

# *the* **Bullet!**n

Winter 2011

Issue 17

The National Resource Centre for Supplementary Education

## How are we doing?

- ✓ Eighty per cent of supplementary schools said they have benefited from being an NRC member.
- ✓ The most popular membership benefits are *The Bulletin*, the 'How to' guides that are sent to all new members, and the support of the Regional Strategic Advisors (RSAs). Members also value being part of a larger network of supplementary schools.
- ✓ Half of the local authorities (LAs) believe the NRC's Quality Framework is helping to increase educational attainment for black and minority ethnic (BME) communities, and improve teaching standards at supplementary schools.

These are just a few of the findings included in a recently published evaluation of the work of the National Resource Centre for Supplementary Education (NRC) between 2007 and 2010.

*Continued on page 2.*



## How are we doing?

*Continued from page 1.*

### Aims

The project ran from November 2009 to March 2010. A 'stratified random sampling' technique was used to identify 27 target schools from across England, twenty of which went on to take part; 27 LAs were invited to participate, and 19 did so. Participants completed detailed questionnaires, which aimed to find out the extent to which:

- the NRC's membership, training and Quality Framework are useful, and how they can be improved
- the work undertaken by the RSAs has made a positive contribution to supplementary schools
- the general support, advice and help provided by the NRC have made a positive contribution to the schools.

The project also aimed to find out more about the attitudes of local authorities and community and voluntary services towards the NRC, and their experiences of working with the NRC during this period.

### Findings

The evaluation findings illustrate that the NRC is providing an extremely

valuable service, both to local authorities and to supplementary schools across England.

Schools and local authorities are very satisfied overall with communication by the NRC, the benefits of membership, the support of the RSAs, the Quality Framework scheme, and access to free training.

### The future

The NRC would like to thank all the local authorities and schools that took part in the evaluation.

We welcome the suggestions and recommendations made, and look forward to improving the support we offer in the future in the light of members' feedback, for example, by:

- increasing training provision (offering courses on safeguarding children, working with special needs pupils, and so on)
- developing the Quality Framework scheme further
- creating new membership benefits
- diversifying our methods of support.

The full report, together with a range of supporting documents, can be found at [www.continyou.org.uk/nrcreport](http://www.continyou.org.uk/nrcreport).

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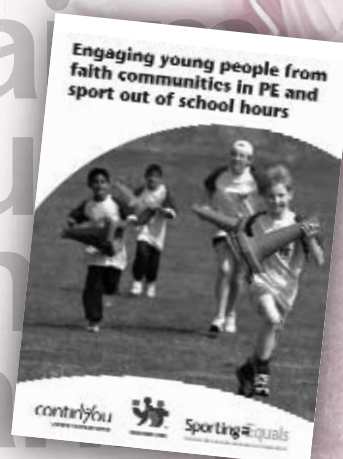


## Engaging young people from faith communities in PE and sport out of school hours

This guide provides an overview of the six most common religions in Great Britain.

It outlines challenges that may arise when providing PE and sport activities, and suggests ways in which mainstream sport providers, co-ordinators of oshl activities, and all those working across the school sport network, can address these issues positively.

To download a copy of the guide, visit [www.continyou.org.uk](http://www.continyou.org.uk).





As we enter 2011, I see many great possibilities for supplementary schools.

Since the new government announced its commitment to building the 'Big Society', I have met with many colleagues frantically trying to ensure that their programmes and initiatives fit into this agenda.

Fortunately, at the NRC we didn't need to do this, because supplementary schools already embody everything the government is looking for – parents and communities coming together to put in place activities for children and their families, rather than waiting for the government to do it for them.

Thousands of committed, passionate individuals have come together to set up supplementary schools within their local community, and they are a real example to all of those now pursuing the Big Society agenda.

At the same time, there will always be challenges for supplementary schools and this edition of *the Bulletin* addresses some of these. We offer good ideas around fundraising and outline how we can offer advice and training around capacity building and sustainability more generally. We also show how important insurance is for supplementary schools, and offer a helpful checklist of issues to consider.

We give an update on national developments around quality assurance and show, with an example from a supplementary school in Harrow, how important it will be in the future to measure the impact of supplementary schools – both to demonstrate the value of our activities to mainstream schools and others, and in terms of supporting funding applications.

The success stories set out in this *Bulletin* show what we already know – supplementary schools can have a hugely beneficial impact on children, families and communities. From Harrow to Bradford and from Coventry to Leeds, supplementary schools are doing fantastic work and I'm delighted that this edition of *the Bulletin* is able to highlight their work. I'm also delighted that this *Bulletin* highlights the value of the work of the NRC to supplementary schools around the country.

Since joining ContinYou two years ago, I have been constantly impressed by the commitment and ability of staff at the NRC, their passion for supplementary schools and the expertise that they bring. In particular, I am pleased to announce that my colleague Pascale Vassie has now taken on the lead role for the NRC, and she will be writing the editorial for *the Bulletin* from now on.

Pascale embodies all the passion and expertise which I have talked about, and I look forward to working with her and our colleagues to ensure that supplementary schools around the country get the support they need and the credit they deserve for their valuable work.

*Joe Hayman, Acting Director, NRC*

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**continYou**  
National Resource Centre for  
Supplementary Education

## Training

### Children in Need

Children in Need ran an excellent training and support session on 2 November for supplementary schools in the South East region that have applied to them for funding but have not been successful.

Over sixteen schools attended the session, where they received:

- detailed information about the kinds of projects BBC Children in Need can fund
- practical advice on presenting project aims and outcomes
- information on quality assurance and how the NRC Quality Framework can help to build a sustainable, successful and fundable school.

With a new small grants programme making the application process for grants of up to £30,000 more streamlined, the charity is very keen to see more supplementary schools present successful applications.

They are planning to run a similar training and support event in the Midlands. For more information, email [Melinda.Connelly@bbc.co.uk](mailto:Melinda.Connelly@bbc.co.uk). The next application deadline for their small grants programme is 15 January 2011.

[www.bbc.co.uk/pudsey/grants/smallgrants.shtml](http://www.bbc.co.uk/pudsey/grants/smallgrants.shtml)

### Funding applications made easy

The NRC delivers a workshop specifically designed to help you develop your bid-writing skills.

See page 15 for details of where and when we are running future sessions.

Additional workshop dates will be publicised through our *E-bulletin* and website.

To book any of our courses, please email [training.admin@continyou.org.uk](mailto:training.admin@continyou.org.uk).



## Funders

### The British and Foreign School Society (BFSS)

BFSS helps educational projects in the UK and around the world by funding schools, other charities and educational bodies.

BFSS gives a total of £400,000 in grants each year. To be eligible for funding, projects must be for disadvantaged children at primary or secondary stage (preferably primary), and must provide a service that normal state education cannot.

Phone 01883 331 177 or email Belinda Lawrance at [britforeign@aol.com](mailto:britforeign@aol.com).

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

### The Equitable Charitable Trust

This education charity gives up to £1 million in grants each year. The trust funds projects that support the learning and development of disadvantaged children and young people under 25, including formal projects that complement the national curriculum or that deliver accredited vocational learning.

The trust is UK-centred, but will also help projects for youngsters in developing countries; however, only registered charities can receive funding for a project outside the UK. Grants range between £2,500 and £30,000.

Large grants are paid in annual installments no larger than £10,000. Applications can be submitted at any time and are considered on a monthly basis by trustees.

For more information, phone 020 7264 4995 or email [jlong@equitablecharitabletrust.org.uk](mailto:jlong@equitablecharitabletrust.org.uk).

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

### The People's Postcode Trust

This trust provides funding to small organisations, community groups and charities.

Registered charities can apply for up to £10,000 in funding; organisations that are not registered charities can apply for up to £2,000.

To be eligible, projects must tackle at least one of the following: poverty, health, citizenship or community

development, sport, human rights, and the environment.

Projects should have a clear charitable purpose and use the grant within three months of receiving it. They must show visible results, as well as receipts.

Phone 0131 555 7287 or email [info@postcodetrust.org.uk](mailto:info@postcodetrust.org.uk) to find out more.

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

### The Daiwa Foundation

This foundation supports closer links between Britain and Japan. Grants of £3,000 to £7,000 are available to individuals, societies, associations or other bodies in the UK or Japan to promote and support interaction between the two countries.

The grant can go towards any activities, including educational and grassroots exchanges, travel for research, the organising of conferences, exhibitions or other event projects. New initiatives are especially encouraged.

The next deadline for applications is 31 March 2011.

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

(‘Grants, Awards and Prizes’ section)

### Young Roots (Heritage Lottery Fund)

Young Roots provides grants of between £5,000 and £25,000. The scheme is aimed at helping teenagers (or young people with special needs up to 25) to find out about their heritage, develop skills, build confidence and promote community involvement.

Projects should be related to the varied cultural heritage of the UK, such as work on local history or natural attractions. Projects must also give young people the opportunity to manage as well as participate, and should help foster partnerships between youth and heritage organisations.

Projects should also involve a wide range of young people of different abilities and cultural backgrounds in promoting social inclusion and equal opportunities. Applications are accepted at any time.

[www.hlf.org.uk/HowToApply/programmes/Pages/youngroots.aspx](http://www.hlf.org.uk/HowToApply/programmes/Pages/youngroots.aspx)

## O2 Programme for Young People

This programme supports projects by young people aged 13 to 25 that help their community. Their Think Big programme offers young people grants of up to £300, as well as training, support and mentoring from youth charities, including the National Youth Agency and UK Youth.

Projects should be run by and for young people, and could be a local youth group, peer mentoring network or perhaps a community improvement scheme. Successful projects may also have the opportunity to apply for a further £2,500.

Applications can be submitted by individuals or groups at any time.

[www.o2thinkbig.co.uk](http://www.o2thinkbig.co.uk)

## Funding information

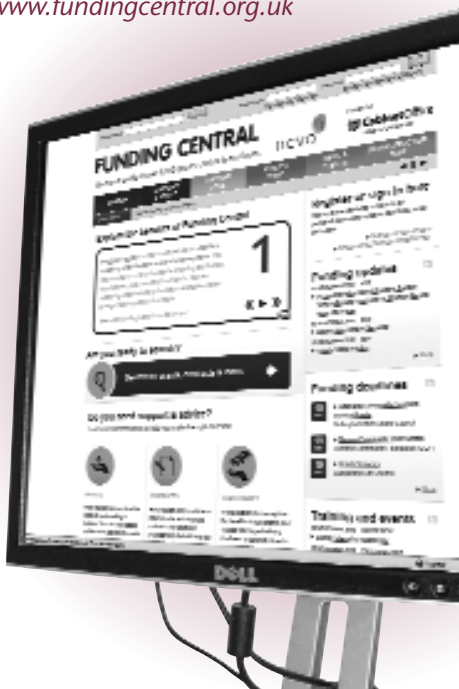
### Funding Central

This free website was launched in June 2009 for charities, voluntary organisations and social enterprises.

Once you have registered, you can search thousands of funding and finance opportunities by entering the details of your organisation, your activities, where you are based and who your beneficiaries are.

The site also contains good practice advice, guides, toolkits, case studies and ideas to help you find funding.

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

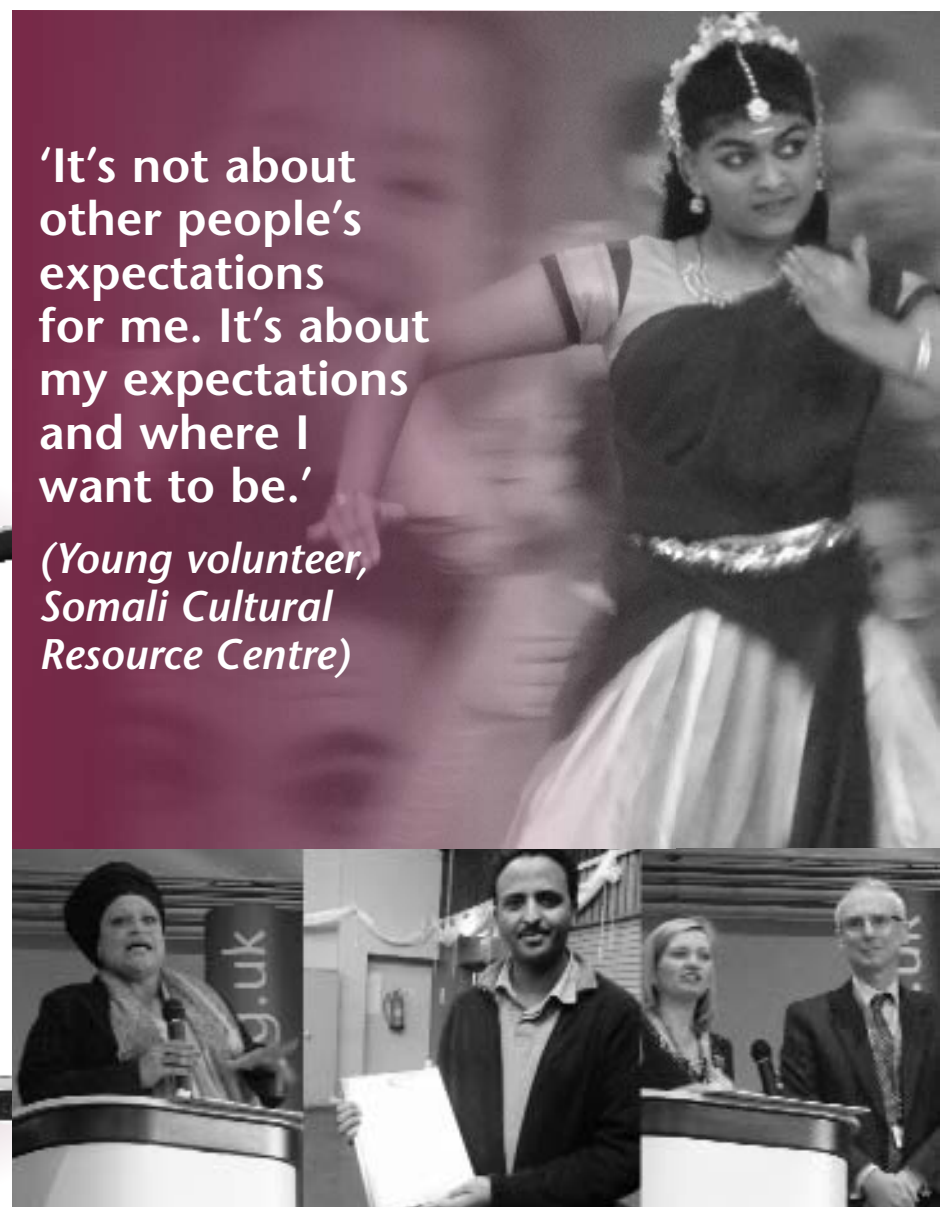


# Celebrating in Coventry

## Sixteen supplementary schools proudly received their Quality Framework awards at the West Indian Centre in Coventry on Wednesday, 20 October.

Coventry Cllr Lynette Kelly (Portfolio for Education), Colin Green (Director of Children, Learning and Young People), Kieran Mulhall (Deputy Lord Mayor of Coventry), and Karin Woodley (CEO, ContinYou) presented the awards to children and teachers from a number of Midlands supplementary schools.

The awards ceremony was followed by outstanding dance performances by the Greek School of Coventry, Sree Bharathalaya (Academy for Performing Art, Culture, Languages and Supplementary School) and the Somali Cultural Resource Centre Coventry (SCRCC).



**'It's not about other people's expectations for me. It's about my expectations and where I want to be.'**

*(Young volunteer, Somali Cultural Resource Centre)*

# International prize for UK Chinese schools

**The second International Chinese Cultural Competition was held in August in Kunming, China. Around 1,300 students from 33 Chinese schools across the UK entered the preliminary competitions, along with 25,000 other students from around the world.**

Three students from UK Chinese schools qualified to take part in the final competition in China. These were from the Leeds Community Mandarin Chinese School (LCMCS), which achieved a Quality Framework award earlier this year, and the Birmingham Overseas Chinese Association for Education School (BOCAES).

The UK team won second place in the final, where it staged a hilarious comedy called 'Just kidding' for the event. The team's performance, and the final competition, were broadcast on a local Chinese TV station.

*'This trip of a lifetime enabled the students not only to make their mark in an international competition, but also to gain confidence and self-esteem. They have become even prouder of their cultural heritage and have made international friendships. The Chinese schools are extremely proud of the students and grateful for this opportunity to strengthen the message to their students about maintaining pride in their cultural identity.'*

*(Wesley Wu,  
NRC Regional Advisor)*

During the visit to China, the students visited some famous world heritage sites, such as Lufeng Dinosaur Valley, the naturally-formed Yunnan Stone Forest, and the largest bronze building in China, the Golden Palace. The UK team also established links with other countries by taking part in a wide range of activities, including table tennis, swimming and karaoke.

*The world-famous Stone Forest in Yunnan, China*



*The successful UK team, left to right: Yanbo Yin, Dr Wuhu Feng, Yingzhe Feng, Xiaoxi Zhang, Mingzhe Feng*



# Bradford supplementary schools proud of success

**On 13 October 2010, around 200 students, parents, supplementary school organisers and local Education Bradford officers attended the Quality Framework (QF) awards ceremony in Bradford.**

Representatives from Abu Zahra Foundation, Bradford Arabic School, Shree Prajapati Association, Ramgarhia Panjabi School, Khalsa Panjabi School, Guruwara Gobind Singh, Gurdwara Guru Nanak Dev Ji, Bradford Polish School, Islamic Cultural and Educational Association, and Victor Street Masjid were present at the event.

Denise Faulconbridge, Managing Director of Education Bradford,

**'Successful partnership working between the NRC, Education Bradford and supplementary schools in providing local QF mentoring programmes has helped the schools achieve such great success.'**

**(Wesley Wu, NRC Regional Advisor)**

opened the ceremony, saying proudly: 'I am very pleased to be here with you to celebrate your success and achievements. This is your celebration. Well done!'

Wesley Wu, NRC Regional Advisor, presented the successful supplementary schools with their Bronze award certificates, and Denise Faulconbridge gave them a cheque in recognition of their achievement.

'The event provided an excellent networking opportunity for supplementary schools representing a wide range of local communities. It was a lovely evening and everyone enjoyed the event very much,' said Wesley.



**Stop press!**

**UK wants more Mandarin**

To increase partnerships with China, the UK government has announced a drive to get 1,000 more Mandarin teachers in UK schools. The five-year programme will begin in July 2011.

For more information, go to <http://tinyurl.com/UKChina>.

# Run for cover...

So, you think you know all about insurance, do you? Take our quiz and find out. You can check your answers opposite.

1 Supplementary schools should only buy insurance directly from an insurance company.

True  False

2 Every member of the management committee has to sign insurance documents.

True  False

3 Employers' liability insurance covers a school against illness, injury or death of an employee.

True  False

4 Volunteers are not considered to be employees of the school.

True  False

5 Only large companies need public liability insurance.

True  False

6 It is good practice for a school to insure the buildings it uses.

True  False

7 Staff are responsible for making sure their vehicles have appropriate insurance.

True  False



"I need to read a lot of small print."

## Tips for getting the right policies at the right price!

- Management committee members must make sure the supplementary school is fully insured for the work it does. What insurance is needed will depend on whether staff are employed, volunteers are used, the school owns or uses buildings, vehicles or equipment, the activities being carried out, and so on.
- A school should nominate one committee member and, if possible, a staff member or volunteer to oversee all insurance policies and make sure they are up to date. They should report to the management committee at least once a year.
- Consider using a broker, as they may cost less than an insurance company, and can shop around for you. Get more than one quotation for each type of insurance.
- Talk to other voluntary organisations and see what insurance cover they have.
- Fill out all forms very carefully. An organisation seeking insurance cover has a duty of 'utmost good faith' to the insurance company. This means disclosing all relevant facts. Failure to do so may make the insurance invalid, and the insurer could refuse to pay out.
- Read the small print and ensure you fully understand all the policies. Keep insurance documents in the same, accessible place.
- Make sure that you have the right amount of cover for your school's needs – if the organisation is underinsured, the insurance company may make no payment against any claim made.
- Check and revalue your property annually – perhaps give a member of the management committee or staff responsibility for this task.



## Answers

**1 False:** Schools can buy cover directly from an insurance company or a broker who sells policies from a range of companies.

**2 False:** Unincorporated organisations will need to nominate one individual from the committee, who will sign the forms and take out the policy on behalf of the other committee members. If that person leaves, the insurance must be transferred to someone else's name. Incorporated organisations (charitable companies, industrial and provident societies, or charitable incorporated organisations) can take out insurance in the name of the organisation.

**3 True:** It covers the employer against illness, injury or death of an employee during the course of employment as a result of a breach of a statutory duty or neglect.

**4 False:** Volunteers can also be considered to be employees, depending on the nature of their work for the organisation. If this is likely, then it is important that cover is in place.

**5 False:** Any organisation, no matter how small, should have public liability cover.

**6 True:** If you lease a building, check your lease to see if you are responsible for insuring any part of the building. If you own the building, it is good practice to insure it, even though you do not by law have to insure buildings. There is a general duty under charity law to protect a charity's assets, so a committee that leaves a building uninsured would be negligent in its duty to the charity. If a loan or mortgage is secured on the building, the lender will usually insist the building is insured.

**7 False:** The school must make sure that any vehicle owned and used by employees or volunteers for work purposes is adequately covered.

## Type of insurance

### Employers' liability insurance

This covers the employer against illness, injury or death of an employee during the course of employment, as a result of a breach of a statutory duty (for example, health and safety legislation) or neglect.

### Public liability insurance

This covers you for claims made against you by members of the public or other businesses.

### Buildings insurance

This policy should cover the cost of rebuilding the premises if it were completely destroyed, including professional and other fees, plus the cost of temporary accommodation during the rebuild.

### Road traffic insurance

This covers injury or death caused to other people and passengers, as well as damage caused to other people's property.

## What you need to know

- Employers are responsible for the health and safety of their employees while they are at work. Your employees may be injured at work or they, or your former employees, may become ill as a result of their work while in your employment. They might try to claim compensation from you if they believe you are responsible. The Employers' Liability (Compulsory Insurance) Act 1969 ensures that you have at least a minimum level of insurance cover against any such claims.
- Employers' liability insurance will enable you to meet the cost of compensation for your employees' injuries or illnesses, whether they are caused on or off site.
- Any injuries and illnesses relating to motor accidents that occur while your employees are working for you may be covered separately by your motor insurance. You can be fined if you do not hold a current employers' liability insurance policy which complies with the law.

- Many groups that use premises and facilities belonging to others might think that the property owner's insurance will cover them for their activities. This is not the case – separate insurance cover must be arranged which covers the group for their own activities.
- Special consideration needs to be given to any potentially hazardous activities or events with large attendances.

- You could also think about taking out business interruption insurance. Cover would include a payment to make up the difference between your actual and expected income after your ability to do business is interrupted by an unforeseen event, such as a fire or theft.

- The school must make sure that any vehicle owned and used by employees or volunteers for work purposes are adequately covered. If your school owns and uses a vehicle on the road, you must insure all drivers against third-party risks as a minimum.
- Third-party insurance does not cover theft or damage to the vehicle so think about taking out third party, fire and theft or fully comprehensive insurance.

# Evidence of impact

**The Harrow Weekend School (HWS) was recently evaluated by ContinYou. The results show the difference that supplementary education can make.**

Commitment and partnership working between statutory agencies and supplementary schools have led to supplementary school classes having a real impact on pupils from disadvantaged backgrounds.

## Background

The Harrow Weekend School (HWS) opened in May 2009 as a pilot with 50 pupils. At this stage it was the brainchild of two people: Joy Collins (Team Leader, Harrow Ethnic Minority Achievement Service); and Ahmad Farid Mall (Director, Afghan Association Paiwand).

Pascale Vassie (ContinYou) was invited to join the steering group and was also commissioned to provide an independent evaluation of the pilot.

Following a successful funding application to the John Lyon's Charity, HWS expanded and moved from Harrow Teachers' Centre to nearby Whitefriars Community School, where Lynne Pritchard, also an original steering group member and champion of the project, is headteacher.

The Somali Cultural and Educational Association (SCEA) has joined the steering group, as well as children's centre and family learning officers. The school runs at the weekends during term time, offering English, maths and science study support sessions on Saturdays and sporting activities on Sundays to an average of one hundred pupils.

## The aims of HWS

### Raising achievement and strategic alignment

Pupils targeted for the HWS are from local underachieving groups. HWS is aligned with other initiatives under a borough-wide NtG (Narrowing the Gap) project, which aims to raise the achievement of disadvantaged groups through whole-school

developments, targeted interventions and tracking progress.

This has enabled the impact of HWS to be evaluated in line with all other initiatives, and already indicates the outstanding progress made by the children at HWS after just three terms.

Strong links exist between HWS and nine mainstream partner schools. Children are referred by the mainstream schools; the HWS manager sends a weekly register of attendance to each link person (usually the deputy head) and visits schools termly to share data, discuss the progress of pupils and consult with parents.



*'Working for HWS has been a real opportunity for me as a manager and as a parent. Coming from a community organisation, liaising with parents and working in partnership with mainstream schools has given me a two-way perspective on the national curriculum, as well as on how to accelerate children's learning through involving parents and members of the community.'*

*(Zahra Reza Tayeb, Harrow Weekend School Manager)*

Sixty-three per cent of the children attending HWS have exceeded national curriculum expectations, and Harrow's expectations for children with English as an additional language (EAL) as a whole.

There has been a very significant improvement in those children who have attended HWS regularly, with 72 per cent gaining 2/3 of a level or more. This compares with only 20 per cent of the same children gaining 2/3 of a level in the previous year, before attending HWS. For these children, HWS has without doubt 'narrowed the gap'.

### Strengthening links between the mainstream and supplementary school sectors

Thirty supplementary schools operating in Harrow have been invited to take part in a six-week Effective Management Skills in Supplementary Schools course being delivered by the NRC in the spring term.

The benefits of HWS have been widely disseminated by EMAS and by word of mouth from parents and headteachers. On 6 November, a new Saturday school opened at Stag Lane Junior School, a further example of partnership working between the mainstream sector, EMAS and Paiwand, with funding coming from all three partners. A similar model, systems and processes as those used at HWS have been adopted.

### Future funding

Funding is uncertain, since the EMA grant is no longer ring-fenced. Consideration will be given to this at the next steering group meeting. Possible ways forward are contributions from schools and families and a bid to the new Education Endowment Fund.

*You can read the full report, by David Evans, at [www.continyou.org.uk/supplementaryevidence](http://www.continyou.org.uk/supplementaryevidence).*

## 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 (KS2).

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](http://www.primarylanguages.org.uk/teaching_learning/community_languages.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](http://www.cilt.org.uk/shop.aspx)).

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

## Hello MYLO

MYLO, a new online resource for learning languages, is 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](http://www.hellomylo.com)

## Hackney school language partnership with the Met

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 has 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 good 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 Metropolitan Police who visited the school used a series of role plays to show pupils situations in which 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](http://www.cilt.org.uk/workplace/business_language_champions.aspx)

Bonjour! Ola! Guten Tag!

## Initial teacher training

A new set of training resources is 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 – which are 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](http://www.primarylanguages.org.uk/teaching_learning/community_languages/professional_development.aspx)



# Busy, busy, busy



**Claire Arthur, NRC Regional Advisor, provides an update on the successful Quality Framework scheme.**

'It's been a busy few months here at the NRC. To start with, we've been training new mentors. This is due to the increasing number of schools that want to work towards a Quality Framework award.

'To date, 187 schools have obtained the Bronze award, 21 have achieved the Silver award, and 36 have achieved the Gold award, and a handful of schools are about to go for the Special Distinction award. Well done to all these successful schools – and keep up the hard work!

'We've also been encouraging schools to renew their NRC membership. When completing their membership form, schools were asked if they would like to work towards the Bronze award. Of the 593 schools that have renewed their membership or joined the NRC since March 2010, 277 have indicated they would like to do so.'

## Welcome to new mentors

We would like to welcome a number of new mentors, who are helping schools work towards a Quality Framework award.

- **David Hirst** – David works for the Refugee Council and is based in Birmingham. He has worked with many refugee and asylum seeker groups over the years. The BASIS project which he works on aims to develop and support these kinds of organisations, so mentoring schools for the Bronze award complements the work he is already doing.
- **John Shannon** – John works for the Digbeth Trust and has years of community development experience, having previously worked in Coventry and Birmingham. John is currently based in Birmingham and will be mentoring schools in this area.
- **Stephen Brooks** – Stephen is the National Manager for Black Boys Can. He hopes that all Black Boys Can franchises will agree to work towards the Bronze award. Coventry is the first of the Black Boys Can schools to achieve this award.

## Quality Framework awards

If you've achieved one of the Quality Framework awards, and you'd like a logo to use on flyers, your website and stationery, email [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk).



- **Carole Bagnall** – Carole works for Stoke-on-Trent City Council. She has experience of supporting and developing community groups, supporting grant applications, and delivering a range of training. As with John and David, mentoring schools to the Bronze level award will complement her existing work.
- **Shaista Razaq** – Shaista works for Voluntary Action Stoke-on-Trent (VAST). Her current role involves supporting community groups to develop. Shaista is also a SFEDI qualified business advisor, specialising in social enterprise. She is looking for schools in Stoke-on-Trent to mentor.
- **Rajvir Gill** – Rajvir Gill works for CEDF in Edgbaston, Birmingham, and teaches in a supplementary school herself. With a wealth of experience and a teaching background, Rajvir is sure to make a great mentor.
- **Jo Galloway** – Jo works for ContinYou, delivering support around the extended services agenda. She has experience in community development, social enterprise, funding and more. Jo is based in the South West.
- **Kieron Johnson** – Kieron works for Haringey Council, in Children and Young People's Services, and his role involves working with supplementary schools. Kieron is keen to develop the capacity and sustainability of schools in Haringey.

## Higher level mentors

A number of our existing mentors have completed Day 2 of our training, and can now mentor schools to the higher Quality Framework levels.

Well done – and thank you for your commitment to supporting supplementary schools!

- **Siobhan Crawley** (Camden)
- **Shabita Shamsad** (Tower Hamlets)
- **Sajida Khan** (Luton)
- **Ranjit Chakravorty** (Manchester)
- **Michelle Stewart** (Croydon)
- **Kelly Ocloo** (Westminster)
- **Karen Bailes** (Leeds)
- **Gurjit Chagger** (Medway)
- **Faizur Rehman** (Leeds)
- **Caroline Norman** (Sheffield)
- **Bradley Heap** (Oldham)
- **Ayub Ali** (Tower Hamlets)
- **Ayaz Ali** (Yorkshire)
- **Akhita Benjamin** (Brent)
- **Abdullahi Ali Nur** (Kensington and Chelsea)
- **Yinka Armaty** (Hammersmith and Fulham)
- **Ertanch Hidayettin** (Barnet).

If you work for a local authority, CVS or development support agency and would like to attend our mentor training to support your local supplementary schools, please email [claire.arthur@continyou.org.uk](mailto:claire.arthur@continyou.org.uk).

## Talk about supplementary education online

Why not join the **Learning Exchange?** The NRC has set up a forum there for supplementary schools. There are a number of interesting discussions going on at the moment – one is specifically for mentors. Join today for free!

[www.learning-exchange.org.uk/supplementaryforum](http://www.learning-exchange.org.uk/supplementaryforum)

## Have you visited the Quality Framework webpages?

As more schools gain Quality Framework awards, we are discovering more little gems of good practice from across the country. With the permission of the schools, we are now sharing these examples on our website. Take a look today!

[www.continyou.org.uk/qualityframework](http://www.continyou.org.uk/qualityframework)

# A twenty-year journey

**Every year during Eid, Jubilee Community Education's Bengali Saturday School (JCE) in Hackney celebrates its pupils' achievements. This year, we are celebrating twenty years of achievements.**

## Background

JCE began when a group of Bengali women in temporary accommodation were concerned about their children's educational progress.

Supported by Jubilee Primary School, the Asian Women's Advisory Service and the Sir John Cass Foundation, they set themselves up as a voluntary group and began to organise classes. JCE grew from very small beginnings, and acquired its good reputation and waiting list through word of mouth in the community.

## Organisation

The organisation has always been run by a parent committee through meetings that are open to all. These meetings have provided a focal point for isolated families in challenging circumstances.

Families were initially supported by the Bengali teachers to help their children's education and engage with mainstream schools. As they became more confident about using public services, many parents also found educational opportunities and employment.

## Growth

Through funders such as Children in Need, the school expanded from two to three classes to meet the community's demand. It now teaches 70 children in three classes for three hours every Saturday during term time.

Every year the school enters pupils for Bengali GCSE and many of them take the exam early, which gives them confidence when they

Groups of children in their very best clothes are reciting poems, singing and performing short sketches in front of a cheering audience of family members ...

Older pupils step up to receive prizes for their Bengali GCSE results, while others are presented with certificates for outstanding voluntary work in the community...

A cameraman from Channel 5 Bengali television is filming the event ...

After the speeches and prize giving, older pupils serve up a feast that families have brought to share ...

That evening, the children watch themselves on the Channel 5 10 o'clock news.

complementary schooling, and the teaching of community languages in particular, JCE was involved at the very start of the Resource Unit for Supplementary and Mother Tongue Schools (now the NRC), and was one of its first members.

JCE started welcoming visitors and, like the children, gained confidence and pride from the positive feedback it received.

## The future

While we are nervous about the future, we are proud that the commitment of the families, teachers and pupils to a project they feel they own has created a strong atmosphere of mutual respect, reflected in the attendance, behaviour and achievement of the children.

## Quality Framework

We would strongly recommend the NRC's Quality Framework award scheme. Our busy committee did not initially relish the idea of more paperwork, but the process of preparing for the Bronze award turned out to be rewarding. Our mentor, Luljeta Nuzi from the Shpresa Programme, was a far more experienced manager than any of us.

*Report by Raymonde Sneddon, Research Fellow at the University of East London*

come to sit mainstream exams. Three pupils have recently gone on to obtain at least nine A and A\* GCSEs.

The current children have set their sights much higher than those who attended in 1990. It was their decision to plan, organise and present the special twentieth anniversary celebration.

## Member of NRC

Due to its belief in the importance of spreading the word about



# Bullet!n *Training and events*

The NRC can provide training anywhere in England. We run open training courses in central locations (see below), but are happy to organise training in your county or borough. Contact your Regional Strategic Advisor or phone Teresa Reynolds on 020 7587 5080 to discuss your training needs.

To book a course, visit our website or email [training.admin@continyou.org.uk](mailto:training.admin@continyou.org.uk). To secure your place, we ask for a £15 deposit, which will be reimbursed on the training day.

The following dates are correct at the time of going to print. For more up-to-date information about when courses are being held, please visit [www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk).

## Open training programme

### Starting a supplementary school

This course is for organisations setting up supplementary school provision, and is also an excellent 'update session' for small supplementary schools that are expanding.

- London: Saturday, 29 January (10am to 3.30pm)

### Safeguarding for supplementary schools

This course provides practical tools and knowledge about safeguarding, and will teach you how to implement safeguarding within your school. It includes a very practical *Safe network* resource pack and CD.

- London: Saturday, 22 January (10am to 3.30pm)
- Leicester: Wednesday, 2 February (10am to 3.30pm)
- Lincoln: February (date and venue tbc)

### Funding applications made easy (FAME)

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

- Leicester: Saturday, 29 January (10am to 3.30pm)
- Lincoln: February (date and venue tbc)
- London: Wednesday, 23 March (10am to 3pm)

### Quality Framework mentor training

This training prepares people to become supplementary school mentors for the Quality Framework. To ensure that the Quality Framework remains free of charge at Bronze level and at a low cost at higher levels, mentors are not paid for this work. The role is, therefore, most suitable for those who are employed within statutory or voluntary sector agencies to support community initiatives and/or educational attainment.

**Day 1:** Get an overview of the award scheme and the Code of Practice for Supplementary Schools.

- London, Wednesday, 19 January (10am to 3.30pm)

**Day 2:** Plan how to support groups as they build portfolios and develop critical skills.

- London: Wednesday, 2 March (10am to 3.30pm)

Further details and application forms are on our website.

### Effective management skills in supplementary schools

This popular and comprehensive OCN-accredited course will soon begin in Harrow and Oldham. The course comprises 30 hours of learning and successful completion leads to three credits at Level 2. For more information about the course, or to book it for your region, please email [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk).

## Additional courses

In addition to our open training programme, we are able to offer the following courses. Local authorities or clusters of schools can buy in each of these courses for £450. Email [claire.arthur@continyou.org.uk](mailto:claire.arthur@continyou.org.uk) to find out more.

### Introduction to the British education system

Learn to plan your teaching and its delivery so that it is attuned to the wider context of the British education system and the key stages within the national curriculum.

### Recording pupils' progress and achievement

Learn strategies and techniques that are constructive and efficient. Explore ways to monitor and record children's progress and achievement, so that you can plan with their needs and strengths in mind.

### Special educational needs

Explore the key issues affecting young people with special educational needs (SEN). Use case studies to examine the practical implications of government legislation and SEN policies, and become equipped with practical strategies for supporting children with SEN in schools.

### Effective lesson planning and choosing the right resources

Get practical guidance and activities to make your lessons more enjoyable. Gain a clear understanding of how lesson planning benefits you, as well as your pupils. Easy-to-use planning models will be explained, giving you the ability to adapt plans effectively for your own teaching circumstances.

### Behaviour strategies and classroom management

Classroom management is crucial for a positive learning environment. It makes teaching and learning much more satisfying for both the teacher and pupil. In this workshop, you will have the opportunity to look closely at the various aspects of classroom management and how these can be used to foster constructive learning conditions.



The year  
**2010**  
in pictures