

challenges • opportunities • support • quality • success • funding

the **Bullet!**n

Spring 2011

Issue 18

The National Resource Centre for Supplementary Education

Still passionate...

On 28 February, practitioners from over forty supplementary schools joined researchers and support workers from a range of local and national agencies to discuss the challenges and opportunities posed by the latest educational reforms, and ways of influencing them. Pascale Vassie, NRC policy and development manager at ContinYou, reports from the event.

The seminar was jointly organised by Race on the Agenda (ROTA) and the National Resource Centre for Supplementary Education (NRC), with stimulating and practical presentations from Dr Debbie Weekes-Bernard of Runnymede Trust and Shpresa and Organisation of Young Africans (OYA!) supplementary schools.

Debbie presented some hard-hitting facts highlighting the influence ethnicity still has on educational experience in this country. There has been debate recently from a

range of perspectives contending that race is no longer a major influence on individuals' academic journey. At first glance, the general picture seems to support this argument: black and minority ethnic (BME) people are participating in higher education at increasing rates and Indian and Chinese pupils are outperforming their white counterparts at GCSEs. But more detailed analysis makes clear that major inequalities still blight the lives of young people from BME communities. *Continued on page 2.*



'I was thrilled to meet so many people with a similar vision for education development'.

Continued from page 1.

Pupil exclusions have long been seen as an area where race inequalities persist. The proposed changes to exclusion appeal panels, which give greater rights to headteachers and less to parents, combined with increasing autonomy for mainstream schools and the ending of several national and local targeted strategies to improve the attainment of BME children, seem likely to exacerbate the long-standing difficulties that certain communities face in ensuring their children, particularly boys, get an education which enables them to achieve their full potential.

Runnymede is the UK's leading independent think tank on race equality and Debbie's presentation drew on years of research, debate and policy engagement. I strongly recommend to *Bulletin* readers that you engage with Runnymede and contribute your own experience to their work.

Inform and inspire

The seminar was aiming to both inform and inspire. The speakers from Runnymede, ROTA and the NRC provided in-depth analysis of educational reforms. Speakers from supplementary schools provided the inspiration and practical examples of how to find opportunities and strengths in even the most challenging circumstances.

First to speak was Dr Firinne Ni Chreachain from OYA!, who gave an impassioned presentation on the power of parents and community members to run successful, tightly-targeted projects built on individual community characteristics and volunteerism. Fahad Nsimbe and Maryan Adem, two young graduates of OYA!, spoke of the strength and self-esteem they gained from attending, as well as the exceedingly positive impact the classes had on their educational attainment and progression (90 per cent of OYA! pupils taking GCSEs in 2010 gained five A*-Cs including, English and maths). They also demonstrated how attending supplementary school embeds in many young people the notion of helping others, giving back and making change happen for oneself.



'It is encouraging to see that individuals and groups of people are still passionate about the supplementary school movement'.

Luljeta Nuz and Flutura Shega introduced the Shpresa Programme, a project operating in six North East London boroughs, which promotes positive identity and recognition of the Albanian community's cultural and linguistic heritage, enabling people to settle and participate fully in British society. Shpresa runs eight supplementary schools, each one developed in full partnership with mainstream schools. Shpresa is not charged rental fees for any of its mainstream school premises. Luljeta gave detailed and clear guidelines on how they have achieved and maintained such good working relationships.

SWOT

Before breaking into discussion groups, seminar participants were taken through a whistle-stop SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of current educational reform, led by me. With a focus on greater personal and family responsibility for education, the government's plans for education can, in many ways, be seen to reflect the beliefs that led to the development of supplementary schools. So, there are opportunities to raise the profile of the sector and develop stronger, mutually beneficial relationships with mainstream education. But, there is even less money available from government

and many of the statutory and voluntary agencies providing training and advice to community organisations are experiencing cuts in their own funding and capacity.

Discussions

The round-table discussions drew from the presentations and participants' own expertise to raise concerns and solutions. The cuts to local authority services are a major concern, as many supplementary schools receive financial support from children's services and various community development grant schemes. Several of the schools present had already been told that this support is ending and many of the supportive council officers facilitating partnerships with mainstream schools are leaving their jobs. All the groups emphasised the need for closer collaboration between agencies and between supplementary schools themselves.

Proposed reductions in the scope of Ofsted inspectors may draw attention away from community cohesion and put a heavier focus on achievement, teaching and learning, leadership and management. However, these are still proposals and the duty to promote community cohesion remains in 2011/12. It is outside the scope of this article to represent fully the richness of the discussion and the full report of the seminar is available to download from ROTA. ROTA is also offering free bespoke awareness raising sessions about the Equality Act 2010 where you can learn what types of discrimination are now prohibited and who is covered by the new law. With a better grasp of the key concepts in the legislation, communities can help public bodies such as schools promote equality for the benefit of all.

If you would like ROTA to come to your organisation or a meeting of your supplementary school network to deliver a session, please contact Ryan Mahan on ryan@rota.org.uk or telephone 020 7902 1177.

www.oya.org.uk

www.shpresaprogramme.com

www.runnymedetrust.org



Welcome to the eighteenth issue of your *Bulletin*.

As we move into a new financial year, I would like to take this opportunity to thank all the council officers across England who have engaged with ContinYou to make a success of the National Resource Centre and the Quality Framework for Supplementary Schools. Building sustainable models of support is never easy and the NRC would not be where it is today without the work carried out, mostly entirely free of charge, by local staff who, like us, believe passionately in the difference community-led organisations can make to children's lives and educational attainment.

At the end of December 2010, Lambeth Chinese Community School became the 200th school to complete the Bronze Quality Framework. Since then fourteen mentors have guided a further 25 schools through the Bronze stage. On pages 7–10 you can read about some of the 60 plus schools that have moved on to higher level awards. Congratulations to all the schools but also to all the people who have supported them.

This term our lead article summarises a stimulating seminar on new educational agendas organised in partnership with ROTA. When you get 80 people in a room, with a wealth of knowledge and practical experience of supporting disadvantaged children and young people to discuss educational reform you're bound to have a lively debate – and we did! Supplementary schools gave invaluable advice on how to build partnerships and develop support from a wide range of statutory, voluntary and private sector agencies. The full presentations are available from NRC or ROTA (see page 2 for details). Throughout this issue we are sharing tips, projects, funders and training opportunities that will help get support for your work.

From Barnet in the South (page 15) to Oldham in the North (page 14) supplementary schools are meeting to share good practise and improve their skills.

ContinYou remains fully committed to providing a National Resource Centre for Supplementary Education that can support you in the development of partnerships, lobby government on your behalf, signpost you to funding opportunities, and provide the training and quality assurance. We believe that this will help you to convince statutory agencies and funders that supplementary schools are a force to be reckoned with and invaluable partners in ensuring that all children, no matter where they live, how many languages they speak or what faith they may follow, no matter where their parents come from or where they go to school, reach their full academic potential.

Since 2007, over 1,030 supplementary schools have joined the NRC. To continue receiving guidance, information and support don't forget to renew your membership and while you are doing that, let us know about what you have been doing recently and your plans for the future. We're always looking for stories for the *Bulletin* and for our monthly e-Bulletin and we're more than happy to advertise your events and successes.

*Pascale Vassie, Policy and Delivery Manager,
Community Education and Inclusion, ContinYou*

Challenges and opportunities	1
Editorial	3
Support	4
Profile	5
CILT news	6
Quality Framework revalidation	7
Quality Framework consultation	8
New ways of working	10
Tradition, culture, attainment	11
Working with mainstream schools	12
Funding	13
Celebration	14
Training and events	15

National Resource Centre
for Supplementary Education
31–33 Bondway, Vauxhall
London SW8 1SJ
Tel: 020 7587 5080
Fax: 020 7735 4002
Email: nrc@continyou.org.uk
www.supplementaryeducation.org.uk

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

The Bulletin is produced by ContinYou,
Unit C1, Grovelands Court,
Groveland Estate, Longford Road,
Exhall, Coventry CV7 9NE.

Tel: 024 7658 8440
Fax: 024 7658 8441
Email: info.coventry@continyou.org.uk
Website: www.continyou.org.uk

Printed by Micropress Printers,
Halesworth, Suffolk.

Disclaimer

The views expressed and presented in *the Bulletin* are those of the authors and do not necessarily reflect any view or policy of the National Resource Centre for Supplementary Education or ContinYou. You may not distribute, copy or print any part of this magazine without prior permission.

Department for
Education



continyou
National Resource Centre for
Supplementary Education

Support in tough times

In this difficult economic climate, no service is safe from cutbacks and we are certainly seeing this within local authority departments that have previously been able to support supplementary schools through free training and funding opportunities. How can the NRC help?

We've been hearing from supplementary schools in many areas that have been told council services are to be cut back or removed completely. This has left many schools feeling stranded.

What can schools do?

- **Network** – You will have met other schools, both supplementary and mainstream, through training and perhaps forum meetings. Arrange to meet so you can discuss what benefits and elements you could take forward together.
- **Join independent forums** – There are many supplementary school forums across England. Many were supported initially by their local authority, but have since become independent. The NRC can help you find relevant ones.
- **Identify your purpose** – If you are going to work together as a network or forum of supplementary schools, you need to agree on what your aims will be. Nobody likes meetings that are just talk and no action. Do individuals have the capacity to take on a little extra work?
- **Identify need and gather evidence** – Talk to as many schools as possible, formally and informally, and keep records of their comments (this can help evidencing need in funding bids). Finance will be a key issue. It is unlikely that you will gain funding to redistribute to individual schools, but you should look at funding applications that deliver joint training, resources, and so on. These are generally easier to obtain.

What can the NRC offer (paid and free)?

Individual schools

Our membership offer remains free to supplementary schools. Upon joining, supplementary schools receive:

- our termly *Bulletin* to keep you up to date with the latest news in supplementary education
- our regular e-Bulletin
- free access to the Bronze level of the Quality Framework for Supplementary Schools
- free access to one open training course (and a discount on further courses)
- telephone and email support from the NRC team
- fourteen 'How to' guides, giving advice on how to run a supplementary school and how to meet quality assurance and safeguarding standards
- free community membership of NCVO
- access to the members-only area of our website, with downloadable templates, policies and procedures, examples of good practice, and teaching and learning resources.

NRC courses

Starting a supplementary school

Funding applications made easy

Safeguarding

Introduction to the British education system

Behaviour strategies and classroom management

Effective lesson planning

and choosing the right resources

Recording pupils progress and achievement

Special educational needs

These courses can all be delivered to groups of 10 to 25 participants and include photocopyable resources.

Accredited modular courses

The *Effective management skills in supplementary schools* course is an OCN accredited course which can be run as four full days or seven 3½ hour sessions.

The *Effective teaching skills in supplementary schools* course combines the learning from our popular teaching and learning day courses into an OCN accredited course. This course will be available from September 2011.

Both courses are most suitable for 10 to 15 participants and require a commitment to the full course duration. For fees and booking information on our various training courses see p16.

Consortia and partnerships

In some areas, consortia have gained funding to pay for development work, which the NRC is able to provide. Please see the offer below to local authorities, as we can offer consortia the same.

Local authority commissioning

The NRC already works with a number of local authorities to deliver services. With jobs being cut, we can offer an alternative for supporting local schools through our range of one-day training courses.

We are developing more courses to meet members' needs – watch out for *Effective Teaching Skills in Supplementary Schools*. We can also train mentors to support their local schools and enable them to build capacity locally, facilitate forums, link pupil data, provide support directly, assist with project development and write bids.

www.continyou.org.uk/nrcsupportinglas.

Up close and personal

Claire Arthur speaks to Karin Woodley, CEO of ContinYou, about her views and experiences of supplementary schools.

With over 25 years in the third sector, Karin has been head of the Stephen Lawrence Charitable Trust, the Minorities' Arts Advisory Service and more. She's also been an advisor to the government and organisations in the UK, USA and southern Africa, specialising in social justice, education, diversity and equalities, community cohesion, arts and culture.

CA: Tell us a little about your experience at supplementary school.

KW: My mother found a Caribbean Saturday School through my father's friends. It was in Haringey or Camden. I was quite a high achiever at school, and I wanted to learn about Caribbean history and culture – all the black heroes and heroines.

CA: What lasting memories do you have?

KW: I was quite cocky and challenging. I got into real trouble during an African dance project; I wanted absolute proof during a Ghanaian dance class that my history was from Ghana. I'd challenge that my background could be from Sierra Leone!

Supplementary school engendered a real interest in global political history as I got older, and I read quite substantive black political and mainstream texts. A lot of this interest was sparked by having an immigrant and mixed heritage background.

CA: When you look back as an adult, what were the benefits?

KW: Being the child of one English parent and a Caribbean parent who was absent, supplementary school gave me a good sense of my identity culturally, and a better understanding of the Caribbean and its history. It also gave my mother, as an English woman who was bringing up a black child on her own, a support system.

I think supplementary school also politicised me in terms of the fight against racism. I wanted to be Angela Davis and had an enormous afro. The experience also directly affected my decisions in terms of employment, and nurtured my sense of political justice and human rights.

CA: Think of one lesson you learnt from supplementary school. What was it and what influence has that had?

KW: I understood that learning was something for everybody and that everybody should have the same rights. I'm not talking about equality of opportunities; I don't think that was even a phrase back then. It was actually a human rights issue. Everybody has rights to education. To be a full citizen, with its responsibilities and entitlements, you have to be able to realise the rights that citizenship bestows upon you. Everybody has to have equality, and education underpins this.

CA: As the CEO of ContinYou, what do you see as the importance of the NRC?

KW: I've spent the last 27 years working in charities that have tackled inequality, mostly educational and cultural and, for me, ContinYou is also here to tackle inequalities and promote community cohesion. The NRC is essential because it represents work that is demanded and created by communities; they're responding to very specific needs in a wide variety of ways. The NRC fits well with my own experiences of working very closely with communities. It confirms my belief that education is more than what happens in a mainstream classroom.

CA: What one piece of advice would you give to supplementary schools?

KW: Always aspire for your students. Set high expectations and constantly strive to understand the ways in which you can support them to attain well and succeed in statutory education and in society. You are part of a toolkit for young people as they grow into adulthood. You can also help our young understand their history so that they can make their future; in West Africa this is represented by a bird looking to the past: Sankofa.

'I wanted absolute proof ... that my history was from Ghana. I'd challenge that my background could be from Sierra Leone!'



Speak to the future: the campaign for languages

This five-year campaign aims to improve the UK's understanding of the value of languages in all areas of life, achieve a step change in language learning at all levels, and improve the nation's capacity in language skills and professional services. The campaign has five key objectives:

1 Every language valued as an asset

This will encourage policy makers and citizens to recognise that the many languages used in the homes of UK citizens are a valuable resource for social cohesion and economic success.

2 A coherent experience of languages for all children in primary school

This will introduce the learning of other languages and cultures, as well as helping to develop a better understanding of how a child's own languages work.

3 A basic working knowledge of at least two languages, including English, for every child leaving secondary school

This will equip every school leaver to live and work in a global society, where confidence in learning and using other languages is a major advantage.

4 Every graduate qualified in a second language

This will prepare future leaders in business, the professions, voluntary organisations, education and research to thrive and communicate confidently in complex global societies.

5 An increase in the number of highly qualified linguists

This will fulfil the growing need for language professionals, especially English-speaking interpreters and translators, and for teachers and researchers specialising in languages and cultures.

A launch event in February brought together representatives of over 30 organisations who offered their support for the campaign.

Read more about how to get involved at www.speaktothefuture.org.



THE CAMPAIGN FOR LANGUAGES

Support for community languages

Community languages teachers looking for support will find many useful resources in CILT's catalogue. *A world of languages* (YPF10), for instance, is a practical resource to get young children thinking about the benefits of speaking another language. Our curriculum guides for Mandarin, Cantonese, Arabic, Gujarati, Panjabi, Somali, Tamil, Urdu and Yoruba provide an invaluable framework for teachers in both mainstream and complementary schools. On the research side, our groundbreaking new book *Language capital* explores how the 233 languages spoken by London's schoolchildren are central to the UK's future as a key global player.

www.cilt.org.uk/shop.aspx



TALA featured on Teachers TV

The Tamil Academy of Language and Arts in South East London has helped out at the launch of the Speak to the Future campaign. The supplementary school is dedicated to teaching Tamil children about their cultural heritage and community languages, and helps them achieve in their mainstream schooling as well.

www.teachers.tv/news/89301



Still solid gold



Fourteen schools in London piloted the Quality Framework back in 2005–06, before the scheme was extended further around the country. Of these first fourteen, eleven have now been revalidated.

Three of the supplementary schools completing their revalidations in 2010 are based in Camden: the CarAf Centre Mandela School, Escuela de Formacion Artistico Latinamericana (ESFORAL), and the British Somali Community.

Their reviews were conducted by Angela Bell, Senior Mentor; Joe Hayman, Deputy Chief Executive, Corporate Strategy at ContinYou, presented the revalidated Gold Awards at the Camden Supplementary School Forum meetings.

All three supplementary schools are now taking their next steps – the road to Special Distinction.

Revalidation

A Quality Framework award is valid for three years, so revalidation ensures all NRC member schools maintain their high standards. As long as revalidation is requested as soon as the existing award expires supplementary schools do not need to prepare a new portfolio or attend another recognition meeting. If there have been many changes, or if they want to aim for a higher award, then the school will be offered the opportunity to prepare for a new recognition meeting. For revalidation, schools receive a visit from a senior mentor, who assesses the school by observing individual classes and reviewing the Bronze Management File to ensure all policies and procedures have been updated and remain effective.

'The revalidation shows that we have maintained the high aspirations for our children, our high standards for their education and our continuing commitment to their future. I'm so proud of their achievements and want to improve them more.'

(Sagal Mumin, School Co-ordinator, British Somali Community)



'It was great working with staff on our self-evaluation and to see that the quality of lesson was at a high standard still. This was inspiring for us as a team because our goal of aiming high for our children was clear to see.'

(Peter Okoye, Education Officer, The Mandela School)



'We worked really hard for the Silver Award, so most of the preparation for the teaching was very good. When we got Gold, we had everything in place. We just keep looking at everything, our policies, our lessons and how the children are progressing, so most of it was done.'

(Yolanda Diaz, Secretary, Management Committee, ESFORAL)



Special Distinction - we consulted, w

Seven supplementary schools are working together to develop, and gain, the highest level of the Quality Framework: the Special Distinction Award.

Last summer, we started the process by holding a meeting for a number of schools that had already achieved their Gold Quality Framework Award. In response to their ideas, the process for recognition has been modified and, we hope, improved.

Criteria

Key elements of the criteria for Special Distinction are:

- the involvement of pupils in their own and others' learning – for

example, through peer mentoring and helping to set and assess personal learning goals

- teaching and learning that extends pupils' experience, whether through lessons, resources, outside speakers, visits or additional activities
- active direction by the management committee/trustees
- a business planning process that drives the development of the organisation, and is linked to staff development, partnership and funding strategy
- clear aims and objectives for pupils, teachers, managers and trustees at organisational, group and

individual level, which are agreed and assessed, with progress monitored and evaluated.

To achieve a Special Distinction Award, your first step is to work with your mentor to ensure that your school fulfils all the criteria of the Code of Practice at the highest level. You will need to update your Bronze Award Management File and have it checked by your mentor.



What is excellence?

The pilot group discussed in detail what excellent teaching and learning looks like in a supplementary school classroom. Here are their suggestions:

- There is an overall curriculum, and a more detailed scheme of work, which breaks down the learning class by class and term by term. Both show understanding of the limited time available in the supplementary school, the involvement of parents, and the importance of homework. From these, the teacher produces lesson plans which show creativity and include opportunities for speaking, listening, reading and writing, whatever the subject or topic.
- Students participate, listen and are enthusiastic. They have done their homework, and know what to expect in the lesson, what their goals are and whether they have achieved them. They have formed a community of learners and there is a culture of engagement. For much of the lesson, there is organised noise, reflecting the active interest of the pupils.
- Relationships show warmth and mutual respect. Everybody knows each other's names, and the teacher motivates the pupils during the lesson, giving positive encouragement, and acknowledging and praising good work.

An excellent supplementary school teacher:

- is knowledgeable about the subject and well prepared
- manages teaching assistants and volunteers effectively
- keeps broadly to the lesson planned, but shows flexibility in response to their own assessment of the needs of the children
- shares the aims of the lesson with the pupils and the processes that will help them to learn
- uses a variety of resources, including IT, if it is available
- encourages student-teacher interaction and student-student interaction
- has clear points for assessment of pupils during the lesson
- includes differentiation that shows understanding of the needs of individual pupils
- reviews the lesson and what has been learned with the pupils at the end
- gives feedback informally to parents as they collect their children.

Have you anything to add? Send your suggestions to nrc@continyou.org.uk.

We've listened and we've made changes

Your management committee should review and check all policies, and sign them off to make sure that they are up to date.

Projects

You also need to plan and run a successful partnership project with at least one other organisation. Some of the projects being planned by the current schools include:

- a comparative study of the impact of supplementary education on children
- helping a new supplementary school set up and follow the success of a more experienced one
- extending the curriculum through joint projects with other organisations such as theatre companies and arts organisations
- producing materials that can be used by other supplementary schools

- establishing and leading a consortium of different groups providing cultural, educational, social and sporting activities for the community, with collective fundraising, activities and events, open days, and so on
- working with other supplementary schools that share premises in a local primary school to develop mutual support and ways of working together to improve the quality of provision for all children and better links with the host school.

These projects are all in development, and we will give you an update on their progress in a later edition of the *Bulletin*.

Recognition meeting

The next step is to prepare for the recognition meeting at which you present your achievements and

assess those of other supplementary schools. This is similar to a Silver or Gold recognition meeting, but lasts a full day because you have to make presentations about your partnership project, as well as show that you meet the criteria.

You write a more detailed introduction to your school and a case study describing and evaluating your partnership project. Instead of a portfolio, you prepare a selection of documents that demonstrate you meet the additional criteria. Your mentor will visit your school regularly throughout the process.

As at all other levels of the Quality Framework, recognition is by peer assessment. Schools that complete the Special Distinction Award will be offered a visit by an independent expert with experience of educational evaluation.



Arabic School For All (ASFA) aim high to achieve the Gold Quality Framework Award – the first in Lincolnshire!

Supplementary schools in Westminster

Since last October, five of the approximately twenty supplementary schools in Westminster have been working towards the Quality Assessment Framework with NRC mentor Kelly Ocloo.

This work has been supported by Razia Sattar, the Children and Young People's Development Officer in Westminster at Voluntary Action Westminster.

The Quality Framework enables schools to look at their structure, teaching and learning methods and the ways they can work in partnership with each other.

A new way of working

In the current financial climate where funding is scarce, funders and local authorities are asking voluntary and community groups to work in partnership and form consortias to pool resources and make funding applications.

One such funder is John Lyon's Charity. They have supported a number of supplementary schools across nine London boroughs over the last twenty years and, more recently, have also adopted a strategic approach through partnerships with organisations such as the NRC.

The supplementary schools in Westminster recognised that working in partnership could have a number of benefits, such as:

- sharing current, relevant and specialist news and information on supplementary schools
- a forum to communicate the needs, concerns and challenges faced by schools in the borough
- strengthening services by the sharing of good practice, knowledge and expertise within the consortia
- strategic support to develop practical and beneficial links with mainstream schools
- strengthening the collective voice of, and advocacy for, supplementary schools in the borough

'It has been challenging finding a common goal that meets the diverse needs of all the group and working together on something that can benefit us all.'
(WSPM Agape Community Project)



'Joining the consortium has been very helpful. The discussions with other schools have been interesting and you get to learn new things which makes you feel more confident about the work your school is doing.'
(Ardhmeria Albanian Supplementary School)

- public celebration and recognition of schools' achievements.

In response to this reflection, a group of supplementary schools came together to form a consortia in January 2011. This has involved the schools actively engaging with Kelly and Razia, as well as each other, through monthly meetings to develop a partnership agreement and a proposal for funding opportunities.

Achievements and challenges

Most of the schools in the consortia have completed their Bronze Award and an awards ceremony is being planned for 14 May. They hope to invite mainstream schools, local councillors and key policy makers in Westminster, as well as friends and family.

One idea to engage mainstream schools has been for supplementary school pupils to give invitations to their mainstream teachers.

In addition to this, the group hopes to create a leaflet which outlines what they do to help raise their profile. This leaflet will be designed by the pupils of the supplementary schools as part of a competition.

The main challenge to the consortia's development has been time restrictions, as well as the stretched capacity of schools and their volunteers, who are already giving 100 per cent to the excellent work in their individual schools.

But all parties are aware that the challenges are worth overcoming because of the benefits reaped.

Contact kelly.ocloo@continyou.org.uk for more information or visit the school's own websites.

Debanma Saturday School
www.debanma.com

Sudanese Supplementary School
www.sudaneseschool.com

Sanabel Arabic School
www.arabfamilycentre.com

Ammar Bin Yassar
www.barclondon.org.uk

Ardhmeria Albanian School
www.ardhmeria.co.uk

Springboard to success

Sree Bharathalaya Limited (Academy for the Performing Arts, Culture, Languages and Supplementary School) was inaugurated in January 2010. It began with 60 students, but numbers have already nearly tripled to 160. Founder and chairperson, Padma Rahulan, tells us about the school's ethos.

We try to help children improve their attainment, overcome barriers to learning and build their confidence, with the support of parents, staff and key community service providers. We especially try to preserve for posterity the traditions of art, culture and education, while preparing students for challenges and opportunities ahead.

We have a range of aims:

- to provide classes to complement what children learn in mainstream schools
- to help develop the academic performance and attainment levels of pupils from disadvantaged backgrounds
- to invest in children now to enable them to become the successful adults of tomorrow
- to provide classes in subjects that are not taught at mainstream schools – mother-tongue and other languages, culture and heritage, dance, music, and so on
- to support the children in a friendly, caring and cultural environment that takes account of their cultural and language needs.

Our language department at Sree Bharathalaya teaches students their mother-tongue languages, including Tamil, Hindi, Gujarati and Malayalam. We feel it's important to enable children from ethnic backgrounds to engage with the cultures of their roots.

We help mainstream schools by providing extra support to children who are unable to receive appropriate support at home, such as with homework and other schoolwork, and help families learn English alongside their children. We are also providing help for students taking GCSEs, SATs and 11+ examinations.

Growth

We recently received funding from Awards for All and BBC Children in Need.

The grant from Awards for All is being used to provide English and computer classes for parents. These classes will be an opportunity for parents to improve and develop their skills and, in turn, enable greater interaction with their children's education.

The Children in Need grant will fund academic programmes for our children, enabling them to do well in school and improve their chances in life. By enjoying and learning about

culture and tradition, while improving their reading, writing and communication skills, pupils will develop confidence and have their perspectives widened about what the future could hold for them. This increased self-esteem will help them achieve more.

We are proud to be a member of the NRC and we are grateful to Claire Arthur, Regional Advisor, for her support in finding the bid and helping us to apply and make it a success.

Success

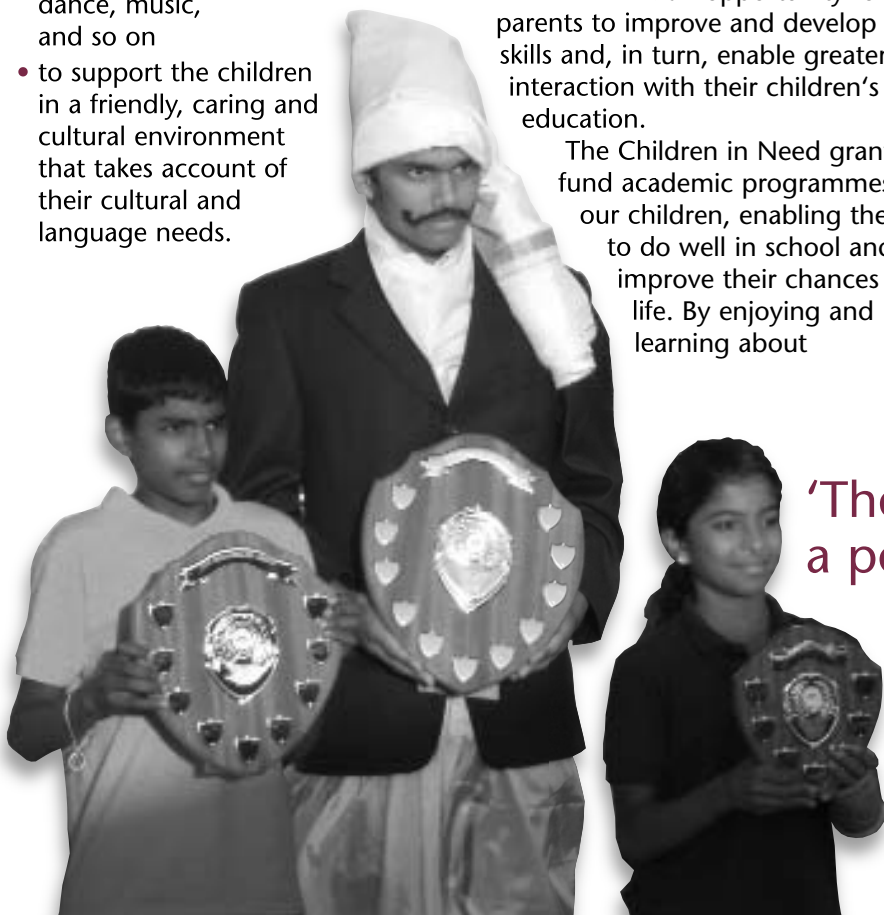
Many of our students took the 11+ entrance examinations during January. Every single one passed their exams and one student got a full scholarship to King's High Girls, a private school.

High attainment like this improves the outcomes for schools and raises the expectations of educational establishments when it comes to children from black and minority ethnic backgrounds. The work we do has a positive influence on how mainstream schools teach children from migrant communities.

Upcoming events

We are organising essay, poetry, fancy dress, drawing and speech competitions for children aged 5 to 15 during April, and 120 students will be participating. We are also organising our annual sports and family fun day during July.

'The work we do has a positive influence on how mainstream schools teach children from migrant communities.'



Creative, innovative and inspiring



Claire Arthur of the NRC reports on an innovative project in Leicester, which has seen Uplands Junior School supporting local supplementary schools.

Mary Ann Davies, the inspirational headteacher of Uplands Junior

School, felt driven to offer support to local supplementary schools, as a high percentage of her pupils attended madrasahs after school, and parents felt that they varied greatly in terms of teaching methods, curriculum and the teaching of culture and history.

The Schools Development Support Agency (SDSA) in Leicester gained a small amount of funding to help Mary Ann start a project to link Uplands with local supplementary schools.

Special assembly

It was, initially, difficult to get the supplementary schools involved, even with the help of people from the community. A new approach was needed to engage with the teachers, imams and principals.

A special assembly was therefore held about madrasahs and children invited staff from their own

madrasah. Representatives from two mosques attended and this gave Mary Ann the opportunity to ask them how her school could support their work. The message came back loud and clear that help with pupil behaviour and teacher training was needed.

Developing a course

A twelve-week course was put together, covering classroom management, lesson planning, motivating pupils, and more. With external help, an Islamic perspective was brought to the course and promoted through existing networks.

Many different members of staff at Uplands were involved in delivering the course, including newly qualified teachers (NQTs), experienced teachers, classroom assistants, and other school staff. Many of the teachers gave their time for free, as they saw this as being beneficial for the school. They also gained continuing professional development (CPD) opportunities and learnt about other cultures.

It was very important to Uplands that finances be transparent, because many of the schools were wary of funded projects. Clear, user-friendly accounts were shown to the participating schools to explain where money had been spent. The venue was already open to 6pm so that was not an extra cost.

Observations

In addition to the training, Uplands offered course attendees the opportunity to tour Uplands Junior School and to sit in and observe the teachers. Seeing how the theory was put into practice resulted in fantastic feedback and, on average, 50 people attended classes each week.

What next?

SDSA, Uplands Junior School and the Leicester Complementary Schools Trust will be looking to expand the model to include an additional four mainstream hub schools. We will report on their progress in the future.

'I found the information given today very useful and it has given me a lot of ideas which will help my teaching.'

(Madrasah teacher)

'My staff are gaining fantastic CPD from being involved with this, their confidence is growing and they are so impressed with the madrasah teachers who they find intelligent, articulate and with whom they share a vocation.'

(Mary Ann Davies, Headteacher, Uplands Junior School)

'These courses are excellent, informative and fun too.'

(Madrasah teacher)

'Going to the classrooms brought the information alive.'

(Madrasah teacher)

BBC Children in Need grants programme

This is open to organisations working with disadvantaged children and young people who are 18 years old and under.

Organisations and projects must be based in the UK and must be registered charities or other not-for-profit organisations.

The Thames Bengali Association was a recent recipient of one of their grants through support from the NRC.

Mohammad Abu Hussain said: 'I'm very delighted to let you know that, thanks to your support and hard work, our application to BBC Children in Need has been awarded for three years. On behalf of our management committee and from me, I would like say thank you very much for your support. We will keep in touch with you and are grateful to you!!!'

www.bbc.co.uk/pudsey/grants/general_grants.shtml



BIG: Reaching Communities

This offers between £10,000 and £500,000 for projects that help those most in need and improve the quality of life in communities across England.

You can apply for the funding if you are a registered charity, a voluntary or community group, a statutory body (including schools), a charitable or not-for-profit company, or a social enterprise.

www.biglotteryfund.org.uk/prog_reaching_communities?fromsearch=-uk

The Monica Rabagliati Charitable Trust

Grants supporting organisations that tackle child suffering and deprivation, prioritising small and medium organisations, where possible.

Trustees assess grant applications twice a year.

www.rabagliati.org.uk/about_us.htm

The Wates Foundation

Up to £30,000 through four grant programmes, which include support for early years transition, families and children in school years. South East and Central England only.

www.watesfoundation.org.uk/grants/guidelines/

The Foyle Foundation

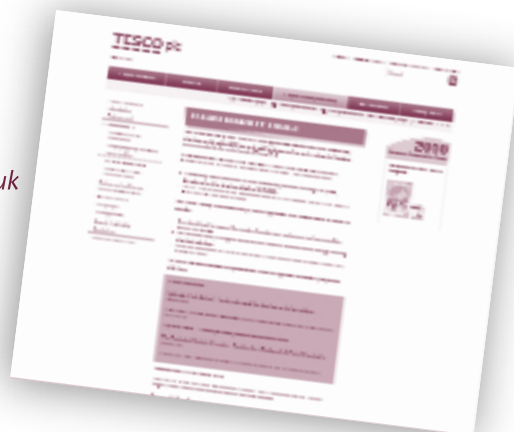
Grants of between £1,000 and £10,000 for smaller UK charities, particularly those at local community level for which the grant would make a significant difference.

www.foylefoundation.org.uk/small-grants-scheme

The Peter Cruddas Foundation

Grants to help disadvantaged young people develop their potential.

www.petercruddasfoundation.org.uk/about.htm



The Kelly Family Charitable Trust

Grants usually between £1,000 and £5,000 for charities that involve the whole family in initiatives to tackle problems of one or more of its members.

www.kfct.org.uk/criteria.html

Nominet Trust

Provides funding for IT projects supporting disadvantaged groups. Possible projects for supplementary schools include: IT classes within supplementary schools; internet-awareness classes for parents to help them understand mainstream school internet use, and to support their children to complete school assignments on mainstream school intranets.

www.nominettrust.org.uk

Breaks 4 Kids

The Youth Hostel Association's charitable fund supports underprivileged young people under 18 who are travelling as part of an organised group, such as a school trip or youth club trip.

They offer grants for up to 50 per cent of the cost of accommodation and food. They also offer packages of activities. Applications for funding must be made at least eight weeks before the trip begins. For England and Wales only.

www.breaks4kids.co.uk/schools-and-groups/index.aspx

Tesco Community Awards

Between £500 and £4,000 to local projects that support children and their education and welfare, and children with disabilities. Applications should be made between 1 May and 30 June 2011.

<http://cr2010.tescopl.com/communities/tesco-charity-trust.aspx>

Raising standards in Oldham

Standards in supplementary schools in Oldham have improved tremendously over the past couple of years, with Suzy Chapman and Bradley Heap providing mentor support to schools wishing to complete the Quality Framework and the NRC providing training and support.

Earlier this year a number of supplementary schools took part in the Effective Management Skills in Supplementary Schools programme. This NRC course was funded by the local Integrated Youth Study Support Service and Oldham's HUB service, a network that brings together all voluntary, community and faith groups in Oldham working or volunteering with children and young people.

Aim

The aim of the course is to equip leaders, managers and organisers of supplementary schools with relevant management skills and in-depth knowledge of the sector in order to raise standards.

Accreditation

Learners gain individual accreditation (OCN Level 2) by developing and demonstrating their skills and knowledge of supplementary school management. This is achieved by sharing information, experience and good practice; learners also discuss issues and concerns together during the course, which is delivered over seven sessions.

Aspects covered

A wide range of aspects are covered, including:

- the nature and purpose of supplementary schools and their local and national context
- how to create an effective learning environment
- understanding the welfare needs of students
- putting in place relevant policies and procedures

- partnership working
- monitoring and evaluating requirements.

The course has been offered in four local authorities in 2010–11 and feedback has been very positive.

HUB service

This network recognises the fantastic work supplementary schools do for local people and the community. It aims to provide support to enhance the structure, safety and effectiveness of teaching and learning within the sector.

Working in partnership with the NRC, the network has enabled four supplementary schools in Oldham to achieve the Bronze Award, and so far two have gone on to achieve the Silver Award. More local supplementary schools are currently working towards their awards.

The Oldham network values the support the NRC offers to supplementary schools and the work the schools do, and strives to support them in their future delivery through close partnership working.

For further information about supplementary schools in Oldham and the support available to them, please contact Suzy Chapman, Out of School Hours Learning Manager, and Quality Framework Mentor: suzy.chapman@oldham.gov.uk



Effective management skills in supplementary schools

This popular and comprehensive OCN-accredited course has been very successfully delivered in Oldham, Harrow, Tower Hamlets, Kensington & Chelsea and Hammersmith & Fulham in 2010/11 and is due to run in Enfield and Lincoln in the summer term. 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

Barnet setting the pace



The NRC, CommUnity Barnet, and Barnet Council are working together to create partnerships that result in good practice. All three agencies are providing invaluable support to the Barnet Supplementary Schools Forum (BSSF), which is bringing together the borough's wide range of supplementary schools.

About BSSF

BSSF is made up of over 25 supplementary schools that are providing mother-tongue, cultural and national curriculum classes to children aged 5 to 19 in Barnet.

The forum has been set up to:

- provide networking opportunities
- raise the profile of supplementary schools
- promote good practice
- facilitate access to training
- provide support in fundraising for members
- provide peer support
- campaign on common issues.

The Forum is growing fast, with new schools regularly asking to become members. The current members include schools supporting the Caribbean, Iranian, Russian, German, Afghani, Portuguese, Chinese, Somali and other African communities. Organisers of large Greek Cypriot, Polish and Albanian supplementary schools are in the process of joining too, making BSSF one of the largest forums in the country.

BSSF is supported by CommUnity Barnet (CB), an organisation that aids, promotes and co-ordinates Barnet's voluntary and community sector to enhance the quality of life for all. CB recently obtained a three-year grant from John Lyon's Charity to encourage supplementary schools to develop national curriculum initiatives.

Training courses

A group of Barnet supplementary school representatives attended two training sessions giving an overview

of special educational needs (SEN). The training was organised by Ertanch Hidayettin, NRC mentor for Barnet, in conjunction with BSSF and CB.

The sessions were delivered by Ian McAllister, Barnet Children's Service Acting Joint Specialist Team Manager, Complex Needs Division, and were very well received. Several attendees were aware that they had children with statements of SEN, but had little knowledge of the specific support provided within mainstream schools.

The sessions were the first step to an improved understanding of this complex area, and it was agreed that other more specific sessions would take place in the future.

On 2 February, 23 people from supplementary schools came together for a workshop on safeguarding, delivered by Pascale Vassie from the NRC. It was a lively and engaging evening, with attendees showing a clear thirst for more information and advice. One idea that emerged was that each supplementary school could nominate someone to be their safeguarding lead. This would mean that there would be one person to pass information on to, who could advise their team on safeguarding issues. The group agreed to take what they had learnt to the next BSSF meeting at the end of March.

If you would like more information about the work of the Barnet Supplementary Schools Forum, email ertanch.hidayettin@continyou.org.uk or visit <http://bssfforum.weebly.com>.

Are you a management committee member or manager from a small or medium-sized local organisation in Camden, Islington, Kensington and Chelsea, Lambeth, Southwark, Wandsworth or Westminster

Would you like some one-to-one support to meet your legal obligations as an employer and strengthen human resource practice in your organisation?

Then Target HR, Human Resource Support Project may be for you!

For more information, contact Stefanie Borkum, Target HR advisor, at Voluntary Action Camden, 293-299 Kentish Town Road, JW5 2TJ, telephone 0207 2846 564 or email sborkum@vac.org.uk.

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 the NRC to discuss your training needs.

To book a course, visit our website or email training.admin@continyou.org.uk or telephone 020 7587 5080. Most courses are offered at the excellent price of £50 which includes light refreshments and all resources. NRC Member supplementary schools pay a subsidised rate of £15 per participant and are entitled to one free place on the open training session of their choice each year. Payment must be received in advance to secure your place.

The following dates are correct at the time of going to print. For more up-to-date information about when and where courses are being held, please visit www.supplementaryeducation.org.uk.

Open training programme

How to manage 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: Thursday, 9 June (10am to 3.30pm)
- Coventry: Thursday, 16 June (10am to 3.30pm)

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.

- London: Thursday, 12 May and Thursday, 2 June (10am to 3.30pm)
- Coventry: Tuesday, 24 May
- Yorkshire/Lancashire: Thursday, 26 May (10am to 3pm)
- Leicester: Wednesday, 1 June (10am to 3.30pm)

Safeguarding for Supplementary Schools

This course provides practical tools and knowledge about safeguarding. It includes a very practical SafeNetwork resource pack and DVD and guidance on how to apply the SafeNetwork standards to your school.

We are holding a free Safeguarding Champions training day in London on 17 June for local authority and voluntary sector agencies working with supplementary schools. Contact pascale.vassie@continyou.org.uk if you would like to attend.

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, Friday, 13 May (10am to 3.30pm)

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

- London: Friday, 3 June (10am to 3.30pm)

Further details and application forms are on our website.

Additional courses

In addition to our open training programme, we are able to offer the following one-day courses. Local authorities or clusters of schools can buy in each of these courses for £450. NRC supplementary school members can book us to deliver any of these courses on site for 10-25 participants at the subsidised rate of £350 per day.

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.