



JOHN LYON'S CHARITY  
PART OF THE HARROW SCHOOL FOUNDATION



John Lyon's Charity give grants to benefit children and young people up to the age of twenty-five who live in nine boroughs in northwest London: Barnet, Brent, Camden, Ealing, Hammersmith & Fulham, Harrow, Kensington & Chelsea and the Cities of London and Westminster. We are an education charity and believe in providing young people with opportunities to broaden their horizons through a wide range of experiences. To achieve this, the Charity awards grants to schools and a variety of voluntary organisations that work with children and young people in their various ways.

Over the years an increasing number of applications have been received from community-led education providers, known as supplementary schools. Applications for funding from these schools have always been received in isolation from each other and have been of varying quality and scope. Despite recognising the enormous potential that these schools had on raising the attainment of children, particularly those from minority ethnic groups, the Charity was unconvinced of the merits of funding these schools in such a disjointed way. The development of a partnership with the Westway Development Trust in Kensington & Chelsea afforded the opportunity to formalise a commitment towards developing a more strategic approach - both towards funding the schools and by building their capacity to better serve their pupils. This booklet, which accompanies the conference 'Supplementary Schools – A New Approach', details the work of John Lyon's Charity, together with the National Resource Centre for Supplementary Education, to develop a coherent model to do just this. It is supported by research, conducted by David Evans, into the impact on attainment for pupils attending supplementary schools in our boroughs.

We are delighted that the model developed thus far is proving to be effective and that the results gathered as part of the research are beginning to build a substantive body of evidence to support the Charity's investment in this important area. It is clear that the Charity's investment over the last decade has had a significant impact on the professionalism and effectiveness of supplementary schools in the Charity's beneficial area and helped shape the way that supplementary schools are funded. The initiative has also led to the widespread recognition of the importance of gaining the Quality Mark for Supplementary Schools and as a consequence of the Charity's focus, a large number of awards have been made to schools in the Charity's beneficial area.

The Charity intends to continue to develop this initiative and research further the impact of supplementary education within eight of its boroughs. We hope that the learning and achievement of good practice and professionalism will be replicated beyond northwest London. Other funders have already recognised the model and are funding its replication in other areas of London. We would hope that over the coming years, other organisations follow suit and keep an open mind to investing in a sector that, certainly in the Charity's boroughs, is responding so well to local communities and local needs.



**Susan Whiddington**

*Chairman of the Grants Committee*  
John Lyon's Charity

## What are supplementary schools?

Supplementary schools offer educational opportunities for children and young people outside mainstream school provision. They usually cater for minority ethnic communities. They are voluntary organisations and are often run by volunteers.

### What do they do?

Supplementary schools exist to raise the attainment of children and young people. They are generally run by local community groups and often provide mother-tongue teaching. They provide a variety of learning opportunities in core curriculum subjects, such as Maths, English, Science and IT and frequently also offer extra-curricular activities like Arts and Sports.

### Why are they effective?

Supplementary schools are based within the communities that they serve so they can respond to specific needs and issues within those communities. They can provide targeted educational support from a shared cultural and/or linguistic perspective and provide children from minority communities with dedicated and hard-working role models from their own cultural backgrounds.

### What are the challenges for supplementary schools?

Most supplementary schools experience similar challenges. These include:

- Little public recognition, particularly from mainstream schools
- Reputation for varying quality of delivery
- Working in isolation so have few opportunities to share best practice
- Often run by a small dedicated team, so are vulnerable to changes in staff and volunteers
- Lack of teaching resources
- Lack of secure, sustainable funding and a reliance on small short-term grants.

It is these challenges, in particular, that John Lyon's Charity and the National Resources Centre for Supplementary Education has sought to address in developing their new approach to supplementary education.

Supplementary schools provide children from minority communities with dedicated and hard-working role models from their own cultural backgrounds.



## John Lyon's Charity and Supplementary Schools

As a grant-maker with a specific focus on education, supplementary schools have always had the potential to be an important vehicle for channelling direct support to the variety of communities in the Charity's beneficial area. Supplementary schools frequently exist to respond to the needs of their own communities and are able to react instinctively and appropriately. The Charity has always been responsive to requests for support made by these local voluntary groups and welcomed applications from the many individual groups that had charitable status, throughout the Charity's beneficial area.

The Charity's experience of working with these individual groups revealed a complex environment whereby individual schools often worked in 'silos', with limited opportunities to share good practice and resources. It became evident that a more strategic approach towards supporting supplementary education would be advantageous, with the desire to raise the profile of supplementary schools, standardise the quality of provision and maximise available funds and resources.

In 2003 the Charity awarded a grant to the Westway Development Trust in Kensington & Chelsea towards their fledgling 'Supplementary Schools Partnership'. This Partnership, bringing together over 20 schools, was successful in attracting additional funding from Big Lottery and RBK&C and enabled many individual schools, previously ineligible, to also benefit from the Charity's resources. The main purpose of creating this Partnership model was to ensure minimum standards of provision and provide members with access to training and

The Supplementary Schools Partnership has been extremely successful, gaining national recognition as an example of good practice on achieving borough-wide coordination of supplementary schools.





### WHAT IS THE SUPPLEMENTARY SCHOOLS PARTNERSHIP MODEL?

Membership of a Supplementary Schools Partnership is open to all supplementary schools in a particular borough. Schools are required to adhere to prescribed levels of good practice and management, including the implementation of strategies for the assessment and evaluation of their services.

Within the Partnerships there are opportunities for schools to become members of 'consortium' groups. Being part of a consortium affords members access to additional funding streams and joint initiative opportunities. These schools must, however, have achieved at least a Bronze Level Quality Mark for Supplementary Education. Support for schools to achieve this is provided either by mentors or by the other key stakeholders (for example the NRC or Westway Development Trust).

support. This model has been extremely successful, gaining national recognition as an example of good practice on achieving borough-wide coordination of supplementary schools and forming the basis for the Charity's policy and ongoing commitment to funding supplementary schools.

In 2009 John Lyon's Charity awarded grants to partnerships based in Ealing and Hammersmith & Fulham to develop the model in those boroughs. A year later, the Charity started to work more closely with the National Resource Centre for Supplementary Education (NRC) in order to standardise and monitor the work of individual supplementary schools and to facilitate the development of partnerships across the Charity's beneficial area.

#### Developing the model

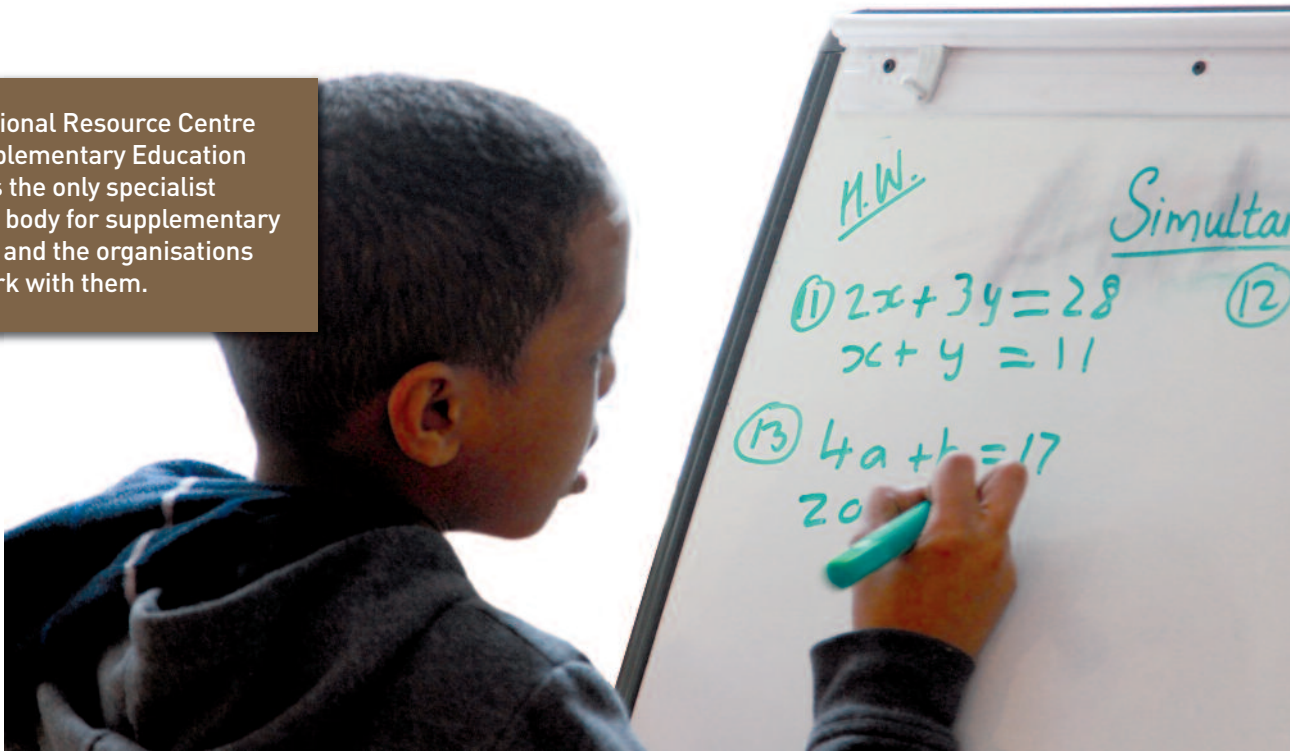
Working with the National Resource Centre for Supplementary Education, the Charity extended the model to introduce 'mentors' to four of the Charity's boroughs (Barnet, Brent, Camden and Westminster). Each mentor is responsible for supporting Supplementary Schools Partnership members in their borough. The mentors support supplementary schools to progress through a 'Quality Framework for Supplementary Education' and develop joint funding applications. Each of the mentors has successfully applied for funding for their Partnership from John Lyon's Charity.

In Harrow, an alternative model has been developed. Their Partnership (known as the Harrow Weekend School) is led by the London Borough of Harrow's Ethnic Minority Achievement Service (EMAS) and works closely with two supplementary schools and seven mainstream schools. The establishment of the Weekend School responded directly to requests from parents for a new Saturday School to teach English, Maths and Science.

The development of these Partnerships in the eight boroughs in the Charity's beneficial area allows supplementary schools to work together to share ideas, resources and models of good practise. Whilst all the Partnerships maintain their own distinct identities and characteristics, all share the goals set out in the 'Quality Framework for Supplementary Education' and allow the individual schools to remain committed and relevant to their local communities.

For more information on how each Partnership is run, see pages 10-13.

The National Resource Centre for Supplementary Education (NRC) is the only specialist support body for supplementary schools and the organisations that work with them.



## Quality Framework

The Quality Framework is an independent, quality recognition award scheme, administered by the NRC. It aims to celebrate and record the achievements of supplementary schools and improve quality in the sector. Supplementary Schools can achieve these awards at levels Bronze, Silver and Gold. Levels cover:

- teaching and learning
- governance
- community engagement.

Schools must first complete the Bronze level, to demonstrate that they have essential management and safeguarding procedures in place.

## Special Distinction Award

In addition to the three awards schools can also gain a Special Distinction Award for disseminating good practice to other supplementary schools. A school with this award is an example to others in:

- standards of teaching and learning
- day to day management
- good governance.

Schools that hold this award are able to provide:

- successful, imaginative programmes of study
- an up to date and regularly reviewed business plan.

## Bronze

Schools must:

- have all basic policies and procedures in place to run safely and effectively
- set out clear expectations of pupil behaviour
- must complete Bronze before moving to Silver or Gold.

## Silver

In addition to basic policies and procedures schools must provide:

- a well organised environment
- straightforward teaching and recordkeeping
- resources that support pupils' achievement and seek to raise self-esteem.

## Gold

A Gold Award demonstrates that schools have:

- well-established systems ensuring consistent good quality
- well-written procedures to ensure continuity
- an effective Management Committee who meet regularly and plan and monitor the work of the school
- evidence that pupils' needs, progress and performance are assessed and monitored.

## What is the National Resource Centre for Supplementary Education?

Established in 2006, the National Resource Centre for Supplementary Education (NRC) is a support network for supplementary schools. It is the only specialist support body for supplementary schools and the organisations that work with them. The NRC provides:

- a National Quality Framework to ensure that supplementary schools meet minimum standards, with basic policies and procedures in place which best protect and support children
- a free online directory of 2,800 community-led supplementary schools
- a range of training programmes for community volunteers, local authorities, voluntary sector and other organisations supporting the supplementary school sector
- online resources for community volunteers running supplementary schools
- advice and support for supplementary schools to develop partnerships with mainstream schools and build strong community relationships
- advice to local and central government to support the delivery of specific projects.

The NRC is funded by charitable trusts, local authorities and subscriptions from supplementary schools.

There are currently over 3,000 supplementary schools around the country, 2,000 of which deliver language and/or core curriculum support. 2,000 have a specific faith emphasis. Schools often serve and are led by minority ethnic communities, many of which are considered to be disadvantaged and 'hard to reach'. In 2010, research commissioned by the DCSF revealed that over 15% of school-age pupils from minority ethnic backgrounds attended supplementary schools.

Supplementary education takes place in addition to mainstream schooling. It is frequently unsupported by local authorities and mainstream schools, but when properly supported, supplementary schools can:

- develop good partnerships and understanding between mainstream schools and minority ethnic communities
- help local authorities to engage with 'hard to reach' communities
- forge good community relations
- help newly arrived communities integrate into society and the education system

### References

Malor, U; Glass, K; Issa, T; Abol Kuyok, A; Minty, S; Rose, A; Ross, A; Tanner, E; Finch, S;  
Low, N; Taylor, E; Tipping, S and Purdon, S (2010) *Impact of Supplementary Schools on Pupils' Attainment: An Investigation into What Factors Contribute to Educational Improvements*. DCSF report RR210. <http://publications.education.gov.uk/eOrderingDownload/DCSF-RR210.pdf>

40%

of schools registered with NRC are entirely dependent on volunteers

85%

of schools have an annual income of less than £50,000

300

schools have completed the Bronze entry level of the Quality Framework and more than 70 schools have gone on to complete higher levels

## Supplementary schools: do they make a difference?

An important element of the Charity's interest in supplementary schools, in addition to developing a coherent model that would increase their effectiveness and quality of services, is the quest to evidence their impact and the degree to which attendance at supplementary school impacts on pupil attainment. To do this, the Charity conducted surveys in each of the Charity's eight boroughs to analyse data collected from the supplementary schools and compare it to average attainment for children attending mainstream schools in that particular borough. The study used 67 supplementary schools that deliver core curriculum support and did not feature those that focus solely on culture and faith. Of the 67 schools, 84% deliver support in Maths, 69% in English, 56% in Science and 60% teach mother-tongue.

The study used 3,391 individual records for pupils at KS1 (aged 7) and KS2 (aged 11) attending the 67 supplementary schools. 61% of these pupils attend a mainstream school in the same borough as their supplementary school, allowing us to match their records with records from their mainstream school to compare attainment levels by borough.

Information on individual pupils included personal details (name, postcode and date of birth) in order to match their Unique Pupil Number (UPN) which allowed analysis of the Pupil Level Annual School Census (PLASC) data. This established socio-economic profiles of the groups including eligibility for Free School Meals, (FSM), ethnicity, English as an Additional Language (EAL) and Special Educational Needs (SEN). Additionally, it allowed tracking through the DfE National Online Pupil Database, accessed via the local authorities, to ascertain attainment of individual pupils.

For the full report, please visit the Charity's website [www.johnlyonscharity.org.uk](http://www.johnlyonscharity.org.uk)

61% of children attending a supplementary school within the Charity's boroughs exceed, or are on a par with, average attainment rates for the borough in which they attend mainstream school.





## KEY FINDINGS

61% of children attending a supplementary school within the Charity's boroughs exceed, or are on a par with, average attainment rates for the borough in which they attend mainstream school.

\* The aggregate total across the boroughs in many instances exceeds the borough average at both KS1 and KS2 and, as a result, has the effect of raising the average attainment levels within the boroughs.

Most children attending supplementary school outperform the average rate of progress in their borough from KS1 to KS2. This is particularly evident where children are below the target level at KS1, indicating that many children attending supplementary school catch up with their peer group by the end of KS2.

\* In Kensington & Chelsea a third of supplementary school children achieved 3 or more levels of progress (compared to the expected 2 levels)

\* In Barnet expected progress was exceeded by a significant margin in both Maths and English.

Children on FSM attending the supplementary schools achieved higher levels of attainment at KS1 Reading and Writing and KS2 English and Maths, compared to the average for children on FSM across the beneficial area.

\* In Brent 87% of supplementary school children eligible for FSM achieved Level 4 at KS2 English. This is higher than the average achieved for all children in that borough.

The majority of children attending supplementary schools did better than their peers from the same minority ethnic group:

\* 95% of African pupils (mainly Somali) attending supplementary schools in Brent achieved Level 4 at KS2 English compared to the borough average for Somali pupils in the borough which was 67%.

\* 91% of pupils attending OYA (Organisation of Young Africans) in Barnet, achieved 5 GCSE passes at A\*-C including Maths and English over the past three years. This is a substantially better performance than the borough overall, or for African groups in the borough specifically.

## OTHER SIGNIFICANT FINDINGS

\* In Kensington & Chelsea, rates of attendance at mainstream schools amongst pupils who also attend supplementary schools were higher than the rate for those not attending supplementary schools.

\* There is a clear correlation between supplementary schools that focus on supporting core curriculum subjects and increased pupil attainment in English, Maths and Science. The Afghan Association Paiwand, based in Barnet, not only exceeds the average attainment for the borough in Maths, but 43% of pupils also attain Level 5 at KS2.

\* Results from Harrow Weekend School show that targeting provision to underachieving pupils at KS1 and KS2, not only brought children into national progress norms, but in the case of 63% of pupils, they exceeded those norms.

\* There are high numbers of pupils from some ethnic groups that attend supplementary school, often representing a significant percentage of the overall total of pupils from that ethnic group attending mainstream school within the borough. In recent years, many of these ethnic groups have developed into high achieving groups and the correlation between the two strongly indicates that supplementary schools are an effective method of boosting the educational attainment of ethnic minority groups.

Community-led supplementary schools represent excellent value for money and are much cheaper than other forms of supplementary education. Given the often high proportion of children eligible for free school meals who attend supplementary schools, local authorities and mainstream schools could focus their 'Pupil Premium' in their local community-led supplementary schools.

## The Borough Partnerships

The model developed by John Lyon's Charity and the National Resource Centre established Supplementary Schools Partnerships in eight of the Charity's boroughs, initially based on the Partnership in Kensington & Chelsea. The foundations of all the Partnerships follow the same principles and work to provide support in the following areas:

- Raising standards of organisational management
- Raising standards of teaching
- Training
- Public liability, employers insurance, child protection policies
- Regular networking meetings for member schools
- Opportunities for schools to work together on joint projects
- Presentation evenings and other social events including sports and arts activities.



### NAME OF PARTNERSHIP

Kensington & Chelsea Supplementary Schools Partnership

### MANAGED BY

Westway Development Trust with RBK&C

DATE ESTABLISHED 2003

NUMBER OF SCHOOLS 30

### NUMBER OF QUALITY MARKS ACHIEVED

8 Bronze, 5 Silver, 2 Gold

### KEY FUNCTIONS AND ACHIEVEMENTS

- Provides resources including stationery and text books
- Supported two consortiums of schools to secure funding for joint initiatives
- Supported 47 supplementary school staff to complete accredited training courses in Effective Management Skills for Supplementary Schools or Effective Teaching Skills.

### UNIQUE FEATURES

The Supplementary Schools Initiative is based on this Kensington & Chelsea model. The model has established minimum standards that supplementary schools must achieve and a method of working that can be replicated.



### NAME OF PARTNERSHIP

Hammersmith & Fulham Supplementary Schools Network

### MANAGED BY

CaVSA (Community & Voluntary Sector Association H&F)

DATE ESTABLISHED 2007

NUMBER OF SCHOOLS 30

### NUMBER OF QUALITY MARKS ACHIEVED

1 Bronze, 1 Silver, 2 Gold

### KEY FUNCTIONS AND ACHIEVEMENTS

- Maintains close links with the local authority and mainstream schools
- Developed free tutor software, which enables schools to register pupil details, carry out initial assessments, set targets, check progress, provide updates to parents by text and produce reports.
- Supported nine supplementary school staff to complete an accredited training course in Effective Management Skills for Supplementary Schools.

### UNIQUE FEATURES

The Partnership manages the Fast Track grant programme on behalf of the local authority, to which member schools can apply for funding to help meet rental and teaching costs.

In addition, each Partnership has been moulded and shaped by the groups that are contained within it, so whilst providing the minimum functions, the individual Partnerships also provide a range of other support services to member schools. In four of the Charity's boroughs (Barnet, Brent, Camden and Westminster) there are mentors whose role is specifically to support supplementary schools progress through the Quality Framework and assist with joint funding applications for 'consortium' groups of schools within the borough partnerships.



**EALING**  
**W7**  
LONDON BOROUGH OF EALING

#### NAME OF PARTNERSHIP

Ealing Supplementary Schools Partnership

#### MANAGED BY

Southall Community Alliance and  
Acton Community Forum

DATE ESTABLISHED 2007

NUMBER OF SCHOOLS 40

#### NUMBER OF QUALITY MARKS ACHIEVED

9 Bronze, 1 Silver, 2 Gold, 1 Special Distinction

#### KEY FUNCTIONS AND ACHIEVEMENTS

- Development and maintenance of a comprehensive directory of supplementary school services in the borough
- Delivery of partnership projects for Ealing Children's Fund, Migration Impact Fund and Neighbourhood Renewal Fund

#### UNIQUE FEATURES

Member schools represent a wide variety of cultural backgrounds including Asian, African (in particular East African), Eastern European, Russian and Middle Eastern.



**HARROW**  
**HA1**  
LONDON BOROUGH OF HARROW

#### NAME OF PARTNERSHIP

Harrow Supplementary Schools Partnership

#### MANAGED BY

Ethnic Minority Achievement (EMA) team

DATE ESTABLISHED 2011

NUMBER OF SCHOOLS 15

#### NUMBER OF QUALITY MARKS ACHIEVED

5 Bronze, 2 Silver

#### KEY FUNCTIONS AND ACHIEVEMENTS

- Supported 15 supplementary school staff to complete an accredited training course in Effective Management Skills for Supplementary Schools
- Supports a consortium of member schools to make funding applications

#### UNIQUE FEATURES

The EMA team in partnership with Afghan Association Paiwand established a Weekend School in response to requests from parents, to teach English, Maths and Science. This successful model was replicated by the head teacher of a primary school in Harrow who has established a second successful Saturday School. The Partnership has achieved excellent links with mainstream schools in the borough who are willing to refer pupils.

In Barnet, Brent, Camden and Westminster there are specifically to support supplementary schools progre Framework and assist with joint funding applications of schools within the borough partnerships.



## NAME OF PARTNERSHIP

Barnet Supplementary Schools Forum

## MANAGED BY

CommUnity Barnet and NRC

DATE ESTABLISHED 2009

NUMBER OF SCHOOLS 20

## NUMBER OF QUALITY MARKS ACHIEVED

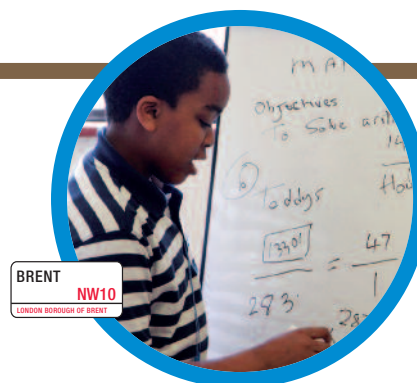
7 Bronze, 1 Gold, 3 Special Distinction awards

## KEY FUNCTIONS AND ACHIEVEMENTS

- The Partnership is involved in Barnet's Faith and Culture Safeguarding Sub Committee and endorses the Pan-London Faith and Culture Toolkit.
- Supplementary school representatives are trained as 'Fostering Champions' to increase the number foster carers from a wide range of communities.
- The Partnership has facilitated programme of tailored SEN training delivery from Barnet Children's Services for supplementary schools
- The Partnership has facilitated the development of a consortium of schools and will seek funding for English and Maths support.

## UNIQUE FEATURES

The Partnership has successfully encouraged communities which hitherto have had little involvement with supplementary school provision to set up their own schools, in several cases in partnership with mainstream schools, and join the Barnet Partnership. These include Turkish, Kurdish, Polish, Albanian and Bulgarian communities.



## NAME OF PARTNERSHIP

Brent Supplementary Schools Partnership

## MANAGED BY

LB Brent, NRC, Ethnic Minority Achievement Service, Brent Play Service

DATE ESTABLISHED 2008

NUMBER OF SCHOOLS 31

## NUMBER OF QUALITY MARKS ACHIEVED

13 Bronze, 1 Silver, 1 Gold

## KEY FUNCTIONS AND ACHIEVEMENTS

- Supported a consortium bid for seven schools to secure funding.

## UNIQUE FEATURES

The mentor works closely with Brent Council officers around parental engagement in education. A pilot project has been developed, funded by LB Brent, where mainstream schools refer pupils from target groups to attend local supplementary schools for a period of 20 weeks. At the same time, parents of these children are required to attend workshops to increase their engagement in their child's education.



mentors whose role is  
ss through the Quality  
for 'consortium' groups



CAMDEN  
WC2  
LONDON BOROUGH OF CAMDEN

#### NAME OF PARTNERSHIP

Camden Supplementary Schools Partnership

#### MANAGED BY

LB Camden, NRC and Camden BME Alliance

DATE ESTABLISHED 2008

NUMBER OF SCHOOLS 15

#### NUMBER OF QUALITY MARKS ACHIEVED

6 Bronze, 2 Silver, 4 Gold

#### KEY FUNCTIONS AND ACHIEVEMENTS

- The Partnership has close links with the local authority, specifically the School Improvement Service and EMAS. As a result, supplementary schools access tailored training on monitoring and evaluation from Camden Children's Services.
- Supported a consortium bid for eight schools to secure funding.

#### UNIQUE FEATURES

This Partnership was involved in the development of the Quality Framework.



WESTMINSTER  
SW1  
CITY OF WESTMINSTER

#### NAME OF PARTNERSHIP

Westminster Supplementary Schools Partnership

#### MANAGED BY

NRC and Voluntary Action Westminster

DATE ESTABLISHED 2010

NUMBER OF SCHOOLS 15

#### NUMBER OF QUALITY MARKS ACHIEVED

6 Bronze, 1 Gold

#### KEY FUNCTIONS AND ACHIEVEMENTS

- Supported a consortium bid for six schools to secure funding to provide English and Maths tuition
- Arranged a large parent and community event covered by a range of community media organisations.

#### UNIQUE FEATURES

Partnership members are developing a newsletter and website to showcase their work.

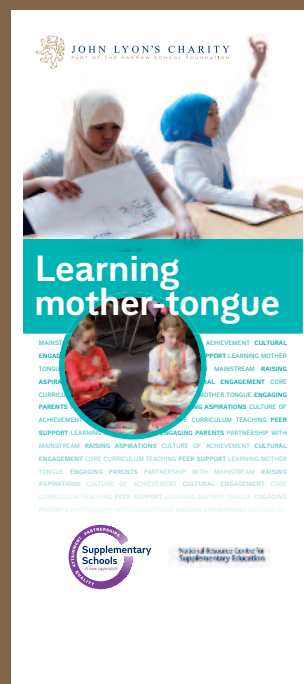
## Acknowledgements

Acton Community Forum  
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 Camden Supplementary Schools Partnership  
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 ContinYou  
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 Ealing Supplementary Schools Partnership  
 Hammersmith & Fulham Supplementary School Network  
 Harrow Supplementary Schools Partnership  
 Kensington & Chelsea Supplementary Schools Partnership  
 London Borough of Camden  
 London Borough of Barnet  
 London Borough of Brent  
 London Borough of Ealing  
 London Borough of Hammersmith & Fulham  
 London Borough of Harrow  
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 Westminster Supplementary Schools Partnership  
 Westway Development Trust  
 Voluntary Action Westminster

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Ardhmeria  
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 Focus Forth  
 Harrow Weekend School  
 Hua Hsia  
 LT School  
 Mandela Supplementary School  
 Moroccan Supplementary School  
 OYA!

PHOTOS BY GABRIEL VASSIE-MONADE



WE GIVE GRANTS TO GROUPS AND ORGANISATIONS  
IN THE LONDON BOROUGH OF:

BARNET

BRENT

CAMDEN

EALING

HAMMERSMITH & FULHAM

HARROW

THE ROYAL BOROUGH OF KENSINGTON & CHELSEA

THE CITY OF LONDON

THE CITY OF WESTMINSTER



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