

An essential guide to starting up a supplementary school:

Extract from NRCSE manual *'How to deliver quality supplementary education'* available to purchase from [website](#) or free with NRCSE membership

Starting out

- Become a member of the National Resource Centre for Supplementary Education. In doing so you are agreeing to the Code of Practice for Supplementary Schools, see page 58, and will receive access to the members-only pages of the NRCSE website.
- Complete your self-assessment and compile your Bronze Management File.
- Once you have completed a Bronze Management File for your school get in touch with your local Quality Framework Mentor or directly with NRCSE to book a school visit.
- NRCSE runs regular 'Developing and managing a supplementary school' training to help new supplementary schools. Local authorities and community and voluntary sector support organisations can also help you. Better still, ask an experienced supplementary school for help.

Using the Code of Practice to help new community groups start a supplementary school

You can use the Code of Practice statements in any order. The order suggested if you are starting from scratch was suggested by two very experienced supplementary school co-ordinators, but you need to make your own decisions depending on what stage you are at in your school's development. The checklists are taken from the other chapters in the 'How to deliver quality supplementary education' manual.

Firstly, do your research – what else is available? Who can help you?

- Standard 7** Find out about other organizations with similar aims, and work with them whenever possible.
- Contact other supplementary schools in your area particularly those that serve your community.
 - Join a local forum or network.
 - Find out about other local organisations that work with young people.
 - Consider how your supplementary school might provide more opportunities to learn or offer something that isn't already available.

Secondly, decide on your aims – it's a good idea to set up a small management committee at this stage, so that you can share ideas, and share the work.

Standard 5 Set out what the school aims to achieve for children, make plans and keep them under review.

- Set up a small management committee of people who will oversee the setting up, running and development of your organisation.
- Find out what parents, children and young people want from your organisation.
- Find out what else is available locally, what gaps you might fill, and who you might work with.
- Decide on a clear set of aims agreed by everyone involved.
- Decide what tasks need to be done, who will do them and by when. Check on progress.
- Look back after a year – what have you achieved? What will you do next?

Thirdly, find safe and suitable premises, and plan how you will make sure that children will be safe when they are there

Standard 9 Make sure that children and adults are safe at all times when they are in the school's care.

- Check premises before children arrive.
- Have enough adults to supervise all the children.
- Secure the premises – check who comes in and goes out.
- Collect emergency contact numbers, and keep them at hand so that you can call parents and get them to collect their children if there is an emergency.
- Train first-aiders.
- Arrange DBS (formerly known as CRB) checks for all staff and volunteers undertaking 'regulated activity' – but remember to pick up references as well and supervise newcomers.

Fourth: get the money right

Standard 10 Budget effectively, manage finances wisely and account openly for all income and expenditure.

- Open a bank account in the name of your school. All money should go in and out of this account, using cheques signed by two people.
- Keep a cash book analysing all bank transactions.
- Keep a petty cash book for small cash payments and purchases.

- Agree a budget for the year in advance. Every three months, check how you are spending money and whether your income is covering your expenditure.
- At the end of the financial year have the accounts drawn up, inspected or audited, as appropriate, and publish them.

Fifth, find your staff

Standard 8 Recruit staff and volunteers openly and fairly, and give them the support and supervision they need to do their jobs and carry out their roles effectively.

- Write a job description or role description for each person, so that everyone knows what they are expected to do.
- Find out which members of staff and volunteers need to have a DBS (formerly known as CRB) check, and keep a confidential record of everyone's contact details and qualifications.
- Take up references and check information on everyone; in writing if not known to at least two founder members. Keep a record.
- Set aside a little time each week to talk together about how things are going. That way if someone is unhappy, you can deal with problems quickly as a team.

Now you are ready to plan for the children and their learning, and start your supplementary school

Standard 1 Create a well organized environment in which everyone can work comfortably and there are clear expectations of behaviour that supports learning.

- Find the best premises and facilities.
- Consider your classroom arrangement.
- Manage behaviour in a positive way.
- Have clear expectations and good relationships.
- Insist on polite use of language.

Standard 2 Agree what pupils need to learn, and teach them in a way that engages their interest and enthusiasm.

- Agree which topics will be taught for each subject, half term, and key stage.
- Decide which published resources to use to support planning.
- Make a simple lesson plan template to help teachers structure lessons.
- Be clear about what exactly you expect pupils to learn and how.

Standard 4 Provide teaching resources that are well matched to the pupils' needs, and of the highest possible quality.

- For every child, provide a textbook or workbook and a file, exercise book, or box to store work.
- For every tutor, provide a file to store registers, lesson plans; a stock of spare pens, pencils, and paper.
- For every class, provide a whiteboard and markers and a set of class resources such as calculators, reference books or dictionaries.

Finally, make sure you keep records

Standard 3 Keep a record of what they have learned, celebrate what they have achieved.

- Register pupils' details, including special educational needs, when they join.
- Take registers and monitor attendance.
- Keep files on all pupils, including results of termly tests and samples of work.
- Check pupils' understanding at the end of lessons.
- Correct pupils' written work with useful comments.

And get everyone involved in evaluating how well you did in your first year and planning in how to make next year even better

Standard 6 Ask pupils, parents and carers, teachers and volunteers to help us judge how well the school is doing, and plan how to improve the service.

- Ask people what they want, and what is most important to them.
- Keep basic records: attendance registers, teachers' records of work completed, short minutes of meetings.
- At the end of every lesson, go round the class and ask the children what they enjoyed, and what would make the lesson better.
- Hold meetings and events for pupils, parents, volunteers and teachers to ask their views.

We hope that you will find this worksheet useful in helping your organisation plan for its future. But remember, our service doesn't end here. Join NRCSE and complete the self-assessment and Bronze Management File. Please contact us about any questions that you have regarding this information sheet or any other aspect of running your supplementary and/or mother-tongue school. We are happy to help. Also pay attention to our training schedule as our courses are useful for many different aspects of running a school.

Overleaf you will find a list of questions pertaining to the readiness of your school to open its doors.

Code of Practice for Supplementary Schools

Members of the National Resource Centre for Supplementary Education are committed to the provision of effective supplementary education that complements the learning of children and young people attending mainstream schools.

Every organisation joining NRCSE is working to support and/or deliver supplementary schools which:

1. create a **well organised environment** in which everyone can work comfortably and there are **clear expectations of behaviour** that support learning;
2. agree what pupils need to learn and **teach them in a way that engages their interest** and enthusiasm;
3. keep a **record of what pupils have learnt** and celebrate what they have achieved;
4. provide **teaching resources** that are well matched to the pupils' needs, and of the highest possible quality;
5. set out what the school aims to achieve for children, **make plans and keep them under review**;
6. ask **pupils, parents and carers, teachers and volunteers to help judge how well they are doing**, and plan how to improve their service;
7. **find out about other organisations with similar aims** and work with them whenever possible;
8. **recruit staff and volunteers openly and fairly**, and give them the **support and supervision** they need to do their jobs and carry out their roles effectively;
9. make sure that **children and adults are safe at all times** when they are in the school's care by adopting, implementing and reviewing policies and procedures to protect them, and arranging criminal record (DBS) checks where required;
10. budget effectively, **manage finances wisely** and account openly for all income and expenditure.

If you believe in these standards, go to the NRCSE website, join the movement and complete the Bronze Management File.

www.supplementaryeducation.org.uk