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the **Bullet!**n

Summer 2007

Issue 6

The National Resource Centre for Supplementary Education

Passport to the community

Trainee teachers gain from time spent in community language schools



**Supplementary schools:
a world on your doorstep?**

Initial Teacher Education (ITE) students value opportunities to meet and collaborate with teachers and parents at community language schools, and are keen to develop further links with different communities. This, according to a new report *The Role of Community Groups and Community Language Schools in Initial Teacher Education (ITE)* published by researchers at Middlesex University. Among its key recommendations, it calls on ITE providers and mainstream schools to foster positive attitudes towards English as an Additional Language (EAL) learners and minority ethnic

pupils in order to combat the low expectations that continue to surround this group of young people.

Leena Robertson, Principal Researcher at Middlesex University, who undertook the research project on behalf of the Multiverse online educational resource, says the research shows an ongoing need to build connections between different linguistic and ethnic minority communities and mainstream schools: 'It's a process highlighted in numerous governmental reports over many decades. While some progress has been made much more needs to be done.'

Uniquely, the project encouraged ITE students to attend community language schools (CLS) as part of a requirement to gain training in settings other than schools. While similar pilot projects had seen students take placements in museums, libraries and archives (see *Whitten and Kennedy, 2005*), this was the first of its kind to use community language schools to satisfy this requirement.

Project explorations

The research set out to identify whether community language schools could be viewed as valuable domains for learning for students, ITE providers and research communities.

ITE students' understanding of different linguistic, ethnic and cultural groups in mainstream schools did seem to improve as a result of taking part and they became more aware of pupils' processes of becoming bi/multilingual, bi/multiliterate and bi/multicultural.

The improved links made between mainstream schools, community language schools and ITE providers were also seen as a way to enhance ITE training, as well as a means to increase community groups' participation in ITE. Furthermore, the project itself was seen as an opportunity to develop innovative ways of using school visits in teacher training.

Welcome to the latest edition of the *Bulletin*. As you're probably aware there have been some big changes at the National Resource Centre. The NRC's initial task is to develop and support a network of supplementary education providers across the country; we also have a role in ensuring supplementary education is included in the implementation of extended services. In order to achieve these twin goals we've been on a recruitment drive. So we have a number of new faces at the office on Holloway Road and we have strengthened our team in other areas of the capital.

In Lewisham, Carole Berry has already signed up four mainstream schools (two primary, two secondary). Based at DOWDERRY Primary School, Carole wants to strengthen the sector across South-east London. Angela Bell will offer support for the team and work as a regional consultant in West London; Lina Akbar will support supplementary schools in South-west London and Balbir Bains is our man in South London.

A significant factor in achieving these aims will be our ability to support supplementary schools outside London. Many of you in Coventry and the East Midlands will already know Rémi Gonthier. If you work in these areas, then you may have a chance to meet him in the near future as he gets stuck into the delivery of the NRC-accredited training programme for supplementary school leaders and rolling out the NRC quality framework to Coventry schools. Rémi tells us he is also looking forward to working with the Coventry madaris project in partnership with the Coventry Safeguarding Children Board.

Khalid Mahmood has done a significant amount of groundwork for the NRC since he started at the beginning of the year. This includes launch events in Leicester, Birmingham, Kirklees, Bradford, Leeds, Sheffield and Nottingham to engage with stakeholders. Similar events are planned across the region – starting with an event in Manchester in the coming months. Khalid says the purpose is twofold: 'First, to make people aware what NRC is, and what it intends to do. But also to find out what our stakeholders think the NRC should be doing to support their work. This consultation work will feed into a strategy on engaging with local authorities and assists in the roll-out of the quality framework and accredited training.'

In the North-west, Sudip Chatterjee, who joins us from the Diversity and Inclusion Team at Manchester's Children's Services, is already working closely with supplementary schools. Sudip is arranging a Manchester Supplementary Schools Network Achievement Day event in June. Invitations will be going out to all partners and supporting politicians. He also has a major five-side football tournament for supplementary schools planned for the summer.

Increasingly, the *Bulletin* will feature the excellent work of both our team and those of you working on the ground. So you can expect even more resources, in-depth research, useful case studies, advice on funding and good news stories (please keep them coming in!).

Hope you enjoy,

Yinka Armartey

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continyou
Building learning
communities

Bullet!n *Teacher training*

Four third and final year teacher training students each visited three community language schools. All were training for Key Stage 1 and 2 and had successfully completed their final school practice. The research team observed the students carrying out a number of predefined tasks and interviewed them before and after their visits. These interviews, along with follow-up discussions with CLS teachers and ITE university tutors allowed the researchers to:

- explore student teachers' perceptions of linguistic minority and minority ethnic pupils' learning
- examine how ITE providers can support student teachers in teaching pupils of diverse backgrounds
- examine how bi/multilingual student teachers can develop their bilingualism in mainstream schools and within community groups
- develop 'a partnership package' specifying how to develop and manage similar projects, and to offer this to ITE providers and community language schools via the Multiverse website.

Key findings

The report acknowledged community groups as valuable domains for learning.

ITE students changed their views and terminology regarding EAL pupils. They began to talk about pupils' bilingualism, rather than about EAL or pupils' 'lack of English'. Previously their understanding of bilingualism had been based on a deficit-model, a view constructed within and reinforced by mainstream schools.

In many cases students had placed bilingual pupils in low ability groups during their ITE teaching practices. Many bilingual pupils had been routinely withdrawn from English and maths lessons for additional literacy and numeracy support as a result. The students' views and practices had not been successfully challenged by the university.

Following their participation in the project, ITE students thought their ability to engage in critical reflection and evaluation had increased. Before

the project, the students' funds of knowledge had included a wealth of their own personal experiences which had the potential to challenge marginalising practices. However, the students had viewed schools operating under a specific school-based system of rules and requirements, all of which had to be kept separate from the life outside schools and from ethical considerations.

Voyage to another culture

One interesting issue raised in the report is how various participants held different notions of what is meant by 'the community'. Students, CLS teachers, university tutors and mainstream school teachers all expressed unique viewpoints. For the students, the commonly-held notion was that of a heterogeneous population living in the same geographical area. This was generally

viewed as a positive thing, as shown by a comment by one of the students:

'It was nice to go to these areas because they have kind of adopted, or they have brought their own home culture to our country. So you don't even have to go on a plane to experience these different types of countries. We've got them in our back garden.'

In contrast, CLS teachers used 'the community' to describe a narrower section of the population, defined by a shared ethnicity and language. Building a universally accepted definition was seen as a major challenge.

To download a full version of the report visit: www.multiverse.ac.uk/viewArticle2.aspx?contentId=13101
Multiverse is an online resource focusing on the educational achievement of pupils from diverse backgrounds.

The report's recommendations

In view of the current (DfES/TTA, 2002) and new QTS standards (DfES, 2006), which are to be implemented in 2007 the report states a need to define what kinds of evidence and understanding would count as taking 'practical account of diversity' and promoting 'equality and inclusion in their teaching'.

ITE students should develop respect for and understanding of different and diverse communities in mainstream schools. If attitudes are to change a shift in students' own perspective is required. Visiting a CLS could provide invaluable opportunities for shifting students' perspectives.

The researchers identified an urgent need for ITE providers and schools to foster positive attitudes towards EAL learners and minority ethnic pupils, to combat the deficit view and low expectations that continue to surround many learners in schools.

Furthermore, ITE providers need to support students to develop a more inclusive perspective of EAL learners and minority ethnic pupils.

Schools and ITE providers lack a common understanding of 'the community'. To meet the government's aim to engender successful collaboration between mainstream schools and their communities, such terms need to be defined.

There is an ongoing need for linguistic minorities and minority ethnic communities to be included within the extended schools agenda.

The school that feels like home

Whitefriars First and Middle School in the London Borough of Harrow, has been working with the Somali Cultural and Educational Association to provide after-school support to Year 2 and 3 Somali pupils. Jackie Vaz, Whitefriars' Study Support Project Manager tells *Bulletin* about this successful initiative.

Whitefriars has a number of initiatives supporting home-school partnerships, including an established programme of Learning and Skills Council-funded family learning and year group sessions to explain the ways in which parents can effectively support their children's class work.

The school is committed to working with parents/carers in order to support children most in danger of underachievement and social exclusion. The development of a new children's centre on site has also demanded consultation with parents to ensure the community gets the most from this facility. As part of this process, Whitefriars' head teacher, Lynne Pritchard, has already begun informal meetings with a group of Somali mothers, both to explore parents/carers' concerns and explain the school's procedures. Further links have been established with the Ethnic Minority Achievement Service (EMAS) and the Somali Cultural and Educational Association (SCEA) which runs a well-attended supplementary school in Wealdstone.

In line with Harrow's extended schools policy, the local authority is exploring how to maximise the use of schools' facilities and resources through the development of out-of-school-hours learning opportunities together with supplementary schools.

The personal touch

It was decided to target Somali pupils in years 2 and 3 who were experiencing difficulties with peer relationships; these difficulties were manifested in aggressive playground behaviour. Many of these children, mostly boys, were already receiving support from Abdi Bedi, an EMAS teaching assistant. The Ethnic Minority Achievement Grant co-ordinator was consulted about the pupils with greatest needs.

The school sent letters and flyers home informing families of the study support programme and followed this up through word-of-mouth. However, the active recruitment of children for the sessions by Somali teachers, by reminding parents on the playground, had a significant impact on the high numbers attending. Although Years 2 and 3 were targeted, pupils from years 1–7 attended.

The project's steering committee designed a carousel of activities to improve literacy and numeracy. Most of the tasks involved co-operative working. Children could choose from a range of activities and parents/carers could stay and join in if they wished. For many parents this approach was very different from what they were used to. The methods used in the supplementary school are more formal, so it was a learning experience for both Somali parents/carers and teachers.

The programme took place one and a half hours directly after school for half a term. After each session, teachers met to evaluate and decide

future planning. The overall programme was monitored by the study support project manager.

More like a home

All the children thoroughly enjoyed the sessions and were upset if they were unable to attend the following week. Many parents/carers stayed on for the sessions and most joined in with their children, though some wanted to do the activities on their own and found them interesting and relaxing. Their perceptions of teaching methodology changed: they felt that school had become more like a home.

One of the SCEA teachers pointed out that many Somali homes are impoverished and this was the reason why some children found it hard to settle and choose an activity. There was so much choice and it looked such fun that they wanted to explore everything. Some parents/carers had not understood the importance of toys in educational development; they asked where some of the toys could be bought. They wanted to contribute by bringing food for after-school snacks and by helping to clear up with their children.

Mainstream teachers noticed that certain children who had poor levels of concentration and short attention spans in class became more focused when there was an adult present to give support. Many of the children enjoyed having male teachers around. Some of the children causing concern in class were more co-operative with Somali teachers and more contact was made in some cases. For example, one child engaged directly with a teacher from the SCEA, whereas he would not usually look directly at a teacher from Whitefriars.

The sessions worked best when fewer children attended and where the age range was limited. This had



been the original intention, but the overwhelming response meant this was not always possible. Arrangements had to be made for large families where the parents/carers could not manage the practicalities of taking some of their children home and then return to school in order to pick up the one child who had stayed on. It was felt that future programmes should incorporate crèche facilities and that the children's centre could be used as a focus for intergenerational and parallel age-related activities. There is clearly a need for more activities to engage parents.

More for parents

Parents/carers benefited from tasks which they could do themselves and this helped them develop a more positive attitude to working with their children.

The professionals present at the final evaluation meeting agreed that they should be working towards delivering programmes that integrate all communities and this was a first step approach towards achieving this end. However, where there are particular needs these are best addressed through a targeted study support activity.

Children also spoke about what they thought of the programme. They said they liked: having a choice of activities that were fun; their parents being present; working with

their school teachers as well as the Somali teachers.

All parents/carers and children said they wanted more such programmes. Several parents/carers strongly emphasised the need for regular study support in order to raise their own awareness and their children's achievement levels.

Going forward

The schools will continue to gather evidence; for example, to see if there are improvements in children targeted for difficult behaviour. A training programme for supplementary school staff is to be introduced and run by EMAS, taking into account key points from the evaluation.

Schools will look at the possibilities for further study support programmes, as it is clear that children need a pleasant environment in which to play. The introduction of structured play meant they are learning to work co-operatively, so the school wants to introduce 'Stay and Play' sessions.

Increased numbers of parents want to do voluntary work in the school; previously, Somali parents/carers have not been used to volunteering in mainstream schools.

It is hoped more parents will join the LSC family learning intensive programme to be run in the spring term and the school will actively recruit from the Somali group who



Involving parents in their children's learning is a top priority at Whitefriars school.

attended the pilot. Opportunities for other adult learning will also be investigated: for instance, some role-play for parents/carers, an unfamiliar activity to the Somali community, but one that could be beneficial.

The project video will definitely be shown at training sessions and some parents may be willing to contribute to family learning and study support workshops for practitioners.

The pilot has raised important considerations for the monitoring and evaluation of study support and will form part of this year's focus on developing effective systems across the borough. The outcomes will be shared through training and will be a focus of the study support launch in the summer term. Outcomes will also inform future bid writing.

There are already community/local authority partnership Big Lottery bids under consideration, which relate to extended school activities. However, if projects like this are to be expanded across Harrow there needs to be more focused funding.

For the full report email Jackie Vaz Study Support Project Manager/FLN Advisor at jackievaz1@hotmail.com

Key aims of the project

- To pilot a joint supplementary/mainstream study support programme.
- To capitalise on mainstream schools' high-quality facilities and resources.
- To plan and deliver the programme with teachers from the Somali Cultural and Educational School and Whitefriars First and Middle School working in partnership.
- To share expertise and understanding between the two schools' sectors and thus develop improved working practices for both.
- To improve pupil attitudes and therefore their achievement.
- To develop parents/carers' understanding of the curriculum and increase parental involvement by engaging more parents/carers in the life of the school.
- To recruit for future family learning sessions.
- To evaluate the effect on pupil engagement of employing Somali teachers.

Taking time for Tamil

Marina Shaftoe, outreach worker for Connecting Parents of Lewisham Community Education, explains how she encouraged Tamil parents to become more involved in the life of their children's schools.

We were able to set up our project to engage Tamil families at Downderry School because of the support from the head teacher and staff.

Initially, I asked three schools to provide printouts of the different cultures in their schools to find out which had a large number of Tamil Families. I wrote a letter to all the families in both English and Tamil inviting them for tea. Siva Pillai, the IT lecturer at Downderry helped translate the letter. At the first meeting we gave them a questionnaire asking them what courses they would like to do.

The parents worked towards gaining their first certificate in CLAiT (computer literacy and information technology). Classes ran from 8.30–10.30 with a crèche available. Families who did not have a computer at home were able to borrow a laptop from the school. Siva's input greatly assisted in this phase of the project.

Language skills

The next phase was to start an after-school club for children to learn the Tamil language, running on Friday



'numeracy and literacy workshops give parents the skills they need to help their children with homework...'

afternoons. This soon led to another development. Many of the parents wait at the school gates to pick up their children and chat to the staff. They obviously want to improve their English, so we set up a six week Basic English course. Some parents have now moved into further English courses at college.

We also hold numeracy and literacy workshops called 'Keeping up with the children'; giving parents skills to help their children with homework, along with some information about Standard Attainment Tests (SATs).

QiSS national study support programme

A series of free seminars run by QiSS and supported by ContinYou as part of the DfES national Study Support Quality Development Programme. These seminars will cover a range of subjects including the Self Review document, the ContinYou Audit, Development Collaboratives and Leading Aspect Schools.

- North West Region Seminar: 30th April 2007 Pleckgate City Learning Centre, Blackburn
- Eastern Region Seminar 8th June 2007 Novotel Hotel, Stevenage
- Yorkshire & Humberside Region Seminar: 12th June 2007 Meadowhall, Sheffield (to be confirmed)

For details on how to book your place visit the Quality in Study Support website:

www.canterbury.ac.uk/education/departments/professional-development/centres/quality-in-study-support/index.asp



Children from Downderry enjoy a day out at BBC's Big Toe Radio Show

Play makes learning light work

We asked the parents if there was any other course they would like to see in the school. Favourites were a course in icing celebration cakes, crafts, an exercise class for adults, Yoga, swimming and craft classes.

As a result, we introduced a six week course on 'Learning through play', attended by parents and children. Siva and I created a workbook together and each week we made educational games and props to go with the book. The parents received a certificate on completion of the course. Parents of children in Year 5 and 6 were invited to a meeting regarding secondary school transition, to explain the procedure and form filling required.

This year some parents are ready to take their spreadsheet exam and we are now helping parents practise answering the Citizenship test questions and are helping them to develop their IT skills.

Downderry School's new head teacher Peter Bailey, continues to support the project. He can see how involving the Tamil parents in school has had a very positive effect. The parents approach teachers now if they have any problems and they volunteer help to the school.

Remember this is your *Bulletin*. If you have any suggestions, articles or letters, email the team: nrc@continyou.org.uk



Community languages: Developing practice for the 21st century

Thursday 5 July 2007 NSPCC Centre, Leicester

The Languages Trends survey (CiLT, 2005) highlighted the changing linguistic map of the UK, with more than 300 languages now in use and their geographical spread increasing, along with generational shifts among long-established communities.

The extent and quality of community languages education for both children and adults is key if we are to maximise the intellectual, personal, cultural and economic benefits that bi- and multi-lingualism can bring, both for the individuals and wider society. *Positively plurilingual* (CiLT, 2006) was published to highlight these benefits and a second national conference will take place this year to support people working in the community languages education field to make our aspirations a reality.

The conference offers a wide programme of sessions, featuring strategic development issues for managers and teachers; continuing professional development; and practical advice. Classroom teachers, whether working in primary, secondary or adult education, in mainstream or supplementary/complementary contexts, can choose from highly practical and interactive workshops in the Teacher CPD strand. Training materials used in the sessions are provided in a take-home pack for dissemination to colleagues. The advice centre strand gives the opportunity to ask questions on topics such as:

- gaining Qualified Teacher Status
- working towards the Quality Framework Award for Supplementary Schools
- embedding community languages in Specialist School community bids/programmes
- becoming an Asset Languages centre.

The conference is hosted by CiLT, the National Centre for Languages in collaboration with Comenius East Midlands and with support from the Training and Development Agency (TDA) and the Specialist Schools and Academies Trust (SSAT).

For more information contact CiLT conferences on:
020 7379 5101 ext.287 or email conferences@cilt.org.uk



Tracking attainment

In 2002 Manchester's Inclusion and Diversity team started to track pupil attainment. We have encountered some challenges, though. For example, the team is dependent on data provided by supplementary schools and in many cases different ways of spelling names meant it was sometimes difficult to match the record of a pupil attending a supplementary school with a record held centrally by the Education Management System. In spite of this challenge, though, the tracking indicates that the attainment of pupils attending supplementary school rises, on average, by one national curriculum level annually. These findings are reinforced by initiatives such as City Academy Bristol's Mainstream Supplementary Support Project (Spring *Bulletin* 2006) and the action research project focusing on raising achievement among KS2 Bangladeshi children in

The numbers game

Sudip Chatterjee and Pinaki Ghoshal from Manchester Children's Services Diversity and Inclusion Team offer further evidence of supplementary schools' effectiveness in raising attainment.

The Manchester Supplementary Schools Network (MSSN) forum represents 32 schools and communities originating from the Mediterranean, Eastern Europe, Eurasia, North Africa, Sub-Saharan Africa, the Indian sub-continent and the Caribbean. The schools also represent different faith groups including Islamic, Christian, Greek Orthodox, Hindi, Sikh and Buddhist.

Each week approximately 8,000 minority ethnic children attend nearly 60 supplementary schools in the city. Most are pupils at Manchester mainstream schools, however, well over a quarter of the children come from local authorities in the surrounding region. For example, children from as far away as Liverpool attend Manchester's Chinese supplementary schools. There are also approximately 400

volunteer teachers involved with these schools.

All the schools contribute to their pupils acquiring extra GCSE and GCE (A/AS level) qualifications in community languages. The languages offered to this level in the schools are Bengali, Farsi, Arabic, Urdu, Polish and Chinese (Libyan and Ukrainian are offered through a non-UK exam system). There are currently two supplementary schools that have exam centre status and are able to conduct exams for EDEXCEL.

Small Heath, Birmingham (Spring *Bulletin* 2006).

The 2005 results at Key Stages 2, 3 and 4 demonstrate that the attainment of pupils attending supplementary schools compares very well with that of some of Manchester's key minority ethnic groups, including Chinese heritage pupils who are traditionally one of the authority's highest attaining groups. The numbers of Manchester pupils who have been recorded as attending a supplementary school are fairly small (particularly at Key

In order to to aid the analysis process more effectively, a national level approach is required.

Stage 4) and additional work is needed in order to make this database more robust. However, as the tables opposite indicate, it is clear that supplementary schools have made an important contribution to the raised attainment figures for all minority ethnic pupils in our mainstream schools.

The rate of progress has been greater than the city average and available national data indicate that, in general, key groups in Manchester attain at or above the national level of attainment for these groups. This improvement has taken place as a result of a number of actions. Community involvement and a partnership approach has been a key strategy and our work with supplementary schools has been at the heart of this.

Future focus

There is a need to further build the capacity of the individual schools in order to access funding, acquire appropriate premises and encourage more vulnerable and isolated communities to become part of the network. This will require a concerted effort and joined-up working to maintain and deliver the necessary service.

There is also a need to work collaboratively with national agencies such as the DfES, the Family Fisher Trust and the National Resource Centre for Supplementary Education to be able to access pupil attainment data to aid the analysis process more effectively. This has been an almost insurmountable problem in this project. Up to now, analysis has had to be on a limited scale, working mainly with attainment data specific to Manchester schools. It is strongly recommended that a national level approach is required.

Sudip Chatterjee, Supplementary Schools Support – Diversity and Inclusion Team and Pinaki Ghoshal, formerly Assistant Chief Education Officer (Individual Pupil Services), Manchester Children’s Services. To find out more contact Sudip at s.chatterjee@manchester.gov.uk.

Table 1: The attainment of pupils at the end of Key Stage 2 (Percentage of pupils attaining at least Level 4 (the expected level of attainment for 11 year old pupils)).

Group	Number of pupils	English	Maths	Science
All pupils	5102	70.8%	69.8%	80.8%
Bangladeshi heritage	79	73.4%	73.4%	84.8%
Pakistani heritage	514	73%	70.6%	82.3%
Black-Caribbean	139	74.8%	61.9%	77.9%
Chinese heritage	29	75.9%	86.2%	79.3%
BME pupils at supplementary schools	61	86.9%	78.7%	88.5%

Table 2: The attainment of pupils at the end of Key Stage 3 (percentage of pupils attaining at least Level 5 (the expected level of attainment for 14 year old pupils)).

Group	Number of pupils	English	Maths	Science
All pupils	4925	57.1%	59%	49.4%
Bangladeshi heritage	66	59.7%	66.2%	47%
Pakistani heritage	478	64.8%	61.5%	51.3%
Black-Caribbean	146	62.3%	56.7%	42.8%
Chinese heritage	41	71.4%	90.9%	61%
BME pupils at supplementary schools	27	74.1%	74.1%	53.6%

Table 3: The attainment of pupils at the end of Key Stage 4 (average GCSE point score).

Group	Number of pupils	Average GCSE point score	Average score capped to best eight
All pupils	4649	29.50	24.97
Bangladeshi heritage	61	29.31	29.65
Pakistani heritage	434	24.24	29.26
Black-Caribbean	173	27.21	25.57
Chinese heritage	33	33.69	31.37
BME pupils at supplementary schools	14	34.67	28.16



Who's who in the NRC?

With a flurry of new appointments, the National Resource Centre is gearing up to become a truly national organisation. To save you scratching your head, wondering who you should contact about supplementary schools in your area, here's a quick guide to the new-look NRC.



Paul Morrish

Director, National Resource Centre

'My main focus over the past months has been securing the funding required to set up the NRC, the first national organisation dedicated to supporting supplementary education, and clarifying our core goals and objectives. It's been a busy time; recruiting staff to the team, and meeting as many supplementary school leaders as possible.'

'I've also been involved in developing some other really interesting projects that the NRC will be delivering over the coming months, including a programme in Ealing with funding from the Neighbourhood Renewal Fund, some work nationally on safeguarding children, a review of the DfES's Aiming High project, and a pioneering project in Lewisham helping mainstream and supplementary schools to collaborate more effectively.'

'There's much, much more in the pipeline over the coming months. Further recruitment; developing the network and our membership programme; close work with the DfES and with other key partners; development of other new projects in London and regionally; work on funding; and developing campaigning strategies on key issues for the sector across England. It promises to be an exciting time for everyone involved.'

My key responsibilities:

- giving supplementary schools a national voice – representing the interests of supplementary education providers nationally and regionally, and making the case for funding and support to politicians and other decision makers
- raising standards – ensuring the NRC develops the sector in terms of the quality of what it does, and the publicity it receives for success
- seeking and exploiting opportunities for supplementary education providers to build on work being done in other areas of education and social policy
- developing the national network of supplementary schools, and helping members of the network to keep in contact with, and learn from, one another
- leading the NRC and ensuring that staff are well trained and able to deliver our priorities
- building a sustainable future for the NRC.



Yinka Armartey

Based at the National Resource Centre head office in North London

Supplementary education advisor

My key responsibilities:

- co-ordinating the national roll-out of the Quality Framework
- co-ordinating the publication of *Bulletin*, NRC's key termly magazine
- revising the *Start-up Guide*, NRC's key resource for emerging supplementary schools
- delivering training to supplementary schools.

Contact me if...

You're from a supplementary school, mainstream school or local authority and want to showcase good practice of teaching, partnerships and/or support; or if you're from a supplementary school or local authority and want to participate in the Quality Framework.

And of course, as the editor of *Bulletin* I'm always happy to hear about your experiences in running and maintaining supplementary schools.



Rachel Bond

Based at the National Resource Centre head office in North London

Supplementary education advisor

My key responsibilities:

- co-ordinating 'Effective management skills in supplementary schools' NRC's new accredited programme (aimed at managers, co-ordinators, trustees)
- co-ordinating NRC's new train-the-trainer course to enable more trainers to tutor the above programme in their area
- co-ordinating NRC's termly open training programme
- co-ordinating the NRC annual conference.

Contact me if...

You have any questions concerning NRC's new accredited training programme and the train-the-trainer course. If supplementary schools/local authorities/other voluntary organisations have any questions concerning NRC's termly open programme – I'll welcome your feedback and suggestions for future training sessions. Also, contact me for details of our conference to be held later this year.



Maria Topffer

Based at the National Resource Centre head office in North London

Administration & project support

My key responsibilities:

- first point of contact for all general enquiries regarding supplementary education and the work of the NRC
- administering NRC training programmes and events, including the annual conference
- managing the database, keeping contacts informed of updates
- supporting the work of the NRC team.

Contact me if...

You need general information about supplementary education and the NRC. If you would like to order material from us, book a place on a training course or would like to be on our mailing list.



**Where to find us:
356 Holloway Road, London N7**

Bullet!n Who's who?



Angela Bell

West London (acting nationally for the Quality Framework and accredited training)

NRC consultant

My key responsibilities:

- working with colleagues to develop, co-ordinate and share good practice in partnerships between supplementary and mainstream schools
- supporting the development of the Quality Framework
- supporting the development of the accredited training.

Contact me if...

You work with supplementary schools in West London and would like advice and support from the NRC.



London and the South-east



Carole Berry

London Borough of Lewisham

Supplementary schools development co-ordinator

My key responsibilities:

- to create bespoke learning schemes supporting students' learning
- increase parental involvement of BME communities in targeted schools
- design and deliver adult learning programmes
- establish a project advisory group, student panel and supplementary schools forum
- agree an anti-racist and anti-discrimination workplan.

Contact me if...

You want to know more about any of the projects I'm involved in.



Lina Akbar

Hillingdon, Hounslow, Richmond, Wandsworth, Merton, Sutton, Croydon, Lambeth, Kingston.



Balbir Singh Bains

South London

Regional strategic advisor

My key responsibilities:

- to develop an accurate picture of supplementary education provision in the region
- identify, develop and lead on specific project opportunities
- support the roll-out of the Code of Practice and Quality Framework
- contribute to and deliver NRC training programmes
- promote the work of the NRC.

Contact me if...

You're an LA lead officer, supplementary schools co-ordinator, local councillor or member of a faith community. I'm keen to talk to you all.

Regional strategic advisor

My key responsibilities:

- to be a point of contact for supplementary schools and raise the NRC's profile in the region
- build networks and support infrastructure
- seek opportunities to undertake commissioned work – research, evaluation, policy development, network/forum development
- provide information and data to the NRC on supplementary education.

Contact me if...

You are aware of any supplementary schools in the SW London area or would like to discuss key issues.



Khalid Mahmood

*East Midlands,
West Midlands,
Yorkshire and
Humberside, North
East, North West*



Regional development manager

My key responsibilities:

- to implement a regional strategy on supplementary education
- develop a network of supplementary schools co-ordinators across the region
- promote the Quality Framework, accredited training and other programmes
- support and supervise a team of regional strategic advisors.

Contact me if...

You're based in the Midlands or the North and want to know about the NRC. I'd like to engage all stakeholders: local authorities, mainstream and supplementary schools, parents and other associated organisations.



Midlands and North England



Sudip Chatterjee

Greater Manchester



Regional strategic advisor

My key responsibilities:

- to provide a regional voice for the NRC and ensure local issues are fed back to Ministers, the DfES and DCLG; provide information and resources to elected members
- co-ordinate regional development and strategy meetings and provide support to local authority or voluntary and community sector consortia co-ordinators
- develop project opportunities; research and evaluation; and innovative delivery solutions

- work with colleagues to enhance the overall strategic direction of supplementary education
- produce progress reports, generate case studies and support a robust network of media-friendly and capable supplementary school leaders.

Contact me if...

You work in a supplementary school in the area and need advice and support; if you're a local funder or training provider. I'm also seeking tangible support from the DfES and national bodies to add strength and credibility to our campaign.



Rémi Gonthier

Coventry and East Midlands



Supplementary schools development co-ordinator

My key responsibilities:

- to raise the profile and support the development of supplementary education in Coventry
- develop partnerships between supplementary schools and mainstream schools in the city
- work with the regional development manager to promote the work of the NRC and supplementary education across the East Midlands
- liaise with key educational stakeholders across the East Midlands.

Contact me if...

You want to find out more about the Coventry supplementary schools project and about supplementary education in Coventry, or if you want information on community languages and language learning and teaching. Also, if you are involved or would like to be involved in supplementary education in Coventry or the East Midlands.



Hackney sees benefits of doubling up

Aneurin Wood, Supplementary Schools Co-ordinator at The Learning Trust in Hackney explains how mainstream and supplementary schools in the borough are working together.

Using mainstream school premises is often ideal for supplementary schools, allowing access to resources such as interactive whiteboards and a wider range of text books. But, as we've found in Hackney, this relationship also benefits mainstream schools:

- it can help to meet their extended services duties
- it reduces the running costs involved with opening premises outside school hours, as these can be shared
- information about individual pupils that might affect achievement can also be shared.



Sharing space with mainstream schools opens up space and resources

The Learning Trust is currently undertaking research into the extent that attending supplementary school affects young people's achievement. The research involves analysing pupil data and surveys and interviews with both parents and students. The project is looking at achievement rather than attainment, as we are aware from countless parental testimonials that attending supplementary school has a positive impact on a young person's social/personal development as well as their academic attainment.

If the project finds attendance at a supplementary school positively affects a young person's achievement, as expected, the evidence base will be a useful tool in initiating discussions about establishing links between mainstream and supplementary schools.

The results of the research project are expected in September 2007 and we will keep the National Resource Unit up to date on our findings.



The Learning Trust is a not-for-profit company that has been contracted to manage education services in Hackney on behalf of Hackney Council. Its latest project is to build and strengthen existing links between the supplementary and mainstream sector.

The Learning Trust supports nine supplementary schools, giving funding, advice and guidance. Of these schools, three currently use the premises of mainstream schools and a further two will follow suit shortly.

All supplementary schools supported by the Trust require teaching staff to have a teaching qualification and all teaching and non-teaching staff have a full and up-to-date CRB check.

Stockport success

Stockport's Black and Minority Ethnic communities have scooped a much sought-after RENEW Learning Exemplar award for their Children's Fund Project. The community development project, developed with support from Stockport Council, gained the Learning Exemplar for the Northwest Award at a ceremony in Warrington.

The project involved joint working between Asian Muslim, African, Caribbean and Chinese groups in Stockport, providing cultural identity and awareness classes for children. Judges praised the 'thoughtful and determined approach to working with and between different communities, meeting their individual needs, resolving conflicts and delivering tangible outcomes.'

RENEW, the Northwest Centre for Regeneration Excellence, was established by the Northwest Regional Development Agency and Government Office Northwest. It aims to develop skills amongst the region's regeneration professionals.



Funding news in brief

Comic Relief – Red Nose Day UK Grants Programmes 2005–2008

Supplementary schools can apply for the Disadvantaged Communities grants programme. The Small Grants (up to £5,000) scheme is open to organisations with a turnover of under £150,000 per year, but does not fund activities promoting religion. There is no deadline for the Small Grants scheme. Contact: Comic Relief, 5th Floor, 89 Albert Embankment, London SE1 7TP
Tel: 020 7820 5555
Fax: 020 7820 5500
Email: red@comicrelief.org.uk

The Abbey National Trust

Primarily supports projects involving education and training, financial advice, local regeneration and community partnerships. Community Partnership Group areas, including Camden and Milton Keynes, are favoured. Grants of up to £20,000 are available, though projects outside Community Partnership Group Areas are limited to £2,500. Visit their website: www.aboutabbey.com for details on how to apply.

Big Lottery – Reaching Communities

Largely aimed at voluntary and community organisations, this new programme will fund salaries. Visit: www.biglotteryfund.org.uk

Big Lottery – Awards for All

Small grants programme suitable for small organisations, there are no deadlines for applications. Tel: 0845 600 2040
Website: www.awardsforall.org.uk

The Yapp Charitable Trust

This trust has previously funded supplementary schools. You must be a registered charity in order to apply, operating for at least three years. Trustees meet three times a year to consider applications. The next two dates are: 26 May 2007 and 30 September 2007.

Write to Margaret Thompson at: 47A Paris Road, Scholes, Holmfirth HD9 1SY
Email: info@yappcharitabletrust.org.uk
Tel: 014 8468 3403
Web: www.yappcharitabletrust.org.uk

Trust for London Open Programme

This London-based fund aims to challenge discrimination faced by disabled people; promote the inclusion of recently established communities; and support supplementary schools providing creative educational opportunities. To view their latest guidelines visit: www.trustforlondon.org.uk
Tel: 020 7606 6145
Fax: 020 7600 1866
Email: info@trustforlondon.org.uk
Website: www.trustforlondon.org.uk

Shine Trust

Supports educational projects for children and young people from the most disadvantaged parts of London and Manchester. Grants of around £20,000 cover start up-costs, core costs, pilot and development or replication projects. Write to: 1 Cheam Road, Ewell Village, Surrey KT17 1SP
Tel: 020 8393 1880.
Email: info@shinetrust.org.uk
Web: www.shinetrust.org.uk

Fancy a day away at the V&A?

The V&A is introducing a new programme of tours, free to supplementary schools; youth and community organisations and charitable faith organisations. Tours are available between 10.00–17.45 every day and on Friday until 22.00. To book a tour (two weeks notice required) call 020 7942 2211 or email bookings.office@vam.ac.uk

Quality initiative steps up a mark

Agreed standards for bronze, silver and gold awards – and a new Management Certificate

Bulletin readers will recall last year's successful Quality Framework pilot, which resulted in fourteen supplementary schools achieving an award. The National Resource Centre has now begun the development phase, which will involve over 100 schools across England, leading up to March 2008.

The revised framework has an increased developmental aspect. Schools can take the first step on the journey to achieving either bronze, silver or gold standard by signing up to the aspirational *Code of Practice for Supplementary Schools*. By using the framework as a guide, schools can assess the impact of activities, and strengthen their work by taking the opportunity to reflect, review and fine-tune their practice. Criteria for the bronze, silver and gold awards have been agreed and are listed in the panel (right).

Because the framework is voluntary, peer-assessed and self-regulated, mentors have a significant role during the development phase and will support schools in their local authority area through the process. The NRC team will be helping mentors throughout with a new tailored training programme and ongoing support.

A further exciting change is the opportunity for schools to gain the Supplementary Schools Management Certificate, which underpins each award. The certificate covers essential management procedures such as health and safety and child protection.

If you feel your school meets any of the award standards and you would like the opportunity to celebrate what you're doing and have it recognised nationally, email us at the National Resource Centre: nrc@continyou.org.uk

Full details can also be found at www.supplementaryeducation.org.uk

Could your school qualify?

Gaining a bronze award

- The supplementary school has created a well-organised environment in which everyone can work comfortably and has clear expectations of behaviour that fosters good relationships and supports learning.
- Teachers know what children have previously learnt and are given guidelines on what to teach.
- There are simple records of what children have learnt.
- There are adequate teaching resources for teachers and learners.
- The school regularly consults with parents and students and responds accordingly.
- The school knows about other local provision and knows why its work is needed.

Gaining a silver award

- Routines and procedures encourage good relationships and high expectations of standards of behaviour.
- There is a clear programme of study and sessions are carefully planned.
- Teachers know how children learn and engage them creatively.
- Teachers assess and record children's needs, progress and performance.
- Teachers and learners have a choice of diverse resources that support different learning styles.
- The supplementary school has an annual cycle of ongoing monitoring, evaluation and planning, which involves everyone.
- It works in partnership with one or two other organisations.
- There is induction, support and training for staff and volunteers.
- The management committee agrees an annual budget and monitors the use of funding regularly throughout the year.

Gaining a gold award

- Staff and volunteers work with other supplementary schools to disseminate good practice. Pupils, parents, teachers and volunteers have clear roles and responsibilities in creating an environment conducive to learning, promoting positive behaviour. Pupils take significant responsibility for their own and each other's learning.
- The curriculum is well-matched to pupils' needs, and teachers engage, develop and extend pupils' interests. Teachers are well-informed about their subject, levels of achievement and learning theories.
- Clear, specific and assessed targets are set for individuals and groups.
- Achievement is recorded and celebrated.
- Teachers use diverse resources to extend children's learning.
- There is a business planning process, geared to objectives and standards.
- Evaluation – involving young people and parents, and based on best practice in other supplementary schools – leads to targets for improvement and feeds into the development planning process.
- The school works with a range of partners from the statutory and voluntary sectors.
- Staff supervision feeds into a staff development and training plan.
- Policies are monitored, annually reviewed and sanctioned by the management committee. The committee agrees and implements fundraising strategies linked to the business planning process.

Summer 2007 training programme

Free learning opportunities for supplementary and mother-tongue schools

Be one of the first to prove that you have effective management skills in supplementary schools

Course title: Effective Management Skills in Supplementary Schools

Duration: 30 hours in total, to include four tutor-led sessions and assignment work

Course dates: 16 and 23 May 6 and 13 June 2007

(9.30–3.00pm, the training room will be available until 4.30pm if you wish to complete your coursework there, and your tutor will also be available until this time)

Course fee: £30 per learner

Course materials: £15 (refundable on completion of the course)
Fifteen participants maximum, so please book early.

We are pleased to announce that from May 2007 the National Resource Centre will be providing a National Open College Network accredited training programme, for people co-ordinating or managing supplementary schools. It is a level 2 course (equivalent to GCSE level), with a credit value of 3 (NOCN credits can be accumulated, providing a flexible means to gaining full qualifications).

Course participants will attend four tutor-led sessions, as well as complete set assignment work. Your tutor will support you along the way and time will be made available for you to seek additional help as you progress through the course. The course offers you relevant, targeted, inclusive and flexible learning – we want you to succeed and will help ensure that you do.

You will build a portfolio of work, assessed by your tutor and moderated both internally and externally by the National Open College Network. After completing

the course, each learner will be awarded a certificate. The NRC is developing its own course materials specifically tailored to the needs of the course and its learners, and its content will also link to the NRC Quality Framework standards for supplementary schools. If you are considering taking your school through the Quality Framework process, by completing this course you will already have done some of the preparation.

Although this first course is being held at the NRC in London, we aim to roll-out further courses at a regional level.

The NRC is also working closely with the Leicester Complementary Schools Trust (LCST) who are developing a training programme specifically for tutors and teaching support staff, with the aim of raising standards of teaching and learning in supplementary schools.

The LCST will pilot this training programme during the summer 2007 term and it should be available nationally from early next year. This is also an OCN accredited course, at Level 2 or 3 (depending on which level of assessment you would like to go through). The course comprises six independent modules. Each module is accredited on its own, giving you flexibility to pick and choose the modules that are appropriate for you. Each module consists of six hours of teaching and four hours of self study. To find out more contact Khalid Mahmood on 079 7634 7997.

You can download a flyer from: www.supplementaryeducation.org.uk or contact Rachel Bond for more information: 020 7700 8189 rachel@resourceunit.com

There are some new additions to our training programme this summer. People running supplementary schools will be particularly interested in the **Introduction to the Quality Framework** course, run by Angela Bell. Other courses are now structured so that they contribute towards achieving bronze, silver or gold awards.

Child protection

Contributing to the procedures component of the Quality Framework
22 May 2007, 9.30–4.00

(a full day course, lunch included)

All you need to know about this complex and vital issue. You will gain the confidence and knowledge to understand and deal with child protection issues and concerns, and to tackle situations that may arise in schools. The course will explore:

- values and attitudes, facts and definitions of child abuse
- child protection legislation
- responding and reporting abuse and the roles of other agencies.

Course facilitator: Claudine Rane, The National Council for Voluntary Youth Services

Basic fundraising skills

Contributing to the planning and financial management components of the Quality Framework
24 May 2007, 9.30–4.30

(a full day course, lunch included)

Useful tools and exercises to introduce you to fundraising and increase your chances of attracting funding. The course will cover issues such as:

- identifying project needs
- making S.M.A.R.T.E.R. bids
- creating a bid and making your pitch.

Course facilitator: Liza Dresner, Fundraising, Development and Training Specialist

Introduction to the British education system

Contributing to the teaching and learning components of the Quality Framework

5 June 2007, 9.30–1.00

The course provides an invaluable insight into the British education system. It introduces the national curriculum and explains its requirements across all key stages and assessment on reading, writing, speaking and listening. As a result, you will be able to plan and deliver lessons that make learning more effective. The course will tackle a range of topics including:

- key UK Education Acts
- types of schooling
- various planning models and activities
- the education of ethnic minority children.

Course facilitator: Dr. Tözün Issa, London Metropolitan University

Effective lesson planning

Contributing to the teaching and learning components of the Quality Framework

7 June 2007, 9.30–4.00

(a full day course, lunch included)

This course provides practical guidance, and activities to make your lessons more enjoyable! You will gain a clear understanding of how planning benefits you, as well as your pupils. Easy-to-use planning models will be explained, and as a result you will be able to adapt plans effectively for your own teaching circumstances. The course will look at:

- what you should include in an effective lesson plan
- how we can use the advantages and challenges of supplementary classes to inform our planning
- putting theory into practice – creating your own lesson plan.

Course facilitator: Yinka Armartey, Supplementary Education Advisor

Child protection – developing your policy

Contributing to the procedures component of the Quality Framework

12 June 2007, 9.30–1.00

(a half day course)

This session can be attended by people who have/have not attended the full day child protection session. It stands as an excellent workshop on its own, but can also serve well as a highly useful follow-on from the full day course. Its main focus is around policy, helping you gain the confidence and knowledge to be able to understand and develop child protection policies and procedures for your organisation. Topics covered will include:

- what should a policy and procedure cover?
- the policy-writing process.

Course facilitator: Claudine Rane, The National Council for Voluntary Youth Services

Business planning

Contributing to the planning and financial management components of the Quality Framework

14 June 2007, 9.30–4.30

(a full day course, lunch included)

An interactive, hands-on session on the benefits and practicalities of putting together and developing your own business plan. This course complements other National Resource Centre training around setting up sound financial systems for running supplementary schools. Presented in straightforward language, you will learn answers to common questions, such as:

- why do we need a business plan?
- what are the elements of a business plan?
- how do I go about making an effective plan for my school?

Course facilitator: Liza Dresner, Fundraising, Development and Training Specialist

Classroom management

Contributing to the teaching and learning components of the Quality Framework

19 June 2007, 9.30–4.00

(a full day course, lunch included)

Classroom management is crucial for a positive learning environment. It makes teaching and learning much more satisfying for both teacher and pupil. In this session participants will have the opportunity to look closely at the overlapping aspects of classroom management and how these can be utilised to foster constructive learning conditions. Participants will explore:

- behaviour management strategies that promote a positive learning environment
- the importance of utilising space, resources and time in creating a well-managed classroom.

Course facilitator: Yinka Armartey, Supplementary Education Advisor

Preparing budgets and cash flow

Contributing to the financial management component of the Quality Framework

21 June 2007, 9.30–4.00

(a full day course, lunch included)

Budgets are used for grant applications as well as internal financial control; as a result, knowing how to prepare them is an essential part of running an effective organisation. This course will offer you the time to focus on preparing budgets as well as examining cash flow. The course will cover:

- how to prepare a small budget
- what are overheads, direct costs and contingencies?
- how does cash flow work?
- will break-even analysis help your organisation?

Course facilitator: Yvonne Robinson, CASH-ONLINE – financial advice and training for small charities and voluntary groups

Monitoring progress of pupils

Contributing to the teaching and learning components of the Quality Framework

26 June 2007, 9.30–1.00
(a half day course)

How do we know that the children we are teaching are making progress? This course aims to provide supplementary school teachers with some strategies and techniques that are constructive and not too time-consuming. We will explore some of the ways we can usefully monitor and record children's activities and understanding, so that we can plan with their needs and strengths in mind. The course will focus on the following areas:

- consultation with children; contact with parents
- the role of observation
- easy-to-keep records.

Course facilitator: Alison Hatt,
London Metropolitan University

Special Educational Needs

Contributing to the teaching and learning components of the Quality Framework

28 June 2007, 9.30–1.00
(a half day course)

During this course you will gather knowledge of what Special Educational Needs (SEN) involve and strategies for supporting SEN in your own school. The course covers:

- government legislation and general case studies
- strategies for supporting SEN children in schools.

Course facilitator: Dr. Tözün Issa,
London Metropolitan University

Start-up workshop

Contributing to the planning component of the Quality Framework
3 July 2007, 9.30–4.00
(a full day course, lunch included)

Practical tools and advice on how to start up a supplementary or mother-tongue school. As a result of this course you will have a better understanding of the start-up process, and will be able to apply this to the planning and effective running of your supplementary school. The course will explore the following:

- strengths and weaknesses
- research/needs assessment
- aims and objectives
- action planning and organisational structures.

Course facilitators: Yinka Armartey
and Rachel Bond, Supplementary
Education Advisors

Quality Framework for Supplementary Schools

10 July 2007, 9.30–4.00
(a full day course, lunch included)

Find out more about the Quality Framework for supplementary education. How could it help you to give an even better service to your community? Would a bronze, silver or gold award help your supplementary school raise funds, or set up new relationships? In this workshop you will explore:

- *The Code of Practice for Supplementary Schools*, and what it means to your school
- how to make a self-assessment
- writing an action plan and getting an award.

Course facilitator: Angela Bell,
National Resource Centre, Regional
Strategic Advisor, West London

Booking procedure

Courses will be held at the National Resource Centre, 356 Holloway Road. Below each course description we have indicated where knowledge gained will contribute towards the NRC Quality Framework standards. For more information about the Quality Framework contact us by phone or email.

Please note conditions of booking on the booking form.

Please also note our Conditions of Booking and our requirement that all booking forms are accompanied by a £15 refundable deposit per course (made payable to ContinYou). On completion of the course, each trainee will also receive a Certificate of Attendance, providing they are punctual and have stayed from start to finish. An email will be sent to you ten days prior to the course confirming your registration, followed by a course outline.

Please provide the email address at which you can be most easily reached.

National Resource Centre for
Supplementary Education
356 Holloway Road
London
N7 6PA

Phone us on: 020 7700 8189
Fax us on: 020 7700 8128
E-mail us at nrc@continyou.org.uk
Or visit our website:
www.supplementaryeducation.org.uk



Bullet!n Useful resources

Aiming high

Evaluation of Aiming High: African Caribbean Achievement Project

The project was launched by the DfES in November 2003 and aimed to work with leaders of schools to develop a whole-school approach to raising the achievement of African Caribbean pupils. The project offered 30 schools additional funding, some consultancy time and guidance around good practice. With targeted support for pupils, more effective teacher training and the wider availability of resources promoting African Caribbean culture, many of the schools were able to positively affect pupils' achievement.

The research brief is available free of charge from the DfES. Call 0845 602 2260 and quote RB801.

The full report is available for £4.95 (quote RR801).

Born to be great

A charter on promoting the achievement of Black Caribbean boys. The charter has been written by and for pupils, parents/carers and teachers through a series of round tables conducted by the National Union of Teachers and chaired by Professor Gus John. It aims to promote and rapidly enhance the achievement of Black Caribbean boys. It is therefore intended to support teachers, schools, parents, carers and the community in achieving that objective. Supplementary schools play a crucial role in this and are mentioned in the charter. Download from www.teachers.org.uk. The NUT would like all stakeholders to use the charter as a working document and have included a feedback form to garner people's views on the issue.

Websites

Find hundreds of free ideas and resources for primary teachers.

Visit: www.teachingideas.co.uk

The National Literacy Trust resources page features downloadable material for all age ranges which parents and professionals can use.

Visit: www.literacytrust.org.uk

Little-linguist is one of the UK's leading online retailers of children's foreign language resources, with purchasable resources for over 25 languages.

Visit: www.little-linguist.co.uk

The BBC site features a variety of games and activities and help with coursework and revision for primary and secondary subjects.

Visit: www.bbc.co.uk/schools/

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