

the **Bullet!**n

Autumn 2012

Issue 22

The National Resource Centre for Supplementary Education

Using social media

'Social media' is becoming more prevalent in everyday life, so what's stopping you from joining in?

Facebook, LinkedIn, Twitter, online forums and discussions, blogs and websites are all forms of social media, and can provide a cheap and effective way of raising awareness of what you do.

Facebook

This is a social networking site where you create a personal account. Once you have an account, you can: search for and add 'friends' (watch your network begin to grow!); post updates about what you're thinking or what you've been doing; see your friends' updates and comment on them. It's so easy once you get going!

Creating an account

- **Step 1:** Search for 'Facebook' using a search engine like Google (or go to www.facebook.com directly).
- **Step 2:** Fill in your basic details: name, email address, date of birth, gender, and so on. Choose a password.
- **Step 3:** You will receive a confirmation email. Ensure you click on the link to activate your Facebook account.

You've now established your account and can search for 'friends'. You can do this, for instance, by searching your Hotmail or Yahoo email address contact list. If you add places where you've worked or gone to school, this will also enable Facebook to search for potential friends and suggest people you may know.

Creating a page for your school

Facebook accounts are for individuals. To promote your supplementary school, you will need to create a 'Fan page' to officially represent your group.

- **Step 1:** Log in to your Facebook personal account. In the top right-hand corner you will see a 'Home' button; click on the arrow and then on 'advertising'. In Step 1, click on 'Create a page'.
- **Step 2:** Customise your page. Upload a profile picture (eg the school logo) and fill in basic details about your school (eg when you're open, venue, staff/volunteers, the subjects you teach, contact details).
- **Step 3:** You now need to get people to 'like' your page. Do this by putting an update on your personal page, so that your friends can see it. This is where you can make a huge impact on raising awareness. For example, the NRC page has had 64 'likes', but each of these will have appeared on users' walls, so their friends see the post too – a total of 22,218 people! Where else can you reach so many people without spending money on advertising?

Continued on page 2



- **Step 4:** When you next log in to your account, click on the 'Home' button to use Facebook as an individual, or as your school page. You can then post updates about what's happening at the school, celebration events, photos, and so on (remember to get permission for any children's pictures you use). Once you have set up your page, make sure you 'like' the 'National Resource Centre for Supplementary Education', and get daily updates on events and funding deadlines.

LinkedIn

LinkedIn is another social networking site, which is more suitable for professional networking (eg if you are a teacher and looking for work).

Creating an account is straightforward; the process takes you through a number of steps, asking questions so that you build a profile. Make sure your biography tells people who you are, who you help, and how you help them. Highlight your area of interest (eg education, community education). LinkedIn provides some generic examples to help get you started.

LinkedIn, like Facebook, will recommend people you may be interested in connecting with.

Groups

There are many different discussion groups on LinkedIn. These can help you get to know people in your field of interest, and make your network grow. LinkedIn will suggest potential groups for you to join. Once you've joined, introduce yourself in the forum and join in discussions. This will help you to build relationships and develop your network.

Top tips for helping your network grow

- When you send an invitation to connect with someone, add a short personal message, introduce yourself and ask them about something connected to their job role.

- Update your status and tell people what you've been up to – this will appear on their updates and will raise your profile.
- If you have a website for your school, add this to your profile.
- Add all of your job or volunteer roles to your profile; then get recommendations from people you've worked with.
- Click on the profile link; then choose 'Recommendations' and invite your colleagues to add a recommendation. This can be a great endorsement of your work.

Twitter

Twitter is a real-time information network that connects you to the latest stories, ideas and opinions of people you are connected with. When you post an update, it is called a 'Tweet', which can be up to 140 characters long. You can add photos, videos and weblinks.

Create an account

Use your real name to create an account. This will help people find you. Write a short biography about yourself and your interests; you will also need to create a 'handle', which is your Twitter ID.

For example, Sam Freedman, Policy Adviser at the Department for Education, is father of 2 year old twins. His handle is @Samfr. The NRC's handle is @SupplementaryEd.

Twitter lingo

- **Handle** – a user's Twitter name.
- **Retweet (RT)** – when someone forwards your Tweet, manually put RT in front of the Tweet to give the person credit.
- **@reply** – the @ symbol in front of someone's handle ensures they get your message; this is still a public message for all to see.
- **#hashtag** – this is a way of identifying tweets on a particular subject. If you write about your school, include #education or #supplementarieschools in your Tweet. You can search for all the Tweets on a particular subject using this method.

Top tips for tweeting

- If someone mentions you (using @your name) thank them. They are promoting you, which may result in you gaining more followers.
- If you choose to disagree with comments, remember to be respectful and polite at all times.
- Don't ignore new followers. Tweet them with a hello, and include their handle.

YouTube

YouTube is incredibly popular. Many people use YouTube as a search engine (much like Google), but their results will be short videos, rather than a webpage.

Consider making a short video about your school and uploading this onto YouTube. You can link to the video from your Facebook, Twitter or LinkedIn account. You can also share your school video and watch videos from other supplementary schools on the NRC's YouTube page: NRCSupplementaryEd.

Summary

So, now you know more about social media, why not 'like' the NRC page on Facebook and help to raise the profile of supplementary education?

We'll 'like' you back, helping to raise your profile. Search for 'Claire Arthur' and 'Pascale Vassie' on LinkedIn. If we've visited your school, we can write a short endorsement.

Once you've got set up, you can even look at linking your accounts, so that if you update your Facebook page it sends out a 'Tweet'!

Good luck and happy networking!

This is an abbreviated version of the full article, which can be downloaded from our website: www.supplementaryeducation.org.uk.



A new term and a new academic year!

Here at the NRC we've had a busy summer collecting data for an England-wide evaluation of the impact of supplementary schools on pupil attainment. The report will be launched by the Paul Hamlyn Foundation in the Spring term, so look out for that (see page 11 for details about the West London study).

We've also been moving office and I'm delighted to say that by the time you read this we will have settled in at Resource for London – a new hub for the voluntary sector in London and just two tube stops from King's Cross Station (see right for our new contact details). Please note that we're still going to be offering a service to supplementary schools across England and working with agencies close to you to deliver our open training programme (see below).

Training programmes so far this term have been focused on the accredited Effective Teaching Skills and Effective Management Skills courses, but we will be running our open training sessions again in the Spring term (see page 16).

This term we've all been using social media lots more to pass on information, to find out about what you're doing, and to chat. One of the great things about social media is that you can include links to other websites, videos, latest news – and pass on information the same day as it comes out.

Claire Arthur has written a great guide on how to use social media to promote your schools and build partnerships. She takes you through setting up your own supplementary school pages step by step – almost as much fun as a TV cookery show! We've included highlights from her guide on the front cover of this issue; for the full article just follow the link to our website.

In this issue, we bring you news of partnerships developing between supplementary schools in Birmingham and Milton Keynes, and we hope this inspires you to set up your own partnership. On pages 4 and 5 there is a detailed two-page guide on how to develop links with mainstream schools as well as an opportunity to access bespoke training – free of charge.

On page 7, we summarise the key changes to safeguarding requirements – this can seem like a minefield but we're here to help. Read the article and get in touch if you have any further questions.

Twenty schools are working hard to complete the Silver or Gold Quality Framework Award this term, and the Spring issue will have photos of the award ceremony, which will be taking place at the British Museum in December. See page 14 for information about the British Museum's new supplementary schools project, with lots of opportunities for your school to get involved.

Finally, if you haven't already done so, please take a few minutes to renew your membership. You can do it online at www.supplementaryeducation.org.uk, or send us an email to nrcmembers@continyou.org.uk. If we don't have your latest contact details, you are missing out.

We've re-negotiated our partnership with NCVO, and they are offering free access to legal and employment advice, plus more, to all supplementary schools that have under £15,000 per annum income **and** the Bronze Quality Framework Award or above. Please renew your membership with the NRC to qualify for this free support.

Pascale Vassie, Policy and Delivery Manager, NRC

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

Tel: 020 7697 4055
Mobile: 07817 585 972

Email: nrc@continyou.org.uk
www.supplementaryeducation.org.uk

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

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

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

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Department for
Education



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National Resource Centre for
Supplementary Education

Registered charity no: 1097596
Registered in Scotland: SCO41687
Company limited by guarantee.
Registered in England and Wales: 4652378

Building partnerships w

‘We’re all in this together’ – that’s probably the one phrase that will define this age of austerity and recession, for better or worse.

But, whichever way you think about those words, there’s an aspect to them which applies to the new landscape for voluntary and community sector (VCS)

organisations, such as supplementary schools, and mainstream schools.

Both types of school are severely affected by funding cuts, and both are seeking trusted partners to help them in their important work of:

- raising young people’s attainment levels
- improving their behaviour and attendance
- raising their aspirations to succeed in life.

Mainstream schools try to achieve these aims in many ways. One way is to find proven, quality-checked out-of-school-hours (or extra-curricular) partners that can provide their pupils with study support or other opportunities to improve their classroom performance and grades.

Finding common ground

What supplementary schools offer their pupils fits readily into the extra-curricular/study support slot, often with the added value of cultural and language activities.

However, it’s true that many supplementary schools still find it tricky to gain access to mainstream school leaders to show what they can offer. If ‘we’re all in this together’ is true, then common ground between mainstream and supplementary schools must be found in order to use available funding wisely, and to share resources and expertise.

The key questions are: how to bring the two types of schools together? And once together, how can they work in productive partnerships?

When choosing extra-curricular providers from the voluntary sector, schools need to find organisations they can trust, with proven track records, and all the basic legal and safeguarding requirements in place.

Because they need to account for money spent, they also want to work with organisations whose extra-curricular activities can be monitored and evaluated to show how pupils’ learning outcomes are being improved.

In June 2011, the Executive Member for Children’s Services at Manchester City Council, Afzal Khan, said to members of the Manchester Supplementary School Network (MSSN):

‘The wonderful work of supplementary schools can’t be underestimated: supporting children’s education and development results in better performance, better results and increased learning. Strong roots make strong community members.’

‘The wonderful work of supplementary schools can’t be underestimated: supporting children’s education and development results in better performance, better results and increased learning.’



with mainstream schools

In that statement, we can see all the ingredients that should be in any extra-curricular programme:

- support for young people's intellectual and practical learning (and raised achievement levels)
- support for their personal growth
- support for their ethnic identities, languages and communities. This will help form secure, confident young people, good learning citizens who enhance the cohesion of their communities.

That's a huge win for mainstream schools that work with supplementary schools. But to become a reality, this message needs fleshing out. It needs to be underpinned by facts that can convince mainstream schools to work more closely with local supplementary school partners.

More joint working is one of the survival routes for all schools, but both sides need a clear understanding of the benefits.

Since supplementary schools must often make the first move towards mainstream schools, a good start is to position themselves in ways that afford them the best chance of forming long-lasting partnerships.

Once contact is made, and the door opens, it is vital to step inside with a set of clear, compelling reasons for working together that will convince a school's headteacher and/or governors – or, if approaching a school partnership, the group's lead person. And that's just the start.

What next?

One way for supplementary schools to be more visible to mainstream schools is to register on the Learning Exchange's VCS Hub.

This is a database of voluntary and community sector organisations that offer extra-curricular programmes to young people aged 5 to 14 and to pupils with special educational needs (SEN) up to the age of 16.



One way for supplementary schools to be more visible to mainstream schools is to register on the Learning Exchange's VCS Hub.

Registering gives them a profile, which outlines what they offer and where. Schools are reassured that the registered supplementary schools have completed the NRC Quality Framework, and quality checklists confirm that safeguarding and legal requirements are in place.

Being on the VCS Hub also offers supplementary schools access to high-quality, free extra-curricular resources and training. The next training events are as follows:

- The October training addresses how to increase participation and engagement in extra-curricular activities.
- February's training focuses on commissioning extra-curricular providers (or being commissioned).

Membership of the Learning Exchange or registration on the VCS Hub is all that is required to qualify for this free training. Visit www.learning-exchange.org.uk to join up. Membership is currently free.

Free bespoke training

Until 31 March 2013, the Learning Exchange, with its partner, the University of the First Age (UFA), can also offer free bespoke training for supplementary schools (or both mainstream and supplementary).

The tailored training could, for example, focus on partnership working and monitoring outcomes, both areas of extra-curricular practice that would be useful to supplementary schools.

To qualify for the free bespoke training all you need to do is provide a minimum of twelve participants and a venue. The Learning Exchange and the UFA will do the rest.

To discuss tailored training, email pat.morgan@continyou.org.uk, call 07971 111 6401 or visit www.learning-exchange.org.uk.



Stating the obvious

These days you probably have to write to six or seven funders to make one successful application. You may think you know exactly how to do this – you've been practising! But it's worth reminding yourself of some basic rules ...

Set a realistic budget

Before writing seven pages of narrative about how great your project is and why it must be funded, take a step back, take a deep breath and write the budget first.

The budget will help you identify everything you need for your project and, ultimately, what you are actually going to apply for funding for. Budgets make you realise what you need and help you decide what a funder will and will not support.

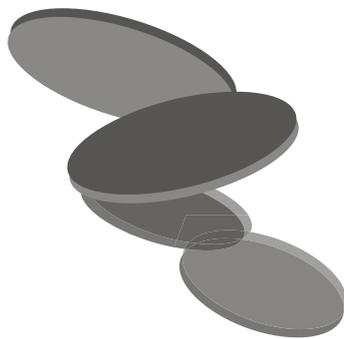
If you don't really know what you're spending someone else's money on and how you're going to account for it, don't expect them to give it to you.

This is especially important given that most funders want you to report back when the funding period ends on what their funding has been spent on and how effective their support has been.

Establish effective partnerships

When looking to fundraise in partnership with other organisations, establishing the budget becomes even more crucial to success:

- Make sure everyone is clear who the lead partner is and what benefits each partner is giving and receiving.
- Make a list of contact names and partner organisations, together with the tasks that need to be done to achieve funding success (and by whom). Circulate it to everyone.



Do some research

Researching potential funders is important:

- If they are a local business, talk to them. Find out what interests them, what issues they face and how supporting your project can make a difference to their business and their customers.
- If they are a national company with a giving policy, visit their website for their latest annual report or social responsibility report. Call them to see if your project might be of interest to them.
- Download the funder's latest annual report from the Charity Commission (www.charity-commission.gov.uk). This can give more detail about their areas of interest and the amount of funding they give to projects they support.

Take advice

Get help from specialists. As well as the NRC, try the following sources of information and support:

- Your local voluntary service provider, for example, the South Yorkshire Funding Advice Bureau: www.syfab.org.uk
- Small Charities Coalition: www.smallcharities.org.uk
- Directory of Social Change: www.dsc.org.uk
- National Council for Voluntary Organisations: www.ncvo-vol.org.uk

Also consult funding websites, such as Funding Central: www.fundingcentral.org.uk.

Funding opportunities

Great Britain Sasakawa Foundation

The Foundation makes small grants to support activities that promote the study of the Japanese language and culture, school education and youth exchanges.

www.gbsf.org.uk

Youth Music Grants

Grants are available to support projects that provide music-making activities for children and young people. Youth Music aims to support music-making, principally in out-of-school-hours activities.

<http://network.youthmusic.org.uk>

Tesco Charity Trust Community Awards

There are two rounds each year, providing £500 to £4,000 one-off grants to charities and not-for-profit organisations working on local projects that benefit communities close to Tesco stores.

www.tescocharitytrustcommunityawards-applications.co.uk

Milton Keynes Community Foundation

Grants of up to £5,000 towards a broad range of local activities. Next deadline: 14 December.

www.mkcommunityfoundation.co.uk

East London Community Foundation (ELCF)

Following the huge success of the Olympics, ELCF is receiving donations to Legacy 2012. Funds will be used to support small, local voluntary groups.

There are 55 community foundations like the one above. Visit the Community Foundations website to find the foundation that covers your area.

www.communityfoundations.org.uk

Safeguarding update

At the NRC, we aim to keep supplementary schools updated with changes which impact on your school. Over the past two years there have been various updates in relation to the Vetting and Barring Scheme (VBS). In this article we give you the latest information and explain what the changes mean for supplementary schools.

Recommendations

Registration with the Independent Safeguarding Authority (ISA) will be scrapped. There will be no requirement for people to register with the scheme and there will be no ongoing monitoring.

Previous recommendations should be scaled back to cover only those who may have regular or close contact with vulnerable groups.

The Criminal Records Bureau (CRB) and the ISA should be merged and a single Non-Department Public Body or Agency created in their place; the Disclosure and Barring Service (DBS) will provide a combined barring and criminal records disclosure service.

CRB checks should be portable; a new Update Service providing portability will be introduced in early 2013.

An online system should be established to allow employers to check if updated information is held on an applicant.

Changes from September 2012

Children under 16 years of age should not be eligible for CRB checks.

A new definition of regulated activity

Impact

You still need to interview, collect references and complete a CRB check for any employee or volunteer working with children at your school.

Supplementary schools are still classed as regulated activity.

No action; once the DBS is established, we will publicise this in the *Bulletin* and on our website. This is due to happen in December 2012. The umbrella organisations that carry out CRB checks will then work with the new body to process checks.

The Update Service will allow individuals (if they choose to subscribe to it, and pay a small fee) to apply for a CRB check once and then, if they need a similar sort of check again, to re-use their existing certificate, with their organisation checking online to see if it is still up to date. This will avoid many unnecessary repeat applications.

No action as this isn't in place yet; we will let you know once it is up and running.

Impact

If you have volunteers aged under 16 you won't be able to CRB check them; they should remain supervised by someone with a CRB check.

Supplementary schools still fall within the definition of regulated activity.

**To see some frequently asked questions about the VBS, visit our website:
www.supplementaryeducation.org.uk.**

Birmingham Supplementary Schools C

As with many other large cities across the UK, Birmingham has a long and rich history of supplementary schools, with some schools having been set up over 40 years ago.

The Birmingham Supplementary Schools Consortium (BSSC) includes Arabic, Bangladeshi, Chinese, Gujarati, Iranian, Panjabi and Tamil schools, which teach pupils language, culture, heritage and dance.

Many of the schools exist to provide extra support in core school subjects, including English, maths and science. Often these schools reach out to individual young people who are disengaged at mainstream schools, for numerous reasons.

End of grants

In 2011, Birmingham City Council informed community organisations that grants made to supplementary schools would no longer be available, as it was making cuts as part of its austerity measures.

A large number of member schools felt strongly that the supplementary school network, which had been built up both informally and formally

over the last few decades, should not be left to disintegrate but that it should continue to support supplementary schools to carry on their good work.

New organisation

A new organisation was established by a group of enthusiastic supplementary school managers. Their main aim was to continue the network for the benefit of hundreds of children and young people across the city.

A steering group was formed from the group of managers to launch the new organisation, called Birmingham Supplementary Schools Consortium. It was agreed that the membership fee would stand at £30 per annum.

Pupil achievement day

Following a consultation with all schools, the steering group agreed to hold a pupil achievement day.

This annual event had been successfully organised by the local authority for many years, and had been the highlight in the supplementary schools' calendar.

The steering group agreed the date, time, venue and programme

for the event and shared out the management tasks. A pupil achievement day was held on Saturday, 28 April 2012 at King Edward VI High School for Girls. Pupils, parents and teachers from 25 schools attended the event.

- **Welcome:** The programme started with a welcome from Nargis Rashid, a volunteer member of BSSC's management group.
- **Overview:** This was followed by an overview of developments from Gurjit Singh Gill, founder member of BSSC.
- **Showcase:** Pupils from the Birmingham Chinese School, Midland Tamil Cultural Association, Al-Bokhari Education Centre and Iranian Supplementary School showcased their talents.
- **Keynote speaker:** Councillor Alan Rudge, Cabinet Member for Equalities and Human Resources, was invited as the special guest keynote speaker, and also presented achievement certificates to pupils. Cllr Rudge stressed the need for communities to work together to support the educational attainment of children and young people.



Consortium

- **Congratulations:** Cllr Rudge congratulated the steering group on their effort and hard work to continue the valuable work of supporting supplementary schools, as an example of 'big society'. He also thanked pupils, teachers and parents for their efforts, and presented certificates to the eagerly waiting pupils.
- **Ending:** The first BSSC pupil achievement day closed with a vote of thanks to everyone who had helped to organise the event, especially Dr Ghorbani from the Iranian School and King Edward VI High School for Girls for hosting the event.

Birmingham Supplementary Schools Consortium has evolved from a local authority managed organisation to a successful independent organisation.

This is thanks to the determination and efforts of a small group of people who believe that children should have sound knowledge of their heritage and culture, as this, in turn, will help them become well-rounded and flourishing learners, ready to take their next steps in life and education.



From left: Rajvir Gill (CEDF), Jaspreet Takhi, Prof Angela Creese, Prof. Adrian Blackledge (University of Birmingham) and Gurjit Gill (CEDF)

CEDF Panjabi School

CEDF Panjabi School was established in 2004, following consultation with a local secondary school – Hamstead Hall Community Learning Centre (HHCLC) in Handsworth Wood, Birmingham.

Headteacher Ken Morris regards the links with the Panjabi School as mutually beneficial, as it offers opportunities for pupils and staff:

'There are two angles. If you take it from the student's point of view, the spin offs are that they have a broader education and a complementary education.

'So, in terms of the Panjabi, they have either extra Panjabi because they come to the supplementary school, or because they haven't chosen to do it as an option [here]. They can do it at the supplementary school, or you've got the opportunity where young people are coming in Year 7 and to save them waiting until they get into Year 9, they've got the opportunity to do it earlier.

'We've got one of our teaching assistants actually teaching in a supplementary school, so it provides ... professional development opportunities, and the broadening of her role to be involved in that work, as well as re-emphasising and highlighting the nature of what we are as a school.'

The strength of this partnership was recognised by a study conducted by the London Metropolitan University, the findings of which were published in study *Six of the Best – Developing Partnerships Between Supplementary and Maintained Schools*, published by BTEG (Black Training & Enterprise Group) and CES (Centre for Educational Success).

The CEDF Panjabi School Headteacher and Project Manager, Gurjit Gill, believes the key to the school's success is its focus on the three-way partnership and regular feedback between teachers, students and parents.

Gurjit says: 'As well as providing a basis for improvement in the overall service the school provides, the feedback from parents is also very encouraging and highlights why we do what we do.'

'Many parents of children and young people at our school comment upon the increased confidence of their child(ren), which is then transferred across into children's mainstream activities and helps children to mix with other children socially.'

This is an abbreviated version of the full article, which can be downloaded from our website: www.supplementaryeducation.org.uk.



Going for gold!

Supplementary schools in Milton Keynes are proving they are providing high-quality and safe out-of-school-hours educational opportunities for children and young people by achieving the Bronze level of the Quality Framework.

Five supplementary schools have recently reached the standard and are now working towards their Silver and Gold awards.

The schools are supported by Milton Keynes Council's Ethnic Minority Achievement and Support Service (EMASS), which leads a Supplementary Schools' Network – a partnership that helps the schools to improve educational outcomes and ensure that effective safeguarding measures are in place.

There are 46 registered supplementary schools in Milton Keynes, of which eighteen are Madrassahs (Islamic schools). Over 2,000 children and young people currently receive supplementary education in Milton Keynes, including religious, cultural, academic, and home language teaching.

Over 2,000 children and young people currently receive supplementary education in Milton Keynes, including religious, cultural, academic, and home language teaching.

As part of their support, EMASS mentors have also supported supplementary schools by offering an Effective Teaching Skills course at OCN Levels 2 and 3.

In addition to this training on behaviour management and special educational needs has been delivered; a special Criminal Records

Bureau (CRB) drop-in session has also been organised for the Autumn term, to support supplementary schools with their applications forms.

In order to align the supplementary schools' approach to managing behaviour with mainstream practices, EMASS will deliver a training session on the restorative approach in November 2012. This will be in partnership with a local mainstream school, to ensure a consistent and joined-up approach.

Linda Bartlett, from the council's EMASS team, said: 'We know that supplementary schools provide important complementary education to children and young people from a wide range of backgrounds and for many different purposes. Our network allows us to support schools to take the lead in driving up standards and safeguarding children. The council is encouraging all supplementary schools to work towards the Bronze, Silver and Gold levels of the Quality Framework to ensure that the 2,000 children and young people in Milton Keynes who receive complementary education can do so in a safe and well managed environment.'

Presentation of the Bronze Awards by Gail Tolley, Corporate Director of Children and Families, and Director of Children's Services



Research into raising attainment

John Lyon's Charity is a grant-maker with a specific focus on education, and supplementary schools have always had the potential to be an important vehicle for channelling direct support to the variety of communities in the charity's beneficial area.

Responsive

The Charity has always been responsive to requests for support made by supplementary school groups, and has welcomed applications from many individual groups with charitable status.

Their grant-giving experience also served to reveal a complex environment whereby individual schools worked in 'silos', with limited opportunities to share good practice and resources.

The quality of provision was highly variable, with no mechanism to monitor effectiveness. It became evident that a more strategic approach towards supporting supplementary education would be advantageous, in order to:

- raise the profile of supplementary education
- standardise the quality of provision
- maximise the funds and resources available.

New model

In order to address the issues they identified, the Charity, in conjunction with the National Resource Centre for Supplementary Education, developed a new model for working with, and supporting, supplementary schools.

Conference

On 21 June 2012, the Charity held a conference at the Victoria and Albert Museum in West London to:

- promote this new model
- launch a research report into the effectiveness of supplementary schools in raising pupil attainment.

The conference included a presentation from long-standing champion of supplementary schools, Lord Andrew Adonis, who urged all 24,600 mainstream schools in England to partner a supplementary school.

Effectiveness

The Charity's study into the effectiveness of supplementary schools used 3,391 individual records for pupils at Key Stage 1 (aged 7) and Key Stage 2 (aged 11) who attended the 67 supplementary schools; 61% of these pupils attend a mainstream school in the same borough as their supplementary school.

This allowed the researchers to match their records with records from the pupils' mainstream school to compare attainment levels by borough.

Analysis of the Pupil Level Annual School Census (PLASC) data established socio-economic profiles of the groups, including eligibility for free school meals, (FSM), ethnicity, English as an additional language (EAL) and special educational needs (SEN).

Additionally, it allowed tracking through the DfE's National Online Pupil Database, accessed via the local authorities, to ascertain the attainment of individual pupils.



Some key findings of the study

- Children on FSM attending the supplementary schools achieved higher levels of attainment at KS1 reading and writing and KS2 English and maths, compared to the average for children on FSM across the beneficial area.
- In Brent, 87% of supplementary school children eligible for FSM achieved Level 4 at KS2 English. This is higher than the average achieved for all children in that borough.
- The majority of children attending supplementary schools did better than their peers from the same minority ethnic group: 95% of African pupils (mainly Somali) attending supplementary schools in Brent achieved Level 4 at KS2 English, compared to the borough average for Somali pupils in the borough, which was 67%.

More information on the supplementary schools initiative, as well as the full research report, can be downloaded from the Charity's website www.johnlyonscharity.org.uk/initiatives/schools.

Petition to save language qualifications

The exam board OCR has announced that it will not be renewing its Asset Languages qualifications in twenty of the 25 languages it offers, with effect from the end of 2013.

This follows the government's decision not to recognise them for the English Baccalaureate or Key Stage 4 performance tables, except, in the case of the latter, at the Advanced level.

The decision will leave some languages unprovided for. Asset Languages currently offers accreditation for Cantonese, Cornish, Hindi, Somali, Swedish, Tamil and Yoruba, for which no GCSE examinations exist.

This move will also shut down the availability of qualifications at a lower level than GCSE. This is important for introducing new languages into the curriculum – particularly those which business leaders say are needed to develop British exports to BRIC and other high-growth countries, such as Arabic, Portuguese, Russian, Turkish and South Asian languages.

The decision also represents a blow to ethnic minority communities, who wish to see their children achieve qualifications in their heritage languages – and could be regarded as being discriminatory.

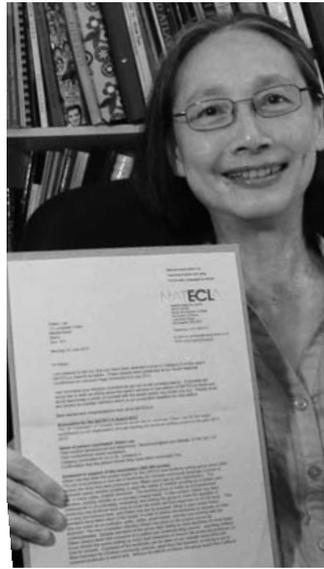
The campaign for languages, Speak to the Future, has therefore launched a petition to save the Asset Languages qualifications.

Read more and sign the petition at <http://www.change.org/en-GB/petitions/keep-our-languages-exams-every-language-is-an-asset>.

'I am a community languages co-ordinator and Urdu language teacher in a high school in Croydon, where four community languages (Gujarati, Tamil, Yoruba and Urdu) are taught. A large number of students take Asset exams in their languages and they receive their certificates during the assembly to celebrate their success. The headteacher is very committed to provide this facility and even the fees for Asset exams are paid by the school. They will all be shocked and disappointed by this terrible news.'

Kausar Ali, Croydon

NATECLA Award 2012



The UK Federation of Chinese Schools is delighted to announce that Eileen Lee has received an award from NATECLA (the National Association for Teaching English and Community Languages to Adults) for her contribution to language teaching and learning.

As project manager of a Chinese textbook writing group since 2009, Eileen was instrumental in helping the group to produce one textbook a year – from beginners to GCSE level.

Examples of the textbooks can be seen at: www.ukfcs.info.

HoLA project awarded European Language Label

Sheffield's Home Language Accreditation project (HoLA), which featured in the *Bulletin* last term, has been awarded the European Language Label by the European Commission.

The award recognises innovative language learning, and supports original projects, in order to raise the standards of language teaching across Europe.

HoLA received the award only seven months into the three-year project, which is funded by the PHF Education and Learning programme under its 'supplementary education' theme.

The project aims to raise the attainment of bilingual pupils by enabling mainstream and supplementary schools to develop partnerships to support pupils' language learning. HoLA is itself a partnership between Languages Sheffield, King Edward VII School and Sheffield City Council

Judges of the European Language Label commented in their feedback: 'Teachers in mainstream and complementary schools were pleased that they were communicating and learning with each other. Complementary school teachers said that it gave them access to resources they would otherwise not have. Mainstream teachers felt they could learn about differentiation.

'Students said they would like to continue their language learning, even to A level if possible. If they could use it for employment purposes this would be very good. Students said it made them proud of their heritage and culture.'

HoLA received the award on the European Day of Languages, 26 September, at a ceremony in London.

Supplementary schools win language awards

The British Academy, for the humanities and social sciences, has awarded prizes of £4,000 to eight mainstream schools and seven supplementary schools across the UK for encouraging innovative and creative foreign language teaching.

In 2011, the Academy launched a programme to support language learning in UK education and research. As part of this programme, the Academy established a new awards scheme for projects that promote language learning by finding creative ways to improve the quality of language teaching and motivating students.

The mainstream and supplementary schools were selected from 159 schools that applied for the scheme. Prize winners have been selected for having motivational projects supporting teaching and learning of languages, including Chinese, Arabic, French, Spanish and Gujarati.

Eight mainstream school prizes have been awarded regionally, and the following seven supplementary schools were selected from applicants across the UK:

- Peace School, Brent
- BAPS Swaminarayan Sunday School, Brent
- Polish Supplementary School, Northampton
- Arabic School for All (ASFA), Lincolnshire
- Somali Community and Cultural School, Sheffield
- The Manchester Chinese Centre
- Kerala Community Supplementary School, Ipswich.

The awards ceremony will take place as part of the Academy's Language Week in November 2012, where an overall national award winner will be announced.

The NRC congratulates all of you on gaining recognition for your hard work and dedication!

More information about each of the schools is on the British Academy website:

www.britac.ac.uk/news/news.cfm/newsid/758.



Useful contacts

- **Association for Language Learning:**
Linda Parker – lindap@all-languages.org.uk
- **Speak to the Future – the Campaign for Languages:**
Dr Lid King – lidking@languagescompany.com
- **NALDIC (National Association for Language Development in the Curriculum):**
Amy Thompson – amysuithompson@gmail.com

A* star – a star!

Mohamed Ashour, a 12 year old pupil at Bradford Arabic School achieved an A* in his Arabic GCSE. He studies Arabic on Sundays at Bradford Arabic School and decided to do his GCSE four years early. Well done!



Arabic language and culture

Various partners will be running a conference for school teachers of Arabic at Dulwich College on 26 October 2012. The planning group includes British Council, CILT, CfBT, Arabian Oasis, ISMLA, School Network and ALL World Languages. The conference will address:

- introducing Arabic to your school
- international linking
- classroom practice
- policy issues.

If you have not yet joined the **ALL World Languages forum**, please do so! Simply sign up using the link on the ALL World Languages webpage (link below).

Details of the conference will be available through email lists, on the ALL World Languages website: www.all-languages.org.uk, or by emailing steven.fawkes@gmx.com.

Shaping the Future: Getting the best education for BAME children and young people

2 November 2012 from 9.45am-4.00pm,
Voluntary Action Islington, 200a Pentonville Road, London N1 9JP

With Channel 4 News Home Affairs Correspondent, Simon Israel in the chair, this day of action will start with inspirational speakers sharing their views on what needs to be done to address current educational challenges, then participants will be supported to address inequalities at a practical level through one of the following workshops:

- **Parents – how to get the most out of your child's school**
- **Young people – making your school/college work for you**
- **Teachers and trainee teachers – how to get the most out of your pupils/students**
- **Developing supplementary education**

To close, a panel discussion will take place with representatives from statutory agencies with educational responsibilities.

Crèche: A limited number of crèche places will be available and must be booked in advance.

For details about speakers and to book your place, go to www.rota.org.uk/forthcomingevents.

This event is being delivered by ROTA, Islington BME Forum, the Black Educators Network, the Asian Health Agency, the National Resource Centre for Supplementary Education and SE1 United.

rota
Race on the Agenda

Supplementary school training at the British Museum

On Sunday, 15 July, the British Museum held its first free training day for supplementary schools. Fifteen teachers from supplementary schools around fourteen London boroughs attended the training session.

The training explored how to plan and run independent visits to the museum's 'Shakespeare: staging the world' exhibition. It aimed to equip supplementary school teachers with the tools to work creatively to deliver 'object-based learning activities' in a specific exhibition space.

This will be the first of many training sessions at the British Museum, which aim to increase the confidence of school leaders and tutors to make use of the museum as a space for learning and enjoyment.

Participants

Many of the community partners who had attended the 'Hajj journey to the heart of Islam' exhibition took part in the Shakespeare event. Of the fifteen participants, a third were from schools with an Arabic and/or Islamic cultural focus.

One community partner commented: 'Our first trip to the museum to view the Hajj exhibition was a success and the students thoroughly enjoyed themselves, which spurred us to get involved with the museum and its activities.'

Training

The training was divided into two halves. The first focused primarily on practical activities that allowed participants to 'learn by doing.' These included:

- object-based activities
- comparative exercises between Shakespeare's London and the present day
- the use of props to bring the exhibition to life.

The second half allowed the teachers to analyse what they had learnt and to design and adapt learning resources, to help their students access the exhibition in a meaningful way.

At the end of the training, one teacher said: 'The day exceeded my expectations, as I thought it would be about Shakespeare and yet it was

much broader and more engaging than that. The whole world was involved and this was a surprise.'

Exhibition

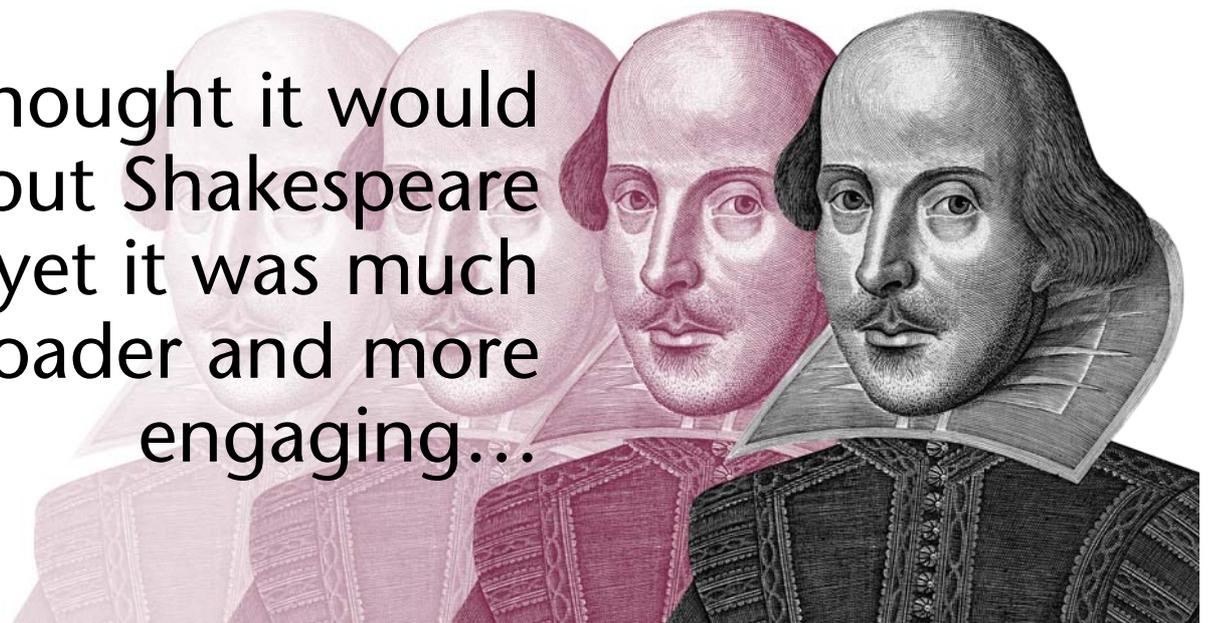
The Shakespeare exhibition provides a unique insight into the emerging role of London as a world city, seen through the perspective of Shakespeare's plays.

The exhibition would be of interest not only to supplementary schools with a particular literacy focus, but also to those keen to support their students to explore concepts of identity, history and global exploration in 17th-century Britain.

We hope that this training will enable the tutors to feel confident to teach the world of Shakespeare in a fun and engaging way, to lead activities around the museum, and to plan future visits to the permanent collections.

If you would like to learn more about the programme, or to find out about upcoming training dates, contact Sian Hunter Dodsworth, Supplementary School Coordinator: shunterdodsworth@thebritishmuseum.ac.uk.

...I thought it would be about Shakespeare and yet it was much broader and more engaging...



Pupil focus

By Sofia Televantou

In 1955 Winston Churchill resigned as Prime Minister and the Queen was only three years into her long reign. That same year a young man left his sunny village on a pine-clad mountain in Cyprus for the long journey by ship to England.

He had little money and still recalls how he was hungry when, during the journey, his ship docked at Brindisi in Italy, and he remembers his relief at a chance meeting with a hospitable fellow Cypriot who gave him dinner.

My grandfather remembers it was a grey, wet September day when he eventually reached his destination in Birmingham to stay with his older brother.

It is because he made this journey that, 45 years later on another rainy September day, I found myself with my brothers at the Greek Saturday school at Apostolos Andreas, the Greek Orthodox Cathedral in Birmingham.

I was pleased to discover it wasn't at all like my primary school; the school day was shorter, the classes were smaller and there was no school uniform. We called our teachers by their Christian names, prefaced with 'Kyria', which means 'Mrs', and I remember Kyria Victoria and Kyria Mary amongst others with affection. They seemed more like benevolent aunties than the teachers at my primary school and treated the children with a mixture of affection and concern. As well as teaching us the Greek language, Greek songs and dances, they gave us sweets and treats at Christmas.

I remember Kyria Victoria brought in cards, glitter and sequins to make Christmas and Mother's Day cards.

...it wasn't at all like my primary school; the school day was shorter, the classes were smaller and there was no school uniform.

As now, the Greek school year was punctuated with religious and national festivals; as well as Easter and Christmas, there were the 25 March and 28 October OXI celebrations, celebrating important events in Greek history in 1821 and 1940 respectively. These are special occasions when the children go to Greek school and church with their families and recite poems and sing songs commemorating these events.

Three years ago, I started attending classes at Ayia Triada Greek School, also in Birmingham. In common with many other pupils, I preferred to attend the evening sessions rather than Saturday classes.

Unlike most pupils who take their Modern Greek GCSE early, I sat my Greek exam at the same time as my other GCSEs. This summer, largely thanks to the patient, kind tutelage of Kyria Stella Tryfonos, I passed my Greek AS level.

I found it challenging, but also a refreshing change from my other AS level subjects – maths and sciences. To sum up, I feel my time at Greek school has been a positive and enriching experience.



Training

This term we are not running an open training programme, as we are moving offices (see editorial). However, local authorities, supplementary schools or clusters of supplementary schools can buy in any of the training listed below. The cost for a full-day training is set at £450; this includes the tutor, resources and learner certificates. We would expect you to cover the venue and refreshments for the learners. We can offer a discounted rate of £350 to supplementary schools that wish to buy in a day's training. We also offer half-day training sessions, where appropriate.

- **Effective lesson planning and choosing the right resources**
- **Funding applications made easy**
- **Safeguarding for supplementary schools**
- **Recording pupils' progress and achievement**
- **Behaviour strategies and classroom management**
- **Introduction to the education system in England**
- **Development and management of supplementary schools**

To discuss your requirements or for more detailed information on each course, email claire.arthur@continyou.org.uk.

Accredited training

Effective Teaching Skills in Supplementary Schools (Three credits at Level 2 or 3)

What will the course cover?

- Gain an overview of the education system in England and how supplementary schools contribute to child development
- Learn about the roles and responsibilities of teachers, and understand how you can support children's welfare needs and special educational needs
- Learn how to plan an effective lesson and to use resources to enhance learning
- Understand the different ways in which we all learn, and strategies to support learners
- Learn about formative and summative assessment, when and why to assess, and the importance of assessment
- Know how to evaluate your own teaching and understand the teaching/training cycle

Cost

This includes: OCN course and student registration fee; tutor fee (7 x 3.5 hours); learner resource books; assessment; internal moderation; management and administration.

Local authority/CVS provides venue and refreshments, as appropriate.

- Total cost for ten learners: £3,682 plus VAT
- Total cost for fifteen learners: £3,857 plus VAT.

Effective Management Skills in Supplementary Schools (Three credits at Level 2)

What will the course cover?

- Share views about supplementary schools and why they are important to children and families
- Learn how to create an effective learning environment and good learning relationships
- Understand the welfare needs of students, and learn how to support them
- Learn how to put in place all the policies and procedures that funders and partners expect
- Plan helpful new partnerships to support your work
- Learn how to monitor and evaluate the success of your supplementary school

Cost

This includes: OCN course and student registration fee; tutor fee (6 x 3.5 hours); learner resource books; assessment; internal moderation; management and administration.

Local authority/CVS provides venue and refreshments, as appropriate.

- Total cost for ten learners: £3,432 plus VAT
- Total cost for fifteen learners: £3,557 plus VAT.

Quality Framework Mentor Training

We are keen to recruit and train new mentors, so that they may work with supplementary schools that wish to gain a Quality Framework Award.

The training is split into two days:

- **Day 1** is for mentors who wish to mentor schools to the Bronze level, helping them to put together their Bronze Management File.
- **Day 2** equips mentors with the knowledge and skills to work with schools that want to go for a higher-level award (Silver, Gold or Special Distinction). To complete Day 2 we ask that mentors have a background in teaching/education.

Please email training.admin@continyou.org.uk to register your interest in our mentor training (please put 'mentor training' in your subject line). Remember to let us know which local authority you are situated in.

