity during the past few months. Supplementary schools have been taking advantage of the support being offered by NRC Mentor Karen Gardiner. Karen runs a complementary school in Birmingham and has been using her vast experience to help schools in Coventry and the surrounding area to develop by mentoring them through the Quality Framework process.

We offer our congratulations to the following schools, which have gained the Bronze Award: Coventry Bosnian Supplementary School, Coventry Chinese School, the Greek School of Coventry, Care Links West Midlands, Sree Bharathalaya, Somali Resource Centre, Muslim Swahili Association, Aqoon Tuition Centre, Iqra Learning Centre, RUBRIC Russian-British International Club and CLASS West Indian Supplementary School. The support offered to schools has been a great success, with very positive feedback. One school told us: 'With Karen's help, we have prepared the whole set of the documents required and I must tell you that it was good experience – very valuable and very useful in terms of setting up proper good practices, procedures and standards for our supplementary Russian school.'

Ishango Science Club in Birmingham, the complementary school at which Karen works, has recently gained its Gold Award. Ishango wasn't the only school to have achieved the Gold Award this term. Arabic School for All, Polish School Nottingham and Kala Niketan Hindi School Nottingham also achieved Gold! Congratulations to all schools.

Rustam Iranian School in Barnet has been delivering Persian language classes to 4 to 18 year olds for 29 years. With great strengths in innovation and partnership, the school is now working towards the Special Distinction Award.



Samina Ahmed and Rachida Richardson of the Arabic School for All with Karen Gardiner (Ishango Science Club, Birmingham) at the Gold recognition meeting

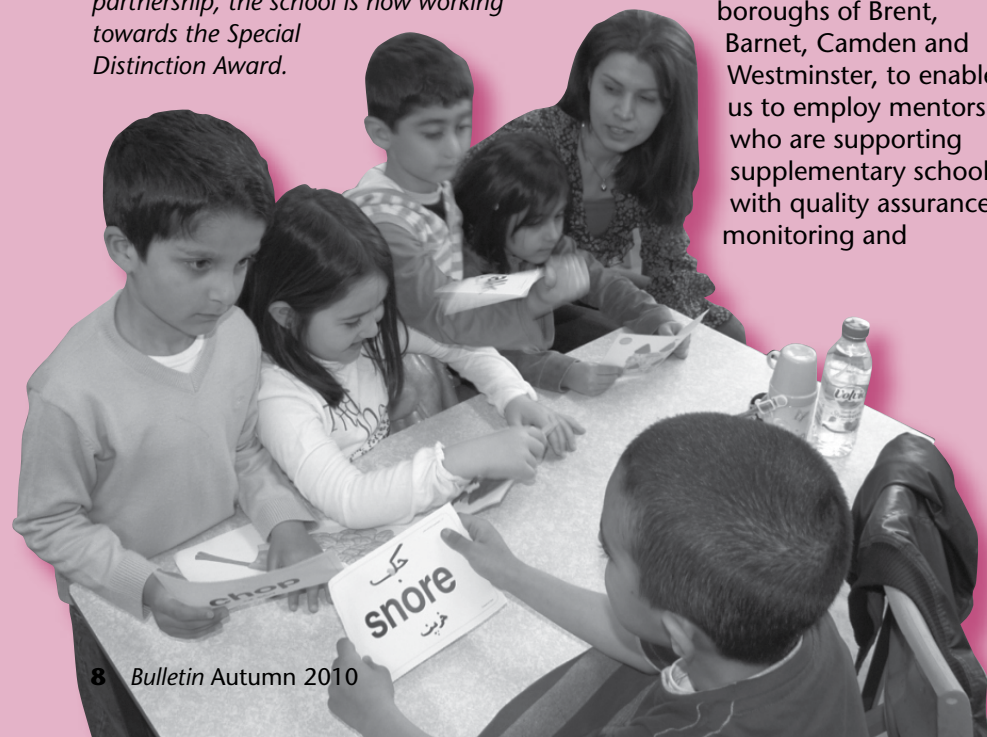
John Lyon's Charity funds West London mentors

For the last nineteen years, John Lyon's Charity has been giving grants to charities operating in West London to 'enhance the conditions of life and improve the life chances of young people through education'. Supplementary schools have always been seen as a vital part of that mission (see page 5). Now the Charity has awarded a three-year grant to the National Resource Centre, working in partnership with the London boroughs of Brent, Barnet, Camden and Westminster, to enable us to employ mentors who are supporting supplementary schools with quality assurance, monitoring and

evaluation of pupils' progress, and partnership development.

Ertanch Hidayettin and Siobhan Crawley have been working in Barnet and Camden since March 2010. Between them, they have already helped seven schools to achieve Bronze Awards and three schools to achieve Gold Awards. In Westminster the NRC has had the support of Sawsan Taha since May 2010. Sawsan is a research student from Palestine, studying political media. She has been using her skills to focus primarily on engaging with the many schools from Arabic-speaking communities in Westminster. Five schools are on track to complete the first level of the Quality Framework by mid September. In Brent, Lina Akbar has combined her work for Brent Ethnic Minority and Travellers Achievement Service with mentoring schools working towards the Bronze Award. Six schools are due to receive their awards at a big celebration of community learning in September.

Andisheh Iranian School, BritSom and the Russian School of Language and Literature received Bronze Awards, and Rustam Iranian School, OYA! Supplementary School and two Paiwand schools were presented with Gold Awards, at Barnet Supplementary Schools Forum.



The grant from John Lyon's Charity is also enabling us to offer invaluable first-aid training to schools in those boroughs, thereby enabling schools to meet the health and safety requirements of the Quality Framework.

This project supports partnership development and sustainability. It brings local statutory and voluntary agencies together to engage skilled mentors who can work with schools to ensure that governance and safeguarding standards are met, and that good practice in teaching and evaluating students is recognised and promoted. We would very much like to encourage other area-based funders to consider funding similar projects in their areas of benefit.

Revalidation

The Quality Framework was developed and piloted in 2005/06, when a dedicated group of local authority officers and supplementary schools responded to internal and external calls for the recognition and celebration of the achievements of supplementary schools and for opportunities for developmental assessment and improvement within the sector.

The first cohort of thirteen successful schools received their Quality Framework awards in 2006 and went on to inspire another 150 schools to take part. But what of those original schools? How have they fared since achieving their

awards? We all know that sustaining funding and maintaining good practice are massive challenges. The aim of the Quality Framework has always been developmental.

As part of the review of the pilot Quality Framework, a process of revalidation was put in place. Quality Framework awards are now valid for three years, and can be renewed for another three years after a review. Supplementary schools do not need to prepare a new portfolio or attend another recognition meeting, unless there have been many changes or they want to aim for a higher award.

The review is undertaken with a senior mentor acting as critical friend to the supplementary school. It is based on:

- guided self-assessment
- a document check
- a visit to the supplementary school in session.

The senior mentor can make one of three recommendations:

- Renew award – the supplementary school's award is renewed for three years
- Defer award – the supplementary school must provide some additional evidence by a set date, and then the award will be renewed for three years
- Reapply for award – there have been so many changes that the supplementary school must prepare a fresh portfolio for a new award.



Camden supplementary schools receiving accreditation for first aid training

At the start of 2010, the National Resource Centre wrote to all the schools to invite them to have their awards revalidated. We are delighted to announce that Mandela Supplementary School in Camden, Hindu Youth Association in Greenwich, Moroccan Supplementary School, Azza Supplementary School and Midaye Somali Development Network in Kensington and Chelsea have all had their awards revalidated, with a further three schools ready for the school visit as soon as term starts in September.

In making her recommendations for the three Kensington and Chelsea schools, Angela Bell, Senior Mentor, wrote: 'All have excellent accommodation and are active in keeping up good relationships with other users of their sites – one a community centre, one a mainstream school and one a college. In addition, Midaye has especially strong involvement of parents through the women's group that meets at the same time as the supplementary school; Azza has collaborated with other supplementary schools to produce a very effective new Arabic curriculum; and the Moroccan School uses technology, especially electronic whiteboards, most effectively – the result of a strong partnership with the college, developing mutual trust that enables equipment to be shared.'

The management of Hindu Youth Association and the excellent relationship it has with Plumstead Manor Secondary School were particularly noted. In addition to its excellent use of resources and its partnership with the British Museum to support the development of



Shpresa Supplementary School, one of the eight schools working towards Special Distinction, has built strong partnerships with mainstream schools.

national Black History resources, Mandela Supplementary School demonstrated the myriad advantages of community-based support with the parent organisation, CarAf Centre, offering family link workers to support children in mainstream schools, as well as counselling, advocacy and a parenting group, and partnerships to deliver behaviour management workshops.

Mandela Supplementary School is joining with eight other schools to work towards the Special Distinction Award. Details of the partnership projects and the schools' progress towards being the pioneers of this award will be covered in the Spring issue of the *Bulletin* and on our website.

For the names and activities of all the 163 supplementary schools that have achieved the Bronze Quality Framework and the 45 schools that have gone on to one of the higher levels, visit our website: www.supplementaryeducation.org.uk.



Azza Supplementary School (Silver), Moroccan Supplementary School (Gold) and Midaye Somali Development Network (Silver) receiving their Quality Framework awards from the Mayor of the Royal Borough of Kensington and Chelsea and from Val Patterson, Director of Education at Westway Development Trust

If you would like to receive information on the Quality Framework for Supplementary Schools, contact our office in London on 020 7587 5080 or email us at nrc@continyou.org.uk.

You can also contact our Regional Strategic Advisers for further details:

- North: Wesley Wu on 07817 585081 or wesley.wu@continyou.org.uk
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- South: Pascale Vassie on 07817 585972 or pascale.vassie@continyou.org.uk

New government results in a hold on Vetting and Barring

We report on the current position regarding the Vetting and Barring Scheme – what has been halted and what still applies.

In its recent document *The coalition: our programme for government*, the government set out its aim to 'review the criminal records and vetting and barring regime and scale it back to common sense levels'. To enable it to fulfil this promise and carry out the remodelling, the Vetting and Barring Scheme will be halted. The first phase of registration was due to commence on 26 July 2010.

Although the scheme is halted while the government undertakes its review, new safeguarding regulations introduced in October 2009 continue to apply. These include the following:

- A person who is barred from working with children or vulnerable adults will be breaking the law if they work or volunteer, or try to work or volunteer, with those groups.

- An organisation which knowingly employs someone who is barred to work with those groups will also be breaking the law.
- If your organisation works with children or vulnerable adults and you dismiss a member of staff or a volunteer because they have harmed a child or vulnerable adult, or if you would have done so if they had not left, you must tell the Independent Safeguarding Authority (ISA).

The NRC will keep you updated on any developments through the *Bulletin* and through its e-bulletin.

What does this mean for supplementary schools?

On 12 October 2009, a new duty to share information was introduced under the Vetting and Barring Scheme. From that date employers, social services and professional regulators will have to notify the ISA of relevant information, so that individuals who pose a threat to

vulnerable groups can be identified and barred from working with these groups. This still applies – please refer to the ISA's website (www.isa-gov.org.uk), where there is guidance and a referral form.

Are there changes to CRB checks?

There are no current changes to the CRB process. Teachers at your supplementary school need to have an enhanced CRB check. If you have classroom assistants who are supervised by a teacher (with CRB clearance), you do not need them to have a CRB check. However, many schools do ask for this as a measure of good practice. If members of your management committee do not work directly with children on a regular basis, they do not need a CRB check. However, if you are a registered charity whose primary aims are to work with children, the Charity Commission asks that they have an enhanced CRB check.

Lincolnshire Forum

Being part of a forum can bring lots of benefits to a supplementary school – from sharing ideas and resources to applying together for funding. Here we report on the development of the Lincolnshire Forum.

There are currently nine supplementary schools in Lincolnshire; over the past few months they have been working together to see how they can achieve more collectively. Lincolnshire Supplementary School Forum is now an organisation with a constitution and policies and procedures to cover its activities. The management committee is made up of representatives from each of the nine schools; so far there are eight representatives, with one last place to fill. Membership of the forum is open to supplementary schools operating in Lincolnshire, as well as individuals and other organisations wanting to help meet the Forum's objectives.

Its main objectives are to:

- gain information on legal obligations (health and safety, CRB checks and first aid)
- discuss and find solutions to the problems faced by individual supplementary schools

- showcase good practice through networking
- help each other with advice and information – for example, by providing peer support
- share experience, knowledge, information and resources
- explore funding opportunities, toolkits and techniques to promote long-term sustainability
- act as the voice of supplementary schools across the county – for example, to promote ownership of and pride in the cultural achievements and aspirations of the different black and minority ethnic community groups, and to act as the forum for issues relating to Lincolnshire to be raised at regional and national levels.

All schools have shown a commitment to working towards achieving the Bronze Award of the Quality Framework. So far, five out of the nine schools have achieved this,

with one going on to achieve the Gold Award.

The forum is now looking at applying for funding to help develop the schools further. One of the priorities is to help record the impact of their work. This is going to be done by linking the data about pupils at their supplementary schools to that at their mainstream schools, and developing recording mechanisms.

The schools have also agreed to use the same registration form for pupils from September. This will enable them to gain permission from parents to share data, and to use photos taken at school events and future joint events such as the Supplementary School Sports Day. This will also provide consistency across the county for statistics for funding applications and other purposes.

For more information about the forum, contact claire.arthur@continyou.org.uk or call 07815 584044.

Students give high rating to Bradford Arabic School

In June 2010, before the end of the academic year, Bradford Arabic School undertook a survey among its students at Key Stages 1 and 2, to find out how good they think



the school is and in what ways (if any) it can be improved. Each child was asked to rate the school out of 10 and to list its advantages and disadvantages. The results were extremely positive, reports Dr Sharif Kaf Al-Ghazal, the school's Chair. The average rating was 8.6 out of 10 – very high indeed. Of the 72 students who took part in the survey, 67 per cent said that they enjoyed the Arabic lessons, 23 per cent rated them as OK, and only 10 per cent said they didn't like them. The many advantages that the students listed included:

- seeing friends
- owning their very own Arabic books
- enjoying the end-of-year ceremony

- learning a language that they would be able to take a GCSE in later on
- playing football
- jumping on the bouncy castle during break times.

The only things that the students could find to complain about were that the school doesn't have a sweet shop or offer swimming lessons!

'Overall, the results of this survey have been extremely encouraging,' says Dr Al-Ghazal. 'This will spur us on to even greater heights, following our Gold Award in the Quality Framework last year. With the support of Education Bradford, we plan to keep improving the environment for the students at Bradford Arabic School.'

What will policy changes mean for us?

This has been a time of substantial change in British politics. Many of the changes have major implications for the supplementary education sector. In this article, Joe Hayman, Acting Director of the National Resource Centre, gives his views on the major changes and how they will affect supplementary schools.

On 6 May 2010, Britain held a general election in which no party won an overall majority in the House of Commons. After five days of negotiation, the Conservative and Liberal Democrat parties announced that they were to form the first peacetime coalition government since 1932, and David Cameron was installed as Britain's new Prime Minister.

Since coming to power, the new coalition government has set its clear priority as tackling Britain's national deficit.

Public spending cuts

One of the new government's first announcements was the immediate reduction of over £6 billion in public spending in the current financial year. This was quickly followed by an emergency budget, announced on 22 June, which outlined the government's intention to eliminate Britain's deficit by 2015/16, primarily through reduced government spending rather than increased taxes.

With commitments to protect the health and international development budgets, all other government departments have been told to identify cuts of at least 20 per cent, in order to help the government meet its deficit reduction target. Local authorities have also been told to identify a similar level of reduction and many are already making significant cuts in staffing and service provision.

Changes in education policy

Another priority for the new government has been education policy. The Academies Bill was one of the first pieces of legislation to be introduced in parliament after the election and was pushed through at almost unprecedented speed, demonstrating the new government's commitment to reducing the role of local authorities in the day-to-day running of schools. Secretary of State for Education Michael Gove explained that urgent change was needed and the new academies would 'raise standards for all children, the disadvantaged most of all'.

The new legislation means it will be certain that increasing numbers of schools will gain academy status over the coming years. As a result, their level of involvement with local authorities will be reduced. This change will have significant implications for those supplementary schools which have, in the past, relied on local authorities to make their links with local mainstream schools. In the future, supplementary schools will need to build links directly with academies and demonstrate to them the value of working in partnership, rather than relying on local authorities to make these links. Fortunately, the value of supplementary schools and mainstream schools working in partnership is clear, and a persuasive

argument about ensuring that pupils are supported can be made.

Other changes in education policy which may have an impact upon supplementary schools include the pupil premium, which will ensure that schools with a high proportion of more disadvantaged pupils, particularly those eligible for free school meals, will receive more funding, enabling the schools to provide additional support to those pupils. How the pupil premium will work in practice has yet to be determined – those who want to get involved in the consultation should visit the Department for Education's website (see the link at the end of the article).

Further significant changes include potential changes to the national curriculum and the Ofsted framework, though details were not available at the time of writing. More generally, it is clear that the new government is focused on raising standards in the classroom, particularly in key subjects such as English and maths, and on giving greater powers to schools and teachers in relation to discipline and excluding pupils.

Greater autonomy for schools

Perhaps the biggest change of all is the shift of emphasis by central government in the way that it interacts with schools. The new Department for Education appears keener than its predecessor body, the Department for Children, Schools and Families, to let individual schools and services make their own choices, rather than imposing targets or requirements from Westminster. A

The value of supplementary schools and mainstream schools working in partnership is clear.

good example of this may come in relation to the extended schools programme, which is very clearly linked to the supplementary education agenda. In the past, the extended schools programme has been specifically funded by central government, with clear targets for each school to meet; in the future, it may be more likely that individual schools will be able to choose whether to set up extended services, and it will be up to organisations such as ContinYou to persuade them of the value of such services. It is possible that many other areas of work that were previously government requirements may now become optional, with schools free to decide for themselves whether or not to put services in place.

The need to build local links

This new independence will mean that even schools which don't gain academy status will still have more freedom than they have had in the past. Supplementary schools are more likely to be successful if they talk to schools directly, rather than hoping for a national message from central government encouraging links between mainstream and supplementary schools – for example, through the extended schools agenda. This means that, in the future, individual local relationships between supplementary and mainstream schools will be critical for the supplementary education movement.

This emphasis on local relationships embodies the new government's commitment to local solutions to local problems, rather than an expectation that central government alone can deal with every issue in British society. This commitment to localism is embodied by David Cameron's personal commitment to the 'Big Society'

Individual local relationships between supplementary and mainstream schools will be critical for the supplementary education movement.

agenda. Launching the agenda, the Prime Minister said: 'We want to give citizens, communities and local government the power and the information they need to come together, solve the problems they face and build the Britain they want. We want society – the families, networks, neighbourhoods and communities that form the fabric of so much of our everyday lives – to be bigger and stronger than ever before; only when people and communities are given more power and take more responsibility can we achieve fairness and opportunity for all.'

How the agenda will work in practice still remains to be seen, but there are some government policies already developing which clearly link to this approach. On a national level, the government will be looking to push through a National Citizenship Service programme, which will aim to give young people the opportunity to develop their sense of community and citizenship through volunteering. Local communities will also get greater powers, including the opportunity to take over local facilities and services which have been threatened with closure, and they will be supported in making the most of these powers by a new generation of 'community organisers', who will work in neighbourhoods across the country, particularly the most disadvantaged.

Making the case for supplementary schools

In many ways, supplementary schools are the very embodiment of the way of working which the new government is seeking to create. Set

up with little or no public funding and relying heavily on the time and commitment of volunteers within communities, supplementary schools show what can be achieved by people coming together with shared, positive goals. Many of the most successful supplementary schools also demonstrate how much more can be achieved when statutory agencies (for example, local authorities and mainstream schools) have the vision to collaborate honestly with minority communities, developing real and equal partnerships, where each partner is respected and valued for their particular strengths and expertise.

At ContinYou we will be seeking to make this case to government and to ensure that supplementary schools continue to be supported to do their work. We will also be seeking to ensure that supplementary schools are kept fully up to date with developments in national government. NRC networking and training events over the course of the autumn will be great opportunities for supplementary schools and other interested parties to find out more; in the meantime, the website links below will take you to the sites of government departments and independent charities and magazines that give regular updates on government policy and activity, which will be of great use to anyone involved in the supplementary school movement.

Department for Education – www.education.gov.uk

Department for Communities and Local Government – www.communities.gov.uk

National Council for Voluntary Organisations – www.ncvo-vol.org.uk

Third Sector magazine – www.thirdsector.co.uk

Children and Young People Now magazine – www.cypnow.co.uk

Supplementary schools show what can be achieved by people coming together with shared, positive goals.

Coventry Bosnian Supplementary School

Senadin Selimic, a teacher at the Bosnian Supplementary School in Coventry, describes how the school has progressed in the last two years, with support from the NRC and from a local primary school.

Two years ago the Bosnian Supplementary School in Coventry was invited to become a member of the NRC. Thanks to the NRC co-ordinator, Claire Arthur, who gave us huge support, we quickly started to benefit from the ideas, guidance and mentoring offered to members.

The Bosnian Supplementary School was formed in 1997 and it always had a problem with fluctuating numbers of children. In the year 2007/08, the number of children attending was down to four.

A new start

In 2008 my friend Ajdin Brandic and I took over the teaching and running of the school. We made contact with all Bosnian families in Coventry and invited them to bring their children to the school for an informal meeting. We explained how their children would benefit from speaking another language, how we would support them with their work in their regular English schools and what fun they could have by playing some of the games their parents played in Bosnia when they were at school.

The response was very good and in the year 2008/09 we had eighteen children between the ages of 5 and 15. This year we have fifteen children between the ages of 4 and 14, as well as three over 15 years of age who attend occasionally. Not only do we have a reasonable number of children attending now, but we also have good support from the community, with many of the parents acting as volunteers.

The Bosnian Supplementary School teaches the Bosnian language, the history and geography of Bosnia, and traditional dance and music from the homeland. We try to follow the English school curriculum – we help the children with English, maths and other subjects in which they need support. All the children from our school were born in the UK, and English is their first language.



Senadin Selimic and Ajdin Brandic, teachers at the Coventry Bosnian School, with mentor Karen Gardiner

Although most of the children could understand and speak some Bosnian when they started at the school, they were very shy and lacked confidence. My colleague and I started to engage with the children through a variety of activities, including role play. This did the trick. Slowly but surely the children started to open up. To date they have performed four school plays in front of crowds of nearly 400 onlookers. The feedback from the parents is encouraging too, as most of them have noticed that their children are speaking the Bosnian language better, and have gained in confidence, resulting in better work in their mainstream schools.

Our biggest challenge is to create our own school curriculum which is understood by the children and which is simple but effective. We already have some school material printed by the Bosnian Ministry for Education, but it is too broad and too complicated. In any case, it is not written for children who are learning Bosnian as their second language. We therefore started to improvise with our own ideas and created our own alphabet book (Abeceda), as well as other school material (tests, quizzes and other items) that we needed in order to achieve our goals.

Joining with other Bosnian schools

In June this year the Bosnian School in Coventry hosted the twelfth Bosnian Supplementary School Day. The event was held at the Alan Higgs Centre in Coventry, where we welcomed over 300 guests from Bosnian schools from different UK cities, including London, Manchester, Birmingham, Derby, Hertfordshire, Guildford and Coventry. The programme started at 10.00am and finished at 5.00pm. It featured school plays with topics from the homeland, the reciting of poems and traditional Bosnian folk dance, with food and sport activities at the end. VIP guests included the Lord Mayor of Coventry, guests from Clinton Primary School in Kenilworth (including the headteacher) and a councillor from Coventry City Council with responsibility for education. Our sponsors are the Big Lottery Fund and Heart of England Community Foundation.

Teachers from the schools held a meeting to discuss future collaboration and ways of exchanging experience, ideas and resources. It was agreed to meet again in October 2010 and to increase the level of co-operation still further. For that purpose we agreed to use our existing website (www.bihskola-coventry.org) as a repository for school material and online discussions. Internationally, our school in Coventry has made links with Bosnian supplementary schools in Amsterdam, Holland and Sydney, Australia.

Building local partnership

In autumn 2009 we made contact with Clinton Primary School in Kenilworth. Mrs Anne Moseley, a teacher in the school, visited Bosnia and Herzegovina, where she had an opportunity to learn more about the richness of Bosnian history and culture. After returning to the UK,

Mrs Moseley felt that she needed to do more. She began to work as a volunteer in our supplementary school, and her school linked up with a primary school in Tuzla (Bosnia and Herzegovina).

In January this year, Clinton Primary School organised a Bosnian day, at which I taught Key Stage 1 classes. At the end of a successful day, the children were able to go through the Bosnian alphabet, pronouncing all 30 letters correctly. We received excellent feedback from the headteacher and staff. The children really enjoyed the lessons, where they

painted mosques and motifs from the churches in Bosnia, and even learnt a few steps of traditional Bosnian dance.

Clinton Primary School is now helping us to create a curriculum which is comparable to the curriculum in English schools. This has had an immediate effect – everything the children learn in their mainstream schools is still fresh in their memories, and repeating it in Bosnian just strengthens their knowledge.

We have had good feedback from parents, who commented that the children were making progress in

their mainstream schools, as well as at the supplementary school. The plan for the future is to develop a questionnaire to use with teachers at the mainstream schools that our children attend, so that we can get their views about what we are doing. We hope that this will result in some good ideas that we can put into practice in our supplementary school.

Recently we were awarded the Bronze Award of the NRC's Quality Framework. Now we have set ourselves a new target – the Silver Award – and are hoping for success with this too.

Turkish Consortium organises parental involvement seminars

Ertanç Hidayettin, the Co-ordinator of the Turkish Language, Culture and Education Consortium UK, reports on the recent activities of the Consortium.

The Turkish Language, Culture and Education Consortium UK (the Consortium) comprises 22 supplementary schools serving the Turkish-speaking communities in England. The Consortium schools teach the Turkish language at all levels, and enter students for Turkish examinations at GCSE, A, AS and A2 level. Cultural activities such as folk dancing and music are also taught. Some schools organise booster classes in English, maths and science. Around 2,000 students are served by the Consortium schools.

The Consortium was set up in 2003 with the following aims:

- to co-ordinate the activities of Turkish language supplementary schools in order to increase their effectiveness

- to act as a pressure group on educational agencies, in order to ensure that the needs of Turkish-speaking communities are met
- to provide support and information for parents, to enable them to take a more active role in their children's education
- to raise the standard of work of Turkish language supplementary schools.

The Consortium has been instrumental in raising the profile of Turkish education issues, and has organised meetings with various London Schools Ministers on the contribution that supplementary schools have made to tackling underachievement among Turkish-speaking pupils.

On 12 and 13 June 2010, the Consortium organised two parental involvement seminars, one each in North and South

London. Around 150 parents attended the two seminars. Speakers at the seminars were all Turkish-speaking educators, including Dr Tozun Isa, the Director of the Centre for Multilingualism in Education at London Metropolitan University, Mr Kelami Dedezade, Turkish Pupils Achievement Officer for Haringey Council, Mr Yuksel Ferit, Consultant for Turkish and Kurdish Boys for CEA@Islington and Ms Burce Gulicli, a psychologist and mentor. The Principal of Conisborough College, Bob Ellis, told the seminar in South London of the benefits his school had gained from working side by side with a Turkish language supplementary school.

The speakers covered a range of topics, such as advice to parents on getting involved in the education of their children, information for parents on the recent changes in the British education system and the importance of encouraging bilingualism at home and at school. Parents who attended the seminars found them extremely useful. The Chair of the Consortium, Mr Asim Dilaver, promised that seminars would now be organised on an annual basis.



Bullet!n Training and events

The NRC can provide training anywhere in England. We have a programme of open training in central locations – see below – but we are happy to work with you to organise training to meet local need in your county or borough. Please get in touch with your Regional Strategic Adviser (see page 10) or Teresa Reynolds at our London office on 020 7587 5080, to discuss your training needs.

Starting a supplementary school

This course will give you the practical tools and knowledge to start up a successful new supplementary or community language school.

Learning outcomes: by the end of this course you will have received step-by-step guidance on starting up a school. Each course participant will receive a set of fourteen 'How to...' guides covering such areas as governance, teaching and learning, finance and quality assurance.

Who should attend? Those who:

- are planning to start up a new supplementary school in their area
- are running a recently established school and would like to consolidate their work.

Previous feedback: *'The exercise about how to begin was very useful in informing and reminding me of the importance of being realistic.'*

Saturday, 9 October 2010 or
Thursday, 14 October 2010,
10.00am–3.30pm, London
(please specify preferred date when you book)

Please check our website for dates in Central and Northern regions.

Funding your supplementary school

This course will take you through the steps of making a great funding application, including project development, evidencing need, outcomes and outputs.

Learning outcomes: at the end of the course you will have the knowledge and tools to identify suitable funders and will understand what is needed to make a competitive funding bid.

Who should attend?

- Supplementary school co-ordinators/project managers
- Management committee/trustees of supplementary schools.

Previous feedback: *'A great session for groups needing to learn the key facts about funding.' 'I did not realise how many fundraising opportunities there are. Thank you!'*

Wednesday, 3 November 2010,
5.30pm–8.30pm, Leeds
Thursday, 23 November 2010,
10.00am–3.30pm, London

Safeguarding for supplementary schools

This course will give you practical tools and knowledge about safeguarding and teach you how to implement this within your school.

Learning outcomes: at the end of the course you will have a clear understanding of safeguarding, covering current legislation and how to develop and implement a safeguarding policy, including risk assessment, safer working and recruitment, codes of conduct and child protection.

Who should attend?

- Designated officers for safeguarding at your supplementary school
- Trustees/management committee members
- Co-ordinators/headteachers.

Previous feedback: *'This was one of the best courses that I have attended. I am certainly more knowledgeable about issues surrounding safeguarding.' 'Provided the opportunity to review my own organisation's policies and procedures and benchmark practice with other organisations.'*

Tuesday, 12 October 2010,
5.00–8.00pm, Medway, Kent
Saturday, 30 October 2010,
10.30am–3.00pm, Huddersfield
Thursday, 11 November,
9.30am–1.00pm, Tower Hamlets,
London

Please check our website for more dates in South, Central and Northern regions, or call us to arrange for us to run this course in your area.

Quality Framework training for mentors

Day 1: introduction to the Quality Framework and supporting supplementary schools to achieve the Bronze Award

Tuesday, 21 September 2010, at ContinYou, London

Day 2: the higher levels, recognition and standardisation (you must have completed Day 1 of the training in order to register for Day 2)

Tuesday, 7 September 2010 at Voluntary Action Sheffield
Tuesday, 7 October 2010 at ContinYou, London

For access to course outlines and online booking forms for all our training, please visit our website www.supplementaryeducation.org.uk.

NRC regional events

Who should attend?

Supplementary school partnerships and networks, extended services managers, CVS staff, headteachers, EMAS staff.

Strengthening and supporting supplementary education in South East England

Tuesday, 12 October 2010,
3.00–4.30pm, Medway, Kent

Pan London Network of Supplementary School Fora/ Consortia

Tuesday, 9 November 2010,
10.00am–2.30pm, London

Previous feedback: *'Working with supplementary schools within a local authority can often be quite isolating. Being part of the Pan London Network allows me to meet others in the same position, share good practice, stay up to date with national policies such as safeguarding and get excellent support from the NRC.'*