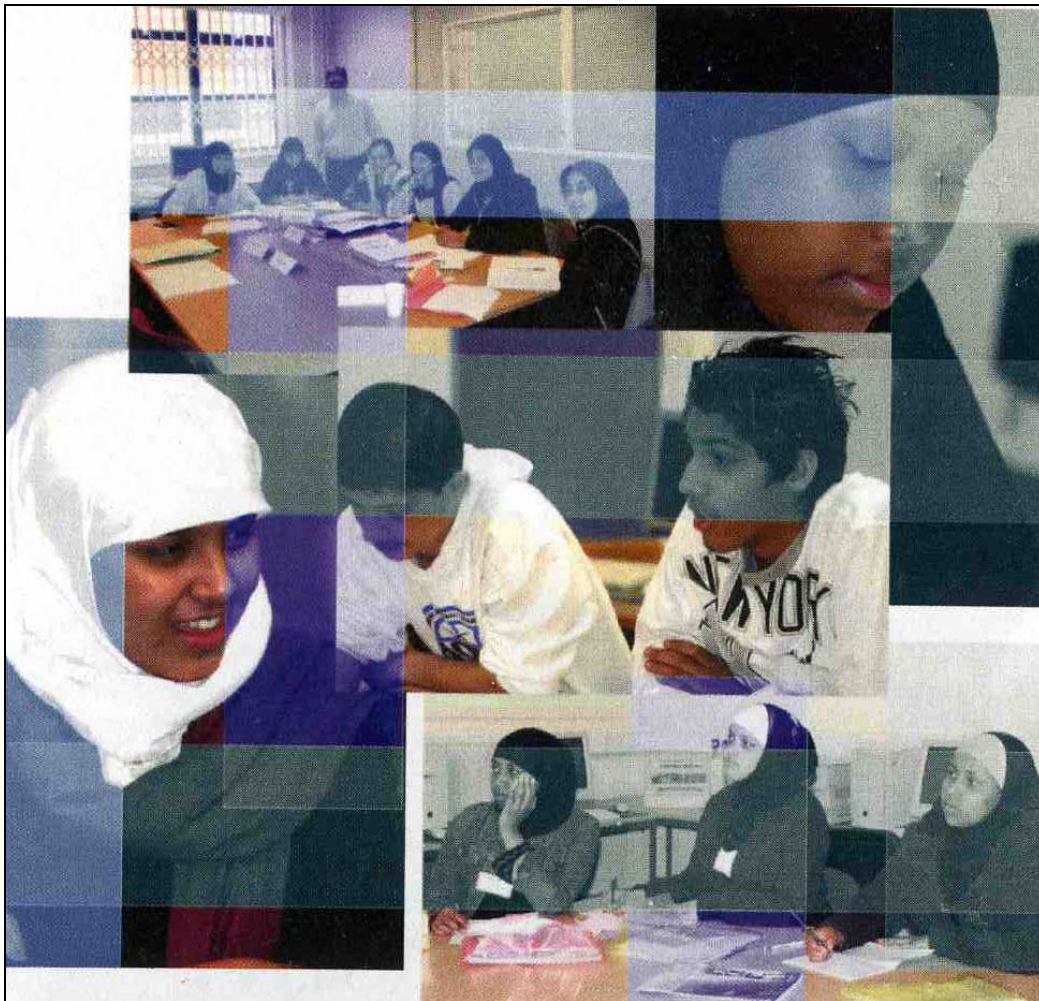


Developing Effective Partnerships



Supplementary Schools in Bristol: their Contribution to Raising Attainment

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1.0 Supplementary Schools in Bristol: their contribution to raising attainment

1.1 Key messages

- Bristol is facing serious challenges in raising the attainment of its children, in particular those from minority ethnic communities. In meeting this challenge Supplementary Schools are an enormous asset. They demonstrate a significant commitment, largely voluntarily given, which engages communities, parents and children in learning while promoting community culture, including language and religion
- At their best, Supplementary Schools and mainstream schools link together to contribute to the experience and attainment of children and where this is taking place in a genuine partnership the impact on the Floor Targets is demonstrable and impressive.
- Supplementary Schools must be understood, valued, and acknowledged as key partners and supported to enable them to continue to contribute to an improvement in the attainment of children in Bristol
- Mainstream schools have a lot to learn and benefit from working closely with Supplementary Schools
- Bristol has developed a unique model of partnership through the Mainstreaming Supplementary Schools Support Project (MSSSP) linking mainstream schools and Supplementary Schools which, as part of a wider package of measures, is delivering impressive gains in attainment for minority ethnic children
- With support from Neighbourhood Renewal Funding a new approach to raising the attainment of African Caribbean and dual heritage pupils is at an early stage of development
- Qualitative and anecdotal evidence indicates that Supplementary Schools have an impact on attainment but the lack of hard data¹ makes quantitative evaluation in many cases difficult. It is not, however, surprising that this data does not exist considering the sector's background; the internal coherence and organisational resources of some communities and historical relationships with the mainstream- this can only get better

¹ In many cases the numbers participating in Supplementary Schools quoted in this report could not be verified as copies of registers were not available

- Supplementary Schools have a wide impact in many communities, especially for those where English is an additional language. While focusing on the educational development of children, in many cases Supplementary Schools also provide a community development function, supporting the broader needs of communities in the city. They provide support for parents, developing their understanding of the education system and how to support their children's learning as well as providing a bridge to the schools the children attend
- In Bristol there are a variety of models of Supplementary Schools varying in purpose and methods. Their focus may range across culture, identity, language or religion but at the core of all is a commitment to support their children to achieve
- Supplementary Schools are not currently funded sufficiently to allow them to play their part in raising the achievement of Bristol's pupils. Short term funding does not allow for long-term investment in staffing, resources and in the development of partnerships. Funding for Supplementary Schools' core activities is essential if they are to engage as genuine partners, to develop the quality of their provision and to engage in joint activities with schools
- Newly arrived communities have expressed a desire for recognition and financial help in order to assist them in the development of Supplementary Schools to support their young people

1.2 Recommendations

- In recognition of the value of Supplementary Schools, Bristol City Council should make a corporate commitment to engage in partnership with the Supplementary School sector both as community development organisations and as long term partners in raising the attainment of pupils.
- This commitment should include financial support for Supplementary Schools to maintain their core activity in both of these roles and a transparent process for its allocation is required.
- The need for different approaches to cater for the needs of different groups must be recognised and thus it must be recognised that:
 - Continued support for the Mainstreaming Supplementary Schools Support Project (MSSSP) is essential and should be extended to include, pupils at KS3 and with other Supplementary Schools and Secondary schools without any dilution of purpose and funding

- The MSSSP Model should be widely understood and disseminated throughout the Bristol education system, and further afield
- The relatively new approach to raising the attainment of African Caribbean and dual heritage students through the Erond Partnership should be given time to establish its activities before it is fully evaluated
- The needs of recently arrived communities should be assessed and a programme of support offered to assist them to develop Supplementary Schools
- Practical support for Supplementary Schools should continue through further development of Bristol Supplementary Schools' Forum. This will allow Supplementary Schools to debate and clarify the most effective models and set up training to deliver effective outcomes
- Mainstream schools should be encouraged to develop their work with Supplementary Schools² and the LEA has a clear role to play in this. This should include:
 - Encouragement to Mainstream Schools to engage in partnerships with Supplementary Schools
 - Support for Mainstream and Supplementary Schools to develop mechanisms to share information about pupils' attainment
 - The use of Continuing Professional Development to develop the partnerships. This might include Supplementary School and Mainstream school staff engaging in 'exchanges' and INSET/ITT induction sessions on the role of Supplementary Schools
- Vocational routes for Supplementary School teachers as classroom assistants or as mainstream teachers should be explored. This might include conversion courses for trained teachers whose qualifications are not recognised in the UK
- To assist in the development of its relationship with Supplementary Schools Bristol City Council should maintain its commitment to the Supplementary School Coordination project

² See recommendation from Partnership and Collaboration. Findings from workshops with Supplementary Support, Black parents and mainstream secondary schools 2003

2.0 Context

In this part we set out

1. The purpose of the evaluation of the supplementary schools in Bristol
2. The context in which supplementary schools have developed and operated
3. How we conducted the research

2.1 Our task

This report was commissioned by Bristol LEA and Neighborhood Renewal to evaluate the effectiveness of supplementary school provision funded through the Neighbourhood Renewal Fund (NRF) in Bristol in raising Black and minority ethnic pupils' achievement and participation in education, and in particular their impact on the NRF floor targets.

In detail the commission included:

- a comprehensive evaluation of the Mainstreaming Supplementary School Support Project (MSSSP)
- an initial evaluation of the development based on the MSSSP Model e.g. the Caribbean and Primary School Project at the City Academy.
- a smaller scale evaluation of the impact of community based supplementary schools' specific education activities
- an initial evaluation of the Supplementary Schools' Coordination Project as a model for sustaining the sector
- an extensive trawl of research and other evidence relating to the effectiveness of supplementary schools in raising achievement in other similar LEAs, nationally and internationally.

2.2 The Bristol Context

Underattainment of BME pupils has been a focus of concern in Bristol, for many years. This is in the context of

- Poor results across Bristol, particularly in very low levels of 5A*-C at GCSE
- A growing percentage of BME pupils in Bristol schools; rising to 21.2%. The largest group in 2005 is Black African (3%), the majority of whom are Somali, followed by the mixed heritage White and Black Caribbean group (2.5%) and Pakistani and Black Caribbean groups (both 2.2%).

- An increase in the number of pupils who have English as an Additional Language to 9.5% of pupils in primary schools and 6.9% in secondary schools.

The most recent Bristol City Council's Equalities Audit³ reveals the extent of the achievement gap between BME and non-BME pupils at all Key stages.

At KS1, the gap has widened over the past three years with BME pupils attaining 7.9% lower in Reading, 8.6% in Writing and 8.2% in Maths.

At Key Stage 2 the gap between BME and non-BME pupils was 7.7% in English, 9.1% in Maths and 7.8% in Science - the gap in English was slightly narrower than at KS1.

At Key Stage 3 the BME group as a whole under-attained at KS3 compared to the non-BME group, 5.2% lower in English, 9% lower in Maths and 8.4% lower in Science -the English gap was significantly less than at KS2, perhaps reflecting the progress of EAL pupils, but the gap in Maths and Science was similar.

5.8% fewer BME pupils gained 5A* to C than their peers, 4.1% fewer at 5A* to G and 1.5% fewer at 1A* to G. 1.5% more BME pupils left school with no passes.

There is a particular concern over 5A*- C, where in 2004, compared to a low Bristol average of 33.8%, only 12.9% of Black Caribbean pupils, 22.3% of Mixed White and Black Caribbean, 23.1% of Black African, 21.1% of Black Other and 25% of Pakistani pupils reached the benchmark.

Recent analysis of the unpublished GCSE results suggests that, while Bristol's GCSE remain very low across the board, there has been a significant improvement in the GCSE results of BME pupils to which the initiatives in this report will have made a significant contribution.

This provisional analysis of 2005 GCSE results shows that all major BME groups increased their attainment at 5A* to C well above the Bristol overall improvement. While all bar Indian and Bangladeshi groups are still below the Bristol average there was an overall improvement of 5.8% in all BME groups on 2004 compared to 0.5% non BME groups. This includes Black Caribbean up 10.4%, Black African up 10.2%, Indian up 10.8%, Pakistani up 5.2% Bangladeshi up a staggering 37.6%

³ EQUALITIES AUDIT; Education and Lifelong Learning, Bristol City Council 2005 http://www.bristol-lea.org.uk/services/pdf/equalities_audit05.pdf

2.3 Supplementary schools in Bristol

Over a number of years a range of supplementary schools have been set up in Bristol, in part in response to the poor levels of attainment outlined above. They provide a range of approaches, including the development of cultural identity, first language classes, religious education and awareness, and activities related to the national curriculum such as revision and catch up classes, English, Maths and Science teaching. Some focus on developing an understanding of why black, other minority ethnic pupils fail to achieve within mainstream schools.

The important part supplementary schools could play in raising mainstream school attainment in Bristol was recognised by the Neighbourhood Renewal Fund, chiefly through financial support for partnership working granted first by the NRF partnership in Easton and Lawrence Hill and subsequently through the Equalities strand of NRF funding.

In response to the poor levels of attainment outlined above the LEA developed a strategy to raise the attainment of BME pupils and incorporated into this an identified need to work closely with and fund⁴ Supplementary Schools.

Through the Neighbourhood Renewal Education Action Plan, additional funding⁵ was allocated by the LEA in 2004/5 and 2005/6 to enable Supplementary Schools to focus on educational priorities. The funding was given to some existing schools to enhance their provision; to the Mainstreaming Supplementary School Support Project; to appoint a Supplementary Schools' Co-ordinator; and to a new Supplementary School, Erondu Foundation.

2.4 Methodology

The method used to carry out this evaluation combined qualitative and, where available, quantitative approaches using desk research and fieldwork. We began by assembling background information about Supplementary Schools nationally and in Bristol in the context of levels of attainment and the Neighbourhood Renewal Floor targets.

We spent over 11 days conducting interviews with staff, parents, students and key stakeholders and, where feasible, visiting Supplementary Schools.

In discussion with Ruth Pickersgill, Equalities and Inclusion Manager, Bristol, LEA it was agreed that in order to assess alternative models of delivery we would undertake brief evaluations of the following Supplementary Schools:

⁴ A small fund of £50,000 grant is available to support the work of Supplementary Schools and is allocated annually to support their activities

⁵ £586,000 NRF has been allocated to BME achievement. This includes £150,000 to support the work of Supplementary Schools in raising attainment. The MSSSP receives local priority funding from this fund and from Easton and Lawrence Hill NRF

Bristol Muslim Cultural Society, Easton Jubilee Trust, Erondu Foundation, Global Hope Academy, Humdard, Imani, Mapambano Academy and the Sikh Resource Centre. The work of Amana Education Trust, Bangladesh Association, and Bristol Taleem-ul-Islam Trust is considered in the evaluation of the MSSSP, as they are major partners in the delivery of the project.

3.0 The Mainstreaming Supplementary Schools Support Project

3.1 Background

As part of an overall strategy to raise achievement, the City Academy (formerly St George Community College) has developed, over a number of years, close working relationships with several Supplementary Schools. The two largest of these (Amana Education Trust and Bristol Taleem-ul-Islam Trust (Bristol Islamic Classes)) run their main activities at the Academy each weekend. The core of the activities of these schools is cultural, language and religious teaching.

While tackling some aspects of literacy and numeracy in their teaching, the Supplementary Schools have expressed increasing concern⁶ about the underattainment of their young people in mainstream schools and wished to play a role in countering this. The MSSSP developed from a series of pilots run by the Supplementary Schools and the City Academy.

3.2 The Project

The Mainstreaming Supplementary Schools Support Project (MSSSP) is funded through Bristol NRF⁷ with the purpose of designing and delivering interventions to raise exam attainment amongst Muslim students⁸ attending mainstream secondary schools in Bristol. In 2004/2005 it supported work in three secondary schools: City Academy⁹, Fairfield¹⁰, Whitfield¹¹ and from

⁶ See Partnership and Collaboration. Findings from workshops with Supplementary Support, Black parents and mainstream secondary schools 2003

⁷ A pilot in 2004 was funded by NRF Equalities. A report was produced by the City Academy; 'Mainstreaming Supplementary Schools Support', September 2004

⁸ The majority of Muslim students in Bristol come from Pakistani, Bangladeshi and Somali backgrounds

⁹ City Academy Bristol is a one of the first city academies which are funded by the DfES. It specialises in sports and has recently been rebuilt. It is based in Easton ward and primarily serves the communities of east central Bristol which are ethnically and culturally diverse. Currently 58% of the school's students come from BME backgrounds. About 40% of these are Muslim. Traditionally all BME students have underachieved at GCSE in Bristol.

¹⁰ Fairfield School is an LEA state comprehensive located in the Ashley ward and serving the western inner city area of Bristol. It has a similar percentage of BME students as the City Academy

¹¹ Whitfield Fishponds Community School is an LEA comprehensive school with 932 pupils on roll based in the east Bristol ward of Eastville. It has 45 % BME pupils and 19,9% pupils with EAL. It has a relatively large Pakistani and African Caribbean population with an increasing number of Somali pupils arriving in the last few years.

2005/6 will work with Speedwell¹² school. Between them these secondary schools provide education for the majority of students from the target communities and from the central NR area of the city.

Its partner Supplementary Schools are Amana Education Trust, Bristol Taleem-ul-Islam Trust and the Bangladesh Association. Each Supplementary School receives NR funding¹³ for core activities which impact on numeracy and literacy; in addition NR funds a part time development worker in each of the partner Supplementary Schools

The MSSSP employs a full time non teaching Project manager based at the City Academy who works with the Supplementary Schools and other secondary schools to develop support for children in danger of underachieving in partner mainstream schools.

In 2005 the Project ran a series of intensive tutorial and revision classes for Year 10 (8 weeks) and Year 11 (8 weeks) students at the City Academy for 4 hours on Saturday mornings in the summer term.

All Muslim students from the partner secondary schools were offered the opportunity to attend the additional provision. Some attended a Supplementary School while others had had no previous contact with the Supplementary Schools. Enrolment was preceded by extensive liaison with parents; through parents' meetings, letters in English and, where necessary, in community languages and phone calls to engage their support and to help ensure attendance.

In addition to those recruited through the partner Mainstream schools, significant numbers of students from other secondary schools in Bristol from the target communities were recruited through the Supplementary Schools or through self-referral.

Separate groups were provided for Somali students, who, in some cases, needed and gained additional language support from Amana staff.

Mainstream teachers, mainly from the partner secondary schools, and selected on the basis of their experience and commitment to the Project, were employed¹⁴ to deliver a carousel of classes covering English, Maths, and

¹² Speedwell Technology College is an LEA comprehensive school with 1180 pupils on roll based in the East Bristol Hillfields ward. It has traditionally been a predominately white school until the last few years when there has been a significant number of Somali pupils arriving. It has changed from having 14.3% BME pupils in 2002 to 20.3% in 2004/5 and from 3.9% EAL to 6.9% EAL over the same period. Most of the newly arrived EAL pupils live in the central Bristol area.

¹³ The East Central Supplementary School Partnership Project funds a Development worker for 2 days a week for each Supplementary School, Their role is to support the development of the Supplementary School and to link with the MSSSP. In addition the Supplementary Schools receive £1,000 per quarter which can be used for resources, support for teacher training or rent.

¹⁴ Mainstream teachers were paid £100 for each Saturday morning including preparation time

Science and study skills. Students were placed in single sex sets based on their predicted grades which were supplied by their secondary school

Supplementary School staff supported the mainstream teacher and where necessary offered one-to one support for students and bilingual assistance.

The priority was to create an atmosphere of serious study. Students were expected to be punctual, to behave well and attend regularly.

3.3 The Supplementary School Partners

Amana Education Trust

Amana is a developing organisation run by an active group of volunteers from the relatively new and growing Somali community in Bristol. In recent years many families have arrived in Bristol, many with limited English.

Parents from the Somali community demonstrate a very strong desire for their children to do well at school, have high aspirations and many actively seek additional support for their children.

Amana was founded in January 2001 with the aim of supporting a Supplementary School to teach religion and culture to Somali children and to improve the attainment of those who were underachieving in the mainstream system.

Amana delivers classes in Islamic studies, Maths, Science and IT at St Paul's Learning Centre on Saturday and Sunday mornings and at the City Academy on Saturday mornings. Over the year between 100-150 children attend these classes, the majority of them of primary age. Teaching is bilingual and the teachers are able to explain complex concepts to children who have limited understanding of English.

Funding from NRF is allowing Amana to expand their work to include intensive SATs preparation, drop in after school homework support sessions and induction for parents.

Amana provides support for parents to gain awareness of the education system and in 2005 organised an awareness day for 200 parents and young people. It employs a part time development worker through the East Central Bristol Supplementary Schools Partnership Project (ECBSSP). funded by Easton and Lawrence Hill NRF.

Staff and volunteers recognise that the Supplementary School can develop further both through the curriculum and in their record keeping but emphasise the need for recognition of the value of their work and for the need for additional support for their work.

Bangladesh Association

The Bangladesh Association was formed in 1971. It serves the relatively small Bangladeshi community in Bristol many of whom work in restaurants. Some are recent arrivals to Bristol who - adults and children - do not speak English.

The Association is concerned that while parents are keen that their children do well, many lack an understanding of the English education system or sufficient English to be able to offer learning support to their children.

For the last ten years the Association has run an Islamic Supplementary School¹⁵ after school and on Saturday mornings. Funding is now available to employ a Development Worker (2 days paid by East Central Supplementary School Partnership Project) and additional funding from NRF supports after school revision classes through the year on a drop in basis. The Association report that there are 70-80 children registered and that 10-12 attend most evenings.¹⁶

Two members of the community are paid to teach the students and others act as volunteers. Among those attending the supplementary classes are students who were born in Bangladesh and who need support with their English. Teaching is in English but tutors can offer bilingual support where necessary. Students are offered support with homework and have access to computers which, due to the relative poverty of the community they are unlikely to have at home.

Initially the Supplementary School focussed mainly on religion and achievement, now this is broadening out to confidence building and encouraging integration through joining local football and cricket leagues. Funding for its work has always been insecure and this is perceived by the Association as a bar on progress¹⁷

Bristol Taleem-ul-Islam Trust (BTIT)

Bristol Taleem-ul-Islam Trust (BTIT) originated as a faith based Supplementary School in a local mosque. In 1995 its current voluntary Head teacher proposed a move to the local school (St Georges) in an attempt to establish a closer link between faith teaching and the wider education of the children.

¹⁵ Initially the Association gained a grant from Avon Council, later they were supported by the DfES funded CfBT Supplementary Schools Support Service (S4). Now funding through East Central Supplementary School Partnership Project allows the Association to employ a part time development worker.

¹⁶ Unfortunately on the evening we arranged to visit a combination of the fact that it was just after Eid, very poor weather and traffic gridlock meant that the class did not take place.

Now every Sunday from 9.30-12.30.100 volunteer teachers¹⁸ provide classes for an average of 450 children aged from 4-16 at the City Academy. Although BTIT is pan-Islamic, the majority of the students are Pakistani.

This is an impressive organisation whose stability and strength reflects the commitment and drive of the volunteers and the fact that it represents a long-standing community with many members in professional jobs. It offers a structured programme of Islamic studies delivered in English and based on a curriculum developed in South Africa.¹⁹ The emphasis is on faith, citizenship and integration and raising achievement but in addition students are offered sports activities and educational trips.

Through its Supplementary School work the BTIT recognised that many children from their community were not succeeding in the mainstream and that some parents did not have the resources to support them. This led to the partnership which resulted in the creation of the MSSSP In January 2004 volunteers from BTIT actively participated in the MSSSP. They worked alongside mainstream teachers in the Saturday classes and assisted in making contact with parents and by offering information and advice to those whose English was poor or who needed information about the English education system.

BTIT have ambitious plans for the development of their Supplementary School. In 2005 this will include the appointment of a teacher to support children at the Sunday classes with special needs; a mothers' club and a GCSE course in Islamic Studies.

The financial support to BTIT to employ a Development Worker (2 days paid by East Central Supplementary School Partnership Project) has been vital to the development of the relationship between the BTIT and the MSSSP. BTIT have raised additional funding to extend the worker's hours to a full time post to support the work of the Sunday classes.

3.4 Perceptions of the Mainstreaming Supplementary School Support Project

Perceptions of the mainstream school staff

We conducted interviews with a range of senior staff at each secondary school and with mainstream teachers from each school who participated in

¹⁸ This includes teachers, General assistants, Administration staff, security and car park staff

Volunteers who wish to teach support a teacher as General Assistant for up to a year after which time their ability to teach is assessed by the teaching staff. If they are thought to have the necessary skills they receive further training and eventually take responsibility for a class

¹⁹ A team from South Africa regularly provide training for the BTIT teachers. All members of staff are CRB checked and some receive First Aid training; others are trained to drive Minibuses for trips.

the MSSSP. We also reviewed the written staff evaluations which had been conducted by the Project in the summer of 2005

Impact on attainment

Senior staff at each school regard the Project as having had a significant impact on the attainment of their students.

The Principal of the City Academy commented that the strength of the Project is in the contact it develops with parents and as result education was seen as a family concern.

‘It gives a real sense of community networking – encouraging for all to see that students can achieve.’

The Deputy Head at Fairfield was equally positive,

‘We are very very positive about the Project at this school. The link with the Supplementary Schools is vital as it gives reinforcement to the message that education is important- it is the community saying this, not just the teachers’.

And at Whitfield the Deputy Head was involved as a teacher on the Project.

‘The big difference with this Project was that the parents and the community got involved. We have a lot of Somali children at this school and this, along with other initiatives has had a real impact on their results’

Mainstream staff who taught on the Project were equally enthusiastic.

‘One of the biggest achievements was that we got so many of the eligible students involved and that they attended in such high numbers- the impact on the results also show how effective it was’

The role of the Supplementary School staff

Mainstream School staff saw the role of the Supplementary School staff/volunteers as vital; they helped with one to one support for weaker students and were especially helpful in providing language support and provided positive role models for the students They were very positive about the atmosphere created in partnership with the Supplementary Schools; one commented that the involvement of the Imam set a positive tone and that there was greater respect and focus on learning as a result of the involvement of members of the students’ own community.

‘Holding the classes in the same place as the Supplementary Schools hold their Sunday classes gave a powerful message. It said we all want you to learn and we worked well together.’

'Having the parents and the community involved was incredibly important. It turned my thinking around- Whereas we might have thought that we had problems with children from some communities - we started to realise that instead they were a powerful resource'

'Having the Supplementary Schools and the mosque involved changed the atmosphere completely- the students saw that the school, their parents, their community and their religion were saying the same thing'

'In mainstream classes some students are worried that they might be seen as a keener, in these classes that was not a problem, they felt that it was OK to ask questions and be seen to want to learn. '

'The volunteers from the community gave a strong message. The students saw people who had succeeded and were putting something back into their community by helping- they were the role models they needed'

Changing attitudes

Staff saw a change in the attitude of many of the students and suggested that the impact went beyond the core subjects taught and was having an impact on other students:

'There is a spin-off for other students. They see the Asian children doing well and they start to aspire to do well themselves'

The MSSSP was seen as vital for many students either because they had started the curriculum late or were developing their language skills.

'Working in small groups really helped – The classes made it possible for students to ask questions and to built their confidence'

'It allowed students to fulfil their potential'

Others commented that working on the MSSSP had had an impact on their teaching and the attitudes of staff

'It made me realise that I had to change how I was teaching to ensure that everyone could participate.'

'As Head of Department I was able to bring back what I learnt to the school and develop strategies which would make a difference'

'Overall there was a sense that staff expectation of these students was raised'

'To be honest all the previously prejudices and preconceptions I had about Somali students have been addressed. I now have a better

understanding of their culture and their needs. I believe that this has helped to make me a better teacher'

Impact on the parents

Others noted that parents who traditionally do not come to parents evenings were the very parents who supported and were supported by the MSSSP

'Parents hadn't felt the link to school before – many did not come to parents evenings but this provided a way in and staff saw that they were concerned'

'Azmina- the Project Manager provided a link for parents. She had a foot in each camp she represented the school to the parents and the parents to the school'

Others remarked on how the Project had helped parents to understand the education systems and how they could help their children to achieve

'Many parents were unfamiliar with the English education system, that had led to a lot of misunderstanding before. For example some assumed that as their child had gone up a year, they were doing well as back home they would not move up unless they passed in all subjects'

Some commented on the impact that the scheme had on the attitude of the Year 10 students as they moved into Year 11.

'You can see the difference in the attitude of those who came to the Year 10 classes, as they move into Year 11 they are more mature learners'

An early start

Others were concerned that the impact at Year 11 was less than if the extra support was offered earlier

'Really holding the classes in Year 11 is too late for some, it helps with revision techniques but for some it is too late to make up the ground'

It all needs to start earlier, Year 7,8 or 9'

Perceptions of the students

We interviewed, individually, a random sample of 16 students across the three secondary schools. Their responses were universally positive:

'I loved the classes, they were fun and I looked forward to going on a Saturday- I ended up with the highest grade in the class in Maths'

'It made me more independent and a better student'

'We realised that we had already wasted time at school and didn't want to waste time again especially as we were giving up our Saturday mornings, we were better behaved than at school'

'It made me feel I should do well for myself and for my community'

Mainstream teachers

They particularly referred to the fact that they were taught by mainstream teachers who had up to date knowledge about what was expected of them in GCSEs.

'The mainstream teachers were good because they knew what they were teaching, and it also helped that there were helpers from the community to give extra support'

'Working with different teachers from different schools helped me learn new techniques and I went up a set in Maths'

'It made me see my teachers differently, they seem more approachable and I don't want to let them or my community down'

The involvement of the community

Most commented positively on the involvement of the community and helpers from the Supplementary Schools and some remarked on the positive impact of the Islamic ethos or atmosphere.

'It helped that there were people who knew our language and could help us understand things better'

'Liked the fact that the parents were involved. They were able to talk about how they could help their children more'

'The atmosphere was better because they were from our own community- it helped us to concentrate'

Many were positive about the fact that they were taught in small groups and in single sex groups and it is perhaps of particular interest that more boys than girls mentioned this as making a positive impact.

'We seemed to learn a lot in a short time- maybe because the groups were small or because we were more focussed'

'Being in small groups helped, it made it easier to ask questions and not be embarrassed'

Raised expectations and better behaviour

'My expectations are higher, I think I am less lazy because I know what I need to do to do well'

'I had the wrong attitude before- I wasn't bothered and I messed around in class. I realised what I was missing out and now I am a more serious student and teachers see this and treat me differently'

'I went from 0-10, I was really bad at school before but I have changed a lot'

All felt that the Project had had an impact on them and that it should continue; those with younger siblings felt that they would encourage them to attend

Perceptions of parents

We interviewed, mainly by phone, 10 randomly selected parents of students who had attended the MSSSP provision. Without exception they were enthusiastic about the impact of the Project,

'It gave him a chance and peace of mind for me'

'This needs to be kept on, it was wonderful for the ethnic community and we are very grateful'

'It helped a lot, up to that time she was not doing well but the 8 weeks helped'

'He was borderline before and this helped him get the grades he needed'

'It gave her more confidence and she looked forward to the classes'

'If parents can't help as much as they would like, this helps'

The Community

Most commented on the importance of the link to the Supplementary Schools and many were positive about the impact of Islamic ethos.

'The link to the Islamic culture gives unity and helps them learn'

'It was very important that the community was involved'

'The Islamic environment helped and there were role models from the community that showed the children that they could aim higher than they thought before'

'It was good for her future that she saw people from her community working in other places'

Parental involvement

The importance of the Project in helping parents to get involved was emphasised

'I came every Saturday to help make sure the pupils behaved well, it helped my son to get better results'

'It helped that Azmina (Project Manager) rang the parents to make sure we were involved'

'It gives the parents a way into the school'

The only significant complaint was that it was too short.

'It is important because the Muslim children are behind others – really it needs to happen through the year'

Perceptions of the Supplementary School Partners

Amana Education Trust

Interviewees from Amana were largely positive about their involvement in and the impact of the MSSSP, but some expressed reservations

'The results were great, there was an 25% increase in the achievement of our children'

Responses from Amana about the involvement of mainstream teachers was mixed. Some were very positive; others expressed a belief that teachers from the Somali community could improve attainment as effectively as mainstream teachers.

' The mainstream teachers improved the quality of what was delivered-you can see by the results, in the pilot year it got better but it was even better when we used mainstream teachers'

The mainstream teachers were beneficial but for some the language barrier was a problem so the ones who benefited were the ones who only needed a bit of support'

Others were keen to ensure that the long-term involvement of Amana would not be ignored as the positive impact of the MSSSP was reported.

Bangladesh Association

Staff, parents and volunteers were positive about the support their students gain from the homework support and from the MSSSP.

‘The boost in the GCSE results shows that the children benefited’

‘Small classes made it easier for the children to get the help they needed’

They particularly emphasised the importance of extra support for those who were not born in Britain

‘There are many barriers, for some it is language, and having bilingual tutors makes a difference to them’

‘Some parents have barriers to get involved with the school because of language barriers- the classes (MSSSP) helped show parents that they could get involved with the school’

Others pointed out that parents want their children to succeed but are not able to give the necessary support

‘Many of us work in restaurants so when the children need support we are not there to give it to them’

‘Many parents cannot afford a computer in the home so this extra support is needed’

Involvement of the Supplementary School with the mainstream schools was seen as making difference

‘We feel that in school the teachers do not impose strict discipline, by having the volunteers there we could make sure the children behaved and showed respect’

‘In the homework classes we are doing the groundwork for the mainstream schools’

They emphasised the importance of a partnership between the community and the mainstream schools

‘It is important that the head teacher understands the communities the children come from and what stops parents from going to parents evening and other meetings’

(Our development worker) is able to work with the parents and the schools'

They commented that this relationship was better with some schools than with others and in some cases head teachers had made unilateral decisions to cease relationships with Supplementary Schools which had had a very damaging impact.

Bristol Taleem-ul-Islam Trust (BITT)

Staff and volunteers from BTIT were consistently positive about their partnership with the MSSSP. They are committed to maintaining and extending the involvement with the mainstream schools.

'The Project is positive because it focuses on a few students who need a lot of support to achieve. The results show the strength of the model'

They were particularly positive about the involvement of the mainstream teachers who they believe were able to provide the knowledge and expertise that as volunteers they would not be able to give.

But the fact that there was a genuine partnership was illustrated in many comments

'The involvement of the community was very important. I saw it as a three way partnership; the teacher and the school; the parents and the community and the pupil. That was its strength'

'As volunteers we were able to focus our support on those who needed it the most and we learnt from the mainstream teachers'

'It was useful learning for the mainstream teachers, they got to know the pupils better and the community they come from'

The Project and its management was praised; some commented on the fact that the Project manager was able to create a serious but informal atmosphere

'There was an atmosphere which told the students that the classes were serious and that time wasting would not be allowed'

The impact on parents was seen as a strong part of the Project's success

'Parents learnt a lot about how to support their children – some of them did not understand the importance of their role'

They saw many benefits in the partnership including the fact that it reached some children from the Muslim community who did not attend the Sunday classes.

‘There has been a ripple effect through the community, people have heard about it and there is a lot more interest’

3.5 Impact of the MSSSP

In this section we draw on a detailed analysis of the impact of the MSSSP carried out by Ken Fyfe at the City Academy²⁰ and on the interviews conducted with staff, parents and students.

The evidence shows that the Project has had a significant impact, most notably in the improvement in GCSE grades for those attending.

In the following analysis the results of the 52²¹ students in Year 11 in the target groups (Bangladeshi, Pakistani and Somali) from the three secondary schools who attended the MSSSP classes have been compared to those in the target group who did not attend or to a control group in the schools²².

Progress towards the floor targets

The table below shows the overall achievement of Grades A*-C of the target groups and the control groups²³ Most notable is the achievement of A*-C among Somali students compared to expectations Overall, Somali students at both the Academy and Fairfield achieved far more GCSE grades A-C than expected. Not a single student gained fewer than expected, and many showed quite enormous improvements over expectations.

Table 1: Overall a attainment of GCSE A*-C

	Number of grades A*-C expected	Number of grades A*-C Achieved	+/- (%)
Somali (16)	53	94.5	+78.3
Other Muslim (30)	114	136	+19.3
Total target group (46)	167	230.5	+38.5
Control group 1 (16)	51	56	+9.8
Control group2 (39)	173	138	-20.2

²⁰ Mainstreaming supplementary schools support Project. Report prepared by Ken Fyfe 2005

²¹ In addition to students at the three targeted mainstream schools, 26 further students participated (about a third of the total). These students enrolled either on a self-referral basis (e.g. wishing to attend with friends from the City Academy, Fairfield or Whitefield) or as referrals from partner supplementary schools.

²² African Caribbean students attending the City Academy and Fairfield – chosen because the level of GCSE underachievement for this group has historically been roughly equivalent to that of the target groups.

²³ NB Whitfield is omitted on the grounds of lack of comparable data

Table 2: Attainment of GCSE A*-C in Maths, English and Science

	English	English Lit	Maths	Science 1	Science 2
Somali					
Expected	3	3	4	4	4
Achieved	8	6	5	8	8
+/- (%)	+166.7	+100.0	+25.0	+100.0	+100.0
Other Muslim					
Expected	3	3	11	8	8
Achieved	14	11	11	5	5
+/- (%)	+366.7	+266.7	=	-37.5	-37.5
Control group 1					
Expected	10	10	6	4	4
Achieved	14	12	3	3	3
+/- (%)	+40.0	+20.0	-50.0	-25.0	-25.0
Control group 2					
Expected	4	4	6	6	6
Achieved	3	5	2	1	1
+/- (%)	-25.0	+25.0	-66.7	-83.3	-83.3

Adding value

The table below shows the impact of the Project on the students who attended in the target groups and compares it with the performance of the control groups. It demonstrates the success of the Project in the high percentage of students in the target groups surpassing expected grades, particularly compared to the control groups.

In the MSSSP group 41.7% surpassed their expected grade compared to 19.1% of the control groups and 42% of the control group failed to reach the expected grade compared to 24.8% of the MSSSP group

Table 3: Percentage of students who equalled, surpassed or failed to reach expected grades

	Expected grade equalled In Maths, English, English Lit and Science 1 and 2		Expected grade surpassed In Maths, English, English Lit and Science 1 and 2		Failed to reach expected grade In Maths, English, English Lit and Science 1 and 2	
	No	%	No	%	No	%
Somali	34	37.4	46	50.5	11	12.1
Other Muslim	47	31.1	55	36.4	49	32.5
Total MSSSP	81	33.5	101	41.7	60	24.8
Control group 1 African Caribbean (CA and Fairfield only) ²⁴	81	42.4	38	19.9	72	37.7
Control group 2 MSSSP non-participants	31	32	17	17.5	49	50.5
Total control groups	112	38.9	55	19.1	121	42

²⁴ No information regarding expected grades was available from Whitfield school

High Participation rates

Participation rates were very high; a two thirds of students in the targeted groups at all three mainstream schools participated (City Academy 25/39 = 64.1%, Fairfield 14/16 = 87.5%, Whitefield 16/26 = 61.5%).

The impact on the mainstream

A positive outcome of the Project, remarked on by a significant number of staff and students was the impact on the mainstream.

At City Academy it was noted by staff that the behaviour of students in class was significantly improved as a result of attending the Saturday classes and that many were taking themselves and their studies more seriously as a result of seeing what they and their peers could achieve. Others commented on the impact on other students who felt the need to improve their performance in response to the improvement in the Muslim students' work.

The analysis of GCSE results does not take account of the impact on Year 10 (now Year 11) students who attended in 2004/5. A significant number of students interviewed reported a change in attitude to learning and mainstream teachers confirmed this. The impact of this on results will only be seen in 2006.

Others including parents and senior staff noted the changes in the attitude of staff to individuals and groups of students for whom expectations had been low in the past. Staff reported that expectations had been raised and this would have a lasting impact.

Impact on the community and parents

The very significantly improved results for children in the target groups have and continue to have an impact on the communities and families.

Several interviewees commented that expectations had been raised and there was a sense that what was happening was making a difference not just to the children but also to the confidence and self esteem of the wider community.

Staff report that parents are more involved in the schools and more prepared to attend meetings. In no small part this is a result of the close and consistent liaison between the Project Manager, the Supplementary Schools and the communities they serve.

3.6 Key factors in the success of the MSSSP

A wider approach to achievement and community development

Critical to the success of the Project is the fact that it is situated within a broader approach to achievement and community development in the City Academy. The school is well respected in the community and this has enabled it and the partner secondary schools to develop effective partnerships with the Supplementary Schools.

The Project also benefits from the focussed approach to raising achievement in the City Academy and the generation of detailed information about expected grades of students so that the Project Manager can work with managers and staff to target students with tailor-made interventions. This approach should be developed in all schools and good procedures for sharing information should be developed with Supplementary Schools.

Community as co educators

A key factor in the success of the Project is the nature of the partnership between the mainstream schools and the Supplementary Schools. All too often partnerships are in name only but in this case there is a genuine recognition that the schools can only succeed if the community is involved as co educators. The partnership is underpinned by recognition that the Supplementary Schools need financial support for their core activities and for their support of the MSSSP.

Playing to each other's strengths

The Project has built a strong model which draws on the strengths of each partner based on a strong sense of equality and mutual respect

The Supplementary Schools are seen as the experts on their community and contribute a range of skills and areas of expertise including:

- Providing mainstream staff with a better understanding of the community and religion
- Helping to create an atmosphere of punctuality, respect and hard work
- Minority language support for those who need it
- Volunteers who act as role models and provide one to one support and motivation for students

The Mainstream schools contribute

- Clear targeting for underachieving students,
- Mainstream teachers who deliver in the style of the school and know the syllabus and are familiar with exam boards ' expectations

- Excellent resources and venue

Project Management

The Project has been fortunate in its appointment of an excellent non-teaching Project Manager who is well known in and respected by the target communities. Having a range of community languages and working with the Supplementary School Development workers she is able to work closely with parents to make a bridge into the mainstream schools. She is also able to represent the needs and concerns of the communities into the mainstream schools

Involving the parents

Key to the long-term success of the Project is the improvement of relationships between the mainstream schools and parents. Lack of awareness of constraints (lack of confidence, language barriers and working hours) has in the past led some teachers to assume lack of interest on the part of some parents

This Project has informed parents about their role and as a result there is greater parental support for students and many are more confident to approach the school

The quality of the learning experience

The Project Manager, working closely with the Supplementary Schools and in consultation with the students, developed a programme which centred on areas of weakness the students identified. The classes were small, single sex and students were placed in sets dependent on their expected grades at GCSE. It is strength of the Project that it was able to secure the support of some of the most experienced and senior staff from the mainstream schools to teach. The teaching and learning practice was of high quality – staff were required to submit schemes of work and lesson plans for the programme.

Students were provided with resource packs, and refreshments were available during breaks. Students were offered one-to-one help where necessary, provided by supplementary school volunteers, and sessions on revision techniques and stress management.

While the focus of the MSSSP in 2004/5 was on delivering intensive GCSE and Year 10 classes, the Project Manager continues to organise additional support to targeted students in the three schools throughout the year for example in preparation for November resits

Celebrating achievement

To celebrate the achievement and contribution of those who participated BTIT organised a celebration event in partnership with the project manager.

Certificates of completion and special awards were presented at celebration events attended by parents/carers, community members and mainstream school staff who had been involved in the Project.

3.7 Issues to be considered

- If the Project is to be extended to new secondary schools it is vital that this is done in a way that does not water down its impact. Its success cannot be put down to a simple formula but to extensive partnership and trust development; to detailed work with Supplementary Schools and parents and is also dependent on the commitment of the most highly skilled and experienced mainstream staff. All these elements will need to be in place to ensure continued success.
- Intensive revision classes in Year 11 are too late for many and the need for the impact of the Project to start in earlier years has been expressed by many. Funding is needed to ensure continued delivery in Year 10 and to develop earlier interventions
- Drawing students from a range of schools teaching different syllabuses and set texts was a problem referred to by a number of interviewees, The Project needs to address this in its planning for future years
- Through the Supplementary Schools the project attracts students who are in the target group many of whom live in the central NR area of the city but attend other mainstream schools. How these students can be supported needs to be addressed

4.0 African Caribbean and Caribbean Heritage Attainment Project at the City Academy.

The aim of this Project is to raise the attainment of African Caribbean and dual heritage students at the City Academy and local primary schools. Its methodology is based on that of the MSSSP. The services to be delivered include the design and delivery of support programmes to raise SATs, GCSE and post 16 attainment; the development of a programme designed to increase the engagement of parents/carers and the development of a community mentoring programme.

At the time that this evaluation was conducted the Project Manager had been in post for only three weeks and as this was the beginning of the Autumn term scheduling meetings with key staff had proved difficult this is bound to limit what has been achieved by the scheme and also our knowledge of it.

The following activities were planned

- Group work with the target group of young people

- Developing work with Year 10 students who have low reading ages
- Developing a reading buddy scheme
- Offering additional support in English course work for Year 11 students in the target group
- Developing a questionnaire for parents about their needs
- Encouraging Young people in Year 10 to undertake the Youth Achievement Award

Although it is not possible to make any meaningful evaluation at this early stage it is possible to raise some issues

- Some of the students in the target group do not want to be seen as different or to participate in separate activities to their peers and some are resistant to an African-centric approach to any supplementary activity
- It appears that primary schools are less convinced than secondary schools of the value of providing targeted work with specific groups of students
- How this project will work with Erondu is unclear and this should be addressed as a matter of urgency to avoid misunderstandings

5.0 Primary Education Supplementary Schools Support Project at the City Academy.

The aim of this Project is to develop provision on similar lines to the MSSSP with the primary schools in Easton, Barton Hill and Lawrence Hill. It is intended that it will offer customised support on an individual and small group basis through partnership working with the three Supplementary Schools (Amana, Bangladesh Association and BTIT) and mainstream Primary schools. These schools include Barton Hill, Mill Pond, Easton Primary, May Park, Hannah More and Whitehall

At the time of conducting this evaluation the Project manager for this Project had been in post for little over a month. Plans were in place for a range of activities including

- Maths Science and English classes to take place in a local mosque once a week using a mainstream teacher to deliver the class
- Intensive support for newly arrived Somali students at Barton Hill (where 72 newly arrived students had enrolled between September and October)
- Bringing Year 6 students from primary schools into secondary schools to develop an easy transition
- Meetings with parents to offer support

It was not possible to make any assessment of the impact of the Project at this stage of its development. However the following observations can be made.

- This Project faces a similar issue as that facing the African Caribbean Project in that Primary schools are less convinced than secondary schools of the value of providing targeted work with specific groups of students
- There is a considerable work to be done with primary schools serving underachieving communities to involve them more effectively in partnership with Supplementary Schools. Some primary schools (not those involved in this Project) are reported as being unconvinced of the value of Supplementary Schools and indeed appear, in some cases, to see them as threat. In others the involvement of the Supplementary School in the school is not given the respect and value it deserves and examples were given of where partnership work which had been developed over some years was seen as expendable when a new head arrived.

6.0 Impact of community based supplementary schools' specific education activities

In Bristol there are a variety of models of Supplementary Schools varying in purpose and methods. Most are set up and run by people from within a minority ethnic community for children in that community. Traditionally Supplementary Schools have included the development of cultural identity, provided first language classes, cultural and religious education and awareness. Many also offer activities which support children's school work. From 2005/6 NRF has been made available to a number of Supplementary Schools to extend their work on the national curriculum such as revision and catch up classes, English, Maths and Science teaching.

The majority of the Supplementary Schools interviewed in this section receive this funding and it is on this aspect of their work which we focus.

It should be noted that we were dependent on the Supplementary Schools to supply us with information. Most were happy to provide us with the information they had but in most cases their record keeping was limited. In some cases they also facilitated our contact with parents. Wherever possible we tried to visit Supplementary Schools to see for ourselves when they were operating.

Bristol Muslim Cultural Society (BMCS)

This Supplementary School is going through a period of change and development. The Society started an after school club at Bannerman Road Primary School in 2004/5 offering one hour of Koranic studies and one hour of activity linked to the existing after school club run at the school.

The Society was keen to link the study of faith with the mainstream school curriculum in order that the children saw the connectivity between the two. Initially they taught the Arabic language, with a view to teaching the Quran later in the development of the child's education. However, this proved

difficult, and it is now planned that the teaching will take place in the traditional way, using the Quran from the outset. The teaching will be in English.

The existing after school club at the school recently folded and it has recently been agreed that BMCS will pilot an after school club for any child attending Bannerman Road School. The plan is to offer structured learning through fun, linking the after school club to the Scouts. The club will link to the mainstream school by sharing information with teachers about the levels of achievement of the children and developing suitable literacy and numeracy support within the club's activities.

Those wanting to study the Quran will be offered the chance to do this in a separate classroom while others continue with other activities.

BMCS receive NOF funding for the After School Club and NRF for the literacy and numeracy support

Easton Jubilee Trust - a welcome to new arrivals (EJT)

The Easton Jubilee Trust was initially set up by members of a church which is situated in a community into which many people arrived new to the UK. In particular there is a large Somali population which live in the area around the church, for many of whom English is an additional language. The Trust is independent of the church and has a secular constitution and in response to the needs in the community the Trust set up the 'Somali Education Project'

This project involves volunteers with expertise in relevant subjects who are recruited to provide:

- One-hour homework club for secondary aged children (Thursday 6-7pm)
- Science Master Class (Monday 6-7.30pm)
- Home based individual tuition

The Trust employ a part time Somali link worker who also works for the Horn of Africa Forum and his work ensures a strong link to the local community. Easton Jubilee Trust Supplementary School activity is funded through Children in Need.

When we visited the science master class it was impressive to see the commitment of the young Somalis to learn. At 6pm during Ramadan, when they were able to break their fast, 11 young people assembled to improve their science skills. This was still relatively early in the term and as word of mouth operated the numbers were still growing. A brief interview with two students during a break confirmed their eagerness to learn and the fact that they had heard positive reports of the science master class from students last year.

All tutors are CRB checked and provided with some training. The manager concedes that both the training and the quality of the teaching experience remain areas for development. Materials to support the classes are available.

Staff from EJT make efforts to contact the mainstream school to inform them that the student is attending their classes and to gather information about predicted grades but this has proved difficult in some cases and they are often dependent on the students providing the information.

An analysis of the results of 8 of the students supported through the activity of EJT show that the majority improved their grades by at least one grade. It is noted however that these are not full results and those who did not achieve as well as hoped might not have reported them back to the Trust.

We were able to interview by telephone two parents who were very positive about the support of the classes and felt that they had helped their children to improve their GCSE achievement. .

Global Hope Academy (GHA)

The Global Hope Academy is the education arm of the Horn of Africa Forum. It started in 2002 as a Supplementary School offering support for refugee children who had limited experience of education. Until 2005, when the head teacher decided to cease the arrangement, it ran a Supplementary School at Bannerman Road School on Saturday mornings. The school offered three hours provision for any Somali child (Reception to Year 6) from the Easton area and covered religious and cultural issues, English and Maths

While visiting the GHA office we were able to contact by phone two parents of children who had attended the classes. Both were extremely positive about the support offered by the Supplementary School and were disappointed that it currently does not run. In particular they pointed out that they and other parents were not able to offer this help to their children and they were keen for them to do well.

The Global Hope Academy also act as a bridge to local schools for parents who are new to the English education system.

When the Supplementary School ran it used volunteers to deliver the support. They were CRB checked but did not receive training. They saw themselves in the role of parent as substitute for the support that parents were not able to give at home.

Global Hope Academy receives funding from the Greater Bristol Foundation for rent and resources.

Humdard

Humdard has been operating an after school club since 2000. It targets children from communities which have traditionally underachieved and offers after school activities including Islamic Studies²⁵ to Muslim children who would otherwise be expected to go to the Mosque.

The scheme is OFSTED registered and offers a full programme of activities including play, drama and language, literacy and numeracy for up to 15 children from the ages of 5-11 at any one time.

Humdard is funded by the Children's Fund, NRF and BBC Children in Need. The staff, which includes a Play Leader, three Play workers and a Creative Leader, are paid. This relatively high number of staff reflects the fact that some children have language support needs and some have learning difficulties.

Humdard works largely with children from Cabot and St Barnabus Schools. At the beginning Humdard was based at Cabot School but the school preferred to end the arrangement. Therefore the project now works from their own premises on Halston Drive and recently started to run on two days a week from St Paul's Learning Centre.

The scheme reports that although they attempt to maintain close links with the schools this is not always easy and the schools do not refer children to the scheme.

In addition to the support given to the children, Humdard sees its role as one of supporting parents with whom they maintain a close dialogue about the progress and needs of the children and in order to encourage them to get involved in the children's learning.

Imani

Imani has operated a Supplementary School in Bristol for just under three years with funding from the Children's Fund focusing on the needs of African Caribbean children between the ages of 7-14. Starting as a holiday scheme, Imani is now planning to deliver to 25-30 young people on two sites²⁶ on Saturdays between 12-4pm. The focus is on raising attainment, especially in English, Maths, Science and Citizenship and Social Education.

Imani runs holiday programmes based on issues arising in the community i.e. Street Crime, Dangerous Weapon, Anti-Social Behaviour and some school based transitional/curriculum work. It is now planning to set up an 'academic homework club'.

²⁵ This is offered on a one to one basis

²⁶ New Place, Fishponds Road and St Paul's Learning Centre. In October 2005 the number on role was 12

The sessional staff, who include a play worker and a youth worker, are paid. And the support of the Qualified teacher time is offered 'In-kind'.

Imani gather information about existing attainment levels from the students and their parents and this and collaboration with the young people themselves establishes what they will be taught. Detailed lesson plans are developed for each week's activity.

An area for future development is to work more closely with parents to inform them of how the mainstream system works.

Imani have good relationships with local schools and have just established links with two local primary school who they anticipate will refer young people who could benefit from a project like Imani. They believe that the schools recognise the fact that Supplementary Schools are doing something different with the children and can help to raise achievement.

Imani are partners in the Erondy Foundation and agree with the principle behind its establishment. However they suggest that the focus of the City Council on GCSE attainment which led to the establishment of Erondy, excluded them from the possibility of NRF funding for their activity including work with primary level (Key Stage 2) pupils and the consideration of the wider causes of BME underattainment within mainstream schools.

Mapambamo Academy

The Rastafari Women and Youth Group started Mapambamo Academy in 1995/6, based at Kuumba Project in Bristol. Recognising the significant underachievement of young people of African descent It aims to provide children with additional support to help raise attainment.

The core of its activity is Saturday classes for between 20-30 children from the ages of 4-16. In addition, Mapambamo offers half term and summer activities, including trips for families. Activities include English, maths, science, geography, African history, reading and music. All activities are aimed at building confidence and concentration in the classroom in order to raise attainment.

Although not able to show records of their impact, Mapambamo offers examples of young people who have benefited from their activities, including some who have gone on to university.

The organisers are aware that a closer dialogue with mainstream schools might help them both in terms of sharing resources and in developing an understanding of how best to support the children in greatest need of support. There is, however, a strong concern that in doing that they do not want to lose their identity, nor as volunteers to be overwhelmed by paperwork and monitoring.

Mapambamo currently receives funding from the Children's Fund for rent

Sikh Resource Centre

The core of the Sikh Resource Centre's education provision is Punjabi language classes for approximately 35 children aged 6-16 and preparation for GCSE.

In addition the Centre has received funding to run a range of projects for young people including music and dance and Sports activities, IT classes, the preparation of a bilingual newsletter and a history and culture project. These short term projects have been run as and when the funds were raised.

Additional funding from NRF this year is allowing the Centre to develop its support of students in English, Maths and Science from Year 5- GCSE.

Classes, promoted through word of mouth and advertising in the Centre and in local schools, take place on Saturday mornings. Trained tutors are recruited through an agency to deliver maths, science and English. 21 students attend in the younger age group and 7-8 attend the GCSE classes. In addition to the end of session assessment, regular assessments of their learning are also carried out in relation to their academic achievement i.e. SATs and GCSE attainment.

Classes are open to all who need the support. A majority are Sikh but there are also Somalis, one Hindu and several children from Muslim families.

The Centre is aware that the need outweighs their ability to respond and is conscious that they need to develop their policies to ensure that students are making best use of the provision.

They are also concerned to make effective contact with the relevant mainstream schools to ensure that they are aware of what support the students need and how best to deliver this.

5.1 Key Issues

It is clear that Supplementary Schools have a wide impact in many communities, offering an opportunity to develop learning within their own cultural matrix. In many cases they operate at a wider level of community development and they also provide wider support for parents, developing their understanding of the education system and how best to give learning support to their children as well as providing a bridge to the schools the children attend.

Supplementary Schools should be encouraged and supported to work closely with the relevant mainstream schools in order to target their support to those children in their community most in need and to benefit from the school's detailed knowledge of those children's needs.

Equally, mainstream schools need to understand and value of the role of the Supplementary Schools. At present, although some heads clearly work well with Supplementary Schools, others appear to look on the Supplementary Schools as a free translation service or to view them as them as expendable partners or even as a challenge to their authority. There is a need for support and training for mainstream schools to understand the role and potential benefits of partnerships with Supplementary Schools

The majority of Supplementary Schools depend on volunteers to deliver their support to children. The extent to which they are able to assess the quality of the teaching and to offer training varies. This should be a priority for local authority support, linked to work in literacy, numeracy and the national curriculum. The City Council needs to ensure that its support for supplementary schools matches resources to needs and that there is a clearly laid out transparent process for its allocation.

Supplementary Schools are keen to support their children to achieve, and require support and funding to help them do that. For some, however, there is a risk that the burden of delivering achievement related projects could divert them from their strengths, and original purpose, which are about identity, culture, language and religion. It is important to recognise that supplementary schools which deliver these well are making an important contribution to mainstream curriculum achievement by raising the aspirations of students and parents, and enabling young people to attend school with confidence and pride, a critical underpinning for effective learning.

7.0 The Erondu Foundation, an alternative model to support raising attainment

In Bristol there has been a long standing concern about the low levels of attainment among African Caribbean and dual heritage pupils in the mainstream system. Many in the community see this is the result of the failure of that system to provide an effective education for their children.

The Erondu Foundation, a new Supplementary School developed in 2005, focuses on raising the attainment of African Caribbean and Dual Heritage children across Bristol in particular in six secondary and six primary schools²⁷. The partnership sees its development as constituting the biggest investment in African Caribbean attainment in the city in recent years.

²⁷ Secondary schools: City Academy Bristol, ST Thomas More, Whitefield, Fairfield, Speedwell and Cotham. Primary schools: Cabot, St Barnabus, Easton Primary, Bannerman Road, Millpond and Whitehall Primary

While Erondu is new it is built on a partnership of long standing Supplementary Schools and community based initiatives²⁸ and on relationships which have been built for some time with some mainstream schools²⁹

7.1 Key elements of the Project are:

- A programme developed by the partnership providing young people with a learning experience which, while focussed on attainment is in an environment which is unlike school
- Provision of GCSE tuition in Maths, English and Science, French and the Humanities targeting students at the D/C borderline
- Provision of support in the core subjects of maths English and science for Year 9 students who are predicted to achieve below Level 5 SATs.
- Provision of a programme of transition support (Year 6/7)
- Delivery in three satellite centres³⁰ on Saturdays and through after school provision on Tuesdays³¹
- The appointment of subject teachers who have qualified teacher status
- A strong African Caribbean pastoral team who offer support alongside the curriculum support and aids learning by focusing on citizenship and preparing the students to learn
- Referrals are made through community advertising and through mainstream schools
- A small charge is made for the classes to ensure sustainability

7.2 Success factors to date

While the project is in its early stages it is possible to point out some success factors

- The scheme has the support of key agencies including the Black Development Agency
- Relationships with Mainstream schools are being enhanced and systems are being established to share data about students and relationships with Heads of Year are being developing
- There is a diverse range of teachers and a strong team of pastoral support workers appointed to work on the scheme
- An analysis of the impact of the scheme shows that 78% of the 9 students supported by the project showed an improvement of at least one grade and 56% gained 5A*-C
- Although the scheme is undersubscribed at the moment the numbers are growing as the existence of the scheme becomes more widely known

²⁸ Erondu Foundation is led by Shakti Imani Inclusion Project and endorsed by the Black Development Agency. Its partners include Imani, Mapambano and the Black Community Education Support Group

²⁹ For example through Family Group Conferencing activity

³⁰ Shakti Imani, New Place Fishponds Road, Kuumba Centre

³¹ Shakti Imani

7.3 Factors which have limited the impact of the project so far

- The host organisation's (Barnardos) recruitment procedures delayed the start date for the Project
- Referrals from mainstream schools were low in 2005 and some who were referred failed to attend

7.4 Issues for consideration

- The issues which are being addressed by Erondy Foundation are long standing and change will not happen quickly
- Partnerships take time to develop, the delivery partnership needs time to establish; the community needs to have time to understand the scheme's aims and to develop a trust in what it is trying to achieve; partnerships with schools take time to establish and for the systems of referral to embed
- The approach was initiated by Bristol City Council and there is concern expressed by some of the partners that the focus on Floor targets detracts from some of their existing work
- The policy of charging for course needs to be addressed: some concern has been expressed by some parents and schools and the scheme needs to consider whether this acts as a barrier to some target students

8.0 Supplementary Schools' Coordination Project

The Supplementary Schools Coordination Project was established, initially on a short term basis, in response to the need to extend the support of the sector.

It aims to:

- Support the development of the Supplementary Schools Forum with the aim of the Forum becoming an independent body which represents and supports the sector
- Develop effective links between mainstream and supplementary schools to support raising attainment. This might include the development of protocols for data sharing and targeting and of referral systems
- Develop a strategy to support the training of Supplementary Schools staff and to enable those who wish to become qualified
- Develop a long term, sustainable funding structure for the sector
- Ensure good practice developed in the Supplementary Schools is translated into mainstream provision, e.g. through good practice guidance and a conference
- Support communities to establish Supplementary Schools for newly arrived communities- e.g. Polish and Albanian communities

This Project is at an early stage and the worker is still establishing a role and relationships with the Supplementary Schools, however the project has already achieved the following:

- The Supplementary Schools Forum is in development and initial meetings have taken place
- Produced a Directory of Supplementary Schools in Bristol³²
- A website has been established³³

Throughout the preparation of this report the need for the support of the Supplementary Schools Coordination Project has been made clear

- Evidence from other parts of the country shows the value of coordination and support for the Supplementary School sector (see below)
- At present the sector in Bristol is uncertain about the future and there is an urgent need to ensure that a strategy for Supplementary Schools is developed in consultation with the sector. The Supplementary Schools Coordination Project will be an essential part of this development
- Many Supplementary Schools appear to be working in isolation and currently fail to benefit from sharing of good practice and policy development. This should be assisted by the work of Supplementary Schools Coordination Project
- The development of strong relationships between Supplementary Schools and mainstream schools is vital particularly at the Primary level, and the Supplementary Schools Coordination Project would assist in this
- Several Supplementary Schools commented positively on the support they had gained in a previous period through work of a Supplementary School support worker and clearly they value the fact that this support is once more in place

9.0 The National Picture

Our Approach

We began the research trawl elsewhere with two questions in mind:

- Where is attainment rising in BME communities and what seems to be the contribution of supplementary schools – in other words, what works? We are able to provide some data to throw a light on this question but it is extremely limited. This is an area where there is a pressing need for national research.
- Matching resources to need: how are other areas going about assessing scale/intensity of attainment problems and matching

³² http://www.bristol-lea.org.uk/services/pdf/eit_supplementaryschools.pdf

³³ http://www.bristol-lea.org.uk/services/eit/supplementary_schools.html

resources to them – in other words, how can we ensure that provision is planned to meet the challenge as well as a community response? This is even more problematic: we found no evidence elsewhere that local authorities are attempting to match need and resources. Rather, it seems that Supplementary School development reflects the strength of community feeling and organisation, and the authorities' response to that.

This section falls into three parts:

- Implications of Policy Changes
- Research and Other Evidence of impact
- Models – coordination, support, delivery and funding

9.1 Implications of Policy Changes

A major influence on future development is likely to be extended schools and the new measures for parental and community involvement announced in the Schools White Paper (October 2005).

Extended schools are relevant to supplementary schools because the aims of extended schools include

- Involving groups that are vulnerable and deprived, and raising educational standards
- Promoting community cohesion by forging closer links between the mainstream school and the community.

Extended schools may be able to provide space for after school activities and teaching expertise in the core curriculum. Supplementary schools and the communities that run them may be able help extended schools develop closer links with parents and ethnic minority communities and to suggest ways of tailoring support to individual pupils. Supplementary school policy should, therefore, be closely linked with that of extended schools.

The Schools White Paper says that *All schools will be expected to do more to engage and to listen to parents. They will provide more regular information on progress; will be encouraged to set up Parent Councils to give all parents an opportunity to have their say; and will consider the use of outreach workers to make contact with hard-to-reach parents.*

It points out: *The new school inspection arrangements now require all schools to demonstrate the quality of their engagement with parents. Ofsted will inspect a school's links with parents and the extent to which they canvass and act on parents' views.*

The implications for supplementary schools are:

- They will want to be represented on Parents Councils or similar bodies where these are set up
- They may be able to provide volunteers to work with mainstream schools on making contact with hard to reach parents

- They may consider applying for funding to open a new school. If there is sufficient parental support, local authorities will be obliged to provide consultancy support to develop plans and to provide a site if the proposal is successful.

9.2 Research and Other Evidence

Research and other evidence about supplementary schools falls into four categories:

- National evaluations
- Local inferences from attainment improvements
- Local evaluation of supplementary schools and their development – mainly qualitative data

National Evaluations

We are already funding a supplementary schools pilot in four cities: London, Birmingham, Manchester and Bristol and we want to make the good practice which is being developed universal.

Stephen Twigg (then Schools Minister) to New Local Government Network, March 2003³⁴

The outcome of the supplementary schools pilot was judged positive by DfES and led to the creation of the Supplementary Schools and Mother Tongue Resource Unit which has now become part of ContinYou.

The Supplementary Schools Support Service, the predecessor of the Resource Unit, commissioned NFER-Nelson, an educational research organisation, to carry out a research project intended to evaluate the role of supplementary schools in supporting pupils' educational progress.³⁵

The research carried out in 2001 was in the form of an attitude survey to find out what young people think about mainstream and supplementary education, about the core subjects of reading and mathematics, about themselves as learners and about their reasons for attending supplementary school.

This was the first study to systematically explore the attitudes of pupils attending supplementary school in England and is the largest ever study of supplementary schools and their pupils.

Overall pupils were very positive about supplementary school.

- 74% reported that they were happy when they were at supplementary school.
- 84% reported supplementary school helped them with their mainstream school work.
- 84% said they got on well with the supplementary school teacher.

³⁴ Quoted at http://www.nlgn.org.uk/mod_media_speeches.php?article=13

³⁵ Supplementary School Support Service Summary of NFER Pupil research 2001 (CfBT)

- 75% said the work they did at supplementary school was interesting.
- 70% disagreed with the statement “I am bored at supplementary school”.
- Pupils were also generally positive about mainstream school, however they were more positive about supplementary school than they were about mainstream school. For Example while 22% said they were bored in mainstream school lessons only 12% reported they were bored in supplementary school lessons.

Perhaps more significant are the results of a study of the impact of study support on attainment.³⁶ Some types of study support are provided by supplementary schools. This study, carried out by University of Strathclyde and NFER for DfES, involved tracking the progress of 8000 children across the UK:

The research found firm evidence in all the schools studied that pupils who participate in study support do better than would have been expected from baseline measures in academic attainment, attitudes to school and attendance at school. Study support appears especially effective for students from minority ethnic communities.

Local Inferences

There are a number of areas of the country where BME attainment is rising and we have tried to understand the possible contribution of supplementary schools to this in the cases of Birmingham and Tower Hamlets.

Birmingham

Since 1995 there is a rising trend across the city of 5A-Cs, and especially in two communities: Indians and Bangladeshis. On the other hand, African-Caribbeans are showing a falling trend.

A small but significant contribution to raising achievement amongst Bangladeshi children in Small Heath is reported by Dr M Millat-e-Mustafa and Shelima Begum who carried out an action research project using out of school support.³⁷ 30 children drawn from key stage 2 in four schools took part along with their parents. A number of interventions were tried out following an investigation of the reasons for under-achievement including homework club,

³⁶ *The Impact of Study Support* A report of a longitudinal study into the impact of participation in out-of school- hours learning on the academic attainment, attitudes and school attendance of secondary school students by John MacBeth and others. Quality in Education Centre, University of Strathclyde, NFER and Create Consultant, DfES, 2001
See <http://www.standards.dfes.gov.uk/studysupport/816987/817959/impactsstex>

³⁷ Raising Achievement Among KS2 Bangladeshi Children in Small Heath: An Action Research Project, CfBT/Birmingham Cultural and Education Centre/Centre for Bangladeshi Community Studies, Bangladeshi Women’s Group. September 2005.

afternoon club, homework diary, Bangladeshi families link worker, parent governor involvement, production of bi-lingual leaflets and information, parents education and training programme. The results are impressive:

Intervention	Before	After
Homework support and extra support in core curriculum through weekend homework club and weekday after school club	37% regularly completed and submitted homework	80%
Number of children at or above grade level in at least one core curriculum subject	10% (September 2004)	83% (July 2005)
Average daily attendance (reflects various interventions)	80%	95%
Parental involvement	17%	93%

Tower Hamlets

An Ofsted report in May 2004 identified a number of factors in the relative success of Bangladeshi pupils in a number of schools, including two in Tower Hamlets:

- Making the curriculum more relevant to the students' cultural background
- Involving parents and community organisations
- Additional help in English
- Out of school classes
- Tackling racism

Achievement of Bangladeshi Heritage Pupils explores the educational experience of Bangladeshi pupils and finds that pupils of Bangladeshi heritage are making more progress than some other ethnic minority groups between Key Stage 3 and GCSE.

Ofsted said the schools in its small study were praised by Bangladeshi parents for their sensitivity to cultural issues and their "scrupulous" handling of any racist incidents on the premises.

"Pupils had great confidence in their teachers and were sure that teachers would deal with any racist incidents in an impartial and sensitive way," said the report.

Local Evaluation of Supplementary Schools

Leicester

Peter Martin's evaluation of the Leicester Complementary Schools – as they are called locally – Project³⁸ shows how

- Bilingualism makes for more effective learning in community languages and English and promotes positive learner identities – about educational success and about thriving in two cultures
- Complementary schools reinforce the work of mainstream schools on discipline, assessment and exams.

9.3 Models – coordination, support, delivery and funding

Developed systems for the coordination and support of supplementary schools exist in a number of cities, notably: Leicester, Birmingham and Manchester, in Hackney and across London.

Birmingham

We have selected Birmingham as an illustration because it is a well developed model of coordination, support, delivery and funding. Birmingham's 107 supplementary schools come together through a Forum chaired by the LEA's head of educational equality. A key aim of the Forum is to promote better links between supplementary and mainstream schools.



The city's supplementary schools have signed up to a shared approach:

- A curriculum which focuses on the development of cultural awareness alongside literacy and numeracy skills.

³⁸ Funded by ESRC. The final report is available at www.le.ac.uk/education/research/complementary_schools

- A shared value of education by parents and staff.
- A commitment to the importance of parental involvement.
- An ethos of self-determination and self-help.
- A predominance of Black, Asian and Ethnic Minority volunteers working with youngsters.

The LEA provides practical support in two main ways:

Advice and funding

The Education Service provides specialist advice and funding to Supplementary Schools. As such, they are monitored in accordance with the City Council's "Conditions of Grant Aid". Visits are made by School Advisors and Community Education Development Managers where a "Monitoring Assessment / Visit Report " is completed.

Homework Clubs

The Education Service also provides a facility to run homework clubs, in addition to existing classes, which provide extra support in key curriculum areas. These clubs have the potential to link with mainstream schools, but require additional resources, advice, support and structured homework plans.

London

There is a developing programme of support for supplementary schools across the capital linked to the campaign to improve educational outcomes for black children. The points in the box are from a recent report from the London Development Agency³⁹:

Positive action for supplementary schools

- Supplementary schools should identify the mainstream schools that their students attend and focus on establishing effective relationships with a cross section of these schools.
- Supplementary schools should encourage parents to let their mainstream school know that their child attends (them) and produce leaflets to support this process.
- Supplementary schools should regularly send mainstream schools information about their activities and invite members of school staff to attend their events
- Members of school staff should be approached to sit on the management committee of the (Supplementary) school in order to contribute to the work of the school and to develop strong working relationships

³⁹ See http://www.lda.gov.uk/upload/pdf/Main_Research_sect4.pdf

Joint Actions

Both mainstream and supplementary school leaders need to

- Work together to develop an appropriate mainstream and supplementary school curriculum i.e. one which is fit for the purpose of educating Black pupils
- Make samples of pupils' work available to each other in order to identify and work together on areas where the pupils need support and to celebrate successes at school.

Hub and Network Model

CfBT have funded a two year project to look at support models for supplementary schools which aims to build on the work of the DfES funded Supplementary Schools Support Service. The project will implement and research a hub model in five cities: Bradford, Leeds, Leicester, Manchester and Sheffield.

Peter Martin's Leicester report identifies some issues for attention:

- need for common national standards
- importance of establishing links between mainstream and complementary schools
- ignorance of mainstream schools about community languages
- need for strategic support network and national recognition.

These issues are relevant in Bristol, too. Improved coordination, support, delivery and funding are needed to address these issues.

10.0 Visits and interviews

General	Ruth Pickersgill	Equalities and Inclusion Manager
Mainstream Supplementary School Support Project	Ray Priest	Principal, City Academy
	Ruth Heyes	Mainstream teacher on MSSSP
	Mike Dick	Deputy Head, Fairfield
	Eileen Flynn	Deputy Head, Whitfield
	Ken Fyfe	Director of Community Development City Academy
	Azmina Mitha	MSSS Project Manager
	Claire Stewart	Head of English at CA and teacher on MSSSP
	Peter Willoughby	Mainstream teacher at Whitefield and teacher on MSSSP
	Ravinder Saluja	Mainstream teacher at Whitefield and teacher on MSSSP
	Javed Nabi	Mainstream teacher at Fairfield and teacher on MSSSP
	Sophie Annesley	Project Manager Achievement and Incentives Scheme City Academy
	Cath Wood	Head of Year 11 City Academy
	10 parents	Randomly selected
16 students	Randomly selected	
Caribbean School Project	Lorraine Francis	Project Manager
Primary School Project	Shahzeen Mitha	Project Manager
Amana Education Trust	Mahamud Mumin	Development worker
	Mohamood Ismail	Amana Volunteer
	Mahmoud Matan	Acting Head
	Khalif Noor	Amana Volunteer and Parent Coordinator at CA
Visit to Amana Supplementary School 30 th October 2005		
Bangladesh Association	Mohamed Ainul Islam	Development worker
	Abdul Wahid	Parent Volunteer
	Salam Chowdhury	Parent Volunteer

	Sayed Haque	Parent Volunteer
	Musleh Ahmed	Parent Volunteer
Visit to BA Homework Class Tuesday 8 th November		
Bristol Taleem-al-Islam Trust	Javed Yousef	Head teacher
	Nagib Khan	Development worker
	Shahid Akram	BIC volunteer and CA Community Governor
	Noman Quereshi	Volunteer with MSSSP
	Shazia Riaz	Volunteer with MSSSP
Visit to BIC Sunday 30 th October		
Bristol Muslim Cultural Society	Farooq Siddique	Community Development Officer
Easton Jubilee Trust	Dr Steve Wilmshurst	Manager
	Mohammed Ismail	Part-time Somali link worker
	Leila Yusef	Parent
	Ayam Abdi	Parent
Visit to EJT Science Master class Monday 10 th October		
Erondu Foundation	Beaula McCalla	Manager
	Jendayi Serwah	Shakti Imani Inclusion Project
Global Hope Academy	Mohammed Ismail	Development worker
	Europe Abbas	Parent
	Fateeh Jama	Parent
Humdard	Jamila Aftab	Coordinator
Imani	Nwanyi Aduke	Volunteer
Mapanbano Academy	Kantea Sokoni	Volunteer
Sikh Resource Centre	Narinder Vir Kaur	Development worker
Supplementary Schools' Coordination Project	Ibrahim Massiah	Supplementary Schools' Coordinator