

events • celebration • activities • language • funding

# *the* Bulletin

Spring 2012

Issue 20

The National Resource Centre for Supplementary Education

## For the record

**Pascale Vassie, NRC Policy and Delivery Manager, reaffirms the NRC's commitments for 2012 – the year in which the need for hard evidence will come to the fore.**

While there is much anecdotal evidence of the important contribution supplementary schools make to children's learning, there is a notable absence of hard data proving their positive impact on pupils' academic attainment. You might ask how important that hard data is.

### Research

Parents and children know that going to supplementary school helps them. In Steve Strand's 2001 study of 772 pupils attending 63 supplementary schools across England, 84 per cent of pupils reported that attendance helped them with their mainstream school work.

Many charitable trusts and local authorities have been happy to support supplementary schools and, while keen to see pupils' performance in core curriculum subjects improve, they are well aware that raising academic attainment is not simply a case of teaching examination content.

### Benefits

Due to their cultural and heritage roots, community-led supplementary schools not only support academic attainment through the teaching of curriculum subjects, but they also:

- develop children's understanding of their heritage
- raise their self-esteem
- build resilience to bullying
- facilitate the engagement of newly-arrived migrant parents in their children's education
- improve relationships between communities
- help statutory agencies and schools better understand the populations they serve.

### Evidence

Times are tough, however, and competition for funding is high. If supplementary schools want to build partnerships with mainstream schools and be successful in grant applications, they need to be able to provide real evidence that:

- what they are doing is making a difference
- improvements in a child's learning, well-being and school attendance can be attributed, at least partly, to the support they are getting from their supplementary school.

To do that, supplementary schools must keep good records.

*Continued on page 2*



Continued from page 1

## The importance of record keeping

The Bronze level of the Quality Framework is all about record keeping:

- how to register pupils and encourage and note their attendance
- how to keep minutes that show stakeholder involvement in the school's development
- how to record and save pupil data in accordance with the law.

The NRC asks for evidence that a supplementary school is doing all these things, because we know that this will help to ensure a safe, sustainable and effective service.

We also want to prove to government, to mainstream schools and to funders the importance of supplementary schools, and convince them to see them as partners, rather than irrelevant or just a source of income.

After achieving the Bronze Award, supplementary schools are encouraged to move on to the Silver or Gold Award, where the focus is on teaching and learning.

The NRC **Quality Framework**, the **online database** of supplementary schools and two substantial **research studies** that the NRC is currently working on are all aimed at demonstrating the role and potential of supplementary schools.

## Online directory of supplementary schools

By providing a nationally recognised quality assurance scheme, developed specifically for supplementary education providers, the NRC is able to show the size and importance of the sector.

The online database of supplementary education providers lists over 2,700 organisations. Where possible, the database includes detailed information on the subjects taught and extra-curricular activities offered, the numbers and ages of pupils, and the location and contact details to enable parents, funders, local authorities and other support agencies to get in touch.

To have a detailed listing on the database, organisations have to register with the NRC (either online or by post). All supplementary schools are then encouraged to complete the Bronze level of the Quality Framework and to have this quality recognition added to their web entry.

In three short months, the online database has already received thousands of hits and much positive feedback.

Jim Anderson and Charmian Kenner, lecturers from the education department at Goldsmith's College, University of London, use the database when teaching their PGCE course. Students search for supplementary schools so that they can visit them.

When Charmian first tried the NRC database, she told us: 'This is brilliant! I've just looked

up my favourite complementary school and there they are with all their details – so I can see how it works! Thank you for your hard work on this.'

## Supplementary schools impact evaluation

In the summer term of 2011, supplementary schools in eight West London boroughs provided information about their pupils' attendance.

Local mentors and co-ordinators gathered together data from 56 schools, enabling over 2,800 pupil records to be matched to national pupil data.

Analysis of the results generated will give a much clearer picture of whether children's academic attainment improves when they attend supplementary school.

With the support of the Paul Hamlyn Foundation, the NRC is now

15going to expand this research into eight local authorities across England.

## Our promise

The NRC will always lobby for greater recognition of the tremendous importance of community-led projects which give young people a strong sense of who they are, and of their culture, language and heritage.

By supporting supplementary schools to keep good records and share data in a safe and effective manner, we strive to provide solid evidence of the ability of supplementary education to improve children's access to the educational support that will enable them to achieve their full potential.

We urge every supplementary school to join with us in this endeavour.

'Very good, just very perfect.'

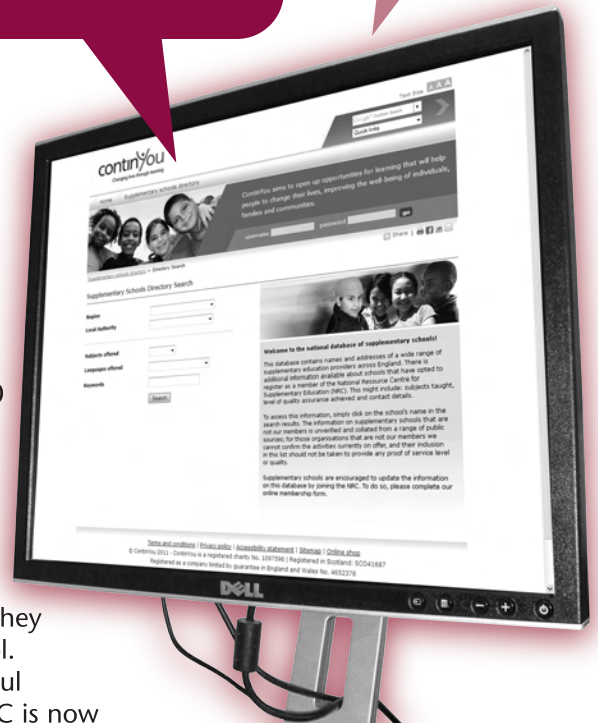
Northampton Arabic Supplementary school

'This is great.'

Ben Cackett, Mayor of London's office

'This is very useful.'

Dr Uvanney Maylor, University of Bedfordshire





**Welcome to the spring 2012 edition of *The Bulletin!* Having recently returned from three months' travelling around the United Kingdom to research a book on identity and community cohesion in Britain, I am more convinced than ever of the importance of supplementary schools.**

I believe this importance lies not only in the valuable work supplementary schools do to support the educational performance of their pupils, but also in the impact this work has on children's sense of who they are.

## Issues of identity

I know from my travels that identity is a big issue for children of all backgrounds growing up in a multicultural society. The work of supplementary schools to help their students feel both confident in their heritage and part of British society holds valuable lessons for community organisations nationwide, including those serving predominantly indigenous communities.

The challenge for supplementary schools is, as ever, to build on this valuable work in difficult economic circumstances. This edition of *The Bulletin* provides useful ideas and lessons on how to do so.

## Recording data

Our cover story, by my colleague Pascale Vassie, looks at the importance of recording and analysing data to enable schools to understand and improve the impact of their work. I agree wholeheartedly with Pascale's argument that this is a critical task, even if it can sometimes be difficult.

## Good practice examples

This edition also holds examples of inspirational practice from supplementary schools in London, Stoke, Coventry and Leicester, as well as an analysis of the process for accrediting outstanding practice through our Special Distinction Award, the highest level of the NRC Quality Framework.

## Funding guidance

It also details a number of interesting opportunities for supplementary schools to approach funders to gain support for their work, and includes a feature from Noelle Gilbert, grants officer at the Paul Hamlyn Foundation, about making successful bids for funding.

## Support for schools

I am delighted that we have contributions from my colleagues Ertanch Hidayettin and Ahmed Abd-Elghany about their work in Barnet, Lambeth and Southwark. Ertanch and Ahmed work as part of our supplementary school mentor team, which provides valuable support to supplementary schools across London, and the articles they have provided give a taste of their knowledge and insight.

## Facing challenges

2012 is going to be an exciting year, but it also has the potential to be very challenging. I believe the best way to meet that challenge is for communities to work effectively with state institutions to build our sense of common identity, values and purpose.

Supplementary schools, with their strong base of community support, can and should be at the very forefront of those efforts and I hope that this edition of *The Bulletin* provides some ideas and inspiration to schools seeking to further these efforts.

Joe Hayman

Deputy Chief Executive, ContinYou

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National Resource Centre for  
Supplementary Education, 31-33  
Bondway, Vauxhall, London SW8 1SJ

Tel: 024 7658 8440

Fax: 024 7658 8441

Email: [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk)

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

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*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: [generalenquiries@continyou.org.uk](mailto:generalenquiries@continyou.org.uk)

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

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# Viva Albania!

## **Flutra Shega, Shpresa Programme's Education Development Worker, talks about a special event it hosted for Albanian Independence Day.**

On 28 November, more than 500 people who use services at Shpresa Programme gathered at Stratford Circus. This included Stephen Timms MP, the representative of the Albanian Embassy in London, and the representative of the Kosovan Embassy, as well as a number of other organisations with similar activities.

The audience was there to enjoy Albanian children's performances, and to celebrate and recognise the hard work of the children and their teachers.

The event saw 127 children and young people from six different boroughs (Newham, Barking and Dagenham, Redbridge, Fulham, Enfield and Haringey) perform films, drama, dancing and poems to a very high standard.

They shared what they have learnt in Albanian classes and talked about how they feel; six young people exhibited their photography series, called 'Proud to be British Albanian'.

The young people also talked to the audience about their campaign to get an officially recognised GCSE qualification for the Albanian language.

'I feel like a professional presenter now,' said one of the young people. 'It was my first time presenting in Albanian on a professional stage. I had lots of butterflies in my stomach and my hands were shaking, I was scared that I would forget my lines. But everything went so smoothly, people applauded after I finished, and this made me so happy, and my parents very proud. I would like to do it again.'

Shpresa Programme works so that the Albanian-speaking community is 'able to use universal services, find work and feel socially included. Shpresa helps them to feel more confident, vote, take care of their environment, and be less isolated, more active and happy.'



'I don't think there are enough words in the English language to express my words for everything you do and all the amazing qualities and values you represent.'

*(Sophia, parent and volunteer)*

## **Shpresa launches toolkit**

Working in partnership with mainstream school combines handy cards and a DVD full of information about how mainstream schools and supplementary schools can work together.

The toolkit offers guidance on how to make partnerships work and details the benefits. To order a copy, email [info@shpresaprogramme.com](mailto:info@shpresaprogramme.com).



# Tell us what you need

### **When asked about issues they face, supplementary school teachers usually give 'parental involvement' as their single most important issue after funding.**

A recent conference in Northamptonshire, funded by Awards for All, aimed to address this issue. Danielle Stone, independent education advisor, and Alaa Abouzanad, vice chair of the Association of Northampton Supplementary Schools (ANSS), tell us more about the event.

### **Lack of understanding**

All too often teachers feel that parents enjoy having somewhere to leave the children, but do not understand what supplementary schools are trying to do. An example is the excellent teacher who used drama and role-play in his classes. Parents felt that talk, chalk and quiet behaviour were more appropriate. Pressure was put on the school and the teacher was asked to leave.

### **A child's needs**

The keynote speaker, Dina Martin, Headteacher of Firs Hill Community Primary School in Sheffield, addressed the conference about the needs of the child. She acknowledged the huge efforts communities make to support their children through supplementary schools. She also talked about how important it is that, despite a busy life, parents make more time for their children. Her message was: be there more; listen more; talk more.

She also urged parents to be more active within their children's schools. She advised parents to go in and ask questions, to discover what level the children are at and what they are learning, and to find out how they as parents can get involved.

Dina also ran workshops for the parents, to help them get to grips with the expectations of the national curriculum. These focused on how achievement is levelled and looked at past SATs papers. They discussed



**'It was really good to see the communities come together, debating issues and developing a shared understanding!'**

*(Ben Lee, Association of Northamptonshire Supplementary Schools)*

how parents are crucial to their children's success in both the mainstream and the supplementary school classroom.

### **Learning by doing**

Parents also attended workshops held by the University of the First Age (UFA). This helped them understand the principles of active learning, movement in learning and multi-sensory learning. It was an enjoyable session, where the parents learnt by doing.

### **Motivating children**

A session on the Children's University by Nikki Taylor also went down well. Parents and supplementary school teachers agreed that accreditation for young people's additional learning, followed by award ceremonies at a university in full regalia, would be very motivating for the children.

### **Changing lives**

Parents also went to workshops run by libraries on storytelling, by museums on looking at artefacts, and by QiSS (Quality in Study Support) on measuring the impact of learning.

A group of young people – Sarah Abouzanad, Yasmine Abouzanad, Joanne Daniel and Nicholas Grivas – also spoke to the parents and gave powerful testimony of the difference going to supplementary school made to their lives. They spoke about culture, identity and language, and the opportunities that had been opened up for them through their own community, and 'the network of communities that supplementary schools create'.

*Funding for supplementary schools from Northamptonshire County Council is currently under threat. ANSS is campaigning to save this vital income source. Log on to their petition: [http://petition.northants.public-i.tv/epetition\\_core/community/petition/1609](http://petition.northants.public-i.tv/epetition_core/community/petition/1609).*



# Creative learning

**A pioneering education project called Sacred Spaces took place in four supplementary schools in London and Leicester in the summer and autumn. Project manager Fiona Scoble explains how Sacred Spaces promotes creative learning in supplementary schools.**

Funded by Creativity, Culture and Education (CCE) and run by Curriculum Enrichment for the Common Era (CE4CE), the project designed, trialled and evaluated a creative and cultural learning module in the four pilot schools through workshops held in the summer holidays and the autumn term.

## Aims

The project began with five key aims:

- 1 to support creative teaching and learning in supplementary schools
- 2 to provide young people with creative and cultural ways to learn about their own faith and other faiths and heritages
- 3 to inspire young people in the arts
- 4 to encourage interfaith dialogue among educators and young people
- 5 to stimulate a national and ongoing dialogue about the role of the arts in supplementary schools.

## Opportunities

Most importantly, the project wished to provide opportunities for volunteers and educators working in supplementary education to develop their skills in cultural and creative teaching and learning.

The project gave young people from Jewish, Muslim, Christian and Hindu backgrounds the opportunity to work with an architect, a glass artist, a storyteller and a photographer to creatively explore what 'sacred space' means to them, to learn more about their own faith, and to learn about the faith of others. They were also able to work towards a Bronze Arts Award qualification, and one educator from each school received training to become an Arts Award Advisor.

Equally as important, educators and volunteers at these settings had the opportunity to explore and employ creative learning approaches through training sessions and observing the artists' teaching methods.

A celebratory event was also held at the Royal Society in London on 24 October. This brought the four schools together to display and present their work, and to meet and learn about each other.

## Outcomes

The project was evaluated by the Office for Public Management (OPM). Their emerging findings report shows good evidence of how the young people involved had increased their:

- enjoyment of supplementary school provision
- confidence and aspirations around crafts and arts skills
- ability to demonstrate 'creative learning habits' (independent thinking, inquiry and critical thought)
- ability to express ideas around faith and heritage.

Similarly, educators demonstrated an increase in: their understanding and ability to articulate the benefits of creative and cultural learning approaches; and their expertise in implementing creative and cultural learning.

CE4CE is working on producing a creative and cultural module that will be available from their website. OPM's full report is also available from this address.

*Please visit [www.ce4ce.org](http://www.ce4ce.org) or email [maurice@ce4ce.org](mailto:maurice@ce4ce.org) for more information.*





# Special Distinction

**Over the past twelve months, a small group of supplementary schools has been working incredibly hard on our pilot of the Special Distinction Quality Framework Award.**

The schools, along with their mentors, have attended numerous sessions to help us ensure that the Special Distinction criteria and process are robust, and to demonstrate the superb quality of supplementary schools which would be expected at this level.

On 28 and 29 November, we held two recognition meetings, where five schools were recommended by their peers to have the Special Distinction Award. Well done to the following schools and the mentors – Angela Bell, Siobhan Crawley and Ertanch Hidayettin – for all their hard work:

- Afghan Association Paiwand
- Shpresa Programme
- OYA! Organisation of Young Africans
- Znaniye
- Rustam Iranian School.

## What makes Special Distinction stand apart from Gold?

A key feature of the Special Distinction Award is a partnership project; this could be run with other organisations, such as a mainstream, supplementary or network of schools.

We are looking for the sharing of best practice in a particular area of your choice. For example:

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

We will ask for a 1,000 word report on the project and 500 words from your partner organisation; you will

also be required to prepare and deliver a presentation on your school and partnership at a recognition meeting.

The process for Special Distinction recognition meetings differs from Silver and Gold in several ways:

- It takes a full day, as opposed to three hours.
- You need to deliver a fifteen-minute presentation on your partnership project.
- You must arrange a display stand with a selection of documents that show how your school meets the Special Distinction standards.

Your presentation needs to show how your school meets the ten standards, using your display to provide evidence. Schools will have the opportunity to ask questions and scrutinise their peers' evidence.

Details of the standards for Special Distinction can be found at [www.continyou.org.uk/specialdistinction](http://www.continyou.org.uk/specialdistinction). The fee for Special Distinction is £100, excluding mentoring support.

## Requirements before starting Special Distinction

- If your school is interested in going for Special Distinction, you must have already completed your Gold Award. For more information about the Gold standards, please see our website.
- Mentors must have supported a school to the Gold level to be able to mentor a school at Special Distinction level.

## Upcoming recognition meetings

It looks as if Spring 2012 will be a busy time for recognition meetings, with four Silver and possibly two Gold meetings coming up.

If you and your mentor agree you are ready for your peer recognition meeting, please email Claire Arthur at [claire.arthur@continyou.org.uk](mailto:claire.arthur@continyou.org.uk).



**'The process has been developmental and helped our school to move forward and develop new ways of working, which has been useful.'**

*(Mrs Shahla White, Headteacher, Rustam Iranian School)*

# Annual reports: a step-by-step guide

**An annual report is a fantastic opportunity to celebrate your accomplishments and publicise to your pupils, parents, staff and volunteers, funders, local authorities and mainstream schools just what you have achieved. Don't be daunted at the thought of writing your annual report. Just follow our step-by-step guide and you'll be on your way.**

## **Step 1: Involve the management committee**

Make sure the management committee is fully involved in all of the steps below, particularly the Chair and the treasurer, who will have specific tasks (eg producing financial statements). Extend the group involved in producing the annual report to include staff and volunteer representatives, as well as pupils and parents, if possible.

## **Step 2: Plan ahead**

Consider:

- When is your annual general meeting? When do you need the report?
- What is your budget? You will probably need to print/photocopy the report, so why not ask a local printer to give a discounted rate in return for advertising space?

Devise a schedule and stick to it (see the example below).

## **Step 3: Decide what your report should contain**

- Agree who is going to write what and complete a 'content plan', like the one on the opposite page.
- Decide if you are going to approach businesses to advertise in your report, as it could generate income to cover the printing. Who will be responsible for contacting businesses?
- Who is able to do the design work? Does anyone in your school have the skills? Are the pupils able to contribute?

## **Step 4: Support each other**

An annual report should be owned by the entire school, so ensure that everyone has the opportunity to have an input. The annual report could, for instance, include comments and quotes from parents, and examples of work from pupils. Remember – the report is a marketing tool to promote how great your school and the services you offer are.

## **Step 5: Check and check again**

Ask a few people to proofread your report before it goes to print. Approach someone who knows very little about your school and ask for their feedback. Do they have any questions? Have you missed any vital points?

### **Annual report schedule (example)**

#### **Production process**

#### **Due date**

Group meeting to decide on content (involve management committee, staff and volunteers, and pupils)

*Early January 2012*

Start writing the report

*Mid January 2012*

Copy deadline

*28 February 2012*

Editing process

*1 March 2012*

Design/proofing

*8 March 2012*

To print

*Last week of March 2012*

Ready for annual general meeting

*Middle of April 2012*



## Step 6: Publicise what you do

Print extra copies of your report. Promote your school's work by: asking pupils to give some copies of the report to their mainstream school teachers; sending some copies to your funders; leaving copies in the local community centre, library, and so on. Note that to be easily printable, your report will need to be in multiples of four pages (eg 8, 12).

	Who	No of pages	Agreed (yes/no)	Deadline	Received (yes/no)	Photo consent form received (if applicable)
<b>1:</b> Front page (Name of organisation and picture)						
<b>2:</b> Chair's report (Present a 'statement of intent' and explain your group's future vision.)	<b>Chair</b>					
<b>3:</b> Contents						
<b>4:</b> Give lists of donors, sponsors/supporters and helpers/members of the board and committee. (Including the names of people and organisations that support you not only gives them deserved recognition, but also helps to promote all those involved.)						
<b>5:</b> Give clear statements of your group's aims and vision. (The expression of your vision should be clear and consistent throughout the report: in any introductory pages; in the Chair and CEO's reports; in the reports on activities undertaken during the year; and in other items, such as expressions of appreciation to stakeholders.)						
<b>6:</b> Describe your group's activities and programmes. (Showing what you have achieved, and how your group has achieved it, is an integral part of your report.)						
<b>7:</b> List your group's achievements. (Marketing your group is not only about who you are, but what you have done. Outlining the objectives that the group has achieved in the past year, and explaining how it has done this, will promote your group as one which successfully backs up its vision with action, as well as showing that it is a 'can do' organisation.)						
<b>8:</b> Include case studies that demonstrate the practical results of your work. (Case studies show clearly what your group can achieve. They show the human face and end results of your group's philosophy, policy and planning.)	<b>Pupils, parents, volunteers, staff</b>					
<b>9:</b> Treasurer's report (Break down income streams, and the project income required for the following year. Outline your plans to generate income.)	<b>Treasurer</b>					
<b>10:</b> Annual accounts	<b>Treasurer/ accountant</b>					
<b>11:</b> Any acknowledgements (You may wish to thank people who have provided financial and other support for producing your report, as well as listing any photo credits.)						
<b>12:</b> Back cover (Perhaps put your school's logo and contact details on this page.)						

# New funding opportunities

## BIG announces new £50m pot

The Big Lottery Fund (BIG) has announced £50m of investment to the voluntary and community sector in England to help organisations cope with funding cuts. BIG is funding an additional 650 projects through its two main open grants programmes: Reaching Communities and Awards for All. BIG will also offer extra money to many existing grant holders to help them become more sustainable.

## Tax relief for charities

Gift aid is an easy way to help maximise the value of donations. For every £1 donated, your charity can claim an extra 25 pence. In addition, HMRC will automatically pay a further three pence for every pound donated. This 'transitional relief' is available on gift aid donations made from 6 April 2008 until 5 April 2011. This means that for every £1 donated, your charity can receive an extra 28 pence.

[www.hmrc.gov.uk/charities/gift\\_aid](http://www.hmrc.gov.uk/charities/gift_aid)

## Charity banking service

CAF Bank focuses exclusively on delivering banking services to charities, with free day-to-day banking and minimum charges in other areas.

[www.cafonline.org/charity-finance--fundraising.aspx](http://www.cafonline.org/charity-finance--fundraising.aspx)

## Fair Share Trust

This Lottery-funded programme is designed to support communities that may have missed out on Lottery funding in the past. Grants of between £5,000 and £250,000 are available.

[www.fairsharetrust.org](http://www.fairsharetrust.org)



## ESF Community Grants programme

Grants of up to £12,000 are available for third-sector organisations that help people into learning and employment. One of the main priorities is ethnic minorities and diverse communities. The next deadline for applications is 17 February 2012.

[www.dwp.gov.uk/esf/funding-opportunities/community-grants](http://www.dwp.gov.uk/esf/funding-opportunities/community-grants)

## HIPPOWASTE

### Grants up for Grabs

The HIPPOWASTE scheme supports community groups and charities to access free waste disposal.

[www.hippobag.co.uk/grants-up-for-grabs](http://www.hippobag.co.uk/grants-up-for-grabs)

## Esmée Fairbairn Foundation

The main fund focuses on helping the arts, education and learning, the natural environment and enabling disadvantaged people to participate more fully in society. In 2010, the average grant size was £79,000.

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

## Getting British Business Online

Google and its partners want to help organisations boost their growth through the internet with no additional costs involved. Participants will be taught how to build a website quickly, and will receive digital support for a trial period of three months, as well as other benefits.

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

## Santander Foundation

This offers grants of up to £10,000 for programmes that support disadvantaged people through education and training.

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

## Alec Dickson Trust

Grants of up to £500 are available for projects that involve local people and can demonstrate that, through volunteering or community service, they can enhance the lives of others, particularly those most marginalised by society.

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

## The Kelly Family Charitable Trust

Grants are 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. The next deadline is 1 March 2012.

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

## SITA Trust: Enhancing Communities

SITA Trust is giving up to £50,000 to not-for-profit organisations whose community improvement projects cost less than £250,000. Projects must be within a three-mile radius of a qualifying SITA waste-processing location. The next deadline for the core fund is 29 March 2012. A fast-track fund is also available.

[www.sitatrust.org.uk/community-funding](http://www.sitatrust.org.uk/community-funding)

## KnowHowNonProfit

This website from the NCVO includes listings of funding know-how events, as well as courses for practitioners in the voluntary and community sector.

[www.knowhownonprofit.org/events](http://www.knowhownonprofit.org/events)

# New priorities

## Noelle Gilbert, Grants Officer, Education and Learning Programme, reports on new priorities for Paul Hamlyn Foundation funding.

The Paul Hamlyn Foundation (PHF) funds supplementary education through its Education and Learning Open Grants scheme. Recently, PHF reviewed its priorities for this work and decided to focus on two key areas:

- developing stronger partnerships between supplementary and mainstream schools
- supporting the progression of supplementary school students into further or higher education, employment or training.

PHF would like to encourage supplementary and mainstream schools to develop stronger partnerships and work collaboratively because they believe this could have a greater impact on:

- academic achievements
- enjoyment of learning
- confidence
- well-being.

Proposals must show commitment from both partners, and develop low-cost approaches, so that work can continue beyond the grant period. With significant cuts to local authority budgets and changes to the education system, partnership working could also increase sustainability in the supplementary education sector.

PHF is also interested in proposals that support young people to continue in education and training, or to find employment after the age of 16 years. At a time of high youth unemployment and cuts to services for young people, PHF believes that supplementary schools can play an important role in supporting disadvantaged young people to achieve their aspirations.

There is no minimum or maximum grant size (the average grant under this theme was £59,819 in 2011). The Open Grants scheme is open for applications at all times and both supplementary schools and mainstream schools can apply online through the PHF website. Before applying, please read our guidelines carefully.

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

## CILT news



### The European Language Label awards

Community languages initiatives were well represented among the winners of the 2011 European Language Label, the renamed European Award for Languages. Cambridge Italian Club, for example, won for its work to support young bilingual children in maintaining their language and cultural identity. Could you be a 2012 winner?

[www.cilt.org.uk/label](http://www.cilt.org.uk/label)

### Support for 'world' languages

The Association for Language Learning (ALL) has set up a special interest group for colleagues who have an interest in 'world' languages. Join the free email list to share information and discuss issues related to the wider range of

languages spoken and studied in the UK.

[www.all-languages.org.uk](http://www.all-languages.org.uk)  
[www.jiscmail.ac.uk/cgi-bin/webadmin?A0=WORLDLANGUAGES](http://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=WORLDLANGUAGES)

### British Academy Schools Language Awards

These new awards focus on the work of schools to support and develop language learning, and recognise the achievement of the supplementary schools sector alongside mainstream schools.

See [www.cilt.org.uk](http://www.cilt.org.uk) or email [Imke Djouadj](mailto:imke.djouadj@cilt.org.uk) for details at [imke.djouadj@cilt.org.uk](mailto:imke.djouadj@cilt.org.uk).

### Shakespeare's Globe celebrates languages

Over the course of six weeks, beginning on Shakespeare's birthday, 23 April, the Globe Theatre in London will present 37 Shakespeare plays in different

languages, including Albanian, Arabic, Bangla, BSL, Cantonese, Dari, Greek, Gujarati, Hebrew, Korean, Lithuanian, Polish, Portuguese, Russian, Shona, Swahili, Turkish, Urdu and Yoruba.

<http://globetoglobe.shakespearesglobe.com>

### International perspectives on children's language needs

*Closer to home: how to help schools in low- and middle-income countries respond to children's language needs* is the final report of a three-year project conducted by CfBT with Save the Children; it examines ways in which language can be prevented from being a barrier to effective learning.

[www.cfbt.com/evidenceforeducation/our\\_research/evidence\\_for\\_government/alternative\\_education/language\\_and\\_education.aspx](http://www.cfbt.com/evidenceforeducation/our_research/evidence_for_government/alternative_education/language_and_education.aspx)



# Raising the Turkish profile



**Ertanç Hidayettin, NRC Mentor for Barnet, tells us about a successful weekend of workshops.**

The two-day event took place on 15 and 16 October 2011, and looked at specific education issues faced by the UK's Turkish-speaking communities.

## Workshop focus

Issues discussed included:

- parental involvement in education
- challenges faced by Turkish supplementary schools
- the curriculum taught and resources used at these schools
- issues faced by teachers teaching in supplementary schools.

## Participants

Among the participants were: the Republic of Turkey's Ambassador to UK, Unal Cevikoz; the Consul General; the Turkish Cypriot London Representative, Mr Kemal Koprulu; representatives of the Ministry of Education of Turkey and Northern Cyprus; the Education Attachés of the two countries; university academics from Turkey and Germany; and around 130 other educators.

## Organisers

The event was organised jointly by the Turkish Language, Culture and Education Consortium of the UK and the Association of Turkish Teachers.

The consortium was set up to bring together around twenty Turkish supplementary schools under one umbrella, and assist in raising standards.

The consortium has organised many high-profile conferences and meetings with mainstream schools and other education agencies, raising the profile of the issues faced by Turkish-speaking communities in education.

The Association of Turkish Teachers is a newly-formed organisation that brings together teachers who work in mainstream UK schools, as well as those who qualified in Turkey. The association has been involved in campaigning to ensure the continuation, and raise the profile, of Turkish GCSE and A-level qualifications. The two organisations meet regularly to discuss areas of common concern.

## Raising achievement

During the two days, proposals for improving the attainment of Turkish-speaking children in British schools

were put forward, as the Turkish community has long been concerned about their relative under-achievement. Although some improvements have been made, many are worried that cuts made to services like the Ethnic Minority Achievement Service (EMAS) will halt progress drastically.

Presentations were made by a Turkish professor visiting from Heidelberg University in Germany. He compared the experiences of the Turkish-speaking communities in the two countries, and what had been learnt from good practice.

## Supporting supplementary schools

Proposals were also discussed regarding the practices at Turkish supplementary schools and how these schools could be better supported. A booklet containing all the proposals will be published in 2012.

A working group has been established to carry forward the proposals and organise a follow-up conference next spring, to involve mainstream schools, local authorities and the Department for Education.

# New Lambeth and Southwark network



**Ahmed Abd-Elghany, NRC Supplementary School Mentor for Lambeth and Southwark, arranged the successful first meeting of**

**the Lambeth and Southwark Supplementary Schools Network in October.**

Representatives from supplementary education providers across the boroughs were keen to take part, and show their commitment to improving students' education, as well as students' and their families' quality of life.

At the meeting participants agreed on the importance of working together and avoiding postcode divisions, as many providers serve learners and families from both boroughs. Most said they found securing appropriate local accommodation a key challenge, and so decided to invite a leading local mainstream headteacher (who works closely with a successful local supplementary school) to talk at the next meeting about how best to approach and build links with mainstream schools.

Ahmed says: 'The idea behind the network is to unite our voice, share experiences and learn from best practice for the benefit of our young people, and to cope together with difficulties we may face. We will work together to respond to needs identified at our meetings, and show a positive attitude to approaching them.'



We will engage more with local authorities and statutory agencies to promote the work of supplementary schools.'

## The aims of the network

We want all supplementary schools serving communities in Lambeth and Southwark to maintain and develop their ability to:

- assist children and young people through supplementary classes to develop their educational attainment, self-confidence and self-esteem
- offer a balanced curriculum that provides national curriculum support, as well as opportunities in sport, the arts, cultural activities and family learning
- improve their professional development and quality of provision

- create partnerships with mainstream schools, local education authorities and other training and education providers
- work closely with the NRC and support schools to achieve a Quality Framework award
- improve school management and school standards
- take on special needs referrals, if possible
- provide adult education classes, including English
- provide opportunities for volunteering and paths to employment, for example, as classroom assistants, care workers, teachers and community workers
- fund activities for network members, if possible, such as training courses and educational trips.

*If you would like to be part of the network and our joint approach for a better future, please email [ahmed.abd-elghany@continyou.org.uk](mailto:ahmed.abd-elghany@continyou.org.uk).*

**... participants agreed on the importance of working together and avoiding postcode divisions...**



# Stepping forward

**Based in Stoke-on-Trent, Stepping Stones Community Organisation is an NRC member and has achieved the Bronze Quality Framework Award. The NRC's Claire Arthur catches up with Fahmida Rahman, Chair of the organisation and headteacher of their supplementary school, about the challenges and opportunities they face.**

*Claire: Perhaps you could tell us something about Stepping Stones.*

**Fahmida:** Stepping Stones has been serving the community in Stoke-on-Trent for over eight years. We've been extremely blessed to have had the opportunity to undertake many beneficial projects, including the Stepping Stones Supplementary School. This has now been renamed the Stepping Stones Education & Training Academy, where 152 students are taught the Arabic language, as well as cultural and religious studies.

We currently have fifteen students studying for extra GCSEs in these subjects. The classes used to be delivered on Saturdays but we're now open the whole weekend, providing additional languages such as Urdu, Bengali and French, all up to GCSE. GCSE support sessions in the core subjects are being offered, and we have other community-focused projects too.

*Claire: I hear you're starting a nursery. How did this come about and how will it benefit the supplementary school?*

**Fahmida:** Yes we are! Following a surge of parent requests for a nursery and full-time school, we are opening a new nursery by April 2012, and we're also working on opening an independent primary school by September 2012. The interest has been amazing, and we're already being contacted for information on how to register children.

We're currently taking 'expressions of interest' for both. The nursery will have the added benefit of sustaining our supplementary school and making it more financially viable, we hope!

*Claire: What are the challenges you face with the pressure of running a nursery on top of a supplementary school?*

**Fahmida:** Along with vision comes expansion! As we have dramatically grown in size as an organisation, it has been necessary to look for more staff and volunteers. I've been looking for staff for the nursery and have been inundated with applicants.

Stepping Stones has assisted over 25 people back into work, and increased their confidence and skills. I feel this is an outcome that's been overlooked through the work we've done over the last eight years.





## One day the world was in stillness ...

... Nothing moved. The earth was still. Silence descended. Two gifted brothers woke from a long sleep of a couple of decades but they woke up to an unusual experience: they heard nothing. Silence bore down on them like a tombstone but, bizarrely, Theodor Bagadjimbri saw a newspaper. He picked it up carefully. Because of the pain of his rusty bones cracking every inch, he moved slowly. Crack crack crack. He saw a strange heading and a beautiful picture which said 'Hero/heroine needed to save the city of Dildor from the ogre. The reward will be my daughter, the princess'.

Beginning as dingoes living in a place with growling darkness and bellowing echoes, haunting futures and repeating pasts, the Bagadjimbri brothers had the power to form into animals and other kinds of things. It was a special power no one ever had. The brothers knew they could use it and they couldn't wait so they stormed the palace. The king was surprised with their entrance and thought it was a complaint about the ogre, but it was to save the citizens

of Dildor. The king demanded the brothers see his daughter. Her face shone like a river under the moon, her eyelashes flapped like butterflies' wings and her lips were as red as blood. She stole the love of the brothers' hearts. They had to fight the fierce ogre, no matter how strong he was.

They got a glimpse of the palace of Herman the ogre. Surrounding the palace were long hot rivers full of poison and vast lakes of fire. It looked like his evil plan was spreading like an oak tree. The brothers used their wings and soared over the hot trap. They found a chimney near the back of the palace leading to the revolting kitchen. There was the ogre standing there. The brothers fought the war viciously and the ogre had Theodor flying into the saucepan – it was the size of a swimming pool. Steven found an axe and threw it at Herman's back. Herman's shape shifted and he turned into a cat and purred. The brothers laughed and cast a spell on him and he never returned to Dildor.

The king was happy and the princess too. They lived happy ever after.



This story has been written by Yonis Kassim (Year 8), who attends Somcul Supplementary School (Somali Cultural Resource Centre Coventry).

Yonis speaks highly of the school: 'I love coming to learn at this supplementary school. I really thank the organisations who help these schools and fund them. I have rocketed with my progress, achieving high levels and moving to higher sets. This is a one-off opportunity and I thank the people who have helped.'

## Stepping forward continued

In addition, we have to go through the mandatory pathways to open a nursery, which includes registering on the Early Years & Childcare Register with Ofsted.

However, more than anything else, the pressure we feel at the moment is more about securing the confidence of the community.

*Claire: How does the community feel about the changes?*

**Fahmida:** The community has always been the focus of everything we do. Their involvement has been tremendous, from volunteering to donations. I think people respect us because we listen to what they want and try our best to offer that.

*Claire: What impact will this have on the supplementary school?*

**Fahmida:** As previously mentioned, the project will become more sustainable through its income from the nursery. We have dedicated classrooms, which have been furnished through an extremely kind donation from the local authority, and with the help of Mick Seller, Assistant Director, Learning Services, and David Bradbury, Elective Education Officer, to whom we are very grateful.

Having our own venue with dedicated classrooms has immediately had an impact on the quality of education. Having office space and security has also been invaluable, as we do not have to worry about resources getting lost or damaged.

*Claire: The future certainly looks busy for Stepping Stones. Finally, what are your longer-term goals?*

**Fahmida:** Part of the vision is to open an independent primary school and secondary school with an attached sixth form. We'd also like to become a registered test centre for GCSEs and iGCSEs.

I've always home educated my children (I have five children aged between 1 and 11), so I'd also like to provide science, numeracy and literacy days to help home educators with any gaps in their provision. The free school agenda is also something we may (or may not) consider in the future.

*Claire: Thank you so much for your time. You are certainly a busy woman, with great commitment to your community!*

[www.steppingstones.uk.com](http://www.steppingstones.uk.com)

# 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 us to discuss your training needs.

To book a course, visit our website, email [training.admin@continyou.org.uk](mailto:training.admin@continyou.org.uk) or phone 024 7658 8440. Most courses are offered at £50–£75, which includes light refreshments and all resources. NRC supplementary school members pay a subsidised rate of £15–£25 per participant. Payment must be received in advance to secure your place.

The following dates are correct at the time of going to print. For up-to-date information about our courses, visit [www.continyou.org.uk/nrctraining](http://www.continyou.org.uk/nrctraining).

## In-house training

Local authorities or clusters of schools can buy in any of our one-day courses for delivery in their own venues. Each course costs £450. The discounted rate for NRC supplementary school members is £350.

## New to the open training programme

We listen to supplementary schools and consider their needs when putting our open training programme together. For the last three years, the majority of training has been aimed at the management of supplementary schools; 2012 sees a change, with many new courses being added which are aimed at (unqualified) teachers.

## Courses for management

### Development and management of supplementary schools

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

- London – Wednesday, 8 February
- Leicester – Friday, 2 March

### 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.

- London – Tuesday, 13 March and Monday, 11 June
- Leicester – Tuesday, 15 May

### Safeguarding for supplementary schools

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

- London – Thursday, 21 June
- Coventry – Monday, 26 March

## Courses for teachers (new)

### 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 look closely at the various aspects of classroom management and how these can foster constructive learning conditions.

- London – Wednesday, 22 February and Thursday, 17 May
- Coventry – Friday, 25 May

### 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.

- London – Wednesday, 15 February and Monday, 21 May
- Coventry – Tuesday, 21 February

### 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, with easy-to-use planning models.

- Leicester – Thursday, 9 February
- London – Wednesday, 7 March and Monday, 25 June

### Introduction to the education system in England and the role of the supplementary school teacher

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

- London – Wednesday, 30 May
- Coventry – Friday, 15 June

### Special educational needs

Explore the key issues affecting young people with special educational needs (SEN).

## QF mentor training

This course prepares people to become supplementary school mentors for the Quality Framework.

**Day 1:** Get an overview of the award scheme and the Code of Practice of Supplementary Schools, and train to support schools through the Bronze award.

- London: Thursday, 9 February and Thursday, 14 June
- Leicester: Tuesday, 20 March
- Coventry: Friday, 11 May

**Day 2:** Plan how to support groups as they build portfolios, and develop the critical skills to support schools through the higher levels of the QF.

- London: Thursday, 15 March and Friday, 29 June
- Leicester: Friday, 22 June

For further details and application forms go to [www.continyou.org.uk/nrcmentors](http://www.continyou.org.uk/nrcmentors).

## Effective teaching skills in supplementary schools

This OCN-accredited course is delivered at Level 2 and 3.

Cost: £3,682 for 10/£3,857 for 15 learners + VAT. This includes: OCN course, student registration fee, tutor fee, assessment, internal moderation, management and administration. It excludes venue and refreshments.

For more information, email [claire.arthur@continyou.org.uk](mailto:claire.arthur@continyou.org.uk).