

safeguarding • know-how  
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# *the* Bulletin

Summer 2009 Issue 12

## What *is* supplementary education?

The NRC invites you to contribute to a debate about a definition and direction for the sector. Claire Arthur, Regional Strategic Advisor for the central region offers some food for thought.



How would you describe your group or organisation? Are you a 'supplementary school' or a 'complementary school' – or does neither description fit? Are you a 'voluntary organisation', or a community group that happens to provide educational opportunities for children and young people?

The National Resource Centre is interested in learning if there is a consensus view around what supplementary schools are and what they offer. Given the wide variety of organisations that go under the banner of supplementary education, we're not expecting an answer to appear instantly; fully-formed and ready-to-go. But defining the common aims and values that exist between all the different settings offering supplementary education could prove an important exercise if the NRC is to be an effective advocate for a united sector. Similarly, if the NRC is to raise the profile of supplementary schools, it is important that we are clear about

what we are 'selling'.

We would like to widen this debate to include as many people as possible. We've already gained some valuable input through a series of regional networking events and we've received a number of submissions from others engaged in supplementary education. For example, Bristol Local Authority offered this definition: 'In Bristol there are over 25 supplementary (sometimes known as complementary) schools. They have all been set up by local faith groups, black or minority ethnic communities or voluntary agencies. These can provide a range of educational opportunities outside usual school hours related to either cultural or religious issues, or the home language of the particular community.'

We'd like to invite further comment from across the supplementary education sector. To set the ball rolling, we've listed a number of shared characteristics overleaf, along with a number of shared challenges

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National Resource Centre for  
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'Supplementary education is provision for children and young people in a setting outside of mainstream education. It is usually provided by the local community and may include a range of cultural, academic and religious aspects.'

This definition of supplementary education comes from the Schools Development Support Agency in Leicester. How does it marry with your own vision of the sector?

One of the NRC's priorities in 2009 is to foster a debate about the nature and purpose of supplementary education. Is it possible to capture the nature of a broad range of schools and settings and the diversity of communities they serve within a single, shared definition? Arguably, it's self-defeating to try, as one of the strengths of the sector, if it indeed can be defined as such, is that it isn't constricted by centralised curricula or targets, but can offer local solutions, catering for a particular section of the larger community.

However, we think that an open and inclusive debate is vital if the NRC is going to continue in its role as an advocate for supplementary education. We believe that, if the sector is going to develop and grow, it needs a unified vision. So, in this issue we've published an article by our new Regional Strategic Advisor, Claire Arthur, which introduces some of the themes of the debate. We've already garnered some of your views through a series of regional networking events in April, featured on page 16. However, if you'd like to contribute, then please email your thoughts to [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk) or write to us at our London address. We will publish your responses in a future issue.

In this issue, you'll find more of a focus on matters of professional development, for example, an update on policy developments around the important issue of safeguarding, and how it relates to the third sector, on page 5. We also have a new 'Know-how' series; practical information sheets printed on the centre four pages of each issue. The first, on page 9, is an article written by another new staff member, Pascale Vassie, Regional Strategic Advisor for the South (whose profile is included on page 16). A very warm welcome to both Claire and Pascale.

One fixture of the magazine is your contribution to these pages. This time around, we're pleased to mark Dacorum Chinese Centre's achievement in being the first supplementary school in the county to gain QiSS recognition at emerged status. We also have a feature on the amazing range of activities offered by the Salford Extended Services team.

Rest assured that in 2009-10 the National Resource Centre will be working with supplementary schools, local authorities and mainstream schools to develop partnerships and keep supplementary education high on the agenda of national government.

Kelly Saini Badwal, NRC Director.

The National Resource Centre for Supplementary Education (NRC) is a strategic and support organisation for the supplementary education sector across England. With funding and support from the Department for Children, Schools and Families and the Paul Hamlyn Foundation, it aims to champion excellence, innovation and partnership in supplementary education. It is working closely with supplementary schools to help:

- raise standards
- raise the profile of supplementary education
- raise pupils' achievement levels
- raise funds.

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# Bullet!n Debate

>> that face supplementary or complementary schools. Are we right in these assumptions? Have we missed anything? Write and tell us!

## Common ground

Certainly, all supplementary schools contribute directly to all five outcomes of Every Child Matters, as well as raising the achievement of children and young people. Most have a role in supporting parents and promoting community cohesion. But there are other shared characteristics that may lead to a workable definition of a supplementary school. Schools may:

- offer a range of learning opportunities, including national curriculum subjects (English, maths, science and others), faith-based studies, mother-tongue classes, cultural studies and other activities, such as sport, music and dance
- run after school, in the evenings or at weekends
- be managed by local community groups, and rely on volunteers for staffing and financial contributions
- operate from a 'community' venue – for instance, a youth club, a place of worship, mainstream school or community centre.

Common goals for most supplementary schools include:

- raising attainment, often through study support in national curriculum subjects or the teaching of community languages
- engaging parents in school and learning
- providing positive role models, reinforcing positive identities and boosting children's self-esteem
- keeping students safe and positively occupied
- contributing to integration and cohesion.

## Common challenges

Supplementary schools are vital to children's education, providing culture, heritage, language and study support and the National Resource

Centre is committed to working with them. But there are challenges that they all face.

Lack of funding is certainly a universal issue as many schools operate on a shoestring budget. Profile is another common issue. Our experience has shown that many schools are 'hidden' within their communities and their successes are not always celebrated or acknowledged by local authorities and mainstream schools.

## Common solutions?

The NRC feels that the solutions to these challenges lie in a balance between support and independence, with partnership-working acting as a bolster for sustainability.

While support from local authorities is not to be underestimated, and while there is much to be gained from strengthening links with mainstream education, we also feel it is important that a supplementary sector should maintain its independence, as this is such a strong feature of many schools. For example, many parents and children value the fact that their supplementary school offers something 'other' and something 'extra' than mainstream education. It may be because they are independent and run by community members; or because they don't have the authoritarian view that mainstream schools are perceived to have. Whatever the reasons, supplementary schools succeed in attracting families and children and make a positive contribution. They are amazing organisations run by communities for communities, meeting the needs of their children and providing opportunities for parents to learn about and engage with their children's education.

Do you have a view on the issues raised in this article? Email your ideas and input to: [nrc@continyou.org.uk](mailto:nrc@continyou.org.uk)

**NRC contact: Claire Arthur**

## Regional Strategic Advisor, Central Region (East & West Midlands and South West)

The central region is a big region to cover, so I will be looking at innovative ways to give you the support you need. Initially I aim to:

- support and develop local forums of supplementary schools
- work with local authorities to support existing partnerships and develop new ones
- provide assistance with funding, sustainability and social enterprise – through workshops, forum meetings, email support and possibly one-to-one sessions
- promote the National Excellence Awards and the Quality Framework
- highlight the FREE training available to NRC members
- hold regional networking events.

My background is in community development. I worked for a local Council for Voluntary Services for five years, assisting community and voluntary organisations to develop sustainable funding strategies, assisting with funding bids and general organisational development.

If you would like to contact me to discuss any of the above or just for a chat to see how we can work together, email: [claire.arthur@continyou.org.uk](mailto:claire.arthur@continyou.org.uk) or telephone 078 1758 4044.

## Safeguarding children

The National Society for the Prevention of Cruelty to Children's Safe Communities project has improved child protection for around 350,000 children and young people taking part in voluntary community activities – such as arts and drama clubs, youth theatres, play projects and supplementary schools, but there is still much to be done to help the children participating in these groups to have fun, learn and keep safe. Alan Coombe, who worked on the project, writes for **Bulletin**.

The majority of children enjoy community activities, playing and learning, in safety. But every year a significant minority suffer abuse at the hands of adults they trust and who are responsible for them. It is vital that people running activities know how to keep children safe, especially if they work with the most disadvantaged and hard-to-reach children. It is also important these children have someone nearby they can turn to, someone equipped with the skills, knowledge and confidence to listen to them, to hear what is said and respond appropriately to any concern for their safety or well-being.

Many community groups do have a child protection policy in place, but what is often missing is an understanding of how this works in day-to-day practice, what behaviour is appropriate and what to do when there is a problem. For example – something as simple as whether you should help a child use the toilet – or what to do if a parent doesn't arrive to collect their child. 'Safeguarding', though admittedly an awkward term, describes the intention to put systems and processes in place that, in addition to protecting children from immediate and evident risks to their well-being, aim at preventing those risks from occurring.

### Barriers to safeguarding

Supplementary schools, in their response to the educational, social, cultural and spiritual needs of thousands of children, are ideally positioned to promote children's welfare. Schools have a role in keeping children safe, not just when they are on site, but also in their wider social relationships. However, supplementary schools may have to overcome additional barriers when putting systems in place to ensure

that children are properly protected. These barriers include:

- suspicion and distrust on the part of social services departments
- families' disinclination to accept help – seeing this as shameful
- intergenerational conflicts about what parenting behaviours are culturally appropriate
- different cultural attitudes to physical chastisement or abuse.

Safe Communities, a three-year programme funded by the Big Lottery Fund and the NSPCC, has helped a number of supplementary schools to improve their safeguarding practice and to address these issues. For example, the project provided resources to schools, enabling them to develop strategies around safeguarding; in Leicester via the Schools Development Agency, and in Newcastle via black and minority ethnic community leaders, who, concerned for the well-being of children, initiated contact and forged links with the local authority and the local safeguarding children board.

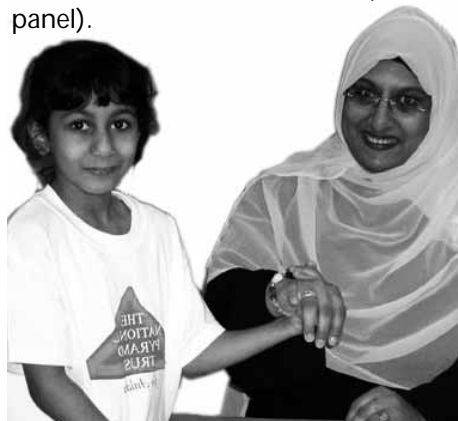
### Safe Communities

The Safe Communities team has been working with voluntary and community organisations across England and Wales, including some supplementary schools, up to February 2009. What has emerged is a truly ground-breaking piece of work – the first time anyone has got to grips with the child protection challenges facing voluntary community groups on such a large scale across two nations. What is more, the project has had a direct influence on policy developed both in Westminster and by the Welsh Assembly Government.

The wider aims of the project were to:

- enable local community organisations to put safeguards in place to prevent the abuse of children and young people
- ensure that in every community-based organisation children have someone to turn to; somebody with the confidence, knowledge and skills to act on child safety and well-being
- influence voluntary and community organisations so that keeping children safe is integrated into local inter-agency safeguarding arrangements
- influence safeguarding policy and practice in two nations, so that it becomes the accepted norm that all organised community activities for children and young people have essential safeguards.

This was achieved by working with community-based organisations providing activities for children, and by working directly with local authorities and national governments, as well as engaging with local safeguarding children boards (LSCBs) and funding-bodies, to achieve changes in policy. Learning from the project was shared through the distribution of the Safe Communities toolkit (see panel).



In reaching out to organisations working with some of the most disadvantaged and hard-to-reach groups of children and young people, the project brought about far-reaching changes, not only in practice, but also in local and national policy. As an example, the project provided the evidence of need and the success that informed government's decision to create a Safeguarding Unit for the Third Sector (to be launched in May 2009). This will be a single source of information, advice and guidance to the sector in England. And, while there are no plans to launch a similar national safeguarding unit for Wales, the project team found the experience of working with Welsh officials, elected members, ministers and the wider political and community constituency to be one of ease, ready understanding and commitment to the well-being of children.

## Local champions

National leadership – of the kind demonstrated by the Welsh Assembly Government – matters because it endorses local champions, and sustains their energies. It provides a context for legislative change and policy development that makes these changes meaningful to children, young people, parents, teachers, staff and volunteers. For example by:

- presenting the *Safeguarding Vulnerable Groups* act not as a constraint upon voluntary action, but as a springboard from which to consider the voluntary sector's contribution to safeguarding children
- using the sector's knowledge and skills to actively engage children and young people in the development of the Common Assessment Framework (CAF), so they see it not as an adult-owned bureaucratic process but as a tool to ensure their well-being and safety.

However, national initiatives and leadership are not enough. What is needed is local action, local champions for children's safety and well-being such as those the project staff worked alongside over the three

## The Safeguarding Toolkit

Over 5,000 toolkits have been distributed free of charge to community groups, faith communities and supplementary schools working with children in England and Wales. The toolkit contains:

- a step-by-step guide, providing written advice on how to run a safe organisation. This has recently been updated and will form part of a resource pack to be issued as part of a new government initiative (in English-only)
- a DVD, explaining what is meant by abuse and how we can stop it, also recently updated
- distance learning courses on safeguarding children, which remain available from Educare via the NSPCC's website.
- a collection of pre-existing publications, including:
  - Kidscheck* A booklet to enable young people to check how safe their club or group is, available from the NSPCC's website
  - Worried? Need to talk?* For 11 to 17 year olds, outlining their rights and giving advice on who they can turn to when facing difficulties
  - Have fun and be safe* A guide to help parents or carers choose children's activities in organisations that have safeguards in place; now incorporated in a new edition of the publication *Out alone*
  - Are you worried about the safety of a child?* A leaflet explaining the steps that can be taken by someone in that situation.

There are plans to publish a revised English toolkit as part of the national partnership and outreach programme of the National Safeguarding Unit.

years of Safe Communities. Local authorities and LSCBs need to build strong links with the people running local community activities for children and help give those children a voice. Listening to their needs and their experience of working with disadvantaged children can really help inform child protection policies at both local and national level.

While a national safeguarding unit should provide welcome support to the third sector, more could be done. For example:

- intelligent commissioning of services from the third sector, to ensure that all contracts or grants awarded include an element to build capacity to ensure that appropriate and proportionate safeguards are in place
- the updating of *Safe from harm*, the government guidance to the voluntary and community sector, unaltered since 1993, along the lines of that recently undertaken by

the Welsh Assembly Government

- guidance to the Independent Safeguarding Authority to ensure that small and loosely-structured groups, such as parent-toddler groups, are not defined as 'private arrangements' and therefore exempted from the UK Vetting and Barring Scheme when it is launched later in the year.

If safeguarding children is truly to be, as the government states, 'everybody's business', then the responsibility to ensure that children can enjoy themselves safely falls as much to those in national and local government who are commissioning services as to those providing services to, and spaces for, children.

Find out more about the project and download a free toolkit for supplementary schools from: [www.nspcc.org.uk](http://www.nspcc.org.uk).

Also see the NRC *How to... guide*.



Claire Dugard  
Language Teaching Advisor  
CILT, the National Centre for  
Languages

This term, we look forward to the Community Languages National Show in Southampton on 15 July, sponsored by the Our Languages project – with free resources for delegates and considerable subsidy on fees and travel for supplementary school teachers. We hope to see you there. For more information, visit: [www.cilt.org.uk/clshow](http://www.cilt.org.uk/clshow)

You'll also find an interactive calendar of community languages-related events available on the Our Languages website. To have your event added to the listings, email details to [Sara.Wickert@cilt.org.uk](mailto:Sara.Wickert@cilt.org.uk). If you want to view the calendar, visit: [www.ourlanguages.org.uk](http://www.ourlanguages.org.uk) and click on 'News and events'.

## Learning in parallel

Dual-language books are a valuable resource used in both community languages and EAL teaching.

At a recent free training session held at CILT, Dr Raymonde Sneddon of the University of East London gave a talk entitled 'Using and researching dual-language books for children'.

Many dual-language books retell popular folk tales or classic children's stories and are an important cultural resource for children growing up in the UK. Raymonde pointed out that some dual-language story books are published in a range of languages; this can be a disadvantage in terms of cultural content, but an advantage in a multilingual mainstream school class, for example, where children can access the same story in a number of different languages. She also commented on the use of different dialects, and on how the quality and style of translation can differ, affecting the way a book is used. Essentially, as teachers we need to judge a book according to how we plan to use it.

Raymonde described a number of ways that dual-language books are being used. Some schools provided books for children to take home and read with a parent alongside activities which involve, for example:

- learners working out the sounds of the letters and words
- parents correcting pronunciation errors
- learners using strategies to understand text in both languages
- learners and their parents discussing and negotiating meaning, comparing the new language with English and exploring illustrations
- parents developing their reading competence in English.

Some mainstream schools used the books to introduce all children to the concepts of different languages. For example: comparing the space that

letters, words and sentences take up on the page between the new language and English; identifying key words in the new language; identifying where letters repeat; commenting on differences in punctuation and use of capital and lower case letters.

At a more advanced level, one learner worked more independently, fascinated by the parallel texts. She developed skills such as: using all types of context to understand meaning, and analysing how metaphors and similes work in translation.

A particularly interesting idea for me was that dual-language books could be used as the stimulus for bilingual writing, enabling community language learners to explore their heritage, language and identity in creative and personal ways. Suggestions included:

- writing a personal version of a favourite family story from the learners' home countries
- relating an account of a significant event related to family history or moving to another country, or an account of a visit 'back home'
- writing about a photo or sequence of photos
- describing significant artefacts and their uses.

A list of publishers of dual-language books is available on Raymonde's project website:

[www.tinyurl.com/dcex2d](http://www.tinyurl.com/dcex2d).

You can also email your own experience of using these resources. Raymonde will be speaking at this year's Community Languages National Show.

[www.tinyurl.com/crdrmh](http://www.tinyurl.com/crdrmh).





## News

The International Children's Digital Library ([www.childrenslibrary.org](http://www.childrenslibrary.org)) offers a wealth of monolingual story books for children across more than 50 languages. There is no need to register; I clicked on 'Read books' in the 'First-time visitors' section. I found some beautifully illustrated books in languages such as Greek, Hebrew, Persian/Farsi, Swahili, Tagalog and Yiddish, as well as Arabic, French, German, Portuguese and Spanish. You can search for books using search criteria such as world-setting, language or theme. A teacher's manual offers ideas for using the digital books, including training activities.

If you have access to ICT in your classroom, you may be interested in digital storytelling – where pupils can record their voices and create moving visuals to illustrate their stories. There are a number of software packages available, many of them free. You can see some examples of Portsmouth pupils' work on the South East Grid for Learning website. The National Association for Language Development in the Curriculum (NALDIC) has also recently published useful vodcasts on the topic in its EAL and ICT series; you can view these on NALDIC's YouTube page (vodcasts are video clips broadcast online, which you can download onto an MP3 player or iPod).

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

[www.youtube.com/naldicvideo](http://www.youtube.com/naldicvideo)

The curriculum guides in Arabic, Mandarin, Panjabi, Tamil and Urdu from Goldsmiths College, published by CILT, have been featured in earlier issues of *Bulletin*. As well as suggestions for interactive classroom activities and developing intercultural understanding, the guides offer a framework for planning and teaching oracy and literacy to community language learners. New curriculum guides are published this summer in Cantonese, Gujarati, Somali and Yoruba. They can also be bought in hard copy or downloaded free-of-charge from the Goldsmiths College website.

[www.gold.ac.uk](http://www.gold.ac.uk)

A new CILT leaflet, *Developing professional skills in teaching community and world languages*, offers guidance on training opportunities that are accredited but do not lead to Qualified Teacher Status (QTS). Such courses may be suitable for colleagues working as teaching assistants, higher level teaching assistants or supplementary school teachers. To order a hard copy of the leaflet, contact Sara Wickert at CILT. The new 'Career development' section of the Our Languages website also offers regularly updated information for community languages teachers.

[sara.wickert@cilt.org.uk](mailto:sara.wickert@cilt.org.uk)

[www.ourlanguages.org.uk/career-development](http://www.ourlanguages.org.uk/career-development)

The Asset Languages qualifications scheme was mentioned in last issue's community languages feature. A new development for 2010 means that learners with Advanced Stage Asset Languages will be able to use the qualification to apply for university places, as it now carries UCAS tariff points. As well as French, German and Spanish, candidates can now be entered for Advanced Stage qualifications in Arabic, Cantonese and Mandarin Chinese, Greek, Italian, Japanese, Polish, Portuguese, Russian and Turkish.

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

## Events

Following the success of our first open evening, the CILT Resources Library will now open until 7pm on the last Wednesday of each month. The library at CILT's offices in Waterloo is the UK's largest source of materials for language learning, teaching and research, with a large section of community languages materials for all ages. There is also a new loyalty scheme, allowing regular visitors to keep up-to-date with events and offers, such as a discount on CILT books. [www.cilt.org.uk/irs](http://www.cilt.org.uk/irs)

Our Languages project dissemination events (free)

There are nine regional events this May and June, from Newcastle to Bristol, disseminating the outcomes of the Our Languages project and providing free training for community languages teachers. [www.tinyurl.com/c9psp2](http://www.tinyurl.com/c9psp2)

Multilingualism conference

19 to 20 June, London  
Fee: £220 (or £120 for supplementary school teachers)  
The second international conference. For a list of speakers see: [www.tinyurl.com/crpms4](http://www.tinyurl.com/crpms4)

Community Languages National Show

15 July, Southampton  
Fees: £75 (with £50 + travel discount for supplementary school teachers)

A conference for people involved in community languages, whether teachers, managers, teacher trainers or policymakers. [www.cilt.org.uk/clshow](http://www.cilt.org.uk/clshow)



## Looking for Volunteers?

The National Children's Bureau (NCB) is a charity which acts as a membership body for organisations working with children and young people, creating a powerful, authoritative and influential voice to improve the lives of children and young people.

Almost all local authorities are NCB members, recognising the important work we do, some of which may be familiar to you, such as the Anti-Bullying Week.

NCB has built strong links with private sector companies which have employees who are available to volunteer - and assist you for the benefit of children and young people.

We're keen to match these volunteers with the opportunities that are possibly available within your organisation, for example:

- **One-off:** such as painting, decorating, building, gardening, helping with events or activity days
- **Short-term:** where corporate volunteers can impart their expertise and talk to young people about careers, or assist staff and managers to improve their performance
- **Longer-term:** mentoring children, or helping with administration

Anything you could use volunteers for, we want to hear about it!

For further information please contact:

**Dorothy Sang**  
Corporate Volunteer Researcher  
National Children's Bureau  
020 7843 6323  
[dsang@ncb.org.uk](mailto:dsang@ncb.org.uk)





## Creating a fundraising strategy from scratch

Building on issue 11's article about bid-writing, this Know-how examines how you can create a long-term strategy, and also gives you some solid guidance on how to ensure your school can respond to changing needs, make use of the opportunities offered by the extended services agenda and continue to deliver targeted support.

You may think you don't have time to write a strategy. But even if your strategy grows from a last-ditch attempt to cover costs after a 'guaranteed' grant has failed to materialise – *making a start is better than delaying*.

### What *is* a fundraising strategy?

A fundraising strategy sets out what funding a group needs over a defined period (three years is good but it can be less or more), to deliver its planned aims and objectives. It also outlines how the group intends to raise money to meet those needs.

A well-developed fundraising strategy will:

- provide clarity about your aims and objectives
- help ensure that your priorities are realistic and achievable
- make it easier for you to target funders and check whether you are eligible to apply, before spending valuable time completing the application forms
- encourage shared responsibility for fundraising
- increase your chances of success!

## Starting out

- The 'Practice' article in issue 11 of *Bulletin* gives you some advice on how to write a bid, and should be read in conjunction with the advice given here. The National Resource Centre runs regular training courses to support supplementary schools in developing sustainable funding strategies. See the summer training programme on page 19 or visit: [www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk).

## Linking to the Quality Framework

- The Quality Framework is looked upon favourably by funders and if your school has an award, funders will be assured that basic financial management procedures are in place. They will know that in order to qualify for an award, a school will have undergone particular checks and measures and, depending on the level of award, a school may even have a fundraising plan. Funders will be encouraged by this, as it adds credibility to the financial management of your supplementary school. Funders are therefore more likely to consider funding applications from schools that carry our Quality Framework award, against supplementary schools that do not.



## Why a strategy?

Time spent developing a good fundraising strategy really is time saved when it comes to applying for funds. A funding strategy will help you define how much funding you need, who will potentially be able to fund your activities and importantly, why you need funding. Once you have that information to hand you will find it much easier to check whether you are eligible for a grant.

Remember, it doesn't matter how good your service is, or how clearly you are meeting a real need; if the funder doesn't fund supplementary schools, or only funds schools in the north of England and your school is based in Birmingham, then they're not going to be able to fund you.

A fundraising strategy will also determine what kind of funding you need, for example:

- A new group will want seed funding, either to set up its first small project, or perhaps continue delivering a service successfully piloted within an existing voluntary organisation or in partnership with a mainstream agency.
- A more established group will need funds, perhaps in the form of commissioning from the local authority, to maintain its current level of service; to be able to meet new demands; or perhaps expand the service to a wider range of users.
- A solid, long-standing organisation that has, for example, always worked closely with the local authority and received all its funds to deliver a complementary service to local children would have to think carefully about how it would continue delivering that service in a difficult economic climate, when statutory agencies are tightening their belts and saving money. This might be an appropriate time to explore the development of partnerships with other organisations in neighbouring areas that have similar aims.

Remember, the funding scene is constantly changing. Priorities for funds change along with social, political and economic changes.

A change in government, changes in demographics within communities, even fluctuations on the stockmarket can affect the amount of money available for any organisation. So, in the middle of an economic downturn, and as we approach a general election after twelve years of the same party in government, there has never been a better time to think more strategically about fundraising.

## Before you start...

More than anything, you need a clear vision and a clear idea about how you will deliver your project, how much it will cost, and whether you will need to factor in organisational development to deliver the service.

You also need to think about **why** your organisation is the right one to deliver the service you propose. A good way to do this is to gather a small group of people (eight is a good number) from among your users, management committee or trustees, staff and volunteers and perform a SWOT analysis (pictured above right). This assesses the

|  |   |
|--|---|
| <b>Strengths</b><br><i>We have committed trustees with educational experience</i>            | <b>Weaknesses</b><br><i>We don't have any contacts with the local authority</i>                           |
| <b>Opportunities</b><br><i>Three of our teachers are also working in mainstream schools.</i> | <b>Threats</b><br><i>A secondary school nearby is setting up community languages after-school classes</i> |

strength and weaknesses of your organisation and the threats and opportunities to its success.

Keep going round the four areas until you have somewhere between six and ten points in each box. As you go through the SWOT analysis you will identify what you need, what is possible and what is not. It will also help you draw out and prioritise fundraising objectives.

There are some pointers on the NRC website if you're stuck ([www.continyou.org.uk/nrc](http://www.continyou.org.uk/nrc)).

## A fundraising strategy is all about vision

Every single supplementary school started with a vision, a really strong vision for our children – growing up confident and properly equipped to get the most out of their lives. Each of you will have a different way of expressing this but the most important thing is to remind yourself just how strong that vision is – it is the cornerstone of your fundraising strategy.



## What needs to be in a fundraising strategy?

**Introduction** Include a description of your organisation's activities. This is also a good place for a paragraph explaining what supplementary education is, remembering that you will be using your fundraising strategy to complete application forms and many individuals and organisations will be unfamiliar with the concept of supplementary education.

**Funding history** Where your current and previous funding comes from. This can include reference to your current budget and you can include a copy of this and/or last year's accounts in the appendices.

**Future plans/fundraising aims** This should cover your plans for the next 2 to 3 years, including continued delivery of existing services and areas of expansion, where appropriate.

**Time scale** When your current funding runs out and when new projects are planned to start. This could also include a time-line or diary to give a visual overview of where you can match funders' lead-in times to your own funding needs.

**USP (Unique Selling Point)** You need to demonstrate the need for your project and why your organisation is best placed to meet that need. Show how effective you are at reaching your target group, show where and how your project fits into national strategies. The Policy Map in the 'Resources' section of the NRC website can help you with this.

**Resources** A list of everything you already have in place to carry out your fundraising plan. This includes office space and equipment, staff and management committee members with specific skills, subscriptions to funding newsletters and membership of infrastructure organisations that run training and 'Meet the funder' sessions. You should also note time constraints, for example: 'Two trustees have experience of bid writing but they both work full-time'.

**Monitoring** Over time, you will receive new funds, meet new challenges, discover new strengths. Your fundraising strategy needs reviewing and updating to reflect changing circumstances. Make sure you know when your fundraising strategy will be reviewed and by whom.

**Appendices** This section can include specific project proposals, business plan, SWOT analyses as well as financial information.

## Additional support

Many areas now have a supplementary schools forum or network. These are excellent sources of information, contacts, training, networking and partnership opportunities and general support. They are run in many different ways, sometimes by the local authority education or children's services department or by the Council for Voluntary Services (CVS) or a partnership of both. They generally hold termly meetings and have a worker (often part-time) to co-ordinate their work. If there is a forum in your area, or even if it's in a neighbouring local authority and some of your pupils live there, then join up! If you don't know whether there is a forum in your area or if you are interested in helping to set one up then you can contact the Regional Strategic Advisors at the NRC for more information.

You will also be able to get help from your local CVS. They provide information and support for community and voluntary organisations including fundraising training and one-to-one support. Many also host 'Meet the funder' days where you have an opportunity to talk to a range of funding organisations, charities and trusts. This is a wonderful opportunity to tell funders about the kind of work you do and find out directly from them how they want you to complete their application forms.

**This Know-how supplement was written by Pascale Vassie, Regional Strategic Advisor.**

**NRC contact: Pascale Vassie**

## Regional Strategic Advisor, South of England

I'm one of three new Regional Strategic Advisors (RSAs) and I come to the NRC with 18 years' experience of project development and management in the voluntary and community sector – focusing particularly on refugee and migrant communities.

Most recently, I have been supporting the Southwark Muslim Forum with its organisational development, and delivering multi-agency networking events that tackle employment issues.

As co-ordinator of Southwark Refugee Communities Forum, I supported a number of community-based supplementary schools to prepare successful grant applications and develop robust evaluation and monitoring tools.

I have also initiated the involvement of community-based projects in partnerships bringing together statutory and voluntary sectors and believe strongly that local, community-led organisations are a vital part of national strategies to improve educational standards.

As RSA for the South of England, I will be working to ensure that the NRC is keyed into, aware of, and contributing to national and regional education strategies, especially as they relate to black and minority ethnic education and attainment.

To contact Pascale email: [pascale.vassie@continyou.org.uk](mailto:pascale.vassie@continyou.org.uk) or tel: 078 1758 5972

## Awards for All

A new-look Awards for All programme was launched on 1 April, as the BIG Lottery Fund takes responsibility for the highly-popular small grants scheme in England and Wales.

BIG's Awards for All programme will be the Fund's biggest-ever commitment to a small grant scheme supporting community projects, offering a more easily-accessible programme with even quicker decision times.

Awards for All, England, offers grants of between £300 and £10,000 for projects that improve communities, and the lives of people within them. There are a number of individual strands that would be of interest to supplementary schools. [www.awardsforall.org.uk](http://www.awardsforall.org.uk)

## The Migrants Impact Fund

A new £70 million fund to help communities in England alleviate the pressure put on local services as a consequence of immigration. The fund will be available over the next two years and will be funded through an increased fee for visa applications. Funding will be allocated to local projects from Government Offices working closely with local partners. Funding will be targeted at projects that have identified innovative solutions to migration-related pressures. However, the aim is to support projects that will bring benefits to the settled as well as the migrant community in an area. For example: additional English language provision, which can reduce the cost to public services from translation and interpretation. Contact your local supplementary schools forum or CVS to find out if you can get involved in a partnership bid for this fund. [www.communities.gov.uk/news/corporate/1180107](http://www.communities.gov.uk/news/corporate/1180107)

## Tools for Schools (UK)

Tools for Schools is a not-for-profit business providing computers to schools and personal computers for educational home use. Computers are available from £95. Applications can be made at any time. [www.tfs.org.uk](http://www.tfs.org.uk)

## BT Community Connections

This scheme helps community and voluntary groups gain access to the internet and improve their ICT facilities. Support comes in the form of a package, valued at £1,300, comprising: an internet-ready computer, a contribution towards one year's broadband internet access and a community website.

Organisations can also group together (up to five individual members) to apply for a BTCC Cluster Award. Each member receives their own laptop, a year's free broadband, plus a digital camera, printer or software. The deadline for the current round of applications is 9 June for postal applications, 11 June online. [www.tinyurl.com/da4uun](http://www.tinyurl.com/da4uun)

## Grassroots Grants

For small volunteer-led community groups, particularly those that have never received grant funding before. Applications should be made to the local funder within a region. Find out more on the Community Development Foundation website: [www.tinyurl.com/cpbfw](http://www.tinyurl.com/cpbfw)

## Hilton in the Community Foundation

Organisations that help to improve young people's health and education can apply for grants of up to £50,000 per year through the Hilton Foundation. The next closing date for applications is 5 May 2009. [www.hilton-foundation.org.uk/home.htm](http://www.hilton-foundation.org.uk/home.htm)

It is worth asking if any of your parents and/or management committee members work for one of the big supermarkets. The bigger chains often have grant foundations to support community groups and offer local grant programmes that give money to projects suggested by their employees.

## The ASDA Foundation Trust

Supports charities within the UK, as well as people and projects who require financial assistance, as long as they have the support of local ASDA staff. Applicants should contact their local store or depot. [www.tinyurl.com/ct3m7s](http://www.tinyurl.com/ct3m7s)

## Tesco's Community Award Scheme

Through the Children's Welfare/Education grant, Tesco's Community Award Scheme provides grants of £1000-£4000 to community-based projects that aim to improve the welfare and education of children aged 0 to 19. Certain criteria may restrict some supplementary schools from applying (for example, the fund will not support projects that are designed to promote religion) so check carefully.

The closing date for applications is 30 June 2009. For details see [www.tinyurl.com/64wls4](http://www.tinyurl.com/64wls4) or phone 0845 612 3575.

## M&S Community Involvement

The Education and Learning strand of Marks and Spencer's Community Involvement fund has wide-ranging criteria, many of which would fit a supplementary school. For example: supporting learning that is key to life and work (literacy, numeracy and ICT); professional development for teachers; making learning more accessible to adults; and support for particular areas of skills shortages, such as food technology and fashion design. Applications are considered quarterly. The next funding deadline is in June. See [www.tinyurl.com/cwz757](http://www.tinyurl.com/cwz757).

## Alan and Babette Sainsbury Charitable Fund

This fund supports: ethnic minority and refugee groups; community-based health and social welfare initiatives; projects that encourage participation in the arts, (particularly traditional art forms); organisations based in Southwark. [www.tinyurl.com/dc8lz9](http://www.tinyurl.com/dc8lz9)



## Dacorum delight at QiSS showing

Nusrat Khan, Co-ordinator for Complementary and Supplementary Schools in Hertfordshire tells **Bulletin** about the Quality in Study Support (QiSS) Scheme in the county and one school's outstanding achievement.

In the first half of 2008, complementary and supplementary schools across Hertfordshire were invited to join a pilot Quality in Study Support (QiSS) scheme, through which participants worked towards a national recognition for the quality of their after-school hours provision. Having worked through the pilot, the Dacorum Chinese School (DCS) has now become the first supplementary school in the county to gain QiSS recognition at emerged status.

As a voluntary organisation that operates only once a week on a Saturday during term time only, it was a particular challenge for Dacorum School to achieve emerged status. The QiSS recognition scheme needed to be adapted so that it fitted a supplementary school setting.

At an award ceremony at County Hall, Hertford, Li Xiao, Dacorum's Headteacher, was presented with a certificate recognising the school's work. She said: 'The study support guide gave us the chance to check our work, to think how to run the

school and how we could do the best for students. It was an opportunity to share good practice and show how our school's work in the future will continue to develop quality in study support.'

The QiSS recognition scheme promotes quality in study support and out-of-school-hours learning (SSOSHL). It enhances the quality of provision across schools and in other study support contexts. The QiSS developmental structure includes: a flexible package of training and support for schools and other providers of study support activities to help achieve national recognition of quality in SSOSHL; a framework to assess current provision; a mechanism for quality assurance producing evidence that can be shared with other local and national agencies and with potential funders; and a development tool for extended schools provision.

To find out more about QiSS, visit: [www.tinyurl.com/dl8aur](http://www.tinyurl.com/dl8aur)

### The process

The Quality in Study Support (QiSS) recognition scheme is designed to enhance the quality of provision across schools. The process involves:

- using *The study support code of practice: A guide for schools* (DfES 2004) to develop and self-evaluate your SSOSHL provision
- producing a portfolio of evaluation in the code of practice, at one of three levels (Emerged, Established or Advanced)
- presenting this evidence to a meeting of peers for scrutiny and a recommendation to QiSS that you receive 'recognition' (a quality mark)
- a visit from a recognition panel to observe the process.



## Saturdays at the Albion

The Saturday Salford Learning Centre has been running for five years at the Albion High School and has grown from strength to strength. Max Edwards, Extended Services Team Leader, describes the range of activities run at the school.

The Albion High School in Salford has become a hub where people from hard-to-reach communities can use learning facilities in a friendly and safe environment. Open to refugees, people seeking asylum and other minority ethnic communities across the city, the Learning Centre that runs from the school premises helps children to settle into school and integrate with other communities.

The centre helps children aged between 2 and 18 with English and other school work and helps their families learn English alongside their children. This fosters a family-learning atmosphere, which the school, as an extended services pathfinder, is very keen to maintain.

In the past few years, the main school community has expanded to include students and families from 36 different countries, speaking 39 languages.

### Policies and funding

The Learning Centre's policies and procedures are modelled on the main school policy documents and frameworks of operation. Staff and volunteers are CRB-checked and

supervised by school staff. Staff from the extended school also work on Saturdays.

Funding for the centre comes through: the Albion High School's extended school money, which

covers the cost of the tutors, supplemented by funds from volunteers' contributions; the Children's Trust; Community Chest Fund; and the Community Volunteer Service. In the past, the service received funding through the National Lottery and New Deal for Communities.

### Future plans

We undertake surveys to make sure what we offer matches what the community wants. We can also use the surveys in funding bids to build a case for support. For example, the weekend learning sessions for the supplementary school and the Migrant Workers Welcome Evening (see panel) were initially funded as pilots, but as we could demonstrate that they met a need, it became easier to attract additional funding.

The young people and families who attend the centre have asked for more activities and opportunities for learning through the supplementary school because they feel very comfortable and confident here. In response, the Albion High School and Saturday Learning Centre are now working with community partners to offer family ESOL classes from the summer term onwards.

## Migrant Workers Community Group and Youth Club

Working in partnership with the Salford Neighbourhood Management Team and various other agencies, the Albion Extended School Team began a massive programme of service provision for migrant workers and foreign language students (and their families) who live in the borough. This programme began with day trips to York, Warwick Castle and Cadbury World, Birmingham, and a 'welcome' event at the school.

These events launched other targeted services for migrant workers and their families. For example, the Albion Extended Schools Team set up an access

point so that newcomers to the UK could meet with translators, agencies and service providers. The access point was offered in parallel with an expansion of youth activities, meaning that children from migrants' families could join in after-school activities on six days out of seven. It had been noted that some younger members of these communities lived in a climate of fear outside the school environment and needed a place where they felt comfortable and safe. These activities acted as an introduction to youth clubs in the area and allowed children of migrant workers to integrate with local Salford children.



## Changing perspectives

Over the last year, five museums (Imperial War Museum London, HMS Belfast, the Churchill Museum and Cabinet War Rooms, Brent Museum and Hackney Museum) have been working with twelve supplementary schools from all over London.

Through the 'Journeys of change' programme, the schools each had a project designed specifically for their curriculum. The programme was

designed to support the young people's learning in areas as varied as leadership, African history and the creative arts. Some schools worked through the concept: 'What it means to go to a supplementary school'.

To learn more about 'Journeys of change', contact Liz Puddick, Community Learning Co-ordinator: Tel 020 7091 3034  
Email: [epuddick@iwm.org.uk](mailto:epuddick@iwm.org.uk).

## When two heads are better than one

Wesley Wu, NRC Regional Strategic Advisor for the North East on a successful partnership in Leeds.

When I approached Lawnswood School last October to suggest it might develop a partnership with a supplementary school, the staff told me they were keen on the idea, seeing it as a way of improving the attainment of targeted group of pupils. I suggested they approach Al-Haqq Supplementary School based at the Woodsley Road Community Centre, as a number of pupils were attending both schools.

Lawnswood High School agreed to publicise Al-Haqq and encourage their pupils to attend various activities organised at the

supplementary school. In addition, Lawnswood sent consent letters to the families of pupils who attended Al-Haqq so that, together, they could share key information. The partners took time to visit each other's premises in order to gain an understanding of their individual working practices.

Lawnswood School has now set up a permanent arrangement to run twice-termly sessions aimed at improving academic skills as well as pupils' confidence and behaviour. They have shared resources and bought learning games and materials

that both will be able to use with the children. In addition, they have planned a joint trip to the IMAX at Bradford, which will undoubtedly strengthen the relationship between the schools and help to broaden the experiences of the pupils.

Through the partnership, teachers and other staff from Lawnswood have been able to meet with some parents that they do not usually see at school. They have also been able to build better relationships with the pupils and their families, and gain a better understanding of their backgrounds.

## Your views matter...

The NRC ran three regional events in March, gaining valuable feedback from supplementary schools. Claire Arthur reports on the central regional event, held in conjunction with the School Development Support Agency and the north event, held in collaboration with Bradford Education.

The three events, particularly the Bradford event, enabled the NRC to find out more about the challenges supplementary schools face and the support we can potentially offer schools in the future. We were particularly interested in the experiences of supplementary school representatives in relation to safeguarding.

Identity and heritage were explored during the central regional event; for example, case studies exploring: the history of Catholic schooling and the factors that led the Catholic church to set up supplementary schools; madrassahs and their contribution to spirituality and citizenship; and how Gujarati language teaching has influenced and promoted the language to GCSE level over the 25-year history of Spinney Hill Gujarati Parents' Association.

The events were an opportunity to ask participants to consider the question 'What is supplementary education?' (some of the responses informed the themes of our lead article), and also discuss supplementary schools' challenges and needs around safeguarding and the Quality Framework. What became clear through discussions around the latter two issues is that capacity and skills are often in short supply and the NRC needs to look at ways in which it can help to free up schools to get on with what they do best – teaching children and young people, raising their attainment and aspirations.

Most attendees agreed that the Quality Framework is a vehicle through which parents, local authorities and mainstream schools can be assured that children are attending a safe, nurturing and educating environment. However, the NRC needs to recognise that volunteer-led organisations may only be able to dedicate a limited amount of time to adopting the framework.

All agreed that safeguarding and other policies were vital, but the understanding and meaningful interpretation of these policies within an individual school's context could determine whether these policies were followed, or existed merely as documents to 'tick' the box for a local authority or indeed the NRC Quality Framework. And there are still important considerations around how schools are able to put policies into practice. Many volunteers are experienced qualified teachers, but have little experience in Human Resources, and they may need help when writing recruitment policies for other volunteers.

An exercise around the Quality Framework provoked interesting thoughts when the attendees put themselves into the shoes of different stakeholders: children, parents, mainstream schools and supplementary schools. From the discussions, it became clear that the needs of each stakeholder vary. For instance, the group representing children highlighted that their voice must be heard and more importantly, listened to. As an example, they may not wish their mainstream school to be told they attend supplementary schools; as this may invoke negative peer pressure. Nevertheless, there was consensus from all four stakeholder groups that young people need to be safe and that the quality of their learning experience in supplementary schools matters.

Clear communication methods, accessible local training and support, and assisting groups to build relationships and partnerships at a local level are essential for the advancement of supplementary schools. The NRC will be working with partners and LAs in a more attuned and rigorous manner to intensify our efforts to support schools and get them on the mainstream agenda.



### Safeguarding in Kirklees

Bradford Education provides a high level of support to their supplementary schools, particularly around safeguarding. Shakeel Hafiz outlined a case study regarding a safeguarding for madrassahs guide he had prepared with Kirklees Safeguarding Board and is now disseminating to supplementary schools. What is clear is that, owing to different levels of resources, capacities and awareness of supplementary schools, different local authorities provide varying degrees of support to supplementary schools with relation to safeguarding. Kirklees and Bradford are outstanding examples of LAs that are able to recognise and work with supplementary schools in the area of safeguarding.

Our warm thanks go to Jani Rashid, (Head of Diversity and Cohesion) and his team at Education Bradford, Robert Vincent (Project Officer) and staff at the School Development Support Agency; and Carole Berry and Justine Walker at Lewisham local authority.



# Connecting communities celebrated

Catford High School hosted a vibrant end-of-pilot celebration for the Department for Communities and Local Government's Connecting Communities Plus fund.

The three-year Connecting Communities pilot, managed by ContinYou, aimed to develop capacity-building activities for supplementary schools, so they could better deliver services that would raise the attainment of black and minority ethnic pupils.

The celebration evening, which took place at Catford High School, was an opportunity to refocus on the learning that takes place in supplementary schools not only in Lewisham, but across the country. The audience of over 200 local authority officers, supplementary school leaders, parents, teachers and pupils were treated to a wonderful show, providing a snapshot of the range of cultures and languages in the borough. The audience was welcomed to the venue by Headteacher Bob Ellis, and Assistant Headteacher Nick Mallett, with

responsibility for Extended Services, both of Catford High School.

Carole Berry, Supplementary Education Development Co-ordinator opened the evening with an overview of the pilot. Kelly Saini Badwal, Director of the NRC, awarded Iolanda Chirico, Rosemarie Ramsay and Mohammed Barrie certificates for completing their Quality Framework management files. The guest speaker for the event was Professor Heidi Mirza from the Institute of Education, University of London. She reminded supplementary school teachers that they are part of a radical movement which, as educators, made them a force for transformational social change.

With formalities over, the time came for performances and presentations. These opened with a 'lion dance' to bring good luck to the

proceedings, performed by a troupe of Vietnamese pupils. Young girls from the school also provided a colourful 'fan dance', followed by a graceful classical Indian dance performed by a pupil from the Tala school and folk dance from Dr Fazil Küçük school. These were interspersed with touching testimonials, songs and readings from Mount Zion Foundation and Young Muslim Academy, Catford High School's White Pupil Achievement Project where pupils and parents acknowledged their learning and progress. The evening ended with a rousing chorus of *Imagine me* by the newly-formed Catford High School Inspirational Choir. Guests were then treated to a banquet of Vietnamese, Tamil, Turkish and Caribbean fare which provided the valuable opportunity to reconnect with colleagues.

## Participating schools

### Three mainstream schools

- Catford High School
- Donderry Primary
- Rushey Green Primary

### Five supplementary schools

- Mount Zion Foundation
- Rainbow Club Family Learning Centre
- Dr Fazil Küçük Turkish School
- Young Muslim Academy
- Tamil Academy of Arts and Language (TALA)



## The pilot

Over the past two years, staff, parents and pupils of the schools have participated in a range of activities including: the Open College Network Award in Effective Management in Supplementary Schools course; the Quality Framework Award; the British Museum's Supplementary Schools pilot; and other activities run as part of a newly-formed supplementary schools network.

### The Lewisham Supplementary Schools Network

This network was formed as part of the pilot – offering parent information sessions and workshops, family learning, joint training and visits between supplementary and mainstream schools.

### New strategic roles

One of the most significant outcomes of the pilot has been the local authority's appointment of a full-time supplementary schools co-ordinator. One of the co-ordinator's priorities will be to support the development of a charging policy in relation to the use of school facilities, which still remains a contentious issue for many Lewisham supplementary schools.

# Bullet!n *QF update*

## Quality Framework developments

The Quality Framework has now been running for three years. Following consultation with schools and others, the NRC has revised the framework structure to make it easier to work through the process. Jarina Choudhury, Training and Development Manager explains the changes.

| Issues raised                                   | pre-April 2009  | From 1 April 2009   |
|---|---|---|
| Mentor recruitment                              | Mentors were usually salaried individuals, coaching schools through the QF process. A responsibility for capacity-building was generally written into their existing job description; for example, CVS capacity-building staff or dedicated local authority supplementary schools co-ordinators.  | Increased demand for the QF from schools and LAs means the NRC needs to recruit more QF mentors. We are now hoping to recruit volunteer mentors from different backgrounds and professions, including people working in supplementary schools.                                    |
| The role of the mentor in the Quality Framework | <p>Training to become a mentor involved training in the framework process and completing a course of mentor training.</p> <p>The mentor's role was to: help supplementary schools to complete a management file; help supplementary schools self-assess for an award; support schools, through visits acting as a 'critical friend'; produce a witness statement and organise award recognition meetings.</p> | <p>Training will be based on individual training needs, with stated learning outcomes.</p> <p>Mentors will not be asked to organise or chair recognition meetings, unless they want to.</p>   |
| Signing the Code of Practice                    | In order to join the NRC, supplementary schools had to sign the Code of Practice to qualify for membership. This was a pre-condition of NRC membership.   | The Code of Practice is a 'vision' the NRC now asks schools to aspire to. We will not insist that they sign the Code of Practice.   |
| The Quality Framework Process                   | <ul style="list-style-type: none"> <li>● First step towards the QF was compiling a Management File.</li> <li>● Bronze Level Award was the first entry level of the QF.</li> <li>● Silver Level Award was the second level entry of the QF.</li> <li>● Gold Level Award was the third level entry of the QF.</li> </ul>  | <ul style="list-style-type: none"> <li>● Management File is now the Bronze Level Award.</li> <li>● Bronze Level is now the Silver Level Award.</li> <li>● Silver Level Award is now the Gold Level Award.</li> <li>● New 'Special Distinction' award level introduced.</li> </ul> |

## Summer 2009 Training Calendar

| Training event                                       | Date              | Time          | Venue   | Trainer   |
|--|-------------------|---------------|---|---|
| Child protection                                     | Tuesday 19 May    | 10 to 4 pm    | Unit 32, The Dudson Centre<br>Hope Street<br>Hanley<br>Stoke-on-Trent, ST1 5DD              | Andrew Bartley,<br>National Council for<br>Voluntary Youth Services |
| Effective lesson planning                            | Wednesday 20 May  | 10 to 4 pm    | National Resource Centre for<br>Supplementary Education<br>31-33 Bondway<br>London, SW8 1SJ | Yinka Armartey  |
| Introduction to the British Education system         | Thursday 28 May   | 10.30 to 4 pm | SDSA<br>Alliance House<br>6 Bishop Street<br>Leicester, LE1 6AF                             | Tözün Issa  |
| Funding your school                                  | Wednesday 3 June  | 10.30 to 4 pm | Jenny Manning Room<br>The Dudson Centre<br>Hope Street, Hanley<br>Stoke on Trent, ST1 5DD   | Claire Arthur   |
| Quality Framework: the basics                        | Thursday 4 June   | 4 to 6 pm     | SDSA<br>Alliance House<br>6 Bishop Street<br>Leicester, LE1 6AF                             | Jarina Choudhury  |
| Quality Framework: the basics                        | Saturday 6 June   | 11 to 1 pm    | National Resource Centre for<br>Supplementary Education<br>31-33 Bondway<br>London, SW8 1SJ | Jarina Choudhury  |
| Supplementary and extended schools: working together | Tuesday 9 June    | 11 to 3 pm    | National Resource Centre for<br>Supplementary Education<br>31-33 Bondway<br>London, SW8 1SJ | Pascale Vassie and<br>Vivien Janes                                  |
| Funding your school                                  | Wednesday 17 June | 10.30 to 4 pm | Loughborough Innovation Centre<br>Epinal Way<br>Loughborough<br>LE11 3EH                    | Claire Arthur   |
| Understanding employment status                      | Thursday 18 June  | 10 to 4 pm    | National Resource Centre for<br>Supplementary Education<br>31-33 Bondway<br>London, SW8 1SJ | Stefanie Borkum   |
| Child protection                                     | Tuesday 30 June   | 10 to 4 pm    | Loughborough Innovation Centre<br>Epinal Way<br>Loughborough<br>LE11 3EH                    | Andrew Bartley,<br>National Council for<br>Voluntary Youth Services |
| Funding your school                                  | Wednesday 1 July  | 10.30 to 4 pm | National Resource Centre for<br>Supplementary Education<br>31-33 Bondway<br>London, SW8 1SJ | Claire Arthur   |
| Starting a supplementary school                      | Tuesday 7 July    | 10.30 to 4 pm | Loughborough Innovation Centre<br>Epinal Way<br>Loughborough<br>LE11 3EH                    | Jarina Choudhury  |
| Effective classroom management                       | Wednesday 15 July | 10.30 to 4 pm | Loughborough Innovation Centre<br>Epinal Way<br>Loughborough<br>LE11 3EH                    | David Taubman   |

# Bullet!n Resources

## Funding faith groups

*Churches and faith buildings: realising the potential* is a new publication jointly produced by the Church of England and officials from a cross-departmental working group. The document is designed to help faith groups identify sources of funding that could develop places of worship to make them better able to deliver public services, and to build the capacity of faith groups to engage strategically at local and regional levels around the delivery of local priorities and access to funding allocations. [www.tinyurl.com/cpj2ey](http://www.tinyurl.com/cpj2ey)

The document is designed to complement the 2008 framework *Face to face, side by side*, which sets out how people in faith communities, government and wider society can work to bring people with different religions and beliefs together. To download, visit: [www.tinyurl.com/5o85xx](http://www.tinyurl.com/5o85xx).

## Speak out; be heard

Two recent publications from the Joseph Rowntree Foundation will be of interest to supplementary schools. *Empowering Birmingham's migrant and refugee community organisations* explores how migrant and refugee community organisations can be supported and trained to collect evidence from their communities, so they can influence policy and service provision. This sits alongside *The potential of migrant and refugee community organisations to influence policy*, a report on a partnership set up to test how migrant and refugee community organisations could change policies and practices that are crucial to the lives of their communities. You can download both from the JRF website. When you visit, be sure to browse through the Foundation's archive for other useful and relevant publications. [www.jrf.org.uk/publications](http://www.jrf.org.uk/publications)



## Conference call

*Delivering services for Gypsies and Travellers* is an annual conference to share good practice and tackle issues such as: partnership working to improve the health status of Gypsies and Travellers and improving education and social inclusion. To register for the conference, or to see a full list of speakers and seminars visit: [www.neilstewartassociates.com/se226/](http://www.neilstewartassociates.com/se226/).

A background image for the conference featuring a diverse group of people of various ethnicities and ages. The image is slightly blurred, focusing attention on the text overlay.

**5th Annual** **Community Cohesion Conference**

**Maintaining cohesion: facing challenges of the economic downturn**

Tuesday 19 May 2009  
Cavendish Conference Centre, London W1

For further information contact Sarah Spencer on 020 7324 4359 or email [sarah.spencer@neilstewartassociates.co.uk](mailto:sarah.spencer@neilstewartassociates.co.uk)  
To view the agenda and register online at: [www.neilstewartassociates.com/se227/agenda.html](http://www.neilstewartassociates.com/se227/agenda.html)