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# *the* Bulletin Autumn 2008 Issue 10

The National Resource Centre for Supplementary Education

## Supplementary schools 'add value'

Further evidence to back claim that supplementary education has a significant impact on attainment.



'Supplementary education can have a significant impact on the attainment of students', according to new research undertaken in the London Borough of Barnet. The report, *Evidencing impact and quality of supplementary education in Barnet* also found that supplementary schools cultivate an atmosphere where achievement, good personal behaviour and responsibility are valued. The author, David Evans, states: 'Mainstream schools could benefit and learn from such allegiances, and the techniques and approaches developed by... supplementary schools.'

The report focuses on three schools in the borough – Organisation of Young Africans (OYA); Paiwand, an Afghan organisation; and Iftiin, a Somali organisation. All are reasonably large schools, with in excess of 100 pupils. OYA has a mixed intake: a third of its students are Nigerian, with a large contingent of Somali pupils, combined with a number of other black African students and students from 'other black backgrounds'. The majority of students attending Paiwand are Afghan, while most other students describe themselves as being of Asian or mixed backgrounds.

In addition to teaching community languages, both OYA and Paiwand offer support in maths and science. Of the three schools, Paiwand has the most developed links with mainstream schools, working closely with Whitefield School and London Academy to run joint programmes that help raise levels of achievement of Afghan pupils.

No data on intake, attendance or attainment was supplied by Iftiin for use in the research; but the school contributed valuable supporting evidence in the form of interviews with the students and their parents.

### Key findings

The research examined results at key stages for OYA and Paiwand pupils, and compared these to average figures across the borough. The figures show that students who attend a supplementary school achieve higher at national key stage tests compared to students of the same ethnic background who don't attend a supplementary school. The research also looked at the extent of community language (mother-tongue) teaching and attainment

*contd. on p3 >*

## Welcome back!

Here's hoping you'll find this new school year edition of the *Bullet!n* the perfect tool for your 're-energisation', in preparation for when the kids start bounding through those doors. Wipe away those cobwebs and prepare yourselves for what proposes to be a pivotal year for supplementary schools and for the National Resource Centre for Supplementary Education (NRC).

NRC is proud to announce the appointment of our new director, Kelly Saini Badwal. She will be taking over from Remi Gonthier, leading the NRC forward and promoting the supplementary schools sector. You will be hearing more from her in the following pages. The NRC is also gearing up for an office move in September; to new premises in Vauxhall, which we will be sharing with other London-based ContinYou staff.

The move means that we will be working in a more co-ordinated way with our colleagues in ContinYou. This is more than shuffling the organisational pack; it should directly affect our ability to support supplementary schools, helping you to improve the quality of your provision and to strengthen your links with mainstream schools, particularly as part of their extended services offer. In addition, there will be an improved training space where we will be rolling out our exciting new Autumn training programme.

Over the summer, the NRC has continued to consolidate partnerships with outside organisations. In conjunction with CILT, we have now launched the 'Our Languages' website, [www.ourlanguages.org.uk](http://www.ourlanguages.org.uk), designed to support community languages teaching to encourage community cohesion. The website also contains a database of all supplementary schools involved in community languages teaching.

Elsewhere in this issue, you'll find an article about the work of Rustam school and the sense of community it creates for Iranians across London and the South East. On page 11, we bring you news of a supplementary school manager who has just won an MBE for the incredible work she has done. And, on page 14 you'll find an overview of Black History Month, with plenty of resources and ideas so your supplementary school can get involved in the celebrations. As well as funding and staffing news, we will be bringing you our Autumn training programme. What better way to get yourself primed and ready for the year ahead?

We hope you enjoy the issue, and do remember, the *Bullet!n* is your magazine. If you'd like to tell us about the work you have been doing, please contact Tom Sheppard at: [tom.sheppard@continyou.org.uk](mailto:tom.sheppard@continyou.org.uk).

Nikesh Shukla

The *Bulletin* is published by the National Resource Centre for Supplementary Education (NRC), 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
- build support.

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within supplementary schools in Barnet, and how the latter compared to the mainstream. In this regard, supplementary schools are highly successful: 'Students studying community languages achieve significantly higher with 93.5 per cent achieving A\*–C grade compared to 72 per cent for students taking languages at mainstream [schools]...'

## Success factors

While the findings are a cause for optimism, showing a clear link between pupils' attainment and their attendance at a supplementary school, the report recognises that other factors may have an influence.

Interviews with the children and young people, and their parents, show that the students are already highly motivated to succeed and that they are fully supported by their families. Likewise, the report recognises that the schools' strength in languages could be, in part, attributed to the fact that many of the students are taking exams in their first language, and will already be speaking them at home.

## A learning ethos

Nevertheless, one of the real strengths of supplementary education was evident in the qualitative data. Students and parents spoke of the different atmosphere in their supplementary schools compared to mainstream ones; Afghan parents in particular noted that children who have had schooling in Afghanistan took advantage of a more lax approach to discipline in mainstream English schools, but that the stricter atmosphere in supplementary schools encouraged success.

Students at Paiwand pointed out that at their supplementary school they could follow their religion correctly and this was one reason they were motivated to achieve.

Students at Iftiin tended to be younger and many attended the school because their parents wanted them to. However, if there was an element of parental pressure at an early age, this had translated into high aspirations, fuelled by high

expectations, in the older students of Paiwand and OYA. Many of the OYA pupils said it was their ambition to become doctors or lawyers, while Afghani students at Paiwand and Iftiin schools said that their primary motivation for attendance was family pride. In both schools, students recognised that acquisition of mother-tongue languages opened up opportunities, in the UK and abroad.

Overall, there seemed to be a feeling that some mainstream schools were unaware their students attended supplementary schools; in fact, some pupils felt their mainstream school regarded supplementary schools as competitors rather than as allies.

## Ongoing issues

The report stresses the gains that can be made through ongoing links between the supplementary and mainstream sectors. Supplementary schools can further consolidate their achievements from a strategic collaboration with mainstream

schools – accessing expertise; educational priorities and policies; training and resources.

Although the research was initially given a remit to complete a mapping exercise of supplementary provision in Barnet, there was difficulty in gathering some data; such as data on attendance and punctuality. This clearly indicates the need for further work to gain a clearer picture of the scale, nature and impact of supplementary education across the UK. The NRC's database is steadily growing as a resource, but, as yet, many schools remain 'off the radar'.

A pdf version of *Evidencing impact and quality of supplementary education in Barnet* will be available for download through the NRC section of the ContinYou website:  
[www.continyou.org.uk/nrc](http://www.continyou.org.uk/nrc)

## Comparing key stage test results

**Key stage results of students attending Paiwand were measured against the results of all Afghan students attending Barnet schools; and students at OYA with all Nigerian and Somali students attending Barnet schools.**

**Comparison at KS2: percentage achieving Level 4 in maths and English**  
Students attending Paiwand achieved 3 per cent higher in English and 17 per cent higher in maths compared to the borough average.

**Comparison at KS3: percentage achieving Level 5 in maths and English**  
Paiwand students scored 25 per cent higher in English and 12 per cent higher in maths compared to Afghan students attending Barnet schools. Somali students attending OYA achieved 32 per cent higher in English and maths compared to all Somali students attending schools in Barnet. Nigerian students at OYA also achieved higher than their peer group – 11 per cent higher in English and 4 per cent higher in maths.

**Comparison at GCSE:** Of the ten students attending OYA and taking GCSEs, 100 per cent achieved two or more A\*–C grades and 90 per cent achieved five or more A\*–C grades including maths and English, 32 per cent higher than the borough average.

# Bullet!n Profile

Introducing... the new director of the NRC, Kelly Saini Badwal. We caught up with her for a few words about her vision for the NRC and how she's settling into her new job.



What excites you most about working for the NRC?

As I write this, it's my sixth day here! But in the short time I've been at the NRC I have been impressed by its flexibility and willingness to take on any challenge. I chose to work with the NRC because I am passionate about supplementary education, culture and communities. I want to see the NRC recognised nationally as the leading expert on supplementary education, so that funders can see its importance and become excited about supporting us nationally.

I have yet to meet all my colleagues but I've been enthused by individuals' commitment and knowledge. I look forward to our move to offices in Vauxhall – and hope many of you will visit us there.

And how do you view your role?

My role will be to take the work of the NRC forward, particularly in supporting supplementary schools and cohesion.

Before joining, I worked with newly-arrived asylum seekers and refugees, working closely with the Home Office in supporting new arrivals by offering accommodation, advice, support, integration and signposting. Prior to that, I was the Director for Information and Technical Services for a membership organisation supporting the hospitality industry.

What experience do you have of supplementary schools?

I was born in England, but as a child, English was a second language to me – I struggled to understand what was going on at school. My parents had little knowledge of the British education system and did not know how to support me. However, through the support of my local supplementary school, I managed to gain confidence, realising that I could achieve, and my parents were able to interact with other families. I fondly remember my supplementary school teachers and the impact they had on my cultural upbringing, especially when grappling with two identities – being an Asian and a Brit.

I want to see the NRC recognised nationally as the leading expert on supplementary education.

What skills and expertise will you bring to the NRC?

I have over fourteen years experience of working in the voluntary sector, with seven years as a senior manager. I have mostly worked in customer-orientated organisations, with high-quality standards. As such, I have excellent knowledge of how to ensure a service meets the needs of users. I also have in-depth experience of managing information resources and capturing and developing knowledge – having developed websites, designed databases and taught ICT to colleagues; so I bring a range of skills to the NRC including leadership, management,

development and professionalism.

But I am also a passionate believer in learning; helping others to develop skills and knowledge in a way that ensures that each individual is treated fairly and honestly.

I am also currently a parent governor for my local school, and that brings experience and knowledge that will feature strongly as the NRC continues to build links between mainstream and supplementary schools.

Where do you see the NRC in the future?

I aim to ensure that the NRC is recognised nationally as the leader on all things related to supplementary education. I want to ensure the NRC is integral in all the work of ContinYou. I want to ensure that all supplementary schools in the UK know about the NRC and benefit from its work. To that end, I'll be overseeing the ongoing work that the NRC is doing gathering as much information as we can about the work of supplementary schools across the four countries. The NRC will build on its reputation and become a recognised national centre of excellence for supplementary schools.

Any final words?

I still have a lot to learn, but I am very keen to understand all the issues around supplementary education and to work with schools to find solutions. So far, I have visited a supplementary school in South London – it was great to chat to the parents in Urdu and interact with children – and observed a recognition meeting for the silver level Quality Framework. I have thoroughly enjoyed my interactions with leaders from supplementary schools and I am keen to visit as many schools as I can. So please feel free to invite me to your supplementary school events – I'm happy to visit over weekends and evenings.

# Training opportunities from ContinYou

From capacity building for community groups, to workforce development for family practitioners, ContinYou can offer a training package tailored to your needs.



## Involving men as fathers seminars

Involving fathers in the delivery of services is high on the government's agenda, and is referred to in numerous documents, including *Every child matters*, *Every parent matters*, children's centre guidance, and the gender equality duty. The seminar days are suitable for all children's services personnel and anyone working with parents.

Scheduled seminars:

### Huddersfield

10 October

9.30am to 4.30pm

The Deighton Centre,  
Deighton Road,  
Deighton, Huddersfield.

### Burnley

20 October

9.15am to 4.30pm

Marsden Primary School,  
Percy Street, Nelson, Burnley.

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## Become a Share-approved trainer

Share is a great way for families with children aged 3 to 13 years to share time together and have fun. Share can be run in numerous settings, including schools, nurseries, community centres, libraries or museums. It is delivered by Share-approved trainers.

By attending this course, you can become an approved trainer and learn how to deliver one of the most successful family learning programmes in the UK. The course is held at ContinYou's Coventry office.

8–9 October 2008

To find out more or register, email [share@continyou.org.uk](mailto:share@continyou.org.uk).

## Parental support and family learning

16 October 2008

10am–3.30pm

ContinYou,  
31–33 Bondway, Vauxhall,  
London SW8 1SJ.

## Extended services training

Planning effective, targeted extended services and measuring their impact

24 October

10am–3.30pm

How do you know you are making a difference to children's lives?

17 November

10am–3.30pm

Ofsted and extended services – using extended services to narrow the achievement gap

25 November

10am–3.30pm

Using the SEF to guide school improvement; writing an evaluative SEF; integrated extended services

25 November

10am–3.30pm

All of these courses will be held at ContinYou's London offices:

31–33 Bondway,  
Vauxhall, London  
SW8 1SJ.

**continYou**  
National Resource Centre for  
Supplementary Education

For more information on any of the courses listed here, and to find out how to register visit: [www.continyou.org.uk/training](http://www.continyou.org.uk/training). Alternatively, you call Bipun Lord on: 024 7658 8470.

## The new champions of Rustam

Rustam Iranian School, based at the premises of Christ College School in North London, opens every Saturday for hundreds of second and third generation Iranians. In this article by Shahla Taheri White, Principal, she tells us how the school has become a vital bridge to the culture and language of Persia.

Rustam is the name of a legendary hero in Persian literature – a champion of champions who appears in Ferdowsi's epic poem: *The book of kings*. Ferdowsi is revered in Iran as much as Shakespeare is in Britain. When I was working in Iran, I was head of the Rustam Abadian International School (Tehran) – returning to London I brought Rustam with me!

### The school's history

Rustam School London has now been running for 26 years. It has grown from relatively modest beginnings, initially with a mere handful of students – mostly children of the teachers. Now it has over 300 pupils with 45 to 50 adults involved, including 24 teachers, plus the administrative staff, classroom assistants and volunteer support.

We have taught three generations of Iranians, some are children of former pupils, some have never been to Iran. That's one of the great things about the Rustam school, this tradition of continuity – it's like a big family. For example, the lady who runs the snackery is helped by her son, a former student of ours; and her sister has taught here for ten years.

Quite a few of the pupils have been here since they were 4 or 5 years old. Some of our ex-pupils have started a Friends of Rustam website; they're having their first reunion celebration this year. They haven't invited the teachers yet, but I'm expecting an invitation through the post any day now!

### Rustam today

The school is based in the premises of Christ College School, East Finchley. It caters for Iranian students and their families from across London and south, central and eastern England. Our main intake is



from north London, but pupils come here from other areas outside of Greater London – as far afield as Cambridge, Norwich and Southampton. One parent travels from Stratford-upon-Avon with his 3 year old child and has yet to miss a Saturday – he wants to be part of the wider school community.

### Teaching and learning

The school is continually modifying its approach to teaching Farsi. Teaching third generation Iranian children requires a different approach to teaching first and second generation Iranians. Some parents do not speak Farsi as well as their own

parents do, and we are now teaching the children of our original students.

Moreover, the school has other factors to consider. The OCR's GCSE and A-level Persian syllabi are changing for the 08–09 year, therefore teaching methods have to change too.

Rustam uses Iranian textbooks so when pupils go back to Iran they have a point of reference with their peers. But in the Iranian Year One book there are a lot of new words. Also, the content doesn't relate to the life of the children in this country. Iranian textbooks are written from the standpoint of our country of origin; Rustam is a secular school

and steers clear of religious and political affiliations. We have published our own Year One textbook, and made it available to other Iranian schools around the country.

I feel obliged to keep up with the academic world in the UK. For example, I've looked at key stage requirements so we can be sure the curriculum we offer accords with the curriculum offered in mainstream schools. I don't know if all supplementary schools do this, but if they don't relate their learning to the mainstream world, they're just working in isolation.

## Persian culture

Aside from the core focus of the school, which is teaching Farsi, we offer a variety of cultural and social activities. One of our most successful activities is *daff* drumming. The *daff* is similar to the tambourine, but there's a chain attached to the inside rim, shaken for a percussive effect. We have a drumming club for the children, and when the children are in classes, the parents have a go themselves.

In 2007 Rustam was involved in a six-week, joint-venture musical project with the BBC symphony orchestra. The performance of Iranian music was aired on Radio 3 – a huge boost to the children's confidence and self-esteem.

The school also has permission to use the college gym, drama hall and the canteen area, which is used as a social space for the parents. While the children are in class we use the hall for parenting sessions. Rustam has a trained counsellor, who volunteers her time, although she has her own Harley Street practice. She leads discussions with the parents on issues such as bringing up children.

The dads come along and play basketball in the gym; it's a big sport in Iran, along with volleyball and football – the Rustam volleyball team is top of the London league.

## Professional support

Most of the staff members are qualified teachers in Iran, but some have Qualified Teacher Status from



One of the great things about Rustam school is its tradition of continuity – it's like a big family.

*Shahla Taheri White, Principal*

the UK as well and work in the mainstream sector. Rustam has now begun to train its own teachers and again, because the school is like a community, people are willing to volunteer their time and get involved – quite a few of our helpers and assistants are former pupils.

Every other week members of staff stay until 6pm for a staff meeting so they can share knowledge, problems and techniques. Twice a year we hold a full day's training. In terms of professional development, Rustam pays for staff to go on courses, but the teachers have to give up their time for free. The NRC courses are free – thankfully, also there's OCR courses, which cost only £80 a day.

I would like to return to teaching, but running the school is a full-time job. When I was acting as principal and teacher I got so many

interruptions during the class that I had to give up on my teaching role. The school opens at 11.30am on a Saturday morning, and I don't get out of the office until 5pm.

## Finances

We charge an average of £140 per term and offer discounted rates if there's more than one sibling from a family coming to the school. It's still not quite sufficient to cover all our costs. For example, we can only afford to pay the teachers a basic rate – effectively they give half their time for free. So, if the books balance at the end of the summer term, that's a successful year.

The PTA helps us to raise funds for school outings to museums, galleries and restaurants. The PTA also organises social functions such as Chaharshanbe Suri (the Iranian festival of fire) and Sizdah Bedar at the Iranian New Year.

In terms of outside support: we invite support in kind from other organisations whenever we can, and where it's appropriate – for example, Barnet Voluntary Service Council helped us to refine our CRB process.

## Linking the sectors

I've had a long and varied career in education. I worked in Hertfordshire for twenty years; I've worked as an Ofsted inspector and worked with headteachers in the Inner London Education Authority as an inspector for complementary and supplementary schools.

A special focus of our work in Hertfordshire was to resolve the relationship between mainstream and supplementary schools. At our last conference for the combined sectors we had more headteachers from mainstream schools attending. It's a slow process, but they are getting involved.

However, as a general rule, headteachers in mainstream schools are yet to take supplementary schools seriously. Even with the advent of the extended schools programme, we aren't taken seriously. If we're under the illusion this is happening, then we aren't getting to progress the agenda.



Welcome to this issue's focus on community languages, which takes a look at a key training resource for colleagues working with young learners. There's also the usual round-up of news; let me know if there is something interesting happening near you. Last issue we highlighted the upcoming 'Our Languages' project events for teachers of community languages in both the supplementary and mainstream sectors; look out for this free training in your local region in September and October:  
[www.ourlanguages.org.uk](http://www.ourlanguages.org.uk).

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

# Engage young learners

If you teach younger learners and want to pick up on some of the best practice in teaching languages in the primary sector, you may be interested in taking a look at the Primary Languages Training Zone (PLTZ) website. Designed as an online Continuing Professional Development resource, the website offers a wealth of video clips in the 'Teachers' section, offering insights to key questions and opportunities, such as how to:

- use visual support to aid learning
- maximise practice opportunities
- balance the use of English and the language being taught
- adopt drama and physical response activities to develop confidence and aid memory
- exploit ICT to teach a language and facilitate international communication
- use puppets in story-telling.

There are examples from French, German, Spanish, Japanese, Bengali, Italian and Mandarin, as well as multi-languages. Teachers of community languages working with younger learners will find much that they can use here. Transcripts are provided of each video clip with a translation into English so you can

hear and understand what is being said, whether or not you speak the language of the example.

The PLTZ website provides an excellent introduction to the methodology of primary languages as it exemplifies the individual strands of the Key Stage 2 Framework for Languages. The Framework objectives – oracy, literacy, intercultural understanding, knowledge about language, language learning strategies – form the cornerstone of the language initiative in the primary school.

Those of you using the curriculum guides for Arabic, Mandarin, Panjabi, Tamil and Urdu (Cantonese, Gujarati, Somali and Yoruba to be added next year) will recognise many of the objectives and activities exemplified on the PLTZ. As well as accessing video clips via the Framework strands, you can browse clips under the themes of active learning; embedding; assessing and recording; and progression.

Clips and supporting files which you find particularly useful can be stored in the 'My zone' area, from where they can be quickly retrieved for future reference, either for personal review or as a stimulus for discussion with colleagues. Do visit the website, it's well worth it!

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

## Ideas to try ...from the Training Zone

Go to the 'Active learning' section of the PLTZ site, click on 'drama' and you can view a clip of an adjective song. The children are learning adjectives so they can describe pictures and have devised mimes to demonstrate the meaning of each word. The teacher puts the adjectives into a song that the children sing as they mime the actions, which helps children to internalise words they have forgotten. Written words are

displayed on the board so the children can follow the words of the song as they sing.



## Resources

● Colleagues may be interested in subscribing to the free Primary Languages Direct e-zine.

Published three times a year and delivered directly to your inbox, it contains the latest news on languages in the primary sector and links to good practice examples, information and advice. Secondary Languages Direct and Network Languages Direct (for teachers in adult and further education) are also available.

[www.cilt.org.uk/keepintouch/eazines.htm](http://www.cilt.org.uk/keepintouch/eazines.htm).

● If you try to use stories and draw on traditional tales in your

teaching, you may be interested in a new set of resources from the BBC, on the CBeebies website.

The Stories and Rhymes pages offer stories in other languages and from other cultures as part of the 'Around the world' theme. The bilingual stories are each displayed as an illustrated storybook and a 'Read, watch or print' facility can vary the way the material is exploited. The range of languages includes Arabic, Bengali, Cantonese, Danish, Gaelic, Hindi, Portuguese, Russian, Somali, Swedish, Turkish, Urdu, Welsh and Yoruba.

[www.bbc.co.uk/cbeebies/drilldown/stories/2/6/1/](http://www.bbc.co.uk/cbeebies/drilldown/stories/2/6/1/).



## Free regional training days for community language teachers

'Our Languages', in partnership with the CiLT Comenius network, is offering free training for all community languages teachers in both the supplementary and mainstream school sectors; to include upskilling in pedagogy, guidance on QTS and a presentation on Asset Languages. Please ensure that you register in advance as places are limited.

10 Sept, Southampton  
Contact: [z.i.martyn@soton.ac.uk](mailto:z.i.martyn@soton.ac.uk).

17 Sept, Bristol  
Contact: [irene.wilkie@uwe.ac.uk](mailto:irene.wilkie@uwe.ac.uk)

20 Sept, Leicester  
Contact:  
[lpalmer@comeniusem.org.uk](mailto:lpalmer@comeniusem.org.uk).  
Tel: 015 0941 6990

27 Sept, Spennymoor  
Contact:  
[ondra.nicholson@durham.gov.uk](mailto:ondra.nicholson@durham.gov.uk).

30 Sept, Manchester  
Contact: [maria.carnota-marco@cumbria.ac.uk](mailto:maria.carnota-marco@cumbria.ac.uk).  
Tel: 015 2438 4488

4 Oct, Birmingham  
Contact:  
[rona\\_heald@birmingham.gov.uk](mailto:rona_heald@birmingham.gov.uk).

## Ideas to try ...from the Training Zone

Puppets can be used to stimulate storytelling and encourage speaking and listening skills. As with all video extracts on the PLTZ site, there is an accompanying professional development file, which explains how the use of puppets enables children to treat them as new friends, re-use well known language in a realistic context and take risks when trying out a new language. It also suggests follow-up activities, such as:

● allowing children to handle and talk to the puppets themselves

● making simple glove puppets, enough for one between two, by using old socks and sticking or sewing on button eyes and marking out a nose and mouth

● encouraging children to make their own finger puppets and use these to inspire the creative use of language in groups or pairs

● extending the use of language to introductory conversations and simple questions and answers.



# News

- 26 September marks the European Day of Languages, celebrating all languages spoken by citizens of Europe. CILT produces multilingual resources to help schools celebrate the event, or to use through the year. Schools can access the guidelines for setting up an event, claim a free set of resources, or download and print out a wide range of resources from the CILT online shop.

[www.cilt.org.uk/edl/resources.htm](http://www.cilt.org.uk/edl/resources.htm).

- The 'Our Languages' project website (see *Bulletin 9*) was launched in June, offering a database of both supplementary and mainstream schools teaching community languages, case studies, a toolkit on forging and maintaining partnerships, events information and much more. Revisit the website as often as you can – information, resources and video clips will be added regularly.

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

- A recently published research report from the Institute for Policy Studies in Education at London Metropolitan University, and commissioned by CILT under the 'Our Languages' project, explored demand in supplementary schools for Qualified Teacher Status (QTS) in seven local authorities across London. Data received indicated both interest in, and obstacles to, gaining QTS. Report recommendations included the need for more joint working, a specialised pre-QTS course and individual needs-assessment, as well as wider research and financial assistance to supplementary schools. Thanks to funding from the Training and Development Agency for Schools, a five day pre-QTS course has already taken place at CILT.

[www.ourlanguages.org.uk/resources/documents/londonmet\\_report.pdf](http://www.ourlanguages.org.uk/resources/documents/londonmet_report.pdf).

- If you are considering QTS, it is a good time to start the application process – whether researching your options, checking the status of your qualifications in the UK or contacting training providers offering a suitable course. The CILT 'Qualify to teach community languages' web pages and leaflet offer guidance, and contact details for key institutions such as the TDA, UK NARIC, the Graduate Teacher Training Registry and PGCE course providers. You can also ask for further advice via the CILT Enquiry Service.

[www.cilt.org.uk/commlangs/pathways.htm](http://www.cilt.org.uk/commlangs/pathways.htm).

- The Szacunek/Meas project (meaning respect) featured among the winners of the European Award for Languages 2008, gaining the Community Languages Prize (sponsored by Albatross Travel Group). The project brings together Irish and Polish communities in Armagh, Northern Ireland, through a series of social and educational events, including a focus on similarities between the Polish and Irish language and shared historical experiences. Why not enter your school for the 2009 awards? Applications are welcome from September. To find out more, visit:

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

- Teachers of languages that use non-Roman scripts can now access information brought together on the Languages ICT website. Linking to support from organisations such as CILT, SSAT and SOAS, teachers can find guidance on: setting up their computer for languages including Arabic, Chinese, Panjabi and Russian; using ICT to enhance teaching and learning; locating language-specific resources and accessing professional and peer support.

[www.languages-ict.org.uk/non\\_roman](http://www.languages-ict.org.uk/non_roman).

- Learn to Sign week, a campaign run by the British Deaf Association (BDA), takes place this year from 6–12 October. Schools, including supplementary schools and organised clubs, are invited to take part. Resources are provided via a password-protected website, including video clips to teach signing, cards for download to use in tasks and games and suggested activities. Deadline for registration is 1 October. Once registered, you can download resources designed for nursery, primary and secondary-aged children. Each school is asked to undertake fundraising to donate at least £50 to the campaign and all participating children will be sent a certificate.

[bda.org.uk/Learn\\_to\\_Sign\\_Week-i-19.html](http://bda.org.uk/Learn_to_Sign_Week-i-19.html).

## Events

All listings are free-of-charge, but registration is essential. Check the CILT website for an up-to-date record of forthcoming events.

From supplementary to mainstream education  
A new course over six weeks for refugee teachers working in supplementary schools from the Refugee Assessment and Guidance Unit at London Met. 16 September (registration day).  
Contact: [ragu@londonmet.ac.uk](mailto:ragu@londonmet.ac.uk),  
Tel: 020 7133 2110

Training teachers of community languages  
A conference on school-based mentoring (free).

15 October, London  
Contact: [sara.wickert@cilt.org.uk](mailto:sara.wickert@cilt.org.uk),  
Tel: 020 7395 2503

Comenius London  
Community Languages  
Network Seminar (free)  
26 November, London  
Contact:  
[kathryn.abram@cilt.org.uk](mailto:kathryn.abram@cilt.org.uk),  
Tel: 020 7395 2504

## Upon the heights of Mount Zion

Nikesh Shukla talks to Rosemarie Ramsey, MBE about her vision for the supplementary sector.

Rosemarie Ramsey, head of Mount Zion supplementary school, arrived home from a voluntary mission abroad, checked her voicemail, and found out she'd been awarded an MBE. 'I thought it was a hoax,' she tells me over coffee and cake. It wasn't until she received an official letter in the post that she realised that it might actually be true.

At first Rosemarie played down the nomination; but the excitement and pride of the school's pupils and staff led her to think this was not just a recognition of her work and efforts, but theirs as well. More than that, in fact – Rosemarie sees it as a vindication of the excellent and innovative work going on across the supplementary school sector. I ask her what she feels led to her nomination.

'Maybe what comes across is I believe in what I do,' she says. 'I believe in making a difference. We can wait for the government and for funding but there is the resource that we ourselves embody. We are in the community everyday, we feel its emotions ... I carry that with me and try to impart that to staff and pupils.'

Rosemarie hopes that young people and families will see her nomination as recognition of all the work going on in the sector and it will open the doors for the further contribution and excellence of supplementary schools. In addition, she imagines that this may be a signal to mainstream schools that they need to recognise the value of supplementary schools, particularly how they raise the attainment of pupils for the greater common good.

### Vision and history

A faith-based project in South London, Mount Zion has been running a supplementary school for three years. Open to children from age 8 to 18 from any faith or background, the majority of its pupils are African-Caribbean, although there

are some young Tamil and refugee students. The school runs on Saturday mornings and offers curriculum support, English, maths and science. There is also an element of humanities teaching, as well as arts and drama for personal development.

Mount Zion places great stock in nurturing staff and volunteers. Rosemarie provides full training on the organisation's vision and history, as well as its significant past achievements. It is also constantly

**We are in the community every day, we feel its emotions.**

evolving as an organisation and as a school – and staff, volunteers, parents and others are actively encouraged to contribute.

The organisation provides internal and external training for all staff, to help them develop as people and educators; in return staff are made to

feel valued and are willing to go that extra mile. Team bonding is essential, both formally within the school and outside, when the team meet up socially. There is time to discuss what is needed in a team, what they would want from colleagues and how to address issues such as maintaining a healthy work-life balance. This, in turn, helps them to reinforce the underlying purpose of their work together: to benefit young people.

### 'Aiming for the sky'

Listening to Rosemarie is inspiring. I want to go out and start a revolution in her name. She's so passionate, knowledgeable and giving, that I feel confident the time for supplementary schools to rise up the agenda of those in power is soon to come. She leaves me with some empowering advice given to her by one of her own teachers, advice that has stayed with her: 'Always have a vision. That vision should aim for the sky and not just for the top of the tree. If you only aim for the top of the tree, you may never leave the ground.'

### Rosemarie's tips on staffing

- Engage with people from the very beginning. Market the vision of the school and what you want to achieve. Ask staff/volunteers to contribute to that vision.
- Put a system in place where people are supported in terms of their progress, with regular one-to-one supervision meetings.
- Think about the development of your staff and ensure training opportunities are available. Allow them to feel confident enough to identify any training gaps.
- Place all your social capital in your team. Maintain clear job and role descriptions.



- Spend equal time on all members of staff. Make sure they're offering quality. Take time out to discuss project progress, acknowledging individual achievements and good practice. Identify gaps and come up with solutions as a team.
- Put in place thorough induction and staff development policies.

# Bullet!n *Good practice*



while Abdul is able to learn more about different teaching methods and the British education system. This has been a strong, mutually beneficial partnership between the two and has strengthened the pupils' confidence in their school.

The biggest benefit, according to Mike, has been for the parents, who now feel more a part of mainstream school life. They have more faith that Newby Primary School wants the children to be successful in all aspects of their lives. When asked about the potential outcomes, he says, 'Our ambition is to work together to make sure there is no unintentional repetition and to ensure each type of education complements the other for the benefit of the community's children.'

## Cultivating the common ground

Over the past three years, Newby Primary School and madrassahs in West Bowling, Bradford have been working in partnership to break down barriers between mainstream and Islamic education. Nikesh Shukla talks to the headteacher of Newby School, Mike Latham.

A positive proactive attitude that places the welfare of the child above all else – that's the approach that Mike Latham adopts. It is no surprise then, to find that he has taken great steps to foster a good relationship between his own mainstream school and nearby supplementary schools.

Mike joined Newby Primary as headteacher five years ago. On surveying his school, he discovered that 92 per cent of his pupils were Muslim. 'For over two generations local Muslim children have gone both to a madrassah and to a mainstream school and the two have seldom met – they have operated very much in isolation. The children have grown up living in two very different worlds,' he tells me.

He met with key people in the community, introduced himself to the heads of local madrassahs, and developed a relationship with a particular madrassah on Greaves Street. Over the past few years, he has made regular visits. The madrassah, run by Abdul Raqeeb, teaches over 500 children each evening. Through observation, and

conversations with Abdul, Mike was able to learn how lessons are taught, expand his knowledge of Islamic education and meet the children – as well as seek advice on faith issues.

In turn, Abdul has dropped in at Newby Primary School; again, to observe lessons and see how mainstream education works. Both Mike and Abdul are made to feel welcome at each other's establishments and are able to see at first hand the parallel aspects of their pupil's education.

As a result, Mike has been able to make mainstream school life more amenable to Islamic culture, with special dispensations during Ramadan and single-sex swimming,

**There is a good synergy between the two schools with a lot of give and take.**

There is much common ground between, for example, the teaching of respect at the madrassah and behaviour codes at Newby school that we can celebrate.'

Mike has also invested £2,100 in English language reading books for the madrassahs. The books relate to Islamic faith and teachings, but are written in English. This has helped to improve the literacy levels of pupils attending both the mainstream school and the madrassah.

There is a good synergy between the two schools with a lot of give and take. They go to each other for advice and support and have a lot of respect for each other. Mike is quick to praise Abdul and say that the most important step they could have taken together was to visit each other's schools. 'The children can see madrassah teachers walking through classrooms at Newby and vice versa – it gives the children the reassurance that the adults around them are working together and have their best interests at heart'.

## How to... work with mainstream schools

Supplementary schools are well placed to work in partnership to provide extended services associated with schools. Supplementary schools can help mainstream schools to: raise attainment; engage parents in school and in learning; provide positive role models; provide language teaching and exam success; and contribute to integration and cohesion. In turn, supplementary schools can learn from expert teachers; share resources; and gain access to well-equipped premises and playgrounds that are safe and well suited to the children's needs.

### What kind of partnership?

**Co-operation** – there is no joint planning, and resources are kept separate, but partners may agree to respect each other's aims and complement each other's priorities.

**Co-ordination** – elements of joint planning, perhaps focusing on a specific project. Some sharing of roles and responsibilities and some shared resources and risk-taking.

**Collaboration** – a commitment to longer-term projects; organisational changes so there is a higher degree of shared leadership, control, resources and risk-taking.

### Priorities for building good relationships between mainstream and supplementary schools

- The key thing is to acknowledge that children who attend supplementary schools are in education 35 hours a week, instead of 25. Work together to ensure there's no repetition.
- Ensure that mainstream professionals are made to feel welcome: there is no need to feel apprehensive and scared of supplementary schools!
- Go and see your pupils working in the two different environments and decide how best your teaching can complement the learning that happens in mainstream school.

To find out about more strong partnerships between mainstream and supplementary schools, visit the NRC database of case studies on the 'Our Languages' website:

[www.ourlanguages.org.uk/working](http://www.ourlanguages.org.uk/working). The website also contains a useful toolkit for partnerships.

As a new member of the NRC, you will obtain a full set of our *How to...* good practice guides; for details of how to join the NRC see page 19, or visit: [www.continyou.org.uk/nrc](http://www.continyou.org.uk/nrc).

## ContinYou resources for supplementary schools

The NRC is building up a bank of case studies to help you address the challenges of running and maintaining supplementary schools, including partnership working. Visit the ContinYou website to download the most up-to-date examples. You'll find our good practice guides in the 'Resources' section.

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

In the section of the ContinYou website 'Supporting newly-arrived communities' you can download a guidance document on admission and induction to secondary school, demonstrating how mainstream and supplementary schools can work together to support newly-arrived EAL learners. In addition, you'll find a list of issues for mainstream schools to consider when dealing with newly-arrived pupils; this compiled by the DCSF.

ContinYou is currently running a pilot project in Lewisham, partnering mainstream and supplementary schools. The project aims to tackle low attainment and low levels of parental engagement in education within some black and minority ethnic communities. For more information, please contact Carole Berry by email: [carole.berry@continyou.org.uk](mailto:carole.berry@continyou.org.uk).

*Working in partnership* by Lyn Tett is a practical guide offering information and resources for effective partnership working, especially with adult and community groups. Order a copy through: [www.continyou.org.uk/publications](http://www.continyou.org.uk/publications).



# Bullet!n *Black history month*

## Celebrate the 'makers of history'

Black History Month is an unrivalled opportunity to promote knowledge of black history, culture and heritage. **Bulletin** looks at the best ways for supplementary schools to mark this important event.

The origins of Black History Month (BHM) go back to 1926, when Carter G Woodson, Editor for thirty years of the *Journal of Negro History*, established African Caribbean celebrations in America – it is still celebrated there in February each year. In Britain, BHM took root in the 1970s, when the Greater London Council, as it then was, promoted the idea as a way of celebrating the African Caribbean contribution to London's culture and history. It has now grown to over 6,000 events across the UK.

### A new Britain

This year, Black History Month celebrates a significant date, the 60th anniversary of the arrival of *SS Empire Windrush*, which brought many people over from the Caribbean to start new lives in the UK. The Windrush generation, their children and grandchildren have played a vital role in creating a new concept of what it means to be British, as the country has travelled on a journey from a monocultural to multicultural society. The voyage taken by all those on Windrush sparked an awareness of identity and citizenship – and the British national self-image has evolved in this short timespan and continues to evolve momentum as new communities continue to arrive in Britain.

The Imperial War Museum in London is running a series of interactive workshops over the course of Black History Month, celebrating the contribution of black service men and women to the martial history of Britain. Events tie in with the year-long exhibition, 'From War to Windrush'. Among the exhibits on display will be pages from the *MV Empire Windrush* passenger list. See [www.iwm.org.uk](http://www.iwm.org.uk) for further details.



## Windrush – 60 years on

The arrival of the *Empire Windrush*, the ship which brought the first wave of Caribbean immigrants to the UK, marked the start of a period of significant migration from the West Indies which continued well into the 1960s.

Many of the passengers booked their passage in response to an advert that appeared in a Jamaican newspaper, offering cheap transport on the ship for anybody who wanted to work in the UK. Among the passengers were calypso musicians Lord Kitchener and Lord Beginner alongside sixty Polish women displaced during the Second World War.

The 500 Caribbean men and women landed at Tilbury Docks. The arrivals were temporarily housed in the Clapham South

deep shelter in south-west London, less than a mile away from the Coldharbour Lane Employment Exchange in Brixton, where some of the arrivals sought work. Although many of the new arrivals only intended to stay for a short while, many remained to settle permanently.

### Find out more

Visit the BBC website: [www.bbc.co.uk/history/british/modern/windrush\\_02.shtml](http://www.bbc.co.uk/history/british/modern/windrush_02.shtml)

You can also view the video testimony of one of the original passengers, Latchman Bagwandeon on:

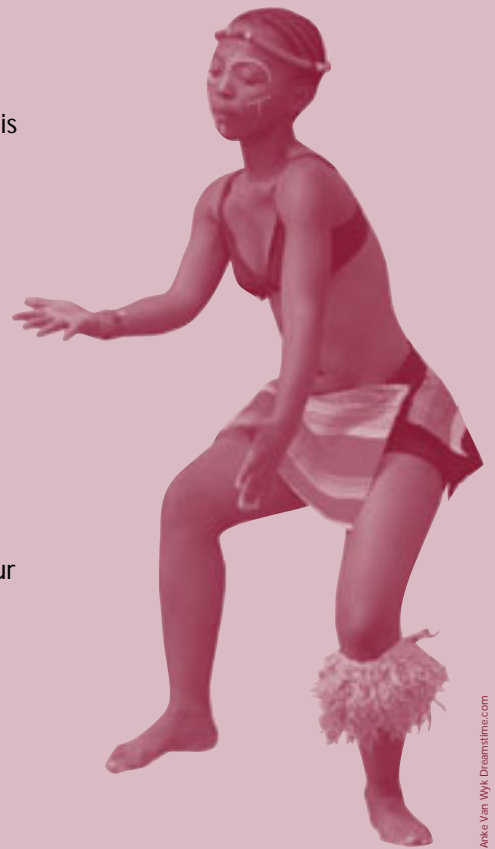
[www.bbc.co.uk/vidonation/articles/s/suffolk\\_windrush.shtml](http://www.bbc.co.uk/vidonation/articles/s/suffolk_windrush.shtml)

## Get involved! Plan your own BHM event

Black History Month is an ideal opportunity for supplementary schools to organise events and classes dealing with key events in black history. It can provide a platform for pupils to gain more knowledge about their cultural heritage, as well as an opportunity to learn new cultural skills, such as traditional songs and dances. Pupils can watch films or read profiles of important black figureheads. It's also an opportunity to further develop links with mainstream schools, many of which will be holding their own events, or to showcase the work of your school to the wider community. After all, the pupils in your school will one day become the 'makers of history' themselves.

### Ideas to try

- As a starting point, find out what is already happening in your area. Check the websites of your local museum, library or local authority.
- Ask your pupils to design a showcase event featuring all the different cultures in the school. The event could use art, dance, music, fashion and languages to celebrate black history. Give pupils ownership of the event – they'll be inspired to stretch their learning.
- Encourage your pupils to create a display of black heroes to use in your classrooms. Alternatively, you can order posters for use in your class through Positive Images. Visit: [www.multicultural-art.co.uk](http://www.multicultural-art.co.uk).



Anke Van Wyk, Dreamstime.com

## BLACK HISTORY 365



### Black History 365

An award-winning publication linked to our website. One box will cost £45, delivered straight to your school or college.

Our **'Imaging the Black Family'** exhibition is available for hire – this will suit a large hall or foyer space. The exhibition tells interwoven stories of families with roots in diverse parts of the world; of movement and migration; and of determination to maintain family links and traditions. More details available from [healingimage@ukonline.co.uk](mailto:healingimage@ukonline.co.uk).

**Workshops** Our associates can provide workshops in music appreciation, science, history, art and dance. Available in London, Birmingham, York, London, Bristol, Nottingham and Cardiff. Contact: [info@wellplaced.co.uk](mailto:info@wellplaced.co.uk).

The premier all year round independent comprehensive portal; celebrating and highlighting Caribbean and African activities, with profiles, articles and news plus an Amazon Media store with a range of DVDs, videos, books and posters, plus e-bulletin with visitors special offers.

[www.black-history-month.co.uk](http://www.black-history-month.co.uk)



problems, including having low aspirations for their children, are an issue. We need to challenge that, and have already set up a series of workshops entitled 'Promoting parental participation in education', which aim to empower parents and provide them with tips and strategies for supporting their children.

Economic status is a key factor. There is a direct link between free school meals and underachievement. It is unfortunately the case that large Muslim communities live in some of the most deprived areas of the country.

Also, what we are finding is that many of the Muslim youth still don't have a defined sense of belonging. When they visit their countries of origin, they are told that they have become 'Westernised' and are different... but, against that, the Muslim communities in this country

## Calling communities together

Babar Mirza, Director of Education, the Nida Trust talks to **Bulletin** about a 'new movement' that will tackle underachievement and how community cohesion can be a catalyst in raising standards.

**Bulletin:** Firstly, can you outline the aims of the Nida trust?

**Babar Mirza:** Our main aspiration is to support communities through projects in five main areas: education; social and welfare; sports and recreation; media, arts and culture and youth development.

Much of the work that we do is with the Muslim community (Pakistani, Bangladeshi, Turkish, Somali, Arab and African). However, we are reluctant to be presented as an exclusively Muslim organisation, as we also work with other disadvantaged communities irrespective of religious or cultural background. Our motto is: 'calling communities together' and we believe that through partnership with different communities we can effectively tackle underachievement.

**Nevertheless, Muslim pupils are among the lowest achievers in the country. According to the Office of National Statistics, in 2004 33 per cent of Muslims of working age in Great Britain had no qualifications – the highest proportion for any religious group. They were also the least likely to have degrees or equivalent qualifications (12 per cent). And, Pakistani and Bangladeshi young people in particular perform relatively badly when compared with their peers. What do you think the main factors are for this relative underachievement?**

Experienced Muslim educationalists will tell you that there are more than thirty different reasons why Muslim pupils are underachieving in UK schools. Our own research suggests that lack of parental participation is at the top of the list. Clearly some Muslim pupils do very well, but, more parents need to take an active role. Some Muslims have come to this country from areas where they were unable to obtain a sound education, and therefore, related

are being told that they are failing to integrate into British culture. We need to cultivate their sense of belonging – so that they aren't forced into living with a 'split' personality, and are comfortable and proud of their identity.

Faith has not been utilised enough as a means to raise the achievement of young Muslims. Research has been carried out into how much faith plays a part in the lives of young British people. Less than 10 per cent of white British pupils said religion played a very important role. In contrast, over 85 per cent of British pupils of Pakistani and Bangladeshi origin said religion played a very important part in their lives.

More can be done to ensure the curriculum is made more inclusive. The curriculum as it stands doesn't reflect the experience of Muslim history – perhaps the introduction of something akin to Black History Month could remedy this.

In 2003, the DfES (now the DCSF) commissioned a major piece of research (known as the CREAM report) to establish the extent and

quality of materials reflecting the experience of African Caribbean and Muslim pupils, that could be used by mainstream schools within the national curriculum. The report demonstrated that in most areas of the curriculum the position relating to Muslim pupils is generally poor.

Since the CREAM report, *1001 inventions* – a website produced by the Foundation for Science Technology and Civilization (FSTC) – has revolutionised the possibilities available for science teachers to incorporate Muslim experiences and heritage into science teaching. *1001 inventions* explores the Muslim contribution to building the foundations of modern civilization. Surgical instruments, the first camera, and flying machines – these are all achievements of Muslim people in the past. However, the idea is not to say ‘we are the best’, but rather that Muslims have made an invaluable contribution to humanity and civilization and there are role models out there for young Muslims to aspire to.

**And of course, there are the visible role models living and working in the community. Nida places great emphasis on professional development for Muslim education professionals. Do you think that schools are doing enough to nurture the talent that is there in their workforce, or do we still have a way to go?**

Looking at some of the schools that we work with as an example ... it's clear there are Muslim teachers and teaching assistants who are heavily overqualified for their role. But the idea that Muslim teachers don't aspire to leadership is false – in fact, they place a high value on their own personal development, many displaying their aspirations to become senior leaders.

Nevertheless, there is a feeling among Muslim teachers that they are still viewed as outsiders... the current political climate, and Islamophobia have all contributed to Muslim teachers not using networks to aid their career progression. Moreover, there is a perception among Muslim teachers that senior management are

reluctant to work with them, because they don't conform to a stereotypical image of ‘someone who could hold a position of power.’ Headteachers often lack critical understanding of issues of diversity, especially those pertaining to Muslims. Due to this lack of understanding, their actions often serve to have a discriminatory affect on Muslims working in their schools.

There are other barriers – the perception that you need to be in certain circles that involve the consumption of alcohol to advance your career. Perhaps some of those barriers don't exist, but they are perceived barriers nonetheless.

Nida Trust's response to this is the You Teach programme. The idea is to bring more Muslim teachers into the teaching profession and to support them into leadership positions.

**Faith has not been utilised enough as a means to raise the achievement of young Muslims.**

**And what role do you think the supplementary sector can play in this process of raising the achievement of Muslim pupils and the status of Muslim professionals?**

Clearly, supplementary schools have been successfully supporting children from black and minority ethnic communities for many decades. Through our supplementary schools project, the hope is that we can support the development of supplementary schools so they can add even more value; so they are not just located in Islamic centres; but are part of mainstream schools, linked into the extended schools strategy. The idea is to promote collaboration – providing a platform for consultation and identifying a clear benefit for the community.

**There are a number of obstacles – on both sides: many madrassahs require restructuring and modernising in order to move towards an extended school model, and mainstream schools still require convincing that madrassahs and other supplementary schools can really add value to learning.**

This is where the third sector comes in – acting as brokers between the madrassahs and the mainstream sector. Rather than a headteacher going into the community and saying: ‘Hello? Who's out there?’ organisations such as the Nida Trust can act on their behalf, and facilitate a partnership between madrassahs and mainstream schools.

Schools also need to be proactive in approaching mosques. The mosque is not just a place of prayer – it is the centre of the community. There are over 1,000 mosques and Islamic centres in the UK, most of which would be happy to help.

**Finally, given the range of measures introduced by the UK governments in the wake of the Oldham and Bradford riots, combined with the efforts of people on the ground, should we be optimistic that we are moving towards a more cohesive society?**

At the Nida Trust we are very optimistic – there are hundreds of Muslim organisations around the UK, most of which have community cohesion at the top of their agenda. In addition, a new educational movement has emerged recently where raising achievement of Muslim pupils is firmly on the agenda, involving: parents, supplementary schools, Muslim faith schools, mainstream schools, school governors and curriculum developers. Much of the work involves linking with the mainstream. We have already seen examples of good practice and these must be allowed to develop organically, without being driven by government targets. We are confident that these strategies will start to have a visible impact on the community.

**Visit: [www.nidatrust.org.uk](http://www.nidatrust.org.uk).**

# Bullet!n Training

## Autumn open training 2008

This autumn the NRC is piloting new courses in specific subject areas and is delivering new workshops regionally. To register your interest for any of the courses, please fill out the booking form enclosed and return it to the NRC offices.

## Business planning and developing your organisation

9 October, 9.30am – 4.00pm

Learn the benefits of developing a business plan for your supplementary school, and how you can develop:

- your value, vision and mission
- an understanding of the external and internal environment of your supplementary school
- business planning tools
- the structure of a business plan.

Course facilitator: Claire Standing  
Course venue: London

## Child protection awareness

21 October, 9.30am – 4.00pm

All you need to know about this complex and vital issue. You will gain the confidence and knowledge to understand and deal with child protection issues and learn how to tackle such situations professionally and sensitively. The course covers:

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

The session will allow plenty of time for discussion and reflection based on your own experiences.

Course facilitator: Tony McKenzie  
Course venue: London

## Fun maths activities for primary schools

11 November, 9.30am – 4.00pm

Maths can be fun! Learn a range of practical activities to use in your own classrooms, and break down any fear barriers that students may have around maths. The course covers:

- the key concepts and skills of the maths strategy curriculum and how they can be used to extend learning in the classroom.
- place value
- using sorting diagrams
- mental thinking skills development.

Course facilitator: Isaac Anoom  
Course venue: London

## How supplementary schools can benefit from extended schools

13 November, 9.30am – 4.00pm

An introduction to extended schools and the core offer. You will take part in practical exercises and role-plays that demonstrate how supplementary schools can contribute to and benefit from extended schools, as well as learning how to:

- plan actions to engage with your local extended schools services
- find out about extended schools and what they can offer
- feed into the community cohesion agenda.

Course facilitator: Viv Janes  
Course venue: London

## Science experiments for children

11 December, 10.00am– 2.00pm

Eureka! Science isn't all chemical equations and Latin descriptors for species. Join this workshop and learn fun, interactive ways of teaching science to get the most unenthusiastic pupil interested. Supplementary schools that focus on curriculum support will find this session useful to reach children and young people who find science uninspiring. You will learn:

- science enrichment and engagement activities for primary schools
- how to set up after-school science clubs and run school science weeks
- resources from the British Association for the Advancement of Science (BAAS) and other organisations.

Course facilitator: Jodie Cole, BAAS  
Course venue: London

## First aid basics

20 September (Leeds)

6 November (London)

Learn basic first aid for the workplace with St John's Ambulance, the leading first aid tutors in the country. Over six hours you will learn how to administer basic first aid safely. The course will cover: bites and stings, bleeding – minor, burns – minor, choking communication and casualty care, fainting, primary survey, sprains and strains, unconscious casualty. *NB there are only twelve places available on each of these courses.*

Course facilitator: St John's Ambulance

Course venues: Leeds, London

## Training venues

London courses will be held at ContinYou's new premises: 33–35 Bondway, Vauxhall, SW6 18J.

Leeds courses will be held at:  
Education Leeds School Improvement Service  
White Rose Learning Centre, White Rose Shopping Centre  
Dewsbury Road, Leeds L11 8LU.

## Evaluation and consultation

4 December

This practical workshop will help you understand the importance of self-assessment and evaluation, so that you can be confident the activities you provide make a difference.

You will learn the benefits of self-evaluation, and how to disseminate the information into constructive steps for any future planning.

- Learn about the self-assessment and evaluation process.
- Use information from self-assessments to help you set targets for improvement.
- Use this information to work with mainstream schools.

Trainer: Claire Standing  
Course venue: London

## Sing Up

10 December 10.00am – 4.00pm

Sing Up, the Music Manifesto's national singing programme, is a way of inspiring confidence in your pupils through song. This interactive workshop will show you different teaching methods using song, how singing can instil team-building and inspire you to develop more cultural activities within your school curriculum.

As well as physical networking you'll be able to get involved with the Sing Up virtual network through their online forums and blogs.

If you would like to find out about other Sing Up training in your area, make contact with your local Sing Up Area Leader. Visit: [www.singup.org](http://www.singup.org)

Trainer: Edward Milner  
Course venue: London

## Fundraising

Date TBC

This course will explore useful tools and exercises to introduce you to fundraising and increase your chances of raising funds. The course will explore:

- identifying your project needs
- identifying your organisation's selling points
- the expectations of funders
- top tips on putting together your application.

Trainer: Vipin Chauhan  
Course venue: Manchester

If you would like further information about this course, contact Catherine Roberts at: [catherine.roberts@continyou.org.uk](mailto:catherine.roberts@continyou.org.uk)

Have you signed up to the NRC/NCVO membership scheme yet? It's an invaluable service – and free to supplementary schools.

- Monthly email bulletins and resources through the NCVO site
- Free help desk – askncvo
- Free legal information service
- Access to discounts on a range of products and service
- 30 per cent discount on all NCVO publications and on selected events.

Belong to a growing community of supplementary schools, and help bring about lasting, beneficial change.

[www.ncvo-vol.org.uk/NRC](http://www.ncvo-vol.org.uk/NRC)

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REMEC SATURDAY SCHOOL  
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# Bullet!n Resources

## CRB checks: new guidance published

Evidence to suggest that some organisations are undertaking CRB checks on volunteers when there is no legal or other reason to do so has led the Cabinet Office to issue new guidelines on the matter.

The guidelines clarify issues around CRB-checks – how to evaluate risk, where they are mandatory, and where not – and are available through the CRB website. Visit: [www.crb.gov.uk/Default.aspx?page=406](http://www.crb.gov.uk/Default.aspx?page=406).



## Activities at the British Museum

As part of the British Museum's new programme for supplementary schools it is offering schools free entry to its exhibition: *Hadrian: Empire and Conflict*.

After visiting the exhibition you can take advantage of activities available, such as storytelling or explore the museum's galleries at your own pace.

The dates are 18 and 19 October. The timed entry slot for the exhibition will start at 9.00am. All exhibition visits and activities must be pre-booked.

To find out more about the programme, or book your slot, contact Katharine Kelland in the British Museum's Learning and Audiences Department. Katharine can be contacted by emailing [kkelland@thebritishmuseum.ac.uk](mailto:kkelland@thebritishmuseum.ac.uk) or calling 020 7323 8240.

## Black History Month teacher's pack

Sugar Media, publishers of *BHM* (The Official Guide to Black History Month) is offering a series of free Black History Month resources through their website. The teacher's pack enables teachers to integrate and incorporate black history across the year and curriculum; and plan work that builds on the interests and cultural experiences of pupils.

For further information contact Isabel Appio: [isabel@sugarmedia.co.uk](mailto:isabel@sugarmedia.co.uk) or call 020 7407 7747.

## Regional training days for community language teachers

'Our Languages', in partnership with the CILT Comenius network, is offering eight full-day regional training days to improve pedagogy skills for all community languages teachers – in the complementary, supplementary and mainstream school sectors. Topics of plenaries will be chosen from a list, including: creativity, developing schemes of work, assessment for learning, teaching with PowerPoint and promoting thinking skills.

Training days are free to participants, however, registration is required. For a full list of the events and where they're taking place, visit [http://www.ourlanguages.org.uk/features\\_events/events/Event183](http://www.ourlanguages.org.uk/features_events/events/Event183).

## Conference news

The joint ContinYou and Learning Group conference 'Community cohesion in schools; good practice and new Ofsted guidance' takes place on Wednesday, 22 October 2008 in Wakefield. The conference will cover Ofsted requirements relating to community cohesion and provide a range of examples of good practice from schools.

For more information, see: [www.continyou.org.uk](http://www.continyou.org.uk) and visit the events pages.



## The Schools ETC Award 2008

Apply for a chance to win up to £2,000 to support the development of your school. The Schools ETC Award is run by ContinYou and is available to subscribers of the Schools ETC network.

Each year the Award has a different theme. This year the theme is *Enjoy and achieve: putting the smile back into the learning community*. Tom Sheppard, Award Organiser, says: 'We're looking for examples of exciting, imaginative, innovative and enjoyable activities – the kind that really can make learning come alive, and that make a difference.'

The award requires schools to supply supporting evidence in their application to show that they have thought about how the activities can have a lasting impact, as well as evidence that the activity fits in with the offer schools are making to their community.

Applications from community groups, supplementary schools, youth groups as well as clusters of schools are welcomed. Visit: [www.continyou.org.uk/schoolsetc](http://www.continyou.org.uk/schoolsetc)

All applicants must be members of the Schools ETC network. If you're not a member, but would like to find out how to join, call Graham Harvey on 024 7658 8469.