

Impact Of Supplementary Schools On Pupils' Attainment

An Investigation Into What Factors Contribute To Educational Improvements

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Executive summary

The Institute for Policy Studies in Education (IPSE) at London Metropolitan University and the National Centre for Social Research (NatCen) were commissioned by The Department for Children, Schools and Families (DCSF) in February 2009 to:

- map out the provision of supplementary schools, including participation rates (through a survey of schools);
- extrapolate the unique contribution supplementary schools play in the education sector (through a literature review and case studies); and
- scope the feasibility of conducting a quantitative study examining the impact of supplementary schools on attainment

Methodology

The research had four main strands:

- a literature review
- survey of supplementary schools
- case studies conducted in 12 supplementary schools
- scoping study

The **literature review** primarily focused on national studies relating to the establishment of supplementary schools, including reasons for their existence, location, the ethnic communities they serve, the range of provision offered, perceived benefits, how they are funded and staffed. A key aim of the literature review was to define what is meant by 'supplementary school' and what such a school constitutes.

A **survey** was conducted of 1,136 supplementary schools in England by means of a postal survey with computer-assisted telephone interviews offered as an alternative. The survey was completed by **301** supplementary schools, achieving a response rate of 26%.

The main aim of the survey was to map and profile supplementary schools in England, so as to better comprehend the type of provision offered by supplementary schools, the communities served, supplementary school costs and funding, organisational issues (including premises, staff number of staff employed and level of qualifications, links with supplementary and mainstream schools), pupil characteristics and attendance patterns. An additional purpose of the survey was to use the information obtained about pupils to give an indication of the proportion of pupils who are reached by this form of educational provision across the whole country.

Case studies of 12 supplementary schools located across England were conducted. The case studies covered areas similar to the survey. However, they sought to provide more in-depth information about supplementary schools catering in particular for minority ethnic communities who have tended to underachieve in mainstream education in national assessment examinations. A key objective of the case study research therefore was to ascertain the factors which supplementary school staff, pupils, parents, community groups and local authorities identified as benefiting the children that attend supplementary schools. Equally important was a concern to understand respondent perceptions of supplementary school impact on children's experiences in mainstream schools and their educational

outcomes. Thus children's attitudes to learning, attendance, their behaviour and attainment patterns in mainstream schools were of interest. So too were the nature of links that supplementary and mainstream schools had developed with each other.

The case study research sought to learn more about the extent of parental involvement in supplementary schools, together with why supplementary school teachers choose to work in these schools and their subsequent experiences. Where teachers also taught in the mainstream sector they were asked to compare their teaching experiences, and any differences they encountered in pupil attitudes and engagement, with the two sectors. Pupils were similarly asked to compare their experiences of teaching and learning in mainstream and supplementary schools.

As supplementary schools target particular minority ethnic communities, the research also aimed to understand supplementary school perceptions of 'community' and 'community cohesion'.

Semi-structured interviews and focus groups were used to collect data from supplementary school teachers, headteachers and support staff (where relevant), pupils and parents, local authority staff, community group representatives and mainstream school headteachers.

To further contextualise the interview and focus group data, classroom observations were conducted in a small number of schools. The classroom observations concentrated on lessons with a National Curriculum focus, and noted teaching and learning approaches and pupil engagement with the lessons concerned.

In total, **264** respondents participated in the case study research. This can be disaggregated into 55 school staff, 112 pupils and 74 parents in the supplementary schools. Data collection with mainstream school headteachers, local authority and community group representatives yielded interviews with 23 respondents.

Finally, through an analysis of the survey and case study findings, the study was tasked to propose a **feasibility study** of whether and how it would be possible to conduct an assessment of the impact of supplementary schooling attendance on pupil attainment in mainstream education, and if possible, also on pupil attitudes to learning, behaviour and attendance in mainstream schools.

Key findings: Survey

The main findings derived from the survey were:

- 60% of schools served one ethnic community. 48% of the schools surveyed served Asian communities, including Indian, Pakistani and Bangladeshi. 38% served Black African communities, while 23% served African-Caribbean communities, and 22% communities from Europe (such as Greek, Polish, Hungarian or Russian). Other communities served were Middle Eastern (18%) and South East Asian (14%, includes Chinese, Vietnamese, and Japanese).
- 85% of schools provided teaching in culture and heritage and 79% taught community or mother tongue languages representing 53 language groups. The majority of schools teaching language also taught culture, and the majority of schools that taught faith also taught culture.
- 68% of schools offered teaching in National Curriculum subjects, the majority of which focused on Maths (63%) and English (60%), whilst 70% of schools provided coaching for exams and tests. Of schools who said they provided coaching, most of

these provided support for their pupils in taking national academic exams. 75% provided coaching for GCSEs, 50% provided coaching for Key Stage 2 tests, 38% provided coaching for Key Stage 1 tests, and the same proportion (38%) coached for Key Stage 3 tests. Over a quarter (26%) provided coaching for A level and AS level exams.

- Schools were most likely to operate on Saturdays (64% mentioned this), although many operated on weekdays before or after school (41%) and on Sundays (28%). 85% operated during term-time while a much smaller proportion of 34% operated during the school holidays.
- Oversubscription was a problem for some of the schools.
- 45% of schools reported that their pupils usually attended for between two and five years, while 32% said their pupils attended for more than five years. 20% said their pupils typically attended for a year or less.
- More than half of the schools reported that pupils attended three or more hours a week; this was true for all age groups (under 5s, 5-11, 12-16 and 17-18).
- Although most supplementary schools operate from mainstream school premises, the majority of supplementary schools had no links with mainstream schools.
- Most supplementary schools were funded by local authority grants, followed by pupil fees.
- 56% of schools said they had been in operation for over 10 years, 14% between 6 and 10 years and 25% between 1 and 5 years, while only 4% had been in operation for less than a year.
- Schools tended to have both voluntary and paid teachers; with 78% having at least one voluntary teacher, compared with 62% of schools having at least one paid teacher.
- Class sizes were typically smaller than in mainstream schools. In 82% of supplementary schools a typical class had 20 or fewer pupils, while 12% had 21-30 pupils in a typical class, and only 3% of schools said that they had more than 30 pupils in a typical class.

Key findings: Case studies

Where supplementary schools were teaching National Curriculum subjects respondents made comparisons with mainstream school education. These comparisons implied a positive impact on mainstream schooling (i.e. the child has been effectively taught some aspects of the National Curriculum in their supplementary school). Overall, parents reported an increase in their children's attainment in mainstream school, improved confidence and the reinforcing of a cultural identity as a result of attending supplementary schools.

A key aspect which contributed to the extent to which pupils engaged with their learning was that they attended supplementary school because they wanted to, either because they enjoyed it or because they recognised that it would bring benefits.

Pupils in the case study schools tended to attend supplementary school throughout their primary and secondary education.

Case study interviews with teachers and headteachers highlighted evidence of immense dedication and commitment amongst staff working in supplementary schools.

A number of benefits were identified by case study schools (including parents, pupils and teachers) and local authorities. Many parents reported an improvement in the skills, knowledge and exam results of their children since attending supplementary school. Teachers, parents and pupils identified more concentrated teacher-pupil time due to smaller class sizes, in which teachers had time to explore a range of teaching approaches, and strategies for engaging pupils more freely than in the mainstream.

The 'impact' factors identified in the case studies provide support for findings in the literature review that possible impacts arise from the specific and intensive support provided by supplementary schools in National Curriculum subjects/community languages, and by renewing/embedding interest, motivation and engagement in their studies. Similar to the findings from other studies cited in the literature review, the case study data suggests there may be no tangible impact in terms of measurable educational outcomes for pupils if supplementary schools are not teaching mainstream subjects. However, there is potential for impact on three levels: pupil, teacher and parent.

The benefits/added value which the case study respondents saw as being derived from attending supplementary schools at a **pupil** level include:

- developing positive attitudes towards education (including more focused, attentive, better behaved and more motivated learners);
- positive identity reinforcement;
- an increase in self-esteem/self-awareness;
- increased confidence in asking questions/speaking out aloud/socialising with others in and outside school;
- a better understanding of one's cultural background (heritage, language, religion); and
- increased community/mother tongue language skills.

The data suggests that it is possible for the above to be transferred into mainstream learning. There are also benefits at a **teacher** level which include:

- reinforced commitment to working in the supplementary school sector;
- having the flexibility to be creative in their teaching and enhance teaching and learning strategies;
- opportunities for mainstream teachers to become reflective practitioners and transfer their knowledge to the supplementary sector;
- enhanced teacher qualifications – some staff were encouraged to study for UK QTS; and
- positive teacher-parent-pupil relationships.

And at a **parent** level:

- parental engagement;
- good teacher-parent relationships.

This research supports findings discussed in the literature review; that there are a vast range of supplementary schools serving diverse communities, and these schools are considered to make a valuable contribution to minority ethnic children's education. Nonetheless, this study further suggests that supplementary schools, local authorities and parents remained concerned at the study's focus on the contribution/difference that supplementary schools make to children's mainstream learning. This was perceived as the Government wanting to 'regulate' supplementary schools and remove their autonomy and independence, which some of the case study schools were opposed to.

Significant concerns were also raised by case study respondents as to the funding of supplementary schools, and whether their individual supplementary schools would be able to continue in the future with their current level of funding (where they were supported by LA grants).

Feasibility study

Between 3% and 8% of all pupils aged 5 to 16 were estimated to be in contact with supplementary schools at any one time which translates to between 18 and 28% of all children from non White British communities.

Analysis of the survey and case study data suggests that two alternative approaches should be proposed to quantitatively assess the impact of supplementary school attendance on children's mainstream school learning (see full report). The proposed studies will determine whether there is an effect or not, and give an estimate of the possible magnitude of the effect.

Conclusion

Overall, this research has shown that pupils attending supplementary schools derive immense support from attending supplementary schools. This was due to more concentrated teacher-pupil time, and the different ethos created by the supplementary schools. Case study respondents also emphasised the importance of having pupils taught by teachers from similar backgrounds, with shared culture and heritage, norms and expectations.

This research also indicates that there is a need for better understanding at a policy level of the added value, and not just in relation to academic attainment, that supplementary schools offer to children's learning.

Introduction

The Institute for Policy Studies in Education (IPSE) at London Metropolitan University and the National Centre for Social Research (NatCen) were commissioned by The Department for Children, Schools and Families (DCSF) in February 2009 to map supplementary school provision (through a survey) and provide insight into the unique contribution that supplementary schools make to children's mainstream school learning (through a small number of supplementary school case studies). A key aspect of the research was also to propose a feasibility study which would map attendance at supplementary school with children's attainment in their mainstream schools.

The report comprises a literature review which sets out to define what is meant by supplementary school education. The first part of the report discusses the findings from the survey conducted of supplementary schools and the case study data collected. The second part examines the feasibility of trying to map supplementary school attendance alongside children's attainment in mainstream schools.

1 Research Design

1.1 Aims and objectives

The study had the key aim of attempting to understand the factors that make supplementary schools successful, and assessing the perceived impact of supplementary schools on pupils' mainstream education.

The objectives of the research were:

- to map out the provision of supplementary schools, including participation rates (through a survey of schools);
- to extrapolate the unique contribution supplementary schools play in the education sector (through a literature review and case studies); and
- to scope the feasibility of conducting a quantitative study examining the impact of supplementary schools on attainment, utilising DCSF's National Pupil Database.

1.2 Overview of research design

The research had four main strands:

- a review of literature
- survey of supplementary schools
- case studies conducted in 12 supplementary schools
- scoping study.

Each of these will now be discussed in turn.

1.3 The literature review

This work was ongoing throughout the duration of the project. Using a wide range of educational and social science databases we identified relevant academic and policy literature for inclusion in the review. We also followed up references which were recommended by the Local Authority (LA) representatives and stakeholders during interviews. Whilst we drew upon some international literature, after consultation with the steering group it was decided that the preference was for the review to relate to the national context, and as such the bulk of the literature review pertains to the UK. The literature review is included in full in Chapter 2.

1.4 The survey of supplementary schools

The purpose of the survey was to map and profile supplementary schools in England. The focus was on finding out about the types of educational opportunities offered by schools, organisational issues and pupil characteristics. An additional purpose of the survey was to use the information about pupils to estimate the rates of participation in supplementary schools across the country.

1.4.1 Survey instrument

1.4.1.1 Use of postal and telephone methods

The survey was conducted by NatCen primarily by means of a postal survey, with computer-assisted telephone interviews offered as an alternative. The main reason for leading with a postal survey was pragmatic, since postal addresses were the only means of contact information available for the whole sample. However, this mode also had the advantages of allowing more than one member of staff to complete the survey and of being cost-effective. The main disadvantage of postal surveys is that response is often low. This is particularly the case with previous supplementary school surveys, where details are not always accurate, and there is historically some resistance from supplementary school headteachers to being involved in such surveys (Minty et al., 2008). To counter this, telephone interviewers made reminder calls and at the same time offered the option of completing the survey over the phone in a CATI interview (computer-assisted telephone interview) where a telephone number was available.

1.4.1.2 Questionnaire

The questionnaire was designed as a postal survey instrument and then adapted into CATI format using Blaise software. Most of the questions were closed with pre-defined response categories so that the questionnaire could be completed in approximately 20 minutes. The question wording was the same across modes, and only minor adaptations were made to the interview in order for it to work as a telephone interview.

The questionnaire was developed during February and March 2009 in consultation with colleagues at IPSE and the steering group convened by the DCSF. The following topics were covered:

- pupil characteristics and patterns of attendance
- organisational issues including links with mainstream and supplementary schools
- teaching staff
- types of teaching offered
- relationships with families
- costs and funding.

The postal survey is included in Appendix 1.

1.4.2 Sample design

The sample for the survey was drawn from the database of supplementary schools compiled by the National Resource Centre for Supplementary Schools (NRC)¹. At the time that the database was made available to NatCen for sampling purposes, the NRC was in the process of verifying the entries and inviting schools to become members of the NRC. The database included up to date contact information for some schools, but it was not known for how many the information was out of date or incorrect. The response assumptions made for the survey reflected the variable quality of the contact information.

¹ http://www.continyou.org.uk/what_we_do/children_and_young_people/supplementary_education (accessed 29th September 2009).

The database that was made available to NatCen was split by members and non-members of NRC. The member schools had been recently verified, but the non-member schools included both verified and unverified entries. A further complication was that the version of the database provided for the study excluded an unknown number of schools that had ‘opted out’ of having their information shared with third parties.

The sampling strategy was to disproportionately select all the member schools (n=442) on the basis that they would be more likely to be currently in operation with reliable contact information. The non-member schools were stratified by region before selecting 694 by random probability sampling. The aim was to achieve 300 complete interviews and the response assumptions were set at 20% for non-member schools and 36 – 40% for member schools. Table 1.1 documents the numbers of schools at various stages of the sampling process.

Table 1.1 Selecting the sample from the NRC database

	NRC member schools n	NRC non-member schools n	Total n
Schools in NRC database sent March 2009	468	1591	2059
Pilot schools	15	15	30
Schools removed (duplicates, no address)	11	32	43
Sample frame for main stage	442	1544	1986
Selected sample	442	694	1136

1.4.3 Pilot

A pilot survey was conducted in the last week of term prior to the Easter holidays in 2009. The purpose was to test both modes of the survey. In order to complete the pilot before the holiday period, schools were recruited by telephone and asked whether they would like to complete the survey by post or telephone. Of the 30 schools that were contacted, 27 agreed to take part and were sent introductory letters. Telephone interviewers were briefed about the study. After one week, 14 schools had completed the survey by phone and six had returned completed postal questionnaires.

The postal and CATI pilots highlighted the need for some minor amendments to the instruments and some issues to raise at the main stage briefing. Responses to the postal pilot showed that some questions were unclear or response categories needed alteration. The CATI pilot identified the times of the week that were good for reaching respondents and identified some issues with terminology. Some respondents preferred the term ‘religion’ to ‘faith’, and some described themselves as ‘organisations’ rather than ‘schools’.

Following piloting, recommendations were made for changes to the questionnaire. An updated version of the main stage questionnaire was printed and the CATI programme was retested.

1.4.4 Main stage of survey

1.4.4.1 Procedure

The procedure for the main stage was as follows:

- Advance letters were sent out with questionnaires to all 1136 schools in the sample. (See Appendix 2).
- Telephone interviewers were briefed about the study and CATI instrument.
- As questionnaires were returned, they were logged to ensure that telephone interviewers only called the relevant schools.
- Ten days after the letters and questionnaires were sent out, the telephone interviewers started calling schools to remind them about the study and offer the option of completing the survey over the phone.
- A month into fieldwork, a reminder letter and questionnaire was sent out to all outstanding schools in the sample.

The main survey stage period ran from 28th April – 19th June 2009.

1.4.4.2 Response

Full interviews were completed with 301 schools (71 with CATI and 230 by postal survey). The response rate for all schools in the issued sample was 26%. However, the response rate would be higher if ineligible schools were excluded (e.g. those that had closed)². Nine per cent of schools were confirmed as ineligible and it is likely that some of the schools that could not be reached due to telecommunication barriers or other non-response issues were also ineligible, for example because they were no longer in operation.

As Table 1.2 shows, the variation in response rate between member and non-member schools was even more marked than anticipated, with 43% of member schools completing interviews compared to only 16% of non-member schools. This variation could reflect differing levels of interest in participating in the survey as well as in eligibility.

² Assuming the same rate of ineligibility amongst non-responders that was found amongst responding, ineligible or refusing schools, the response rate excluding ineligibles was estimated to be 35%.

Table 1.2 Response by NRC membership*Base: All sampled schools*

	NRC member schools %	NRC non-member schools %	All schools %
Complete interviews	43	16	26
Ineligible	9	9	9
Refusals	1	1	1
Telecommunication barriers	8	9	9
Other non-response	38	65	55
Base	442	694	1136

1.4.5 Analysis

1.4.5.1 Editing and coding

The CATI data did not require editing since checks were built into the CATI programme. Some minimal back-coding of open responses (where a respondent had selected the 'other' category and was invited to specify) was carried out by researchers and reported where the responses were of interest. The languages were pre-coded in the CATI questionnaire.

The data from the completed paper questionnaires was keyed in and then edited to ensure the consistency of responses. The coding of languages from the paper questionnaires was handled by the researchers.

1.4.5.2 Weighting

The data were weighted to correct for differential selection probabilities between member and non-member schools. Due to the lack of information about schools in the database provided for the study, any differences between the responding sample and the population were not accounted for. It is possible, therefore, that survey estimates will be biased towards the characteristics of the schools that participated.

1.4.5.3 Analysis

The data were analysed using SPSS software. Since the purpose of the survey was to map and profile the characteristics of supplementary schools, descriptive statistics were used to analyse the data and these are shown in tables or charts. In the report, the responding organisations are referred to as 'supplementary schools' or 'schools'. Where the report refers to mainstream schools, this is made explicit. The percentages in most of the tables and charts are based on all the schools that took part in the survey and missing cases are listed as 'not answered'. Where a question was asked of a subgroup of schools, this is reflected in the base.

1.5 Supplementary school case studies

The purpose of the case studies was to extrapolate the unique contribution supplementary schools play in the education sector. We conducted case studies in 12 schools. The fieldwork was conducted between 3rd May and 18th July, and between 3rd October and 11th November 2009.

1.5.1 Case study instruments

The case studies were made up of a combination of individual face-to-face semi-structured interviews and focus group discussions with key groups (headteachers, teachers, parents and pupils).

The semi-structured interview schedules were designed in consultation with the steering group. A separate interview schedule was designed for each group of respondents, but where possible, respondents were asked broadly similar questions so that responses could be compared across groups. The interview schedules for all groups, including case study respondents, mainstream headteachers, LA representatives and community groups and stakeholders, can be found in Appendix 3.

The interview schedules were piloted in two London based supplementary schools prior to the main fieldwork being carried out. As a result of the success in the pilots, few changes were made to the interview schedules. However, it was decided that, where possible, two researchers should visit each of the schools due to the level of work required in each visit, and also to fit in with the opening hours of the schools visited.

1.5.2 Sample design

In our sample of the schools, we aimed to select schools which were located across a number of geographical regions, and which varied in terms of school focus (e.g. National Curriculum, community languages, religious/cultural provision). We also sought variation in size, and location of the schools, and to select schools to provide an ethnically diverse sample, in terms of the communities supported by the schools (e.g. Asian, African, African-Caribbean, Turkish, Eastern European communities).

We conducted case studies in 12 supplementary schools, including two in pilot schools. The pilot schools were included as part of the main research with the agreement of the steering group. A breakdown of all the supplementary schools that participated in the research is provided in Table 1.3, indicating the size and focus of the school, communities served, whether teachers had Qualified Teaching Status (QTS), length of establishment and the location of the school.

Table 1.3 The case study schools

Size	Provision	Communities served	QTS	Established	Location
Medium	National Curriculum/ Culture	Somali	None	2000s	Mainstream school
Small	Culture and heritage/ National Curriculum	African-Caribbean	All	1980s	Community group centre
Medium	Language	Polish	All	1950s	Mainstream school
Large	National Curriculum	Black and Minority Ethnic	All	1980s	Own centre
Large	Religious	Islamic	None	2000s	Mosque
Small	National Curriculum/ Culture	African, African-Caribbean and Asian	Some	1980s	Community centre
Large	Language/National Curriculum	Indian	None	2000s	Own centre/ mainstream school
Large	National Curriculum/ Culture	African-Caribbean, Dual Caribbean heritage	All	1990s	Community building used for a variety of provision
Large	National Curriculum	Mainly Pakistani but also Somali, Indian and Bangladeshi	All	2000s	Own centre
Small	National Curriculum/ Culture	Mainly Black West African,, but also Irish, Polish and Turkish	Some	2000s	Library
Medium	National Curriculum/ Religious	Somali	Some	1990s	Community centre
Large	Language/National Curriculum	Turkish	Some	1980s	Mainstream school

1.5.2.1 Region

Table 1.4 shows our anticipated geographical spread of schools alongside the number of schools contacted in each region and the actual regional spread we achieved:

Table 1.4 Geographical spread of case study schools

Region	Proposed number	Contacted number	Actual number
London	4	9	7
Yorkshire and Humber	2	3	1
East Midlands	1	2	1
West Midlands	1	3	2
South West	1	5	0
North West	1	3	1
Total	10	25	12

As the table clearly shows, we had far greater success in securing agreement from London schools than elsewhere. Despite our efforts, we were unable to arrange a case study school for the South West. To compensate for this, it was decided in consultation with the steering group that we would conduct an extra case study in London. However, we persisted and

towards the end of the study, a South West school did agree to participate in principle. Unfortunately, due to lack of funding, the school was unable to re-open again until January 2010, which would have been too late given the time constraints of the study. In view of the difficulty in securing the participation of two case study schools in the Yorkshire and Humber region, permission was also granted by the steering group for two case studies to be conducted in the West Midlands.

1.5.2.2 School size

We aimed to include case study schools of various sizes in the research. Large schools were defined as those which had more than 100 pupils; medium schools as those with between 50 and 99 pupils and small schools as those with less than 50 pupils. In terms of size, large supplementary schools are over-represented in our case studies. Six of our schools had more than 100 pupils. It is likely that larger schools were more able to participate in the research due to resources, but that they may also have had a greater willingness to share details of their provision with the team.

1.5.2.3 Ethnic community

In discussion with the steering group it was decided that the case studies should concentrate on schools which catered for children from ethnic communities that were known to have lower attainment levels, such as Pakistani, Turkish, Black African (specifically Somali), and African-Caribbean. However, with the agreement of the steering group we also conducted research in a case study school which served an Indian community. This was a high attaining group, but it was felt that the inclusion of such a school could provide examples of any differing methods that were used with this group.

1.5.3 Schools contacted and response

Schools were selected through a number of means. Firstly, some schools were chosen from their responses to the survey, which invited headteachers to indicate their willingness to participate in further qualitative research. Our selection of schools from those which indicated their willingness to participate in further research was limited by the need to focus upon low achieving communities. For example, a large number of supplementary schools which served Indian and Chinese communities expressed an interest in being involved in the case studies, but were not contacted because they served high achieving communities.

Secondly, schools were invited to participate as case studies through existing and new networks, LA directories of supplementary schools, known contacts, recommendations from the steering group, LA representatives and stakeholders, and through internet searches.

Each school was offered £100 in recognition of the administrative burden placed on schools in organising the fieldwork visits. Despite this incentive, and despite the persistent efforts of the researchers, the team encountered some difficulty in encouraging schools to participate in this study.

As Table 1.4 indicates 25 supplementary schools were contacted, of which 12 participated in the case studies.

The nature of supplementary schools made it particularly difficult to contact headteachers. Often the contact telephone numbers were only staffed at very specific times (mostly at the weekend), and directories of contacts were not always accurate. However, the reason the team experienced such difficulty in securing agreement from schools was usually due to the

time that schools took to indicate their willingness, or not, to participate. In some cases, headteachers requested time to discuss it with their teaching staff, board of governors, or management committee. In others, however, headteachers did not return calls or were difficult to get hold of. In such cases, the team moved on to contact the next preferred school. Where schools did agree to participate, there was often a protracted period of negotiation between the research team and the school.

In some cases, this was to allay schools' concerns as to the nature of the research. Some schools, particularly some of the more established schools serving African-Caribbean communities, which had often existed for many years without funding, were particularly resistant and stated their suspicion around being involved in government research. This was also the case of one of the African-Caribbean schools who agreed to participate – although the headteacher consented for the school to be involved in the research, parents and some staff initially refused to be interviewed and a second visit had to be arranged; this time with the full consent of parents and staff. In contrast, schools which served some of the newer communities, such as Somali schools, showed a greater willingness to be involved. An LA representative indicated that the newer communities were often more open towards working with the Government or LA and using it to gain funding.

Other schools were keen to be involved in the research because they saw their inclusion as providing formal recognition of their good work, and hoped that this would be promoted to others. Two of the schools requested that they be named in the report as demonstrators of good practice. This was despite the researchers' explanations that the aim of the research was not to judge their school, but to explore the nature of its provision.

The issue of funding also came up during negotiations with schools. It was clear that some schools saw their inclusion in the research as a potential means of garnering future funding.

1.5.4 Case study design

In each of the case study schools we conducted:

- an interview with the headteacher
- an interview with one or more individual teachers, or a focus group with up to three teachers; although in one school the number of staff present at the school made it possible to hold focus groups with a larger number of teachers
- a focus group discussion with a group of pupils
- a focus group discussion with a group of parents.

Where schools were willing and time allowed, we also conducted a classroom observation. Table 1.5 provides a breakdown of the respondents interviewed in each case study school.

Table 1.5 Interviewees/ Focus Groups in the case study schools

	Headteacher/ manager	No. of teachers	No. of pupils	No. of parents	Other	Observation
	1	3	7	8		-
	1	3	6	3		1
	1	3	11 (2 groups)	12 (2 groups)		2
	1	3	9	6	Introductory meeting – with 6 people	1
	1	1	7	4	School Office Manager	-
	1	3	7	7		1
	1	2	8	5		1
	1	2	12 (2 groups)	6		2
	1	2	6	4		-
	1	12 (includes 6 support staff)	15 (2 groups)	11 (2 groups)		-
	1	1	12	5		2
	1	1	12	3		-
TOTAL	12	36	112	74	7	10

In total, **241** people participated in the supplementary school case study research.

1.5.5 Interviews with mainstream headteachers and key stakeholders

Linked to the case studies, we also conducted telephone interviews with mainstream headteachers and key stakeholders in the LA in which the case study school was situated. These interviews fulfilled the two aims of exploring the unique contribution played by supplementary schools in the education sector, and scoping the feasibility of conducting a quantitative study examining the impact of supplementary schools on attainment, utilising DCSF's National Pupil Database.

Where possible, we tried to interview headteachers of mainstream schools in the same LA as the case study schools. We concentrated on those mainstream schools which allowed case study schools to use their premises, or whose pupils attended the case study supplementary schools. Some of the mainstream headteachers were suggested by supplementary school headteachers or LA representatives as having known links with supplementary schools.

We contacted 14 mainstream headteachers in total, of whom six agreed to be interviewed. As with some of the case studies, we were unable to interview all the headteachers we contacted. It was clear that some of them were reluctant to take part in more government research, on top of already heavy workloads. Some provided reasons for not participating, which included being too busy, imminent Ofsted inspections, and headteacher illness; others gave no response. One headteacher who had links with supplementary schools agreed to be interviewed, but only under the condition that information was passed on to her about which of her pupils attended supplementary schools so that she could look at their attainment levels. This request was declined and the headteacher was not interviewed.

As well as mainstream headteachers we also conducted stakeholder interviews with:

- representatives from the relevant LAs who were responsible for supporting supplementary schools, for example, through funding and/ or having an oversight of the educational provision of supplementary schools; and
- representatives from local community groups with links to supplementary schools.

We interviewed 11 LA representatives from all but one of the case study LAs. Representatives included Supplementary Schools Coordinators, Ethnic Minority Achievement Consultants/Advisors, and managers with responsibilities for funding supplementary schools.

Lastly, we interviewed six people from community groups representing African-Caribbean, Somali, Pakistani and Indian communities. In discussion with the steering group, it was decided to concentrate resources on ensuring all the case study school visits were completed, and subsequently, it was determined that the community group interviews were of a lesser priority.

Table 1.6 provides a breakdown of all the stakeholder and mainstream headteacher interviews that were conducted as part of the study. The responses of the mainstream headteachers, LA and community group representatives are integrated in the report where appropriate.

Table 1.6 Interviewees with other groups			
	LA representatives	Community Groups	Mainstream headteachers
	1	-	1
	1	-	-
	1	1	1
	1	1	1
	2	1	2
	-	-	-
	1	1	1
	1	-	-
	1	-	-
	1	1	-
	1	1	-
	-	-	-
TOTAL	11	6	6

In addition to the mainstream headteachers, LA and community group representatives, we also conducted a stakeholder interview with a representative from the National Resource Centre for Supplementary Education (NRC). Unfortunately, it was not possible to interview a representative from the Paul Hamlyn Foundation³.

³ The Paul Hamlyn Foundation plays a role in funding the NRC (see 2.10). It is one of the UK's largest independent charitable grant-making foundations. Established in 1987, the Foundation funds

Interviews with mainstream headteachers, LA representatives and community groups yielded a further **23** interviews.

Overall, the case study research provided interviews with **264 (23+241)** respondents.

1.5.6 Anonymisation, transcription and analysis

All interviews and focus group data were anonymised to ensure that respondents, participating schools, LAs and community groups could not be identified. The anonymised data was fully transcribed and then coded using Nvivo (a qualitative data analysis software programme).

The analysis involved systematically exploring recurrent themes and patterns, commonalities and differences across the data. The analysis was particularly attuned to identifying and contrasting the main impact of supplementary schools on the education of pupils in mainstream schools, including commonalities and differences by school, LA, curriculum, teaching and learning approaches, and by pupil gender and ethnicity.

1.6 The scoping study

The scoping study aimed to scope the feasibility of conducting a quantitative study examining the impact of supplementary schools on attainment, utilising DCSF's National Pupil Database. We identified a series of potential issues that might be discussed with schools and LAs, and, in the course of case study fieldwork, raised these issues with headteachers in both supplementary and mainstream schools, and with selected LA staff who had particular knowledge of or responsibility for supplementary schools in their area. All three groups were asked questions in interviews relating to whether, and how, it would be possible to conduct an assessment of the impact of supplementary schooling attendance on pupil attainment (and if possible, also on attitudes, behaviour and attendance). We also drew upon various details from the survey to identify some of the parameters of a potential national survey.

The scoping study is discussed in full in Chapter 14. There are two versions offered.

1.7 Structure of the report

The report synthesises both quantitative and qualitative data. Findings from the survey are presented alongside findings from the case study and stakeholder interviews.

organisations whose charitable activities help people, especially children and young people, to have a better quality of life and to realise their potential. Developing education and learning and integrating marginalised young people are two of the Foundations key strategic aims for 2006-2012. (<http://www.phf.org.uk/page.asp?id=7>)

2 Literature review

In this literature review we examine research evidence on the development of supplementary schools in the United Kingdom (UK), terms used to reference supplementary schools and the key aims and objectives of supplementary schools. We consider how supplementary schools are funded, together with Government policy in relation to supplementary schools and the perceived potential impacts of supplementary school education. The review draws mostly on UK studies, but also references a small number of international studies. A key aim of this section is to define supplementary schools - the conclusion attempts to do this.

2.1 Defining supplementary schools

Supplementary schools vary greatly in nature, size and content (Abdelrazak, 2001) and operate independently from maintained schools. However, there is no set definition of a supplementary school. Mirza (2009: 103) for example, regards supplementary schools as 'self-funding, organic grass roots organisations'. In general, supplementary schools offer a wide range of out-of-school-hours educational provision for children and young people of shared ethnic, cultural or linguistic heritage, provided by volunteers in the community (Archer and Francis, 2006; Ives and Wyvill, 2008). The broad nature of supplementary schools is illustrated by the NRC:

Supplementary schools (sometimes known as Complementary Schools, Saturday Schools or Mother-tongue Schools) normally operate outside of normal school hours typically at the weekend, evenings or in the school holidays. Supplementary schools are community inspired education initiatives. Normally these have been set up by communities in response to a perceived need by parents or the community. This can include support for mainstream learning but could also include home language teaching, cultural and religious instruction. Some supplementary schools may also run other activities such as family based learning, sports activities or other activities helpful to the community such as advice on avoiding anti-social behaviour, sexual health etc. (NRC website)

However, it is difficult to establish a universal definition of supplementary schools, due to the existence of other after school provisions, such as 'booster classes, homework or after school clubs and activities, and other study support schemes' (Bastiani, 2000:12).

2.2 Terms used to describe supplementary schools

In the literature supplementary schools are often referred to by a plethora of terms, such as: 'supplementary schools', 'supplementary education', 'Saturday schools', 'Sunday schools', 'community schools', 'complementary schools' and 'mother-tongue' schools. For example, in their respective studies Strand (2007) and Bastiani (2000:12) use the phrase 'supplementary education' in a broad, inclusive manner to cover a range of styles and forms of educational provision, of which 'Saturday schools' are only one form. Khan (1983:9), writing in the context of teaching community languages, uses two interrelated terms: 'supplementary schooling' or 'community mother-tongue provision'. He later adopts two further terms: 'supplementary community school' and 'mother-tongue supplementary school'. Abdelrazak (2001), on the other hand, makes a distinction between 'mother-tongue' and 'supplementary' schools. Holtz, Dorph and Goldering (1997) found that the Jewish community used

'supplementary school' interchangeably with 'Hebrew school', 'religious school', 'synagogue school', 'Sunday school', and 'congregational school'. Both Jewish and African-Caribbean supplementary schools have used the term 'voluntary schools' in recognition of their function and to distinguish them from other educational projects (e.g. Richards, 1995; Tournoff, 1996; Hall et al., 2002). Mirza (2009) uses 'supplementary', 'community' and 'complementary' when discussing Black supplementary school provision. 'After school', 'weekdays after school', 'community language', 'heritage language' are also terms that have been used to refer to supplementary schools (Strand, 2007; Creese et al., 2008).

The term 'supplementary school' was initially coined to illustrate that these schools were organised for and by minority ethnic communities and provided education, which was outside, in addition to, or as a supplement to mainstream schooling (Richards, 1995; Reay and Mirza, 1997; Mirza and Reay 2000; Seddon; Cowen, and Tree, 2006). However, more recently the term 'complementary schools' has taken on greater significance amongst some researchers (e.g. Archer and Francis, 2006; Creese and Martin, 2006; Creese et al., 2008; Francis et al., 2008; Issa and Williams, 2009). This shift has taken place for some because, as Creese et al. (2008:9) argue, the term 'supplementary school' has 'deficit connotations'. Creese and Martin (2006:1) contend that defining supplementary schools as '*complementary schools* stresses the positive complementary function between these schools and mainstream schools for those who teach or learn in them' (emphasis in original). This definitional contention is further highlighted by the terminology used by community learning organisation ContinYou (see section below on Government policy), which continues to refer to these schools as 'supplementary', even though its explanation of how supplementary schools contribute to national agendas refers to the schools' complementary nature: 'supplementary schools are set up by parents who want to give their children something extra, to complement the education they get at weekday school' (*Shared Objectives: How supplementary schools contribute to national agendas*, ContinYou (n.d.) p.1). Moreover, ContinYou quotes Lord Adonis (the former Minister for schools) who argued that 'supplementary education complements much of what is done in mainstream schools and should play a full role alongside it' (ibid). In reference to the teachers in her study of Black supplementary schools (see Reay and Mirza, 1997) Mirza (2009:104) notes that the 'teachers saw themselves as complementing mainstream education'.

Nevertheless, despite the move towards 'complementary' our literature review suggests that 'supplementary schools' remains an acceptable term. Therefore we will continue to refer to the relevant schools as such.

2.3 History and location of supplementary schools in the UK

Supplementary schools have existed in the UK since the late nineteenth century (King, 1977). For example, Martin et al. (2003) refer to a Hebrew supplementary school in Leicester, which was established in 1896. It has been suggested that the 1870 Education Act, which ushered in an era of compulsory elementary education, led to the establishment of non-denominational board schools which were supported by the public sector, and that these schools served as a catalyst to the development of supplementary school education (Tournoff, 1996).

Supplementary schools grew significantly in the second half of the twentieth century after World War II with the arrival of refugees from Eastern Europe, and during later periods of immigration from Commonwealth countries (Tomlinson, 1984; Pillas, 2002; Minty et al., 2008). The number of supplementary schools increased again more recently with the arrival of refugees and asylum-seeking communities from war-torn countries (Abdelrazak, 2001; Rutter, 1998, 2003; Ives and Wyvill, 2008). As a result of these influxes of particular groups,

there is a predominance of supplementary schools amongst Jewish, Eastern European (mainly Polish), Greek, Albanian, Italian, Turkish, Chinese, South-East Asian, African and African-Caribbean communities.

2.3.1 Why supplementary schools were set up

There are two key reasons for the existence of supplementary schools in the UK. Firstly, supplementary schools were set up by minority ethnic community members in order to maintain the language and customs of their country of origin, and a desire to preserve their cultural/ethnic identities and/or faith/traditions (Creese et al., 2006). Irish parents in the nineteenth century, for example, saw supplementary schools as a way of preserving the Irish language amongst their children, whilst Jewish supplementary schools have been credited by some with the survival of the Jewish culture despite widespread and intense persecution during the twentieth century (Gluckman, 1997). When Turkish supplementary schools were established Memdough (1981) contends that the main aim was to preserve Turkish culture (including traditional values) and promote mother tongue teaching. Secondly, supplementary schools were established to cater for what minority ethnic parents considered to be lacking in the mainstream education system (Hall et al., 2002; Mirza 2009; Issa and Williams, 2009). African-Caribbean communities, for instance, were concerned with 'the mismatch of their expectations with what schools actually offer' (Tomlinson, 1984: 68) and the lack of educational achievement opportunities for their children (Reay and Mirza, 1997; Mirza and Reay, 2000). African-Caribbean parents' 'disillusionment with the lack of educational progress achieved by their children in state schools' was attributed by parents 'to the inherent racism of the mainstream system' (Troyna, 1984:157), and led to the growth of Black supplementary schools. It also contributed to African-Caribbean mothers working as teachers in these schools, challenging what they regarded as the 'failing education system' (Mirza, 2009: 140) by seeking to enhance their children's life chances (Tomlinson, 1984: 71) and at the same time 'raise the race' (Mirza, 2009: 109). A report commissioned by The London Borough of Lambeth Ethnic Minority Achievement Team (EMA) and Young London Matters states that supplementary schools remain:

proactive community responses to deficits within mainstream education [that] provide a forum for historical continuity and cultural identity for many second, third and fourth generation people from African and Asian Diaspora. (Nestor, 2008:1)

2.3.2 Number and location of supplementary schools in the UK

The precise number of supplementary schools operating in Britain is unknown, although in the last 10 years there have been differing estimates such as 1,000 in London (Abdelrazack and Kempadoo, 1999), and between more than 2,200 (<http://www.qca.org.uk/10007> accessed 06/01/09) and about 5,000 in England (Adonis, 2006; Seddon, Cowen and Tree, 2006; Ives and Wyvill, 2008). The figure of 5,000 seems to be rather high (it would equate to an average of 33 schools for every LA in England). In contrast, ContinYou's website refers to an estimated 3,000 supplementary schools (accessed 06/01/09). Given that supplementary schools are likely to be restricted to certain parts of the UK – namely Inner and Outer London, the East and West Midlands, South Yorkshire and parts of the North West, because of the concentration of minority ethnic groups in those communities (Abdelrazack and Kempadoo, 1999; Mirza and Reay, 2000; Strand, 2007) - ContinYou's estimate would seem to be more plausible.

Attempts are currently under way to provide a more accurate representation of the number of supplementary schools in the UK (see government policy section).

2.4 Types and purposes of supplementary schools

The majority of supplementary schools are run by and for particular minority ethnic groups or specific cultural/linguistic communities. However, some schools serve multi-cultural/inclusive communities or no specific community (Minty, 2008; see also Mirza and Reay, 2000). Some schools serve LA areas, while other, usually more popular schools, serve larger regional areas and have waiting lists. Depending on school location, some pupils may have to travel a huge distance to attend a supplementary school.

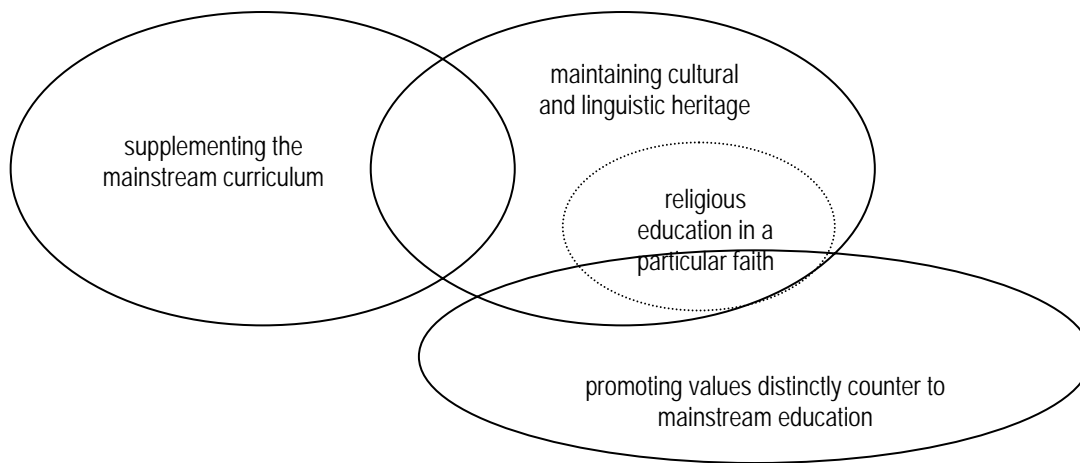
There are a range of types of supplementary schools with different aims and purposes (Issa and Williams, 2009, Nestor, 2008). While many support National Curriculum subjects and intend to improve pupils' attainment in English, Maths, Science and Languages (predominantly Community Languages but also Modern Foreign Languages), others have no desire to impact on pupils' attainment in National Curriculum subjects and are instead concerned with teaching community languages, and developing a sense of cultural heritage through teaching about the history, literature, dance, music and religion of their communities. Turkish supplementary schools for example, combine the teaching of standard Turkish with teaching aspects of Turkish culture. Some supplementary schools provide sport and/or holiday activities whilst others offer educational advice outside of mainstream schools.

Whereas supplementary schools may have previously provided one of the aspects outlined above, increasing numbers of schools have multiple functions (Strand, 2007). In Minty et al's (2008) survey, three-quarters of headteachers said they covered more than one function. Issa and Williams (2009) have suggested that supplementary schools can be categorised into overlapping groups. The **first** category of schools is those designed to support children in mainstream educational subjects, where the provision is intended to **raise the level of success in educational attainment**. This category is found especially amongst African-Caribbean communities, where pupils have consistently had relatively lower levels of attainment (Richardson, 2005).

The **second** category is made up of schools **which aim to maintain the cultural and/or language traditions of a particular community**. Martin et al's (2003) survey of supplementary schools in Leicester found schools catering for the following languages: Bengali, Cantonese, Gujarati, Hindi, Panjabi, Ukrainian, Hebrew, Irish, Arabic, Polish, Mandarin Chinese, Turkish and Somali. More recently a series of studies by Creese et al. (2007) found many supplementary schools provided cultural and multilingual learning opportunities which gave children access to their cultural or linguistic heritage and which also increased their self-confidence to succeed. In some cases cultural heritage education may be provided without any intention to connect it to educational attainment. At times teaching may be in a language other than English. This category also includes schools designed to provide a purely religious education (perhaps also associated with the language education necessary to achieve this).

The **final** category of schools is those which are organised to promote educational and other values that are distinctly counter to the values found in mainstream education. Some parents have significant and deep objections to aspects of maintained educational provision, and either elect to wholly educate their children outside the mainstream (for example, the 'Education Otherwise' (home schooling) movement), or to provide supplementary education designed to promote different values.

The categorisation discussed above can be presented schematically as follows (Minty et al., 2008):



This diagram indicates the inter-relationship of individual functions of supplementary schools. Below we explore this inter-relationship in more detail.

2.4.1 Raising achievement

Hall et al. (2002: 400) argue that supplementary schools charged with raising attainment:

Seek to develop capacities and values that children already have but which mainstream schools appear to underrate or ignore. It is arguable that the mainstream system is geared to assume deficits in students while the supplementary school locates and teaches to strengths.

In this way supplementary schools aim to increase minority ethnic children's knowledge, improve their skills and promote their educational achievement in mainstream schools.

Hall et al's (2002) perception of supplementary schools addressing underachievement is pertinent to African-Caribbean supplementary schools. It has been argued that the main purpose of Black supplementary schools is to enable African and African-Caribbean pupils to 'achieve in the state system' (Richards, 1995: 39). Concerns about the continuing underachievement of African-Caribbean pupils in particular has led to Black supplementary schools providing classes for children in English, Mathematics, Black history and culture (Heywood, 2005) as a way of 'enhancing the Black community's stock of both social and cultural capital' (Mirza and Reay, 2000: 528). Indeed for some Black children, attendance at supplementary school is considered essential to 'get[ting] special encouragement and attention' and 'building competence and confidence' (Bastiani, 2000:30).

Mirza (2009: 141-2) however, argues that Black supplementary schools 'are much more than a response to mainstream failure. They are spaces of hope and transcendence', where Black children are given access to 'other ways of knowing'. These 'other ways of knowing' also relate to developing a positive sense of being Black. In view of this Black supplementary schools have been characterised as 'sacred Black spaces' where Black (African and African-Caribbean) children can achieve educationally and still 'act Black' (Mirza and Reay, 2000: 533), as they are 'taught about their culture and history' (Reay and Mirza, 1997:478) along

with core curriculum subjects. The emphasis on 'Black images, Black history and Black role models' (Mirza, 2009:104) is considered essential due to the absence of a Black perspective in mainstream schools (Richards, 1995; Heywood, 2005) and was considered key to Black pupils being able to counteract racism in mainstream schools (Dove, 1993). Proponents argue that the spaces provided by Black supplementary schools are free of 'White bias', which is 'everywhere in [mainstream] education' (Mirza and Reay, 2000: 532). Unbiased spaces help to foster Black children's self-esteem through the engendering of racial/cultural pride (Twine, 2004) and achievement.

Six independent supplementary African-American schools (also referred to as Afrocentric community schools) catering for pupils aged three to eleven years old were established in California in the United States during the 1960s and 1970s. Their emergence echoes similarities with African-Caribbean supplementary schools in the UK. Founders were concerned to provide academic support through the development of 'primary and higher-order thinking skills of critical, analytical, and creative thought [and a] positive and proactive concept of the self, society, and the world', and to challenge the 'dominant Eurocentric ideology and ... offer an alternative value system that is responsive and responding to the cultural and spiritual ethos of people of African ancestry' (Kifano, 1996:206-212). Kifano (1996: 211) states that African-American parents who sent their children to these schools regarded the study programmes as providing the 'vital missing link to their children's education'; the same link that African-Caribbean parents in the UK claim is absent from their children's mainstream education.

Creese et al. (2008) note that Bengali and Turkish supplementary schools are concerned with addressing the underachievement (DfES 2007) of pupils from these communities in national mainstream examinations. Similarly, Creese et al. (2008:18) found that the Bengali, Chinese, Turkish and Gujerati supplementary schools they studied encouraged a 'successful learner identity' amongst their pupils. This supports their findings from an earlier study (Creese et al., 2007b) of two Turkish supplementary schools, where high achieving children's success was celebrated during assemblies and social occasions such as end of year prize-giving ceremonies. They observed that 'children's efforts were publicly praised and high achievers were implicitly positioned as role model' (2007b:5).

Ives and Wyvill (2008:11) found that Somali parents valued Somali supplementary schools for supporting and developing their children's educational achievement.

A key role of Chinese supplementary schools, identified by Archer and Francis, was the development of social and educational capital so as to enable Chinese families to 'promote their children's educational achievement in mainstream schooling and the (future) workplace' (Archer and Francis, 2006:36; see also Francis, Archer and Mau, 2008). In other words Chinese supplementary schools are viewed as providing 'extra opportunities' in terms of additional learning, which can be translated into future employment possibilities. Francis, Archer and Mau's (2008) review of work by Zhou and Li (2003) and Zhou and Kim (2006) revealed that Chinese schools in the United States sought to improve Chinese pupils' mainstream performance, and college entrance:

Their primary goal is to assist immigrant families in their efforts to push their children to excel in American public schools, to get into prestigious colleges and universities, and to eventually attain well-paying, high status professions that secure a decent living in the United States. (Zhou and Li, 2003: 65)

Like Chinese schools in the United States, Japanese schools also aim to enable Japanese children in the United States to succeed, but in contrast to Chinese schools this success

relates to Japan rather than America. A study conducted by Miyamotoa, and Kuhlma (2001), researching 240 Japanese children attending Japanese supplementary schools in Southern California in the United States, reported the purpose of attending Japanese school as being to enable the children 'to keep pace with their peers in the Japanese education system upon their return' (Miyamotoa, and Kuhlma, 2001: 28). This assumes that the children will return to Japan and that when they do they will need to have sufficient linguistic competence to enable them to compete with their Japanese peers who never left the country. In some ways this is not dissimilar to British-Chinese children who often regard attending Chinese school as crucial to facilitating possible future jobs in Hong Kong or China once they are competent in Cantonese (Francis, Archer and Mau, 2008).

2.4.2 Maintaining heritage and supporting multiple identities

There is a consensus amongst researchers (e.g. Tomlinson, 1984; Pillas, 1992; Karadjia-Stavlioti, 1997; Strand, 2007; Creese et al., 2007; Creese et al., 2008; Kenner and Hickey, 2008) that a key role of supplementary schools is to transmit and maintain the cultural, linguistic and faith-based identities of minority ethnic communities:

...the purpose of their supplementary school is to inculcate pride, to support each other, and to further their sense of themselves and their community. (Hall et al., 2002)

Government discourse has similarly recognised that 'supplementary schools play a vital role in both cultivating and strengthening ... multiple identities' (Adonis, 2006a: 2).

The overriding goal for Jewish supplementary education is said to be the 'handing down of knowledge, skills, attitudes and practices' and instilling a sense of belonging (Gluckman, 1997: 13) in the Jewish community. Jewish supplementary schools aim to enable Jewish children to develop knowledge and understanding about their Jewish identity and to 'strengthen' such an identity where it already exists (Saunders, 2002: 71). In this regard, supplementary schooling for the Jewish community can be seen as central for the education of Jewish children (Wittenberg, 1999; Boyd-Hellner, 1999).

Supplementary schools provide a secure environment where children can build up a sense of belonging and increase their self-esteem. This is done through providing a culturally specific and appropriate context for them to further their education in an environment where they feel safe and secure and part of their community. The pupils in Francis, Archer and Mau's (2008) study valued their supplementary school environments because they were 'free from racism' and provided opportunities to work with like-minded and educationally oriented individuals in smaller classes and with greater teacher involvement. It is further argued that environments such as these 'help to promote [pupil] self-worth and self-esteem' and their 'sense of enjoy[ment] and achieving' (Ives and Wyvill, 2008:9).

According to Creese et al's (2007c: 8), study of supplementary schools in Birmingham, 'Bangladeshi national identity was often taught through Bengali language instruction'. A study of one Pakistani Muslim community in Bradford by Conteh (2003) also found that language and identity were inextricably linked. Older generations, particularly, clearly associated the 'maintenance of their home language with the maintenance of their culture' (ibid: 53). They believed that learning English and abandoning their mother tongue language (Urdu) would eventually 'take away their culture' (ibid: 53).

The underpinning of one's heritage through language has particular relevance for Chinese communities. Francis, Archer and Mau (2008) found that some British-Chinese pupils felt

that without being able to speak Chinese 'one is not considered properly Chinese'. Thus attending Chinese school was integral to being/becoming Chinese through the development of Chinese linguistic competence. Proficiency in Chinese also helped Chinese children to learn other languages in mainstream school, by fostering their confidence and increasing their motivation to learn. Kenner and Helot (2008) and Archer and Francis (2006) found Chinese schools in England aimed to transmit Chinese language, heritage, 'cultural values and practices' and also 'bridge the gap between parents and children in communication, views and beliefs' (Kenner and Helot, 2008: 101). Chinese supplementary schools are additionally considered to engender 'social competition within familial and community networks' which it is argued 'promote and encourage educational achievement' (Archer and Francis, 2006: 36). According to Archer and Francis, Chinese parents use examples of other Chinese children 'doing well to spur their own children on, and encourage them to do better' and that 'implicit within this social competition is maintaining family honour or 'face' and through 'fulfilling family expectations' (Archer and Francis, 2006: 36). Elsewhere, parents of children attending Chinese supplementary schools have been reported as seeing attendance as 'an academic investment to be reaped in the future and therefore the earlier children start the better' (Kenner and Helot, 2008: 103).

For Creese et al. (2008:12) supplementary schools provide bi/multilingual pupils from Gujerati, Bengali, Chinese and Turkish communities with a 'counter to the hegemony of the monolingualising mainstream'. This supports their findings in an earlier study (Creese et al., 2007b) where they point to Turkish children's eagerness to learn another language besides English - something that contradicts 'mainstream narratives of academic failure' (2007b:5) – and the role of Turkish complementary schools in this process. The benefits of learning in mother-tongue schools is evidenced by Greek pupils who attend supplementary schools achieving good results in their Greek A Level examinations (Karadjia-Stavlioti, 1997). Creese et al. (2008:13) also note that Chinese and Turkish parents 'exploit' the 'economic value' of obtaining qualifications in Community Languages by 'encourag[ing] their children to take part in learning and examination taking'.

Social events are another mechanism through which supplementary schools achieve their goal of maintaining culture and heritage. Functions such as religious or national celebrations offer parents and students the potential to meet and converse with others from the same ethnic and/or faith group, and also to become more involved in community life. This consequently helps to reduce isolation amongst minority ethnic groups; a development that has been particularly evident in supplementary schools pertaining to Greek (Pillas, 1992), Jewish (e.g. Boyd-Hellner, 1999; Wittenberg, 1999; Sanders, 2002), Chinese (Creese et al., 2007d) and newly arrived refugee families (Rutter, 1998, 2003). Creese et al's study of two city-centre Chinese schools in Manchester found that parents and teachers viewed 'attendance at complementary school at least partly as a socialisation process' (Creese et al., 2007d: 9), providing the community with opportunities to build networks for both children and parents.

In this way supplementary schools can be said to 'operate in a way that reinforce[s] group solidarity' (Hall et al., 2002: 407) and identity. Creese et al. (2008:13) have also shown that 'helping their children to feel part of a wider social network of learning and socialising' is vitally important for parents from Bengali, Chinese, Gujerati and Turkish communities; a feature which Tomlinson (1984) earlier noted in a Black supplementary school in Wolverhampton.

2.5 Pupils taught in supplementary schools

Supplementary schools teach both primary and secondary pupils; often up to GCSE and A Level. Depending upon the subject taught, pupils can be taught by age or ability classes. Some schools, particularly those specialising in religious studies, may teach pupils in single sex classes (Hall et al., 2002).

There is variation in the generations attending supplementary schools. For example, Martin et al. (2003) pointed to the majority of second and third generation British Asians attending supplementary schools in Leicester. This is in contrast to Francis, Archer and Mau (2008), who reported few third generation and/or dual heritage British-Chinese pupils attending Chinese supplementary schools, possibly because of an expectation of a level of Cantonese proficiency in the schools.

Strand's (2007) research has shown that pupils attending supplementary schools experience extremely high levels of educational disadvantage well above the national average.

2.6 Size of schools

The size of supplementary schools varies and is largely dependent upon the communities served, particularly the length of time they have been established. For example, in 1997, 10,230 children of Greek heritage were reported to be attending 70 supplementary schools, most of which were located in north London where the majority of the community is concentrated (Karadjia-Stavlioti, 1997:34). Saunders (2002:8) counted 136 Jewish supplementary schools in Britain, catering for 8,210 Jewish pupils (see also Boyd-Hellner, 1999, p.22) whilst Hall et al. (2002:405) found 25 supplementary schools catering for the needs of some 3000 children aged 5-16 in Leeds⁴. Martin et al. (2003) recorded 2,053 pupils attending supplementary schools in Leicester, and more recently, a study of five Somali supplementary schools in Camden (a London LA) recorded a total of 474 primary and secondary aged pupils enrolled in these schools (Ives and Wyvill, 2008). Survey findings by Strand (2007) suggest that the number of pupils attending supplementary schools ranges from 10 to 300. These numbers support earlier findings by Martin et al. (2003) who documented that the smallest schools had 10 (Ukrainian) and 14 (Irish) pupils, while some of the Gujerati schools had over 200 pupils in attendance.

2.7 Organisation, funding, staffing and management of supplementary schools

While some supplementary schools work in partnership with local mainstream schools and hold classes on their premises, most are held in community centres, libraries and other public buildings or places of worship (e.g. mosques, churches, temples, gurdwaras,

⁴ Hall et al. (2000) obtained this data from an unpublished report by Quddus in 1989, Supplementary Schools in Leeds. Report to the Education Committee, Leeds City Council.

synagogues - <http://www.gca.org.uk/10007>). The range of sites used illustrates both the growth of supplementary schools and the move away from supplementary schools being held in the 'homes of teachers and activists' (Reay and Mirza, 1997: 477). Sometimes, however, it is difficult to distinguish between specific supplementary school provision and services which are delivered by community organisations, for instance those that provide welfare (Minty et al., 2008).

Supplementary schools operate in the evenings and/or at weekends generally for approximately two to three hours a time (Strand, 2007). The attendance required over a week varies. Some expect pupils to attend several times a week, as outlined in this reference to Jewish schools:

Supplementary school ... is a school-like program that meets within individual congregations from one to three times a week—on Sunday mornings and on weekdays after the students finish their public or independent school day, often between 4:00 p.m. and 6:00 p.m. (Holtz, Dorph and Goldring, 1997:153-154)

Similarly, Pillas (1992), found some Greek supplementary schools teaching from Monday to Friday for between two to three hours (see also Karadjia-Stavlioti, 1997). A study (Weiss, 1981:8) of Jewish supplementary schools in the United States found the expectation for children to attend supplementary schools daily after school was instrumental in the decline in Jewish supplementary schooling, as students and teachers who attended daily after school were fatigued after long mainstream school days.

2.7.1 Funding

Research has found the main source of income for most supplementary schools to be parental/community donations and the annual membership fees paid by parents of children attending respective schools (Karadjia-Stavlioti, 1997; Mirza and Reay, 2000; Martin et al., 2003; Issa and Williams, 2009). Supplementary schools are usually located in disadvantaged inner city areas, where parental income is low. That parents from those disadvantaged communities are willing to pay for their children to attend the schools provides an indication of the strength of feeling towards these schools and the contribution that parents perceive these schools make to their children's learning.

Some supplementary schools do, however, receive financial support through grants and/or other LA funding. For example, in 1978 in London-ILEA two supplementary schools were given grant aids whilst a further 10 were recommended for funding (Tomlinson, 1984, p.72). This number can be compared to the 104 schools that received ILEA funding in 1989 (Rutter, 1998). Between 1975 to 1985 refugee supplementary schools had access to LA funding (Rutter, 1998:8). In 1986 a small grant (known as Grants to voluntary community languages and supplementary schools) was established in Leeds to support local supplementary schools (Hall et al., 2002). In the 2003-2004 financial year, Birmingham LA set aside a grant of £191,910 to support 107 supplementary schools (averaging £1250-£3000 per school), to cover tutor fees, equipment, material costs and rent (<http://www.bgfl.org/services/suppsch/stats.htm>).

Local authority funding for supplementary schools varies, and this is reflected in the different local arrangements. For example, while a Turkish community school in north London pays an annual rent of £10,000 to a local secondary school for the use of their school premises on Saturdays, a Gujerati school in West London pays a daily charge of £450. In some authorities, such as a south London LA, the funding from the LA is limited, but some schools are given moderate funding to meet their expenses, mainly for the hire of school premises.

Similarly, the Learning Trust⁵ in Hackney, although a strong supporter of community education can only fund four out of fourteen established Turkish supplementary schools (<http://www.bgfl.org/services/suppsch/stats.htm>). Supplementary schools in Lambeth, however, have access to various forms of funding, through a mixture of public, voluntary sector and self-funding (Bastiani, 2000).

Insufficient funding is a key concern of supplementary schools in the UK (Martin et al., 2003; Minty et al., 2008). Minty et al's (2008) survey of supplementary school headteachers found that inadequate funding was a real issue in terms of teacher retention and obtaining quality resources. Francis, Archer and Mau (2008) also found that a lack of funding for teachers' salaries affected teacher recruitment and the level of teaching experience and qualifications amongst recruits.

2.7.2 Teaching staff

Previous research has demonstrated that teachers in supplementary schools are often unpaid. However, some receive expenses and others do receive a fee (Martin et al., 2003). Research has also shown some supplementary school teachers have overseas teaching qualifications, but few have UK Qualified Teacher Status (Minty et al., 2008). Although some supplementary schools require their teachers to be trained in the UK (Martin et al., 2003), there is evidence to suggest that some overseas qualified teachers working in UK supplementary schools are highly experienced (Martin et al., 2003; Minty et al., 2008). Nevertheless, concerns have been expressed about the lack of UK teaching qualifications amongst some supplementary school teachers, and also about the quality of teaching methods used in supplementary schools when compared to those employed in mainstream schools (e.g. Pillas, 1992; see also section on government policy).

It is additionally reported that some supplementary schools use former students as assistants (Boyd-Hellner, 1999; Saunders, 2002) and some schools experience difficulties in recruiting and retaining teachers (Minty et al., 2008).

2.7.3 Management

Management groups made up of parents who are annually elected by other parents often manage supplementary schools. Issa and Williams (2009) found some supplementary schools hold weekly meetings, which are often chaired by the member of the committee elected as head of the school. School concerns about discipline, pupil lateness, planning and teaching, and the organisation of school events are often discussed at these meetings by school staff and the executive committee of the school. Meetings with parents are organised and chaired by heads of schools who often try to mediate between parents and teachers. Issa and Williams (2009) found that one of the most frequent areas of contention between parents and teachers related to parental expectations regarding how children should be treated. Such tensions frequently arose because the expectations of some foreign-trained teachers often conflict with those of parents and teachers who were trained in Britain.

2.8 Impact of supplementary schools on mainstream learning/attainment

There is a lack of published research relating to supplementary schools in general, and in particular to the link between attending supplementary school and improved attainment in

⁵ The Learning Trust runs education services for Hackney LA.

the mainstream sector (Strand, 2007). However, a few projects have identified links between attendance at a supplementary school, and learning and attainment in mainstream schools (Bastiani 2000; Hall et al., 2002). For example, a project in Small Heath, Birmingham, aimed at raising achievement amongst Key Stage 2 Bangladeshi children, (Millat-e-mustafa and Begum, 2005), found that homework support and extra support in core curriculum subjects, through the provision of a weekend homework club and weekdays afternoon club, significantly improved the attainment levels of those involved. The project reported increases in the number of pupils completing homework on time, while the number of children achieving at or above the expected grade level in at least one core curriculum subject increased from 10% to 83%.

An evaluation conducted for Bristol City Council of the Mainstreaming Supplementary School Support Project (MSSSP) (Cousins, 2006), involved collaborations between supplementary and mainstream schools and focused upon the attainment levels of Muslim pupils. Senior staff at the schools regarded the project as having had a 'significant impact on the attainment of their students' (ibid). On average the research found a 13% increase against predicted grades in those achieving five A*-C grades at GCSE, and a 39% increase in those achieving any A*-C grades compared to an increase of 9.8 % in the control group (Cousins, 2006, p.3). For Somali pupils the figures were even higher; with 50% of Somali students also surpassing their predicted grades in English, Mathematics and Science compared to 19% in the control group (Cousins, 2006). In addition to academic achievement, improved behaviour and a commitment by pupils to their studies was noted. There was also a perceived change in staff attitudes towards individual pupils and groups in terms of their expectations of these pupils. Other wider benefits of the project were found in terms of community development, with the supplementary schools 'acting as a bridge' to the schools attended by the children and by providing support for parents.

In the London borough of Islington the Kokayi Raising Achievement Project, established in 2003 for Black boys at Key Stage 2, illustrated that 66% of those who attended the supplementary school obtained level 4 or above in their SATs results, compared to an average of 54% among those who did not attend (Clancy, 2008).

Other studies have indicated pupils attending supplementary schools achieving higher in national assessment tests, than those who do not attend supplementary school. For example, a report entitled 'evidencing impact and quality of supplementary education in Barnet' (a London LA) by Evans (2008) drew attention to two projects which sought to assess supplementary school impact on children's mainstream school attainment. The first project examined community language attainment. It found a higher level of attainment amongst pupils at supplementary schools taking community languages when compared with their mainstream counterparts. Students (505) studying community languages were reported to 'achieve significantly higher at GCSE: 93.5% A*-C grades compared to 72% for students taking languages in mainstream schools', whilst '90% of those studying Chinese, 57.1% studying Arabic; 54.7% studying Hebrew and 43.3% studying Turkish achieved A*' (ibid:3). The average point score for community languages was also reported to be 'seven points higher than the average point score for common languages [i.e. French, German, Spanish, Latin] taught within mainstream schools' (ibid). The second study examined the supplementary school pupil attendance and achievement of pupils attending two supplementary schools; one comprising Afghan pupils, and the other, Somali, Nigerian, Ghanaian and Other Black African groups. LA achievement data for 62 Afghan and 35 Black African pupils in 2006/07 were analysed and compared with their mainstream counterparts (e.g. the attainment of Afghan pupils attending the supplementary school were compared with all Afghan pupils attending mainstream schools in Barnet). This revealed that at Key

Stage 2, the Afghan pupils achieved 'on average 3% higher in English and 17% higher in Maths', and at Key Stage 3, their results were '25% higher in English and 12% higher in Maths' when compared with Afghan pupils in Barnet schools (ibid: 5). The Black African pupils similarly had higher levels of attainment than their peers in the mainstream sector. But interestingly, the data highlighted differential attainment within the Black African group, such that; at Key Stage 3 in English, the pupils achieved '11% higher than the borough, 11% higher than the average Nigerian and 32% above the average Somali student' (ibid: 7). The figures for Maths at Key Stage 3 were 6%, 4% and 32% respectively. However, despite indicating a positive impact at Key Stage 4, the results were considered to be less reliable given the small number of Black African pupils at the supplementary school taking their GCSEs.

Another impact of supplementary school attendance on mainstream learning is exemplified by Gregory and Williams (2000) whose findings suggest that learning Hebrew can help with developing English language proficiency. In addition pupils who attend Jewish supplementary schools are also known to take GCSEs in Judaism, further supporting their academic careers (Saunders, 2002).

Research conducted by Strand (2007) involving an attitude survey of 772 pupils' views of supplementary and mainstream education, found more than eight out of 10 pupils reported that attending supplementary school helped them with their mainstream schoolwork. Pupils were more positive about supplementary school than they were about mainstream school, including older pupils who were less positive about mainstream school. The findings also indicated that those pupils who attended supplementary school for a longer period of time had more positive attitudes towards mathematics. Strand's (2007:10) findings similarly suggest that supplementary schools have the potential to be 'effective in motivat[ing] and engag[ing] older pupils, who may become disaffected with mainstream school'. The author noted that while the study's findings were encouraging, this does not demonstrate any causal link between these variables and that further research is needed to explore this – a conclusion similarly reached by Cousins, who also noted it was not always possible to back up anecdotal evidence with quantitative data (Cousins, 2005). Ives and Wyvill's (2008) research in five Somali supplementary schools also led them to conclude that 'good quality evidence of effectiveness of the supplementary schools in raising academic standards of students is rather limited'. The authors called for further research to establish the actual impact of supplementary school attendance on mainstream schooling. Furthermore, they argued that supplementary school claims of raising the achievement of Somali children through their focus on core curriculum subjects and 'improving attendance and behaviour' (Ives and Wyvill, 2008: 9), should be treated cautiously.

Like the UK studies, an American study (Kifano, 1996) supports the potential for supplementary schools to impact on pupils mainstream school experiences. An example is cited by the study of a father who reported that his ten year old daughter, who had previously been 'identified [by her mainstream school] as an underachiever and as having literacy problems' had experienced a 'renewed interest in and enthusiasm for learning' after enrolling on an Afrocentric supplementary school programme (Kifano, 1996: 216).

In contrast to the links between attainment and attendance at the supplementary schools highlighted above, Francis, Archer and Mau (2008:2), in their project exploring 60 British-Chinese pupils' identities, achievement and complementary schooling, reported that half of all pupils felt that Chinese school had 'no impact or connection whatsoever with their achievement in mainstream schooling'. This is because what was taught in Chinese school was considered 'so distinct' and 'so different' to what they learnt in mainstream school.

From the above discussion it could be suggested that possible attainment impacts arise from:

- Specific support in school subjects
- Renewing/embedding interest/motivation/engagement (Kifano, 1996; Strand 2007)

Conversely, there may be no impact:

- if the school is not teaching mainstream subjects (Frances, Archer and Mau, 2008).

2.9 Parental involvement

Some researchers have argued that supplementary schools can foster more 'parental choice and participation in the education process' (Tomlinson, 1984: 68; see also Cousins, 2006), particularly amongst those who might not usually get involved. Parents who send their children to supplementary school, some of whom do so out of a sense of dissatisfaction with mainstream schooling (Minty et al., 2008), often have a higher involvement with their children's supplementary school than they might do with their mainstream school. Millat-e-mustafa and Begum (2005) reported a massive increase in Bangladeshi parental involvement through their children's supplementary school attendance. Hall et al. (2002) also reported a high degree of parental involvement in their study. Kenner and Helot's (2008:103) investigations into bilingual supplementary Portuguese and Chinese schools in Sheffield found many parents were 'directly involved in their children's education in an academic setting whose cultural values they share'. Many of the parents were also teachers at their child's supplementary school, and schools were seen as a 'bridge between parents and children, languages and cultures to allow for greater academic success' (Kenner and Helot, 2008:103).

Supplementary schools offer the potential to access those parents who are traditionally hard to reach through mainstream schools (see e.g. Crozier and Davies, 2007). Ives and Wyvill (2008) noted some Somali parents being directly involved in supplementary schools as teaching assistants. Seddon, Cowen and Tree (2006) observed that a Bangladeshi supplementary school in Birmingham attracted mothers who were not traditionally expected to leave the home, and also appeared to enhance home-school communications and pupil attainment. The school achieved this by encouraging pupils to do 15 minutes of homework each evening and to keep a homework diary that was signed by parents, and checked by the teacher each weekend. This led to a number of students gaining places at local grammar schools; 'an achievement' previously unheard of in this particular community' (Seddon, Cowen and Tree, 2006: 5).

Some supplementary schools offer a range of services, activities and courses that parents can access (Heywood, 2005; Ives and Wyvill, 2008). The provision of crèches for younger children has enabled Somali mothers to take ESOL (English for Speakers of Other Languages) classes while their children attend supplementary school (Ives and Wyvill, 2008: 3). Parental involvement such as this and being involved in supplementary educational decision-making (e.g. by participating in a school's management committee) is considered necessary if minority ethnic children are to achieve (Richards, 1995; Bastiani, 2000).

2.10 Government policy in relation to supplementary schools

Is there anything mainstream schools can learn from supplementary schools? Francis, Archer and Mau (2008:2) argue that Chinese complementary schools 'have much expertise

to offer [mainstream schools] in terms of 'holistic' teaching approaches and skill in language teaching'. The Government has increasingly recognised the contribution that supplementary schools can make towards the education of young people. From 2001-2004, the Government funded the supplementary schools support services 4S. Further recognition came with the publication of *Aiming High: Raising Attainment for Minority Ethnic Pupils*, which was one of the first documents to refer to the role that supplementary schools play in many minority ethnic pupils lives and noted that 'many pupils have also benefited greatly from out-of-hours learning in community-run initiatives such as supplementary schools' (DfES, 2003). In November 2006 Lord Adonis, the then Minister for Schools, similarly noted that 'supplementary schools make a large but under appreciated contribution to the education system, and to the strength and diversity of our communities' (The Bulletin, Autumn 2006, Issue 4, p.3).

Increased interest in the role of community languages has also had an effect on government policy, as research has shown the importance of bilingualism for children from minority ethnic communities in relation to their attainment in English and other languages at mainstream school. A study of Portuguese children in secondary schools in London found that bilingual children are more likely to get top-grade passes in exams in all subjects (CiLT, 2006). Sneddon (2000) also found that Gujarati speaking children who had access to the culture and leisure facilities of a community centre had higher levels of Gujarati and were more creative story tellers in both Gujarati and English than children who did not attend the centre. This finding however, may be more reflective of the families who sent their children to the community centre; it may be that children from families who encouraged creativity and self-expression tended to attend the community centre more.

The importance of community languages was recognised by Lord Dearing's *Languages Review* (2007), which referred to community languages as a 'national asset', and pointed to the increasing commercial importance that some community languages will have in the future. In the following year the Ofsted report *Every Language Matters* (2008) argued for more training for teachers who wished to teach community languages.

The NRC's *Shared Objectives* (n.d.) document argues that supplementary schools contribute to all five of the outcomes of Every Child Matters, and identifies a list of areas in which supplementary schools are able to support children's educational development:

- Raise attainment
- Engage parents in school and learning
- Provide fantastic positive role models
- Keep students safe and positively occupied
- Support the national curriculum
- Provide language teaching and exam success
- Contribute to integration and cohesion
- Contribute to reinforcing positive identities.

(*Shared Objectives: How supplementary schools contribute to national agendas*, ContinYou (n.d.) p.8.)

In response to these perceived benefits, the Government announced the creation of the National Resource Centre for Supplementary Education (NRC) which aims to forge links between supplementary and mainstream schools and to 'support the development of more and better supplementary schools' (Adonis, 2007). The NRC is funded by the DCSF and the Paul Hamlyn Foundation and managed by ContinYou, with which it merged in 2006. Prior to this, the NRC had existed for 10 years as the only resource centre for Supplementary and Mother Tongue Schools in England. It is anticipated that the creation of links between the two bodies will complement the extended schools provision (which is due to come into force in 2010) and the specialist schools programme.

The NRC aims to work with supplementary school leaders, education professionals and campaigners to:

- Raise standards in supplementary education
- Raise the profile of supplementary schools and what they can achieve, and
- Raise funds for supplementary schools.

These three areas reflect Governmental concerns about the quality of teaching in supplementary schools, the type of teaching resources they have access to, the fact that supplementary school funding is insecure and that some suffer from a high turnover of staff (see ContinYou in Ives and Wyvill, 2008). It is important to note that similar difficulties have been recognised by researchers (e.g. Pillas, 1992; Tournoff, 1996; Bastiani, 2000; Minty et al., 2008; Francis, Archer and Mau, 2008).

As part of its efforts to improve supplementary school standards, the NRC has carried out a review of language teaching and supplementary schools in Lambeth, while in Hackney it has set up a quality inspection programme of local supplementary schools, which was launched in collaboration with the Learning Trust. During 2008 the NRC used regional advisers to collect examples of good practice from supplementary schools across the country (Berkeley, 2008). It has since created a database of some 2,000 schools, of which 700 (as of March 2009) had been 'verified'. Verified schools are those who have been contacted by the NRC and have received free membership of the NRC on the condition that they sign up to the 'Code of Practice' which outlines that the school is prepared to work towards the NRC's '*Quality Framework for Supplementary Schools*'. This is a national, voluntary, quality recognition scheme which 'aims to recognise, celebrate, record and improve the achievements of supplementary schools' (ContinYou website, accessed 07/01/09a).

The Framework will be executed over six stages and contains the following elements:

- Three Areas of Achievement - teaching and learning, management, planning and partnerships
- Nine Quality Standards – with clear descriptors and evidence lists at each level to help schools make objective judgements
- Three Levels of Award - Bronze, Silver and Gold (for further details see (<http://www.bgfl.org/services/suppsch/stats.htm>).

A Management Certificate, covering sound practice in record keeping, safeguarding, health and safety and financial procedures, underpins all levels of the framework. Supplementary schools which have applied for framework awards are assessed by colleagues from other

supplementary schools at a 'recognition meeting'. The NRC make it clear on their website that their role is 'not to inspect or regulate supplementary schools in any way' (Ibid.). Similarly, Lord Adonis, in his speech to supplementary schools at the launch of the NRC, said:

It is essential not to compromise the special ingredients of the sector which underpin its success: self-organisation, self-help and innovation. We want to encourage and support supplementary schools – not nationalise them. (The Bulletin, Autumn 2006, Issue 4, p. 3)

However, Seddon et al. (2006) have referred to the '*Quality Framework for Supplementary Schools*' as a potentially negative development. They suggest the framework may be used as a means of bringing supplementary schools under similar regulation to that applied to the mainstream:

It is difficult to resist the nagging feeling that the awards are not for achievement but for the ability to fit in with other government schemes. (Seddon et al., 2006:12)

They also suggest that some aspects of the Code of Practice and the *Quality Framework* may prove to be a bureaucratic burden for schools, particularly those schools which only have one or two teachers. The authors argue the regulation could 'stifle the freedom and independence' of such schools, which they describe as 'one of the hallmarks and greatest assets of the sector' (Seddon et al., 2006: 12). While the *Quality Framework* enables supplementary schools to 'show outside organisations, particularly funders that they can do what they say they can do' (NRC Director, Bulletin, 2009:1), it would seem that the NRC have acknowledged the bureaucratic burden alluded to by Seddon et al. (2006) as the *Quality Framework* is currently under review (Bulletin, 2009:1).

2.10.1 Partnerships between mainstream and supplementary schools

It was earlier stated that Government policy aims to encourage partnerships between mainstream and supplementary schools. However, in the case of Chinese supplementary schools, Francis, Archer and Mau (2008:1) suggest that 'partnership' 'remains unequal and one-sided', even where Chinese schools use mainstream facilities, as they are only able to access 'limited facilities' on the mainstream site. [The schools in their study reported not being able to use interactive whiteboards or even the school bell.] Moreover, while pointing to the benefits closer partnerships with mainstream schools might offer in terms of accessing better resources, for example, the authors contend that reliance on mainstream resourcing could 'threaten the independent autonomy of Chinese schools and their curriculum content'.

Issa, Allen and Ross (2008) found a lack of collaboration between mainstream and supplementary schools and community organisations in helping Turkish, Turkish Kurdish and Turkish Cypriot children's performance in schools. Moreover, evidence suggests that mainstream and supplementary schools mistrust each other. As Bastiani found:

Relationships here [Lambeth], as elsewhere in the country, are refracted through a prism of history, which has often been rooted in mutual mistrust and negative experience. Schools are often wary of the purposes, the skill and the lack of 'professionalism' of voluntary initiatives; supplementary schools, for their part, see schools' responses as jealously guarding their territory and a mixture of professional arrogance and insecurity. (Bastiani, 2000:18)

It would appear this mistrust is not confined to UK supplementary schools - Hall et al's (2002) comparison of supplementary schools in Oslo and Leeds argued that, in both cities, supplementary schools were viewed by mainstream schools with suspicion and as 'low key' operations.

2.10.2 Community cohesion

The '*Guidance on Community Cohesion*' published by the Local Government Association (LGA) in 2002 broadly defined a cohesive community as one where:

- there is a common vision and a sense of belonging for all communities
- the diversity of people's different backgrounds and circumstances are appreciated and positively valued
- those from different backgrounds have similar life opportunities
- strong and positive relationships are being developed between people from different backgrounds in the workplace, in schools and within neighbourhoods. (LGA, 2002:6)

The Institute of Community Cohesion (iCoCo), (2009) have found that whilst many local authorities are using the LGA definition as a starting point, they often take it and develop it further making it relevant and specific to the local context.

According to the Cohesion Delivery Framework, published by the Department for Communities and Local Government (CLG) in 2008:

Community cohesion is what must happen in all communities to enable different groups of people to get on well together. A key contributor to community cohesion is integration which is what must happen to enable new residents and existing residents to adjust to one another. (CLG, 2008: 9)

More recently Ofsted have defined community cohesion as:

working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community. (Ofsted 2009:3)

Ofsted's definition of community cohesion is reflective of both the LGA and CLG perspectives outlined above.

Since 2007 mainstream schools have been required to adhere to the Government's Community Cohesion duty. It would appear the Government, through this duty, is keen to encourage mainstream schools to foster greater relationships with both supplementary schools and community groups, in the hope that better links will lead to:

[C]loser involvement with parents and the wider community as well as improving community cohesion and understanding of religious and cultural perspectives. (Adonis, 2006a: 4)

Some literature suggests that supplementary schools have the potential to assist in the realisation of community cohesion (e.g. CIC, 2007). Hall et al. (2002:409) identified a:

...sense of solidarity between participants of diverse groups such as in the Tamil supplementary school in Oslo where children of Tamil and Indian background had developed mutual friendship and respect.

A sense of community cohesion was also reported by Reay and Mirza, who looked specifically at Black supplementary schools. The authors found that such schools are based on a 'philosophy of inclusion rather than exclusiveness' (Reay and Mirza, 1997: 478) and have 'open community membership' (Mirza, 2009: 103). This is reflected in the culturally diverse intakes (e.g. Asian, White, African, African-Caribbean) of some of these schools (Mirza and Reay, 2000: 522-523). Issa and Williams (2009) also report that Turkish supplementary schools are at times viewed as playing a vital role in promoting peace and harmony amongst the peoples of Turkey and Cyprus.

The argument that supplementary schools can facilitate community cohesion is supported by a recent report by the Runnymede Trust, which explored the role of faith and supplementary schools across England in preparing young people to live in a multi-ethnic, multi-faith society. The report concluded that 'improving these partnerships may lead to better outcomes in terms of equality and diversity as well as community cohesion' (Berkeley, 2008: 58). It also argued that the potential role for supplementary schools to offer integration and community cohesion opportunities for new minority communities is currently undervalued.

2.11 Conclusions

From the literature review it can be concluded that supplementary schools exist for almost every minority ethnic community, and are set up by communities to promote cultural, ethnic and linguistic heritage and/or to promote the achievement of minority ethnic groups in mainstream schools (Abdelrazak, 2001).

Existing definitions of supplementary schools seem to describe what a supplementary school does, rather than define it with any degree of precision. There are quite a range of other activities that might be described in very similar ways to the activities offered by supplementary schools, but would not be considered as supplementary schools *per se*. Derived from this literature review, we view the following four definitions of supplementary schools as the most pertinent for further primary research in this area. All four terms are *necessary* conditions for an activity to be termed a supplementary school, and if all four terms are met, then this is *sufficient* for the term to be applied:

- A supplementary school is organised by a voluntary community group (or groups) who act for a minority ethnic community, which is distinguished by terms of ethnicity (or ethnicities), and/or culture/ and or linguistic, and/or religious heritage. (*Note: the group is in a minority situation*).
- Supplementary school activity takes place outside of the normal time when statutory education is provided, and is supplementary or complementary to that provision. (*Note: an activity for children/young people before or after the statutory ages is therefore excluded, because it does not supplement*).
- Supplementary school provision is offered to provide additional education for pupils of the particular group, because the minority ethnic community feels that their children have additional needs that are not being fully met by statutory providers.

- Supplementary school education provides at least one of the following:
 - linguistic support in a community language
 - support for cultural maintenance
 - support for a religious minority
 - support for mainstream curriculum learning.

Overall, from this literature review it is possible to conclude that:

- Limited research exists about supplementary schools and except for Strand's (2007) research, the published studies are small-scale and unevenly distributed across Jewish, Chinese, Asian, Turkish and Black groups.
- There is immense variety amongst supplementary schools, therefore they should not be viewed as representing one community or type of provision.
- It is not clear the extent to which pupil attendance at supplementary schools varies.
- The benefits of supplementary schools to mainstream education will vary with the purpose of the school. Thus it will be important for any future research to include different types of supplementary schools serving different community groups.

Finally, this literature review has been invaluable in helping to uncover the priorities for further research on supplementary schools. The primary research found in subsequent chapters of this report is underpinned by the findings and conclusions of this review.

3 Overview of supplementary school provision

3.1 Introduction

This chapter provides an overview of provision in the supplementary schools in the study (both from the survey and the case study data). It begins by looking at the types of supplementary schools, and how schools provide teaching in a range of aspects, before looking at the ethnic communities served by the schools. Finally, it provides contextual material about the schools including their size, length of establishment, and hours that they operate.

3.2 Types of schools

Supplementary schools are known to vary considerably in their purpose and type of provision. As discussed in the literature review, for the purposes of the survey, organisations were defined as supplementary schools if they met at least one of the following criteria⁶:

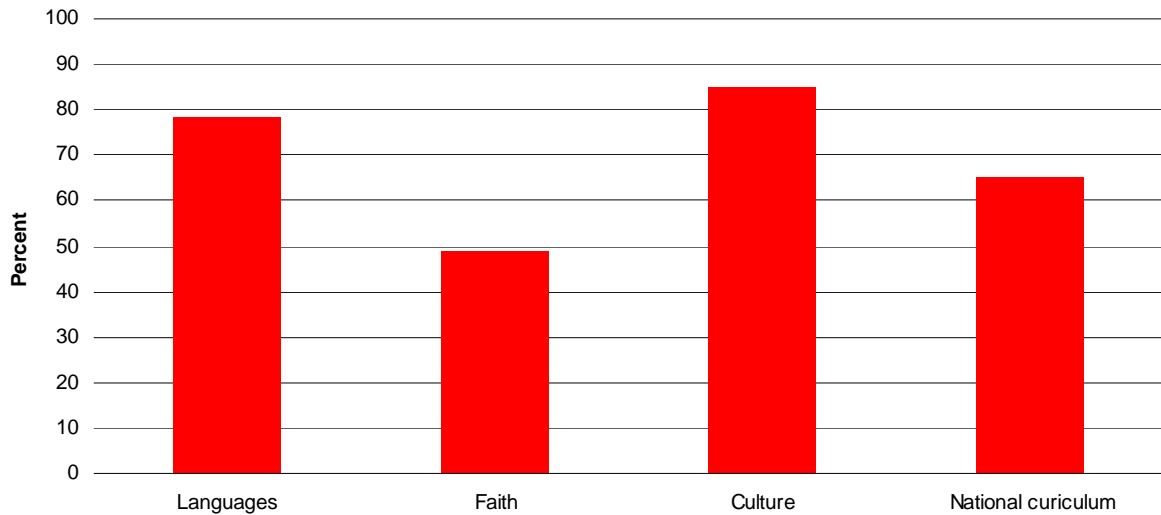
- operating only outside mainstream school hours (that is at evenings and weekends or during the mainstream school holidays)
- providing teaching for young people about their culture and heritage
- providing teaching related to National Curriculum subjects or particular exams or tests (for example Key Stage tests or GCSEs)
- providing teaching in community or mother tongue languages other than English
- providing teaching related to faith.

The **survey** found that schools tended to provide teaching in more than one of these areas, which is consistent with Strand's (2007) suggestion that supplementary schools increasingly have multiple functions. Culture and heritage classes were particularly prevalent among the schools surveyed with 85% of schools saying they provided teaching in this area. Teaching of community or mother tongue languages was also common, with 78% of schools saying they provided this while just under half (49%) the schools provided teaching related to faith. In particular, we would expect that teaching in these areas would overlap, since languages and religious teaching could be viewed as key facets of cultural identity (Issa and Williams, 2009). It was found that 92% of schools teaching language also said they taught culture, and 92% of schools teaching faith also taught culture. About two-thirds (65%) of schools offered teaching in National Curriculum subjects (Figure 3.1).

⁶ Sixteen schools were screened out at this stage and are included among the ineligible schools in the response rates.

Figure 3.1 Types of supplementary schools

Base: All supplementary schools surveyed (301)



The **case study schools** also overlapped greatly in terms of the types of provision they offered to children. While most of the schools had an area which they focused on primarily, none of the schools we visited focused on only one aspect alone. Even in those schools where the main focus was upon delivering National Curriculum subjects for example, they also integrated some aspects of language or culture into their provision, and vice versa, for example three case study schools were all language schools but which also covered some aspects of the National Curriculum. Similarly, one school which covered religion, also integrated this with language teaching.

There was great variety among the case studies in terms of the types of provision. Table 3.1 below provides an overview of the subjects and areas taught in each of the case study schools.

Table 3.1 Subjects taught by case study schools

Languages	Culture and heritage	Faith and religion	National Curriculum	Other
Spanish and French	Black history		Maths, English, Science,	Winter & Summer University mentoring, booster classes
Polish GCSE	Polish, literature, history, geography	Previously had a religious aspect	English	
French, Spanish, German, Portuguese available if required		RE if required by parents	English, Maths, ICT, humanities	Football
Turkish A level & GCSE	Folk music, folklore, religious festivals		Maths (no longer funding for English and Science)	
	Black history		Maths, English	
			Science, English and Maths	
	Somali history		Maths, English, Science	Presenting, sports
Panjabi A level and GCSE				
	Optional Islamic studies, combined with behaviour	Maths, English, Science		
	Black history		English, Maths, Science	
Arabic		The Koran		
	Black history		Science, Maths, English & ICT	

The case study data shows a great overlap between types of provision. While culture and religion were considered as two separate forms of provision for the purpose of the survey, it was clear from the case studies that the lines between these forms of provision were actually far more blurred than they first seemed.

The following sections explore each type of supplementary school provision, using both quantitative and qualitative data.

3.2.1 Languages

Seventy-nine per cent of schools responding to the **survey** offered teaching in mother tongue or community languages. Schools mentioned 53 different languages overall. Table 3.2 provides a summary of the languages taught in schools, grouped geographically. South Asian languages (including Bengali, Urdu, Panjabi and Gujarati) were the most frequently cited. A complete list of the languages taught is provided in Appendix 4.

Table 3.2 Mother tongue languages taught in schools

Base: Schools that taught mother tongue languages

Languages	Schools
	%
South Asian Languages	44
Middle Eastern languages	37
Other Asian Languages	16
European Languages	14
African Languages	13
Eastern European Languages	5
Other Languages	1
<i>Bases</i>	238

Provision in three of the **case study schools** focused upon the delivery of community languages, teaching Panjabi, Polish and Turkish respectively. All three schools offered their pupils the opportunity to sit GCSE exams in these languages. Two of the schools also allowed pupils to study for A levels, while a third hoped to do so in the future. In all three of the schools, the community language was taught alongside aspects of culture and heritage.

Other schools, whilst not focusing primarily on language provision, did provide some form of language teaching in their schools. The linguistic backgrounds of teachers in one school meant that they were able to offer additional teaching in French, Spanish, German and Portuguese to pupils where these were required by the parents. When we visited, a small number of children were learning German. Similarly, Spanish and French were taught to some of the primary aged children in another school, alongside their National Curriculum core subjects.

Although teachers, parents and pupils were positive about the benefits of gaining a GCSE or A level in a community language, the key was the link this provided to pupils' culture and heritage. For example, parents whose children were taught Panjabi spoke of how good it was for their children to be able to talk to their relatives, and to be able to watch Bollywood

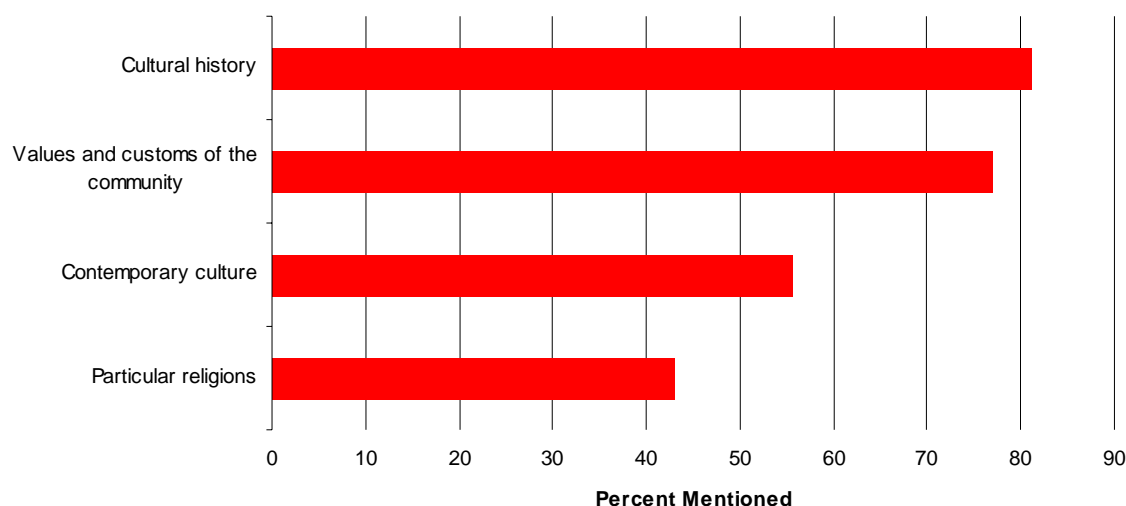
films. Similarly, parents of Turkish children were happy that their children could now speak Turkish when they visited Turkey for holidays.

3.2.2 Culture and heritage

Eighty-five per cent of schools responding to the **survey** provided teaching in culture and heritage. Of these schools, culture and heritage teaching was most likely to involve classes in cultural history, with 81% providing this. Seventy-seven per cent provided teaching in the values and customs of the community. Fifty-six per cent provided teaching in contemporary culture, and 43% provided teaching in particular religions, supporting the idea that many schools regard religious teaching as a facet of culture and heritage (Minty et al, 2008) (Figure 3.2).

Figure 3.2 Types of culture and heritage teaching

Base: schools providing teaching in culture and heritage (260)



Aspects of culture and heritage were also taught in the **case study schools**. However, case study respondents tended not to see culture and heritage as something which was explicitly taught in these schools. Instead, teaching children about the values and customs of the community was seen as being integral to the ethos of the supplementary school concerned. This was particularly the case in relation to 'respect', which was bound up with cultural expectations and is explored further in Chapter 8.

Five of the case study schools taught Black history. In those schools where this was provided its importance was emphasised by the children, teachers and parents in those schools. A comment made by a number of children in these schools was that '*it's Black History Month every month*', as opposed to in their mainstream schools where they generally only learnt Black history at a specific point in the year. In one school, the headteacher had arranged for pupils to visit the local museum as part of Black History Month to learn more about Somali history. For all respondents, learning about Black history provided children with greater knowledge and understanding of their heritage and of their own identity, as one pupil explained:

We have learned about our ancestors and how they had to suffer and the struggle they had to go through just so we had a chance of getting an education. In the lesson they try and get that message through in a sort of a way that helps us to understand more about ourselves. (Pupil)

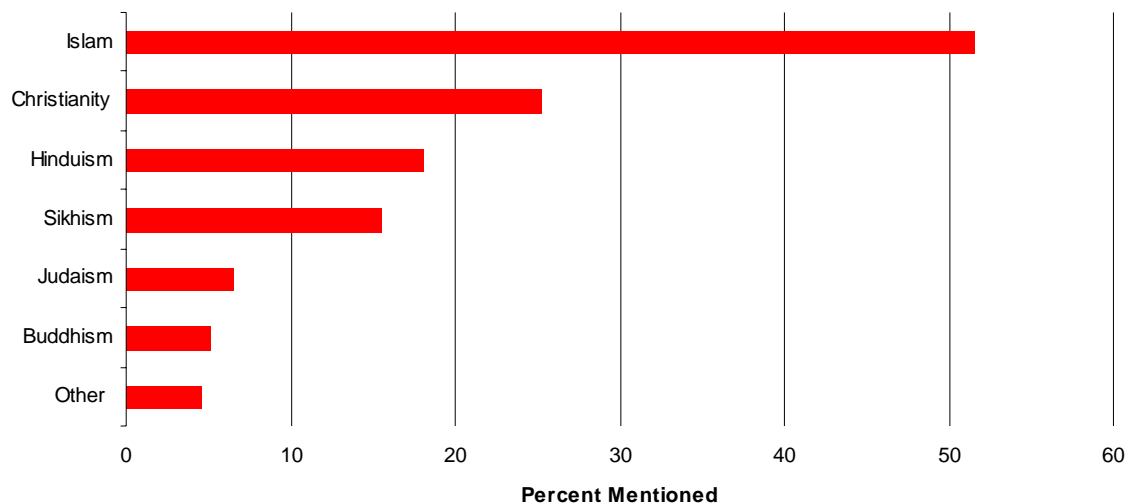
3.2.3 Faith and religion

When asked directly about faith, nearly half (49%) of the schools indicated in the **survey** that they provided faith teaching, the most common religion being Islam (52% of faith schools), followed by Christianity (25%), Hinduism (18%), Sikhism (16%), Judaism (7%), Buddhism (5%) and other religions (5%) (Table 3.3). Schools that taught Asian communities appeared to be more likely to provide faith teaching (62% compared with 35% of schools that did not serve Asian communities).

Of the schools that provided faith teaching, 11% (17 schools) taught more than one faith. Most of these taught Christianity with one or two other faiths; however a small number (four schools) taught as many as six faiths.

Figure 3.3 Faiths taught in schools

Base: schools providing teaching related to faith (145)



We visited two **case study schools** which taught pupils about faith and religion. One of the schools was an Islamic faith school which focused on teaching children about the Koran while also teaching them Arabic so that they could read the Koran. Another school also taught aspects of Islamic studies to pupils; however, here religion was also linked into behaviour, specifically behaviour in the classroom, but also the wider context of *'how people behave in the community'* (Supplementary school headteacher).

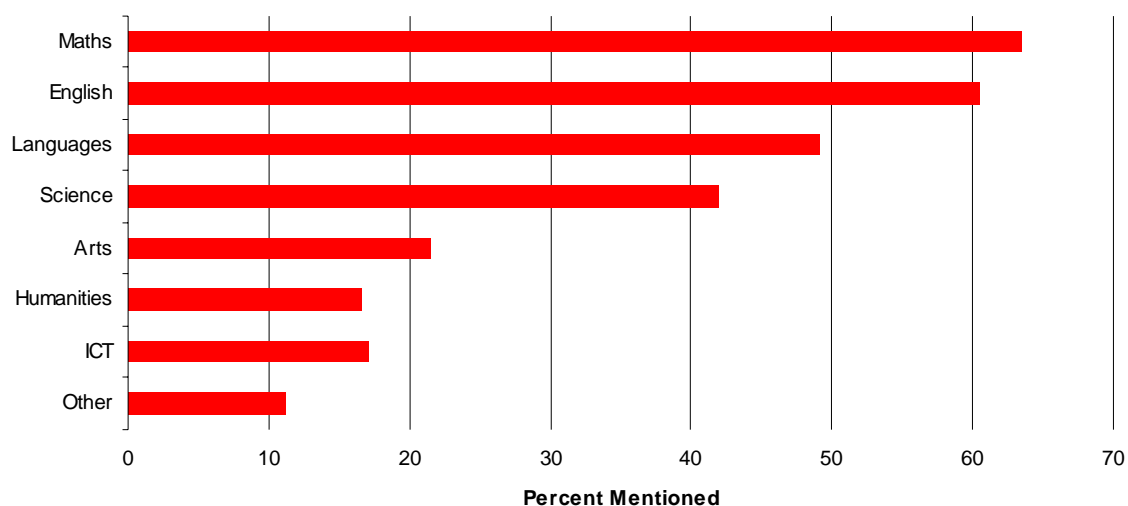
A language school had previously had links with the local Catholic church, but these were no longer in place, whilst a National Curriculum focused school said that they could teach children aspects of religious education, should parents wish them to do so. This was not the case during our visit to the school.

3.2.4 National Curriculum

Sixty-eight per cent of schools in the **survey** taught National Curriculum subjects. A high proportion of these schools offered classes in Maths (63%), and English (60%). Just under half (49%) offered classes in Languages and 42% offered classes in Science. Arts (21%), Humanities (17%) and ICT (17%) were also taught in some schools.

Figure 3.4 Subjects taught in schools

Base: schools providing teaching in National Curriculum subjects (204)



Ten of the 12 **case study schools** provided some kind of teaching of National Curriculum subjects, the majority of which taught Maths and English, with some also offering Science.

Generally, those supplementary schools which delivered National Curriculum subjects divided classes up, for example, with pupils doing an hour of English, followed by an hour of Maths. Teachers who taught primary-aged pupils explained that they would divide their lessons in similar ways as they might do when teaching the National Curriculum in the mainstream, while older secondary-aged pupils generally had different teachers for different subjects.

Which subjects schools offered was largely dependent upon the teachers in the school and their qualifications and experience. For example, one school had previously offered English, but the funding is no longer available to fund a teacher for the subject. Science was covered by fewer schools. Possible reasons for this included lack of resources and facilities to do practical experiments, as well as having access to teachers with the right qualifications. In one of the case study schools, the main focus of provision was science. However, here staff had access to a lab and trained teachers. ICT was taught in two schools; again, in both of these, access to facilities was key.

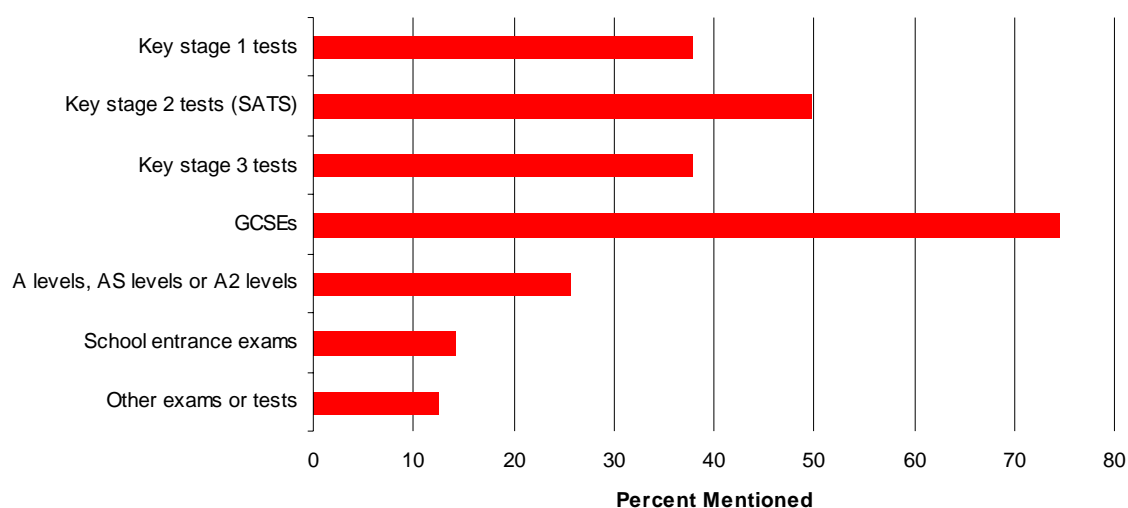
Seventy per cent of schools in the **survey** said that they provided coaching for exams and tests. This could include exams at any key stage, as well as school entrance exams and other exams or tests. Some schools provided coaching for exams/tests but did not say they taught National Curriculum subjects and vice versa.

Schools that taught certain communities were more likely to provide coaching for exams and tests. Of schools that taught African-Caribbean pupils (49 schools), 82% offered coaching for exams and tests. Of schools that taught Black African communities (89 schools) 79% offered coaching. Similarly, of schools that taught Middle Eastern communities (38 schools) 77% offered coaching. Among the schools that did *not* offer coaching, there were no discernible patterns in the ethnic communities of pupil served.

Of schools who said they provided coaching, most of these provided help for their pupils in taking national academic exams. Seventy-five per cent provided coaching for GCSEs, half (50%) provided coaching for Key Stage 2 tests, 38% provided coaching for Key Stage 1 tests, and the same proportion (38%) coached for Key Stage 3 tests. Over a quarter (26%) provided coaching for A level and AS level exams. A smaller proportion of 14% coached for school entrance exams. Thirteen per cent coached for other exams or tests which included basic English and numeracy, BTECs, EdExcel qualifications, language tests or exams⁷, and dance and music exams⁸.

Figure 3.5 Exams and levels coaching provided for

Base: schools providing coaching for exams or tests (211)



Case study schools provided coaching for exams and tests. This was often done by encouraging pupils to attend extra sessions with their supplementary teachers on top of the classes they regularly attended, for example in a school which held revision classes for GCSE pupils one night a week. Often, such classes enabled pupils to have extra one to one support from their teachers. Teachers in other schools said that they helped children to prepare for their Key Stage 2 tests. A teacher explained, '*It's mainly the core subjects that we prepare them for SATS and we do lots of revision and preparation*'.

⁷ The following languages were mentioned: Panjabi, Turkish, Hungarian, Urdu, Korean and Chinese.

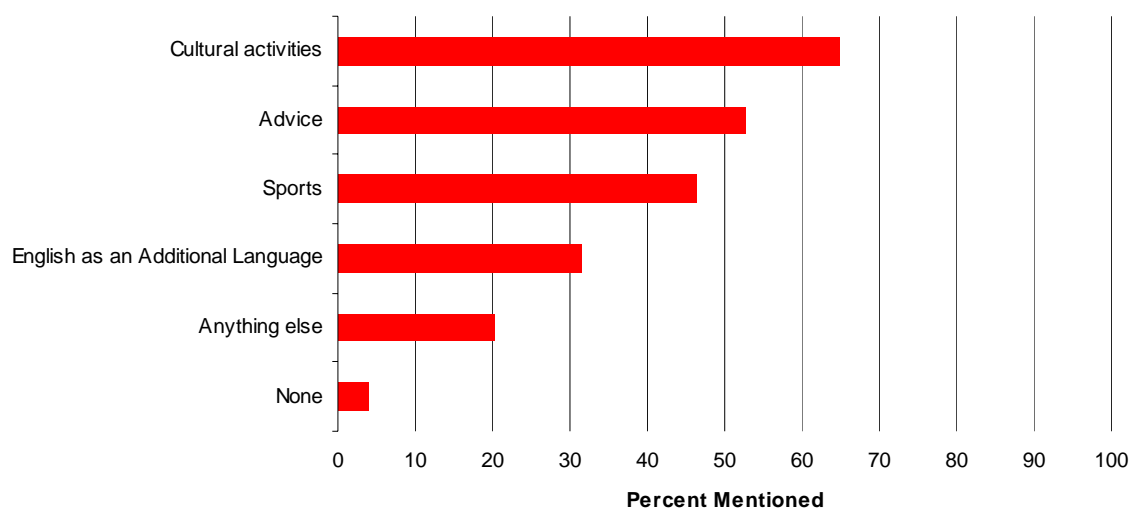
⁸ These were classical music exams (ABRSM) and Indian classical dance exams.

3.2.5 Other activities

The **survey** asked schools what other types of activities they offered (Figure 3.6). Responses included traditional cultural activities such as singing and dancing (65%), offering advice to parents and pupils (53%), sports activities (46%), classes teaching English as an additional language (32%), as well as 'other' activities (20%) which were not specified.

Figure 3.6 Other activities provided by the school

Base: All supplementary schools surveyed (301)



The **case study** schools provide more in-depth data as to the varied range of other activities that are provided by supplementary schools. Cultural activities included religious festivals, Turkish folklore and dance, singing, etc. Pupils clearly enjoyed these activities. Two of the case study schools offered sports activities (e.g. football) which a number of children attended outside of their supplementary school lessons. One of these schools offered sports activities on a Saturday afternoon after lessons had ended, and during lesson breaks. When we visited the school, it was mainly boys that were playing football, but we were told that it was also common for girls to join in. Pupils were enthusiastic about some of the games they had previously played with children in other schools.

One case study school offered advice to parents about how mainstream schools and the education system as a whole operated, whilst two schools ran parenting programmes.

Other activities offered by schools included pupil mentoring programmes, booster sessions, Winter and Summer University taster programmes, and classes to develop skills in delivering presentations. Many of the schools also organised trips away and days out which were highly valued by pupils and parents.

3.3 Ethnic communities

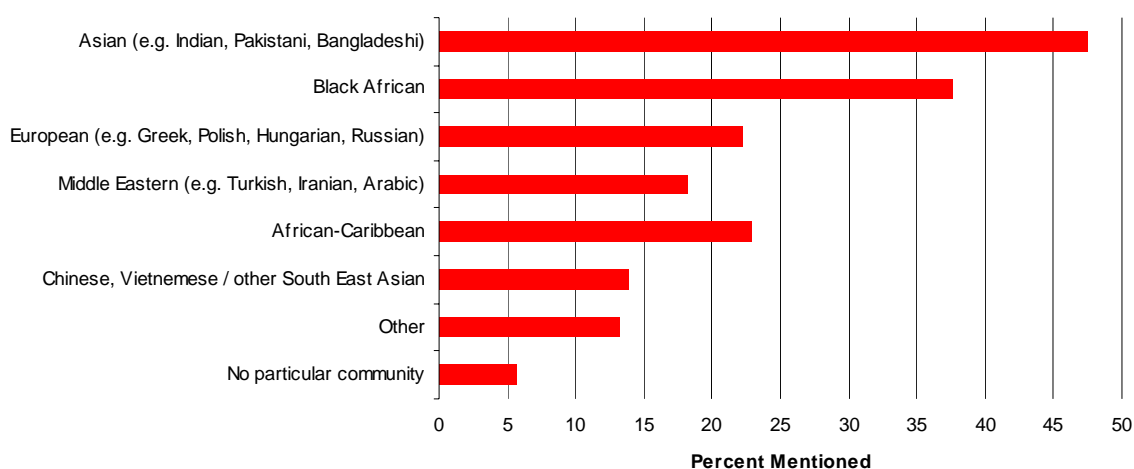
In the **survey**, nearly all schools (94%) said that they served particular ethnic communities, although many served more than one community. Sixty per cent of schools served one

ethnic community, 16% served two different communities and 17% served three or more communities.

Just under half (48%) of the schools surveyed said that they served Asian communities, including Indian, Pakistani and Bangladeshi. Thirty-eight per cent served Black African communities, while 22% served communities from Europe (such as Greek, Polish, Hungarian or Russian). Other communities served were Middle Eastern (18%), African-Caribbean (23%) and South East Asian (14%, includes Chinese, Vietnamese, and Japanese) (Figure 3.7).

Figure 3.7 Ethnic communities served by schools

Base: All supplementary schools surveyed (301)



The **case study schools** served a range of different ethnic communities, as outlined in the research design. Five of these schools served a particular community. This was often the case with those schools which focused upon language provision. However, even in those schools which appeared to serve a single community, there was great overlap. For example, the Turkish supplementary school provided Turkish language classes, but served a range of different Turkish speaking communities, such as Turkish, Turkish-Cypriot, and Turkish-Kurdish.

Similarly, a school which was attended predominantly by Pakistani children welcomed children from a range of backgrounds and cultures. At the time of the study the headteacher estimated that more than half of the pupils came from other communities including the Somali, Indian, Bangladeshi, Turkish, Kurdish and Afghan communities. This school was also mixed in terms of religion, with approximately 70% of the pupils being Muslim and 30% from other religious backgrounds. A parent at the school confirmed that it was truly inclusive in contrast to another supplementary school in the area which was advertised as being ‘*open to everyone*’, but when the parent had enquired about enrolling their children they had been unsuccessful. He suggested this was to do with the ethnic community he came from.

Two schools primarily served families from the Somali, and to a lesser extent Eritrean, communities with the direct aim of supporting Somali children from the local area in mainstream primary and secondary education. Similarly, four schools served mainly African-

Caribbean pupils, but also included pupils from other communities. For example, one was also attended by Black African and Asian pupils while another had a small number of pupils from Asian backgrounds attending.

Some schools served a much broader range of communities. For example, one school was attended mainly by Black (West) African pupils, but also children from the Turkish, Irish and Polish communities. According to the headteacher, they welcomed and included everyone interested in supplementary school education.

In general, pupils felt that their schools were open to a range of children from within and beyond their community. This was particularly evident in the interviews with pupils from the Turkish and Pakistani supplementary schools.

3.4 Number of pupils

In order to provide a snapshot of how many pupils a school had at any one time, the **survey** asked schools how many pupils typically attended each week. Responses ranged widely, with the smallest school reporting six pupils usually attending while the largest school had 2,030 pupils attending weekly. Only a small number of schools (six) taught more than 500 pupils, and these served a range of different communities. Most schools were small, with three quarters having 100 pupils or less. Similar proportions of schools had one to 25 pupils (24%), 26 to 50 pupils (24%), and 51 to 100 pupils (25%). Twenty-six per cent of schools had 101 pupils or more. Nearly all schools taught both boys and girls; only one school reported having only girls only.

We intentionally selected schools for the **case studies** that reflected variety in terms of size. Three of the schools had between 200 and 230 pupils. Three had between 101 and 200 pupils (they ranged in size from 118 to 182 pupils). We also visited six smaller schools which were more representative of the sample responding to the survey. Two schools had between 80 and 95 children, while finally; four case study schools had less than 45 pupils. The smallest of these had 25 pupils. All the case study schools were mixed-gender.

The **survey** found that about a third (34%) of schools taught children aged five and under; 88% taught five to 11 year olds; 82% taught 12 to 16 year olds; 35% taught 17 to 18 year olds and 18% taught pupils aged 18 and over.

Schools were likely to teach more pupils of primary or secondary school age. Fifty-six per cent of schools taught more than 25 five to 11 year olds, and 38% taught more than 25 12 to 16 year olds. On the other hand, only 12% taught more than 25 under fives, 6% taught more than 25 17 to 18 year olds, and 4% taught 25 or more over 18s (Table 3.3).

Table 3.3 Number of pupils in schools by age*Base: All supplementary schools surveyed. Column bases: Number of schools with pupils of each age group.*

Number of pupils	Age					Total %
	Under 5s %	5-11 %	12-16 %	17-18 %	Over 18 %	
1-25	88	44	62	94	96	24
26-50	11	27	23	4	4	24
51-100	0	16	11	1	0	25
101-200	2	10	2	0	0	15
201-300	0	1	1	0	0	5
301+	0	2	1	0	0	6
<i>Bases</i>	<i>101</i>	<i>264</i>	<i>246</i>	<i>106</i>	<i>59</i>	<i>301</i>

Whilst most of the **case study schools** taught pupils aged five to 16 years, five also worked with A level pupils. Often, classes for the older age groups were held at different times, which was partly linked to the facilities and teachers available. In one school the size of the premises and the number of pupils attending meant that primary age pupils attended in the morning, with older secondary pupils coming in the afternoon. In another a teacher from the further education sector was employed specifically to work with the oldest age group.

It was common for brothers and sisters, and in some cases cousins, to attend the same supplementary school. Generally, children in the case study schools did not attend more than one supplementary school, nor did we come across many instances where different children from the same family attended different supplementary schools. Some children did attend other classes on top of supplementary school; such as sports, dance and music tuition.

The **survey** asked schools how long pupils typically attended the school for. Forty-five per cent of schools reported that their pupils usually attended for between two and five years, while 32% said their pupils attended for more than five years. A fifth of schools (20%) said their pupils typically attended for a year or less. However, this was related to the length of time the school had been open. Schools that had been open for more than six years were more likely to say that their pupils typically attended for more than five years (43% compared with 7% of schools open five years or less). Similarly, while 24% of schools open five years or less said pupils usually stayed one year, only 8% of schools open six years or more said this (Table 3.4).

Table 3.4 How long pupils typically attend the school, by number of years the school has been in operation

Base: Schools that provided number of years open (298)

How long pupils typically attend	Number of years school open		Total %
	5 years or less %	6 years or more %	
Less than 12 months	17	5	8
1 year	24	8	12
2 to 5 years	48	43	44
More than 5 years	7	43	32
Missing	4	1	3
<i>Bases</i>	<i>94</i>	<i>204</i>	<i>298</i>

The length of time that pupils had attended the **case study schools** varied. In two National Curriculum focused schools, some of the children had been at the school for ten years or more. In contrast, we also spoke to a number of children across all the case study schools who had only recently joined the schools (including a few for whom it was their first lesson), or who had been coming for only a year or so.

In the **survey**, schools were most likely to operate on Saturdays (64% mentioned this), although many operated on weekdays before or after school (41%) and on Sundays (28%). Eighty-five per cent of schools operated during term-time while a much smaller proportion of 34% operated during the school holidays. Most of the **case study schools** operated on Saturdays, with two running sessions every weekday after school and one two days per week.

Oversubscription was a problem for some of the schools **surveyed**. About a fifth of schools (21%) said that they did not have places for everyone who wished to attend. Larger schools were more likely to mention that they did not have enough places (28% of schools with more than 50 pupils said this compared with 15% of schools with 50 pupils or fewer). This issue was also raised by respondents in the **case study** schools, three of whom had large waiting lists. The largest of these was a waiting list of more than 400 for a school of 200 pupils. Both parents and pupils were aware in some cases of the size of the waiting lists, and mentioned this when discussing discipline in the schools, as it was used to encourage pupils to regularly attend or have their place given up to someone on the waiting list. In response to the issue of waiting lists, some schools had also increased their class sizes slightly so as to allow more pupils to attend.

Schools responding to the **survey** were predominantly attended by pupils who lived in the same LA. Twenty-eight per cent of schools said that all of their pupils lived in the LA, 56% said that most of them did and 14% said that some of their pupils lived in the same LA. Most pupils in the **case studies** lived near to their schools, although in some, pupils travelled long distances to come to supplementary school. This was the case particularly for a National

Curriculum focused school which had built up a good reputation and attracted families from outside the borough. This was often due to personal recommendations from family or friends. One parent drove 20 miles to get to a language school, but this was unusual. A parent of a child in another school, who drove 20 minutes to take her children to the school said, 'If it's a good school, you don't mind making the journey do you and travelling?'

The **survey** asked schools to indicate hours of attendance for each age group. At least half of schools teaching each age group reported that pupils of that age attended for three or more hours per week.

There was surprisingly little variation between age groups, even for schools teaching pupils aged less than five years. Half of schools with under fives said that this group attended for three hours or more a week, 59% of schools with five to 11 year olds said they attended for three hours or more per week, 61% of schools with 12 to 16 year olds said they attended for three hours or more per week, and 57% of schools teaching 17 and 18 year olds said they attended for three hours or more per week (Table 3.5).

Table 3.5 Hours of attendance per week by age

Column bases: Number of schools with pupils in each age group.

Hours per week	Age			
	Under 5s %	5-11 %	12-16 %	17-18 %
0-2 hours	50	41	39	43
3-5 hours	42	45	48	49
6-10 hours	6	11	10	7
More than 10 hours	2	3	3	1
<i>Bases</i>	<i>118</i>	<i>280</i>	<i>259</i>	<i>118</i>

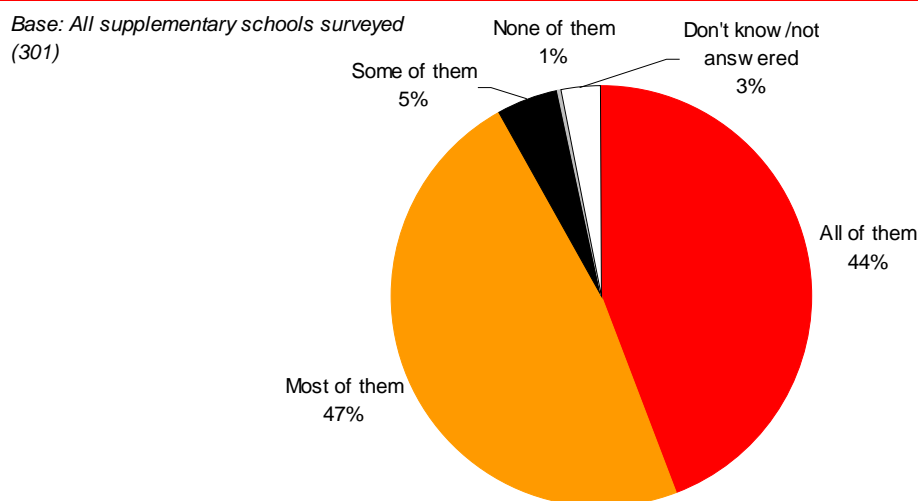
* The bases are higher than in Table 3.5 above. Schools under-reported the numbers of pupils within each of the age categories because they did not always have access to this information. The number of pupils within each of the age categories is lower than the total number of pupils reported by schools.

The **case study schools** varied in terms of the amount of time children attended for. Pupils from the Islamic school attended five days a week from 5-6.45pm. Some of them also attended extra classes on a Saturday and Sunday on the Koran. Similarly, pupils at a National Curriculum focused school attended every day after school for a couple of hours. Most of the case study schools held classes for two to four hours at a time; some with breaks between lessons. Often, younger pupils attended for slightly less time, and in some schools attended at a separate time to the older pupils. In one school, older pupils, particularly those preparing for exams, tended to attend more sessions. For example, they would go to classes on a Saturday, but would then also attend revision classes one evening after school.

3.5 Pupil attendance

The **survey** found that pupils were likely to show continuity in their attendance. Nearly all schools (92%) said that most or all pupils attended recommended sessions. Only 5% said 'some of them' while 1% said 'none of them' (Figure 3.8).

Figure 3.8 Proportions of pupils attending all recommended sessions



In the **case studies** all of the headteachers said that they kept a register of attendance and that they monitored attendance levels. Few reported problems with non-attendance. Heads and teachers praised pupils for their good attendance records, and both they and parents referred to the efforts children made to attend, as the quotes of three different case study school respondents below illustrate:

They are brilliant students. They are regular attendants and whenever they miss a session the next time when they come what you will hear from them is apology. They really love attending. (Headteacher)

No, they don't like even missing one day, even if he's not feeling well, he will say, 'well can we go?' (Parent)

The experiences my daughter had of going to the temple, she'd think of any excuse not to go but over here she says, even if we're late, 'no dad, got to go'. (Parent)

A key reason for high attendance amongst children at supplementary school was that they clearly wanted to attend and in many cases loved doing so. As one said, *'there is nothing much not to like about it'*, while another pupil said, *'There's nothing really that's that bad. Nothing really'*.

Even though the great majority of pupils we spoke to in the case study schools enjoyed attending supplementary school, it was sometimes difficult for them to articulate their

individual reasons for attending. This was particularly the case for younger, primary aged pupils who were less sure as to why they attended. Pupils in one school, who ranged from Year 5 to Year 8, contrasted supplementary school with what they would normally do on a Saturday:

Usually on a Saturday most of us here we've got nothing to do we just sit around the house or just go out and then it's good to do something for a change. (Pupil)

One teacher suggested that pupils were 'more motivated' to attend because they came to the school 'off their own bat'. This was supported by a parent who said:

When they come here, they're not really forced to come, like at school where they have to go; they have no choice. (Parent)

Another teacher reported that pupils were 'more serious at Saturday school, they concentrate more, they like coming here'. A colleague explained the possible reasons for this:

They know they're coming here to learn something, we've got that sense that we are implanting something. In mainstream schools kids think 'oh I know this' or 'why should I know this?' There's more sense of purpose here. (Teacher)

Common across all the case study schools was a recognition from school staff as to the commitment they received from their pupils in terms of attending the classes on top of their normal school work, as this headteacher illustrates:

And so for any child who is going to leave in the morning and go to school and come straight here for another three hours you've got to be committed and so there is a lot of commitment among people who come here. And they do know that we don't play here and they know that the parents want the best for them and so they do work hard, they work very, very hard and I do respect them a lot. (Headteacher)

However, one supplementary school headteacher recognised that not all children who attended their supplementary school wanted to be there, and that there would be variation between pupils, as there would be in the mainstream:

It's mixed. I would say some come because they have to and some come because they love it and some come because they have been coming; they're not indifferent they come and they participate but maybe they haven't thought about how they feel about it, and so it is a mixture. You can see the ones that love it because they rush here and they've got their seat. And others are kind of like they will come in and might be a little late. (Headteacher)

Case study supplementary schools tended to have strategies to deal with non-attendance, which often included discussion with parents. The headteacher of a National Curriculum focused school explained that pupils were allowed to miss three sessions before parents would be contacted. In instances where there was no response a letter would be written to families and if this was not responded to then the school would give another child their place. This seemed to work very well. It was clear from talking to parents across all the case study schools that attendance was very important to them. A number mentioned how keen they were to instil punctuality in their children so as to help them later in life. Contacting children's parents also encouraged the children to attend. A number of pupils raised the issue that their

parents paid fees for them to attend and that therefore they should retain good levels of attendance.

Teachers provided a range of possible reasons for non-attendance amongst their pupils. These included older pupils choosing not to come (when their parents could no longer force them to); pupils struggling with too much work on top of their normal school work; other hobbies taking up their time on Saturday afternoons e.g. football or dancing; children who were habitual latecomers; children not attending because they liked a particular teacher who subsequently left; not coping in terms of language ability; and, for those case studies which continued to hold classes during the summer holidays, children were often absent as they were away on vacation.

3.6 Summary

This chapter has provided an overview of the types of supplementary school provision and the communities served by supplementary schools. Supplementary schools provide a range of types of provision, including language, culture and heritage, faith and religion, and National Curriculum subjects, as well as a range of other activities. While schools tend to focus on one type of provision, the majority of schools do so alongside other forms. Similar overlaps exist in the case study schools in terms of the communities served. The majority of the case study schools had fewer than 100 pupils, and headteachers reported having good rates of attendance amongst pupils. It is clear from the case studies that part of the reason for this is that pupils enjoy attending and recognised the benefits that attending could bring.

4 Aims and purposes of supplementary schools

4.1 Introduction

This chapter examines the aims and objectives of the supplementary schools that participated in the research as case studies. In addition it explores the views of participating LAs in relation to the objectives of supplementary school education. The chapter also considers why parents in the study chose to send their children to a supplementary school. This chapter draws on qualitative data only. It begins by exploring the aims and purposes of supplementary schools and this is followed by an examination of the views expressed by parents.

4.2 Aims of supplementary schools

An overview of the type of provision that supplementary schools offer was outlined in the literature review presented in Chapter 2, and this was further illustrated by the research findings discussed in Chapter 3. Chapter 2 also explored a number of reasons for the existence of supplementary schools in the UK, and their key aims of providing National Curriculum, cultural, linguistic and faith/religious educational support. In many respects the reasons outlined in the literature review were exemplified in the case study schools.

4.2.1 Raise attainment and develop understanding about the British education system

Eight case study schools specifically sought to raise attainment in the National Curriculum subjects of Maths, Science and English. In order to comprehend why such support was considered essential it is important to explore the reasons for establishing supplementary schools.

Three of the schools were set up to address historical underachievement amongst African-Caribbean pupils and parental concerns that mainstream schools were not meeting the attainment needs of their children, as a teacher explained:

The mainstream sector was not meeting the needs of the children and our community felt they could do it, and they knew what the children's needs were ... Children who were being put in lower streams in school were not having their achievements or talents recognised, and also I think there was a lack of understanding/awareness of cultural background. That's the sort of thing that people in the community were saying: 'Our children are underachieving or they are being excluded from school or they are not getting the career choices open to them. We know from our experience back in the Caribbean or [from] our understanding of our children, we know what they can achieve, can you do something?' So it was really answering the pleas of the community that brought [this school] into being. And actually we have created the model for what good community support is I think. I don't say 'we' as this particular school; I think the supplementary school movement was very much the community taking ownership and saying: 'No' [to underachievement]. (Teacher)

Another teacher observed that Black supplementary schools continued to be needed because 'schools are failing our children and so the more education they get, extra education, the better it will be for them when they grow up and leave school'. This viewpoint

was supported by two LA coordinators, and a community group interviewee who indicated (as part of their community franchise) having access to over 20 supplementary schools targeting African-Caribbean children.

One headteacher stated that the main aim of the school was to *'bridge the [attainment] gap'* and to *'enable children to work to their full potential'* through the school's focus on *'reading, writing and arithmetic'*. When asked what distinguished the type of learning the school offered, a teacher in the school said:

I think in this particular supplementary school is understanding the need to work with [Black] parents, and listening to the concerns of parents and understanding that all children can achieve, having high expectations of children, being willing to find ways to work with children as well, and so not perhaps the standard ways that they might have encountered in mainstream schools. (Teacher)

The views articulated by teachers in the school above were supported by a headteacher who said that his motivation for leaving mainstream education and leading a supplementary school, was because he felt the education of Black children required *'specific attention'*, and it was something where he opined he *'could have an impact'*. This headteacher's involvement in supplementary school education was therefore to *'help enhance, motivate and inspire Black children ... so that they can become better people and be better educated and achieve more'*. But first the school needed to inspire Black children *'to believe in themselves and work hard and achieve more so that they can contribute in society when they grow up'*. His second aim was to support Black parents who he reported often expressed *'disappointment and anxiety over how [their] children were taught in [mainstream] schools'*. Interestingly, while this supplementary school was initially set up for African-Caribbean pupils, and it was open to children from any Black background, the headteacher noted that increasingly the school was being attended by Somali children because as he said, Somali parents *'were wanting their children to do better, especially those who are having problems in schools'*; problems which echoed similarities with African-Caribbean heritage pupils both in terms of low attainment and being excluded from school.

The need to address low attainment and better support Somali parents was a priority also for two other case study schools. For the headteacher of one school better supporting Somali parents meant *'giving them advice [and] guidance'* about the British education system, and things which the headteacher argued, *'they need to know'* in terms of what they should be doing to support their children, and *'what they need[ed] to looking out for'* in their children's experiences. This was regarded as necessary because of the difficulties Somali parents encountered in trying to support their children's education. The headteacher explained why:

Parents were concerned their kids weren't up to the level that they should be, maybe because they came as refugees and the children spoke another language. And then it became clear that some parents were struggling, even though their children were born here, to teach them English [because] it wasn't their first language. So they were speaking Somali at home and would go to school and not be able to speak English. (Supplementary school headteacher)

Thus a key aim for the headteacher cited above was to *'support the primary and secondary education of Somali children'* in Maths, English and Science by *'balanc[ing] out'* the difficulties Somali pupils experienced in learning in mainstream schools, owing to their lack of proficiency in English. In doing this, the headteacher sought to *'create some kind of equal footing for the children in school'* and ultimately *'strengthen our community's ... education'*. The headteacher's emphasis on the *'community's'* education is perhaps also illustrative of

the school having, as the headteacher said, grown '*organically*' from an after-school club as a result of '*parent volunteers ... who knew how to teach ... and got more organised and it became a school*'. As well as studying the National Curriculum, emphasis was placed on maintaining good discipline, and assisting the children in developing more appropriate behaviour.

Another school catering for the needs of Somali pupils, similarly had small beginnings, starting with a group of 10 to 15 students. The headteacher of the school said that in setting up the school he had three key aims. First, he sought to '*integrate*' Somali pupils into mainstream schools and to '*educate the wider community about the Somali community, that there are good [Somali] role models out there*'. Secondly, he wanted to convince Somali pupils that it was possible to achieve and progress to higher levels if they were given support in core curriculum subjects. In doing this, he also sought to give Somali pupils '*an opportunity to compete with other people*' and enter higher education, which he said was '*the most important thing*'. This sentiment was supported by an LA interviewee who asserted that this school was '*standards driven*' and as such had a '*shared agenda with mainstream schools*' (LA coordinator). Thirdly, there was a need to educate Somali parents who do not speak English and/or who do not understand the British education system including the key terms used in schools such as '*Key Stage 1 and Key Stage 2*' or the different levels and year groupings. This was considered crucial because in Somalia '*if a student fails they stay in the same class [whereas] here if a student fails they still continue [into] year 4 and 5 and 6*' (Headteacher). Echoing similarities with other schools that targeted Somali children, the headteacher also wanted to enable Somali parents to comprehend the importance of their children having a good education, and that '*they need to work with [mainstream] schools*' by being '*part of the school*', attending parents' evening and understanding the contents of reports if they are to support their children's educational development.

Staff at a case study school that was concerned with raising the attainment of children from Pakistani and Somali communities, referred to the school as offering a '*programme*' of support. This is possibly accounted for by the fact that the school initially developed in conjunction with partner organisations in the LA because the children from Pakistani and Somali communities were '*struggling to achieve national standards*' (Headteacher). So a key goal was to enable Pakistani and Somali pupils to achieve above national standards in national assessment tests. In common with the other schools determined to raise attainment, the headteacher saw parents as a key ingredient in this process. He observed that parents with a recent history of settlement in Britain needed additional support if their children were to achieve, owing to their lack of understanding about the educational system including the curriculum offered and also, '*how to approach the school to talk about various things*' (Headteacher). The headteacher was proud of the relationships that had been nurtured with the parents as this had helped to develop parental confidence such that parents were prepared to send their children to the school. The third component of the support offered by this particular school related to what the headteacher described as the school '*act[ing] as a bridge between mainstream provision, the education authority and the parents*'. In order for pupils targeted by the school to benefit from the provision offered, the headteacher reported working in partnership with local mainstream schools, so that children from the specified communities who the mainstream schools considered needed additional support could be referred to the supplementary school.

Similarly, the headteacher of another Black supplementary school reported that his desire to set up a supplementary school was influenced by his concern about the need to raise the attainment of Black African pupils. He said that '*historically*' Black pupils had been '*stereotyped*' as '*failing*', and the local area was also '*stereotyped*' as '*not making progress*'

and Black pupils were being taught in schools by teachers who *'can't control behaviour'*. The headteacher initially ran a football club and saw it as a way of combining football with education. He stated that his *'main objective is to raise attainment'* and children's educational standards because as he said, Black children *'are lagging behind in terms of basic skills in terms of reading, writing, spelling ... and doing mental arithmetic'*. This perception was informed by the knowledge he had derived from being a teacher in a mainstream school. The headteacher therefore sought to give Black children access to role models like him. Importantly, although this school was set up for Black children it was also open to children from other minority ethnic backgrounds who required extra support. In this regard, a wider aim for the headteacher was to make *'a change'*, a contribution to the local community because as he said, there was no supplementary school of *'that kind'* in the area; especially one that provided free educational support.

The headteacher of a school catering to the needs of African-Caribbean children was concerned that such pupils were failing in Maths and Science, and that because they found Science particularly *'boring'* they were less likely to want to seek careers as doctors, nurses and/or scientists. She therefore aimed to equip the children attending her school with the ability to fully comprehend scientific and mathematical formulas so as to enable them to pass Maths and Science at GCSE and A level, and to give them greater career opportunities by showing them that *'the pursuit of such qualifications can be fun, empowering and achievable'* (Headteacher).

It is salient that whilst all of the above schools aimed to raise attainment, some of the headteachers saw an understanding of one's culture and heritage as integral to this process; hence why Black history was a key focus for four of the schools. Moreover, teachers at one of these schools were keen to ensure that the Black African children who attended the school who were either born in or had spent time living in European countries such as Germany and France prior to their arrival in the UK should be encouraged to continue their linguistic skills in these languages, and also experience learning which reinforced their European identities⁹. Nonetheless the LA staff interviewed in the LAs incorporating these case study schools said that the *'cultural element is secondary [not] the main driving force'* (LA coordinator).

4.2.2 Transmission of language and reinforcing cultural values

The headteacher of a language school said that his school had two key aims. These were to enable the children that attend to develop a better understanding of their culture through learning Turkish, and to prepare the children for sitting examinations in Turkish at GCSE and A level. He explained:

Our aim is to teach Turkish ... in this school they sit GCSE and A levels. ... Besides the language they actually do some cultural activities like folk dance, folk music [and] classes [in] Maths. Also we take part in all the special occasions which is the religious days and the national days. We celebrate all international days as well in the school. And so this is actually mixed cultural activities. We can say one is

⁹ During the case study visit to this school one of the teacher's interviewed spoke German to two of the Black African pupils present, and asked one of the pupils to talk about her *'German identity'* to one of the researcher's at the school. One of the Black African parents interviewed also drew attention to the German background that his children brought with them to learning in England and said that he hoped that what his children learnt in Germany *'they will remember'* and utilise in their learning in their supplementary school.

Turkish from Turkey and Northern Cyprus, and one the international activities we do. So this is really the Turkish language and cultural school. (Headteacher)

As well as learning or becoming more fluent Turkish speakers and developing competence in reading and writing Turkish, staff in this school sought to educate Turkish heritage children with knowledge about the Turkish community, Turkish values and customs, so that they could develop a greater sense of belonging to the Turkish community. There was an expectation on the part of school staff that pupil attendance and participation in cultural and educational activities would provide greater opportunities for Turkish children and also their parents to socialise with other Turkish families and peers.

School staff at another language school reported that the main aim of the school was to promote the education of Polish children and deliver Polish lessons such that Polish children were enabled to build up 'confidence' in speaking Polish and develop 'maturity as individuals and members of [British] society' (Headteacher). However, in accomplishing this, the headteacher was concerned that the children who attended Polish classes were able to fully comprehend that they 'live in two cultures' and would need to learn how to 'negotiate that difficulty'. Understanding this difficulty was something which she said that the children's parents needed to take account of. Indeed this was a major aim:

I think very often there could be a difficulty that parents send their children to school thinking that they're going to learn language X and the culture of X and that child belongs to that culture, but the fact that they live in the UK their child doesn't belong to the ... Polish culture, whatever it is. But they're having to negotiate something far more complex than a lot of parents often realise. So one of the things we want to do at this school is to help parents learn more about where their children are coming from as well as obviously the parent's expectations of supporting the child and what the parents see as home language and culture. (Headteacher)

The headteacher of the third language school in the research argued that teaching of the Panjabi language was essential given the large Panjabi population in the area the school served. The headteacher said the school was set up precisely to teach the children Panjabi and assist them in developing an in-depth understanding of Panjabi culture and values. A key aim was to develop the children's Panjabi linguistic skills such that they were able to take GCSE and A Level Panjabi. The headteacher explained why studying A level Panjabi was considered important:

The main aim was to get them through A levels and get some points to help them with the mainstream university education. Because actually Panjabi language is approved same as other languages, you get a few points for that if you go to university. My aim is to get as many as possible children, make them speak Panjabi, learn Panjabi culture values and not only that, help them with [their] mainstream education in the future as well. (Headteacher)

Saliently, for the deputy head teacher of the school it was particularly important that the children acquired Panjabi language skills from a young age. The provision of Panjabi was viewed by the deputy head as a way of 'bringing communities together' who shared 'the same [philosophies]' and 'empowering' them and 'providing opportunities'. The deputy head saw this as both leaving a 'legacy' for the Panjabi community (which meant meeting their needs) and as 'building for the future'; a future where Panjabi heritage children would be able to benefit from learning the Panjabi language academically, economically (in terms of employment) and socially.

4.2.3 Faith/religious education

The main aim of an Islamic school in the study was to enable Muslim children to become proficient in reading the Koran and more informed about the teachings of the Koran. Understanding the teachings of Islam was regarded as pivotal to comprehending the expected social behaviours required of Muslims in relation to Islam. The headteacher stated:

The basic objectives are to educate them particularly about ... what Islam says about social behaviours and the basic teaching of Islam, and how you deal with the parents and elder people, and how we live in a society, and how we live in common faith, multi-faith community. It's our requirement because most of the students coming here, for example, when they go back [to] Pakistan they have family there and relatives there and they need to [make] contact with them. And therefore we think that this is the requirement of the society, our community and that is why we teach them. (Headteacher)

Clearly, the headteacher placed greater emphasis on faith and religious education. However, it should be noted that the nature of supplementary school coverage in the LA in which this school was located was not confined to faith/religious education as illustrated by the LA coordinator interviewed:

The main aim of these schools ...is maintaining and developing the home language – mother tongue. The second part of it is trying to engage with the young people in trying to maintain the home culture – that's the wider issue basically but the home culture – knowledge about practices, attitudes and deep felt beliefs and so on for specific communities, and the other part of it is to develop or support the children in their mainstream school work in terms of developing National Curriculum, support with homework, support with assignments and support with various revision processes. Also what's happened is that because the strength of a lot of these schools is the home language, they are now offering this to exam level, GCSE as well as A level. Religious education and spiritual development of the child ... So, it's religious education, spiritual up bringing, citizenship and so on. Where [supplementary education] comes into its own is part of this holistic approach for the community and the children. (LA coordinator)

4.2.4 Building relationships/support networks

One of the LA staff interviewed considered it imperative for this research to understand that while the main focus of Somali supplementary schools within the LA is on National Curriculum subjects, this was but one focus. The LA coordinator's views are quoted at length to illustrate the perceived wider supplementary school provision:

Some of them do activities and community support events, Eid festivities, day trips for parents and awareness sessions and events, social events. These are the sorts of things they always do so it's a wide range and it's basically not only a place where kids learn during the weekends, it's also a gathering, a network and I think that is one aspect of supplementary schools neglected by others ...For the Somali community, the supplementary school is a focal point for the community to come together and network together, and support each other and learn from each other, from their experiences. People when they come they're always talking, they're always discussing, they're always comparing things. You know it builds relationships and networks and there is no Somali community centre in any of the local authorities in [name of area] and the supplementary schools in this case fulfil a

very important role for the Somali community [because] ... they discuss about what happened to their children in [mainstream] schools and how they overcome their problems. They support each other in this respect ...and they've got lots of issues. There are exclusions, there is under achievement, there are all sorts of things from the food they [their children] eat in the canteen, bullying. There are lots of issues within the educational system. There are lots of issues which affect children and parents. They're all coming together and it's very good support mechanism for them. (LA coordinator)

The building of networks identified by this LA interviewee suggests supplementary schools are particularly important for newly arrived communities and their children. The experience of a community group interviewee in another LA would seem to support this contention.

4.3 Why parents chose to send their children to a supplementary school and their expectations

In the **case studies** there were a range of reasons why parents sent their children to a supplementary school most of which coincided with the aims and objectives of supplementary schools. The main reasons revolved around promoting cultural identity, difficulties with mainstream schooling and to improve educational attainment. This section will first look at the National Curriculum drivers before examining other factors that parents considered when sending their child to a supplementary school.

4.3.1 National Curriculum attainment

One of the main motivations for parents was to ensure that their children achieved in National Curriculum subjects in mainstream schools, particularly in English, Maths and Science. One parent commented that the reason her children attended the supplementary school was 'to get attainment' and 'help' from teachers especially 'if they are stuck with their Maths or Science'. Parents expressed concern that they did not always understand the teaching methods used in English mainstream schools to deliver the National Curriculum. Often British pedagogy was very different to what they knew and some parents lacked proficiency in the English language. One mother stated, 'I can't help myself,' while another parent explained, 'the language is different and the way they teach the children ... we don't have the skills to help them'.

Supplementary schools, where they delivered National Curriculum subjects, were viewed as a way of underpinning the work children did in mainstream schools. However, several parents chose a supplementary school because their children were not achieving their potential in mainstream school or because they had encountered difficulties with the teachers at their mainstream school.

Some parents chose a particular supplementary school following a recommendation from friends who already had children at the school, and having seen how much their children had improved since attending supplementary school. One parent sent her child to supplementary school because she wanted to keep him usefully occupied at the weekends. She was particularly concerned about reports that cited African-Caribbean boys underachieving at school:

I sent my son here from the age of 5 because I didn't want him sitting around on Saturday morning watching cartoons. I needed him to do something constructive because at the time they had all these negative reports saying that African-

Caribbean boys don't do well in school and I thought, well I didn't want it to happen to my son so I looked around and I got it on a recommendation. (Parent)

Some parents said they did not have the necessary skills to help their children fully achieve in mainstream school without seeking additional support, and the majority of parents could not afford to pay personal tutors to give that additional support, as one parent remarked:

...before I sent them here I was paying for a tutor to come once a week but I couldn't afford it to be honest. I felt that they needed some extra support which I felt that I couldn't give, particularly in Maths. (Parent)

Ultimately, in sending their children to supplementary schools focusing on the National Curriculum parents sought to give their children the best possible chance they could to succeed in life. A good education was viewed as one of the keys ways this could be achieved:

I've only got the one and I wanted her to have the best start in life as possible as I often say to her I didn't have that sort of help when I was growing up so therefore being my only child I want to give her all the best that she can have education wise. (Parent)

4.3.2 Reinforcing faith, culture and identity

Like the headteacher of the Islamic school referenced above, Muslim parents were keen that, in addition to Islamic instruction, their children should learn 'basic manners', such as tolerance of others, friendship, patience and as one parent said, to 'always ... use your mouth very carefully, don't abuse' (Parent).

Parents of children attending schools with a focus on culture were eager that their children should learn about their culture and its history. They wanted their children to develop a sense of cultural identity and an understanding of where they came from as illustrated by the following quote:

...it is actually learning more about Black history because that's part of their identity and it's to help them understand what's gone on before. (Parent)

Language schools were seen as providing something extra that could not be provided in the mainstream. This was salient for parents who wanted their children to be multilingual. Many of the children who attended language schools were competent at speaking their mother tongue but they were not able to read or write it. For example:

I basically want them to have contact with the Polish language. They enjoy it because they are attending English schools and there are no Polish kids at all at their schools. We still speak Polish at home so I want them to have contact with Polish and because the youngest are 8 and 10 they speak Polish but they don't write it ... they enjoy the contact with Polish kids and that's what I basically want for them. (Parent)

In some cases only one parent came from a non-British background. For these parents, attending a supplementary school was one way of helping their child to connect with, and learn about, a different part of their heritage as this parent explained:

My reason [for sending my child here] is that I am the only one who speaks to him in Turkish. His father is English and so his only contact with the Turkish community

is here and when I talk to him in Turkish at home he knows that I am not English and he answers back in English, but here he is in a situation that he has to use his Turkish even though when he goes to Turkey he uses it very well but he doesn't use it with me. Here it helps him in that sense and also it gives him another identity and sense of belonging and also some touch with the Turkish culture and language.
(Parent)

Although Turkish parents considered it salient that their children had an opportunity to mix with children from a similar ethnic background and culture, one suggested that children also gained from being part of both (British and Turkish) communities, *'I believe if they grow up in both communities they realise some important issues in a better way than just concentrating on one culture'*.

Overall, the majority of parents interviewed saw supplementary schools as providing opportunities for pupils (from the same cultural/ethnic background) to socialise with children from different mainstream schools, and to make new friends. In this respect supplementary schools were viewed by parents as offering social and not just academic benefits:

I think it's important too that our children meet together here and so now have a good time and play, not only learning, they play together. (Parent)

4.4 Summary

This chapter has explored the main aims and objectives of the case study schools that took part in this study. The main aims can be divided between concerns to raise attainment (an aim held by eight schools), develop linguistic skills in the children's mother tongue and wider cultural understanding, and delivering religious education, so as to comprehend the teachings of Islam and to instil appropriate social behaviours.

There were two main reasons why the majority of parents sent their children to supplementary school. Firstly, to improve their children's attainment levels in mainstream particularly in the core subjects of Maths, English and Science. Secondly, parents wanted to ensure that their children did not lose touch with their cultural or religious identities, historically or linguistically.

Along with educating children, supplementary schools also saw themselves playing a role in educating parents, facilitating socialising within groups, building relationships and providing support networks.

5 Organisation Issues

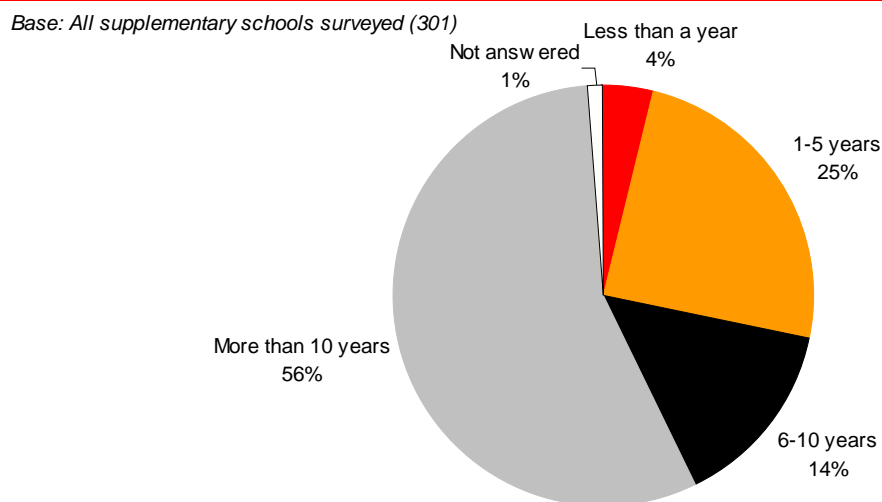
5.1 Introduction

Drawing on survey and case study findings this chapter considers aspects relating to the organisation of supplementary schools. It will explore the schools' length of operation, their origins, whether they have National Resource Centre for Supplementary Education (NRC) membership and are working to the NRC's *Quality Framework* and where the schools are based (i.e. their premises).

5.2 Length of operation and charity status

Survey participants were asked how long their school had been in operation for. The results showed most schools had been operational for many years. More than half (56%) said they had been in operation for over 10 years, 14% between 6 and 10 years and 25% between 1 and 5 years, while only 4% had been in operation for less than a year (Figure 5.1).

Figure 5.1 How long schools have been in operation



More than half of the **case study schools** had been operational for over 10 years. A third had been open for between six and 10 years, with only one school open for less than five years. Of the schools that had been in operation for over 10 years, the longest running school had been established over 60 years ago. That a majority of both the survey respondents and case study schools had been operational for some time may indicate that well established schools were more likely to take part in a study of this type, but also suggests that many supplementary schools have been in existence for a number of years.

As well as length of existence, headteachers discussed whether or not their schools had charitable status. It was noted that three of the schools were either part of a charity or a stand-alone charity in itself and were accordingly established via the philanthropic efforts of the local community.

5.3 NRC membership

Sixty-one per cent of the **survey respondents** were registered with the National Resource Centre for Supplementary Education (NRC). This high proportion mostly reflects the greater willingness of NRC member schools to respond to the survey. Only 23% of the schools on the NRC database (from which the survey sample was drawn) were registered and the over-sampling of NRC member schools was corrected for in the selection weights used for analysis.

Of the 10 **case study schools** that discussed NRC membership, eight confirmed they were members, with the remaining two not signed up. Of the eight schools with NRC membership, only one was not actively involved with the framework. On the whole, the participants' view of the NRC was very positive, and even the two schools that were not signed up to the NRC both expressed an interest in joining. However, views of the organisation's framework were more mixed. All of those schools involved with the framework expressed frustration at the amount of work involved in applying for an award. This frustration was most coherently vocalised by those schools that already had awards and had therefore been through the application process. Of the three schools that had been granted silver awards only one of those schools was actively working towards the gold award. Explanations by headteachers from those schools not going for gold surrounded the large amounts of administration involved:

We're not ready for Gold - it's too much paperwork. (Headteacher)

I had the intention of working towards Gold but I had to back down from that because it was solely myself who was putting everything together and it is a lot of demands and I have to say I wouldn't really want to proceed now. Maybe in the future we could do that. I was going to but it is too much time, too much time. (Headteacher)

Nevertheless, most of the schools saw the benefit in working towards the NRC framework awards. The head of the only school we spoke to which was actively working towards its gold award, expressed pride at its status, explaining that the position is a recognition from the NRC that *'we have all of our policies and procedures, and everything is in place'*. This head viewed the NRC framework as important because *'then parents and children will know that they are coming to a quality provision'*. A second head, of a school which has a silver award, explained that they pursued the award because they viewed it as a way of maintaining funding, by being seen as transparent and successful. Another head, whose school was working towards the framework when interviewed, saw the scheme as important because it would bring the school closer to the mainstream and attract the attention of the LA. In contrast, a fourth headteacher could find little value in its silver award, arguing that:

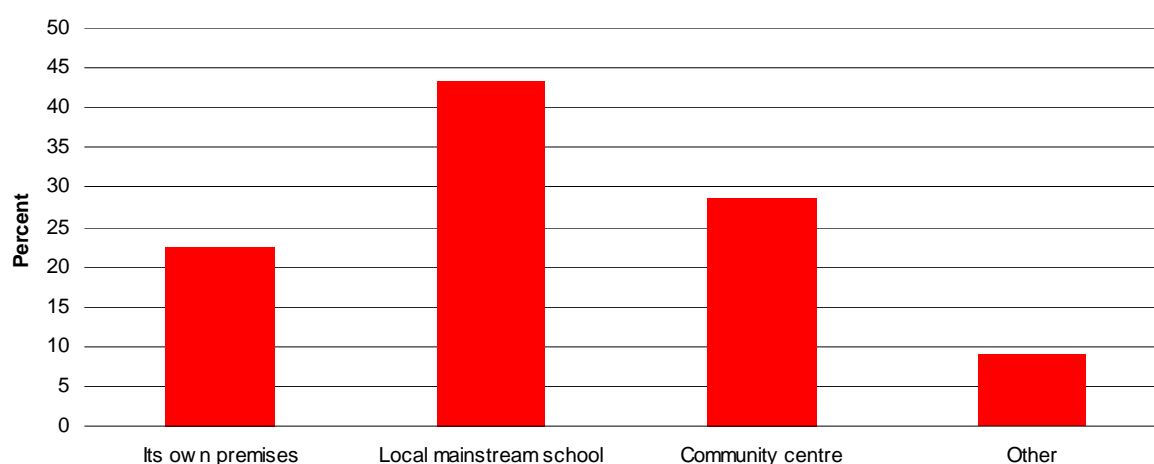
The only benefit I can see in it so far is it gives you the opportunity to review what you are offering. It gives you the opportunity to look at your capacity, to look at your policies, to look at how you can improve on your services, because there are lot of demands and a lot of requests in terms of what you are asked to get. (Headteacher)

5.4 Premises used

The results of the **survey** suggest supplementary schools operate from a variety of premises, the most common of which are local mainstream schools (43%). The survey found that larger schools were more likely to use mainstream schools (54% of schools with more than 50 pupils compared with 32% of schools with 50 pupils or fewer). The second most common premises were community centres, with 29% of schools confirming this type of building as their base. Twenty-two per cent of schools operated from their own premises. Schools that had been open for 10 years or more were more likely to operate from their own premises (29% compared with 12% to 19% of schools that had been open for less time). Nine per cent of schools mentioned other premises, including libraries, private residences, youth centres, universities or colleges, centres for religious groups and places of worship (Figure 5.2).

Figure 5.2 Premises used for supplementary schools

Base: All supplementary schools surveyed (301)



The **case study** data revealed that seven of the 12 schools operated out of either a mainstream school or community centre. One school operated from a local library and another from a mosque. Three of the case study schools operated from their own building. The fact that a majority of schools operated from premises they did not own is likely to be a result of the funding challenges faced by many supplementary schools¹⁰. One school which operated from its own premises disclosed that the rent for the building costs £100,000 per year. This school also used the local mainstream school for some lessons, free of charge. Unsurprisingly, this was one of the case study schools which declared itself to be in a more stable financial situation in comparison to some of the others.

¹⁰ See Chapter 6 for a discussion of funding.

There were mixed views about the case study schools' premises. Many respondents from those schools using mainstream buildings were complimentary about the location and were grateful for the opportunity to operate from there, as the quotes from staff of two schools illustrate:

The premises are excellent. As you can see they open that big hall just for me to do teaching. That's an excellent thing. Not many schools do that. Some other schools I go to, even though they rent the school, they're always 'ooh, we left the door open, oh don't touch this, don't touch that – this is a public facility' – I mean you can't be like in the army, 'don't touch this, don't touch that' – kids touch things. So you close the classes you don't want to be touched, but you open the ones for people to use and then people are usually not hostile. So from that point of view actually this school is very good. (Teacher)

At the school, they let us use any resources. There's no questions, no complaints, as long as we don't do any damage to the property. (Headteacher)

However, one head of a school based in a mainstream school's premises noted that 'we'd love to use the storage and access to IT resources, but while we're in this modern building with interactive whiteboards we actually can't use anything because we're not allowed'. Another school which appeared to be constrained somewhat by its location was based in a local library. Forced to relocate there due to funding difficulties, the management team were grateful for the opportunity to operate without any charges, but a few of the parents of children at the school expressed frustration at the lack of resources: *[the students] are just spread all over. The concentration is not too good because it's difficult without a classroom'* (Parent). On the whole though, there seemed to be a general acceptance and gratitude for whatever premises the supplementary schools were operating from, however basic or elaborate.

5.5 Summary

This chapter has considered the organisation aspects relating to supplementary schools. The findings of the survey suggest that the highest proportion of supplementary schools have operated for over 10 years. A small number of the case study schools have charitable status. A high percentage of survey respondents were NRC members, which in part reflects the sampling strategy and may also suggest a greater willingness for those associated with the NRC to take part in research. Interestingly though, having NRC membership did not necessarily equate to case study schools working towards the NRC *Quality Framework*, and although many of the case study schools saw the benefit of the framework, there were concerns that the framework demanded too much effort on their part. Schools operated from a variety of premises, the most common of which being mainstream schools and community centres. A few supplementary schools had their own buildings, but this tended to come at a high financial cost.

6 Costs and Funding

6.1 Introduction

This chapter uses survey and case study data to explore the costs associated with running supplementary schools and the funding the schools receive. First it will look at sources and amounts of funding, including LA grants and charitable donations. Second, it shall consider the fees charged by supplementary schools. Third, it will explore the outgoing costs made by supplementary schools, such as rent and staff salaries. Finally, using the information gathered from the case studies alone, it outlines the main funding concerns raised by supplementary schools.

6.2 Funding

The results of the **survey** suggest that supplementary schools tend to receive funding from more than one source; only 27% of schools had one source of funding. Eight per cent of schools relied on pupil fees only, while 11% of schools relied on grants from LAs only. In the **case studies** only two schools appeared to rely on just one source of funding (one relies wholly on donations and one is sustained via fees). Common sources of funding included donations from parents, donations from other sources (particularly local businesses) and pupil fees.

The **survey** found the most common funding sources were grants from LAs (received by 56% of schools), pupil fees (received by 52% of schools), donations from parents (received by 39% of schools) and donations from other sources (received by 28% of schools). Grants were also received from government departments by 6% and other bodies by 22% of schools. Six per cent of schools received funding from overseas (Table 6.1).

Table 6.1 Funding sources

<i>Base: All supplementary schools surveyed</i>		<i>Survey</i>
		Total %
Types of funding		
Grants from local authorities		56
Pupil fees		52
Donations from parents		39
Donations from other people or organisations		28
Other grants		22
Grants from DCSF or other government department		6
Funding from overseas (e.g., 'mother' country)		6
Other funding source		11
Missing		2
<i>Bases</i>		301

The most common source of funding for the **case study schools** was voluntary donations, with 10 of the 12 case study schools referring to donations as an important source of funding. Indeed, the three schools that told us they had charitable status (see Chapter 5) explained that this status in itself brought extra funding from charitable giving. Other schools which did not have charitable status placed more emphasis on the importance of donations from parents and the local community, in addition to the school's fundraising work, such as dinners and other events. The headteacher of a language school mentioned that the school had been left legacy donations, one to the sum of £250,000.

Another common source of funding came from LAs, with nine of the 12 case study schools noting that they received this type of financial contribution. However, for the schools that did receive LA funding, the amount of money they obtained varied significantly – from £500 per year to £5,000 per year. Many of those schools which received LA funding reported that there were restrictions placed upon their grant. For example, one school which has a three-year funding arrangement with their local council, noted that the funding they receive is to cover teaching costs, but there were limitations as to which classes the LA will pay for. Another school's LA funding had restricted them to taking students from the LAs geographical boundaries only.

A number of other official funding sources were referred to by the case study schools. A school serving the Turkish community received funding from the Turkish and North Cypriot embassies to cover their teaching costs. Similarly, a Polish school received funding from the Polish Ministry of Education, although that grant was more flexible in terms of what services it could cover. Other sources of funding mentioned by schools included the Big Lottery Fund and Helping Communities Plus.

Surveyed schools were asked about the amount they received in the previous financial year within broad categories. Overall, 61% of schools received less than £10,000 from all funding sources each year. Twenty-eight per cent received between £10,000 and £50,000 per year from all sources, while only 8% received £51,000 or more. However, amongst large schools with over 100 pupils, nearly half (47%) received between £10,000 and £50,000, and 23% received £51,000 or more (Table 6.2).

Table 6.2 Total income received each year from all funding sources, by size of school

Base: All supplementary schools surveyed, excluding 3 missing

Survey

	Size of school (number of pupils)				Total %
	1-25 %	26-50 %	51-100 %	101+ %	
Amount					
Less than £10,000	76	66	75	31	61
£10,000 - £50,000	14	29	22	47	28
£51,000 - £100,000	0	1	3	8	3
More than £100,000	1	0	0	8	2
Missing	8	4	0	7	6
<i>Bases</i>	<i>72</i>	<i>80</i>	<i>74</i>	<i>73</i>	<i>298</i>

6.3 Fees

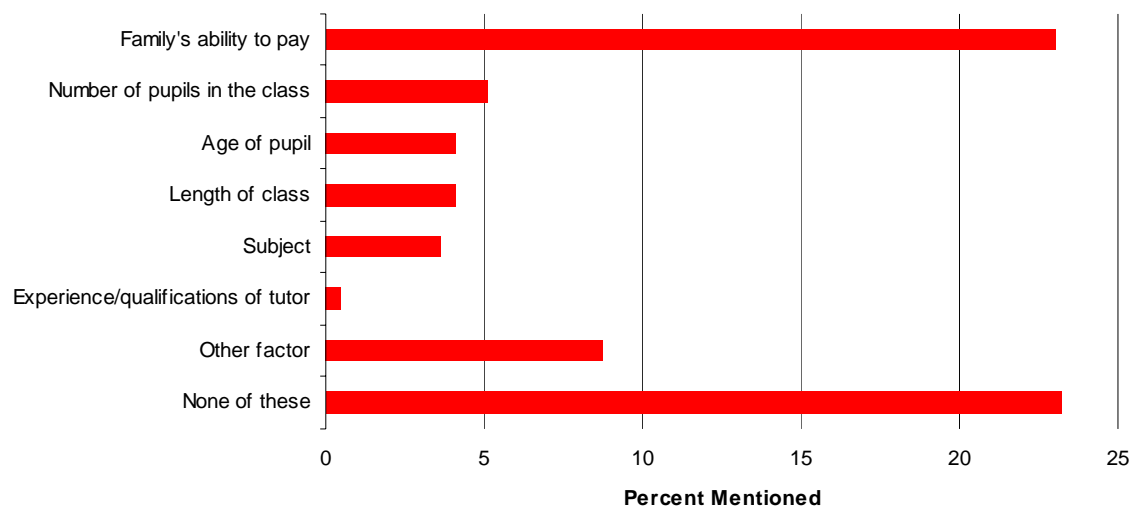
When **surveyed** schools were asked directly about whether they charged fees of parents, 58% said they did so (in contrast to 52% of schools that mentioned parent fees among the different sources of income in Table 6.1 above). There was large variation between these schools in the amount charged. Fees ranged from £1 to £27 per class, £2 to £5 per week, £1 to £20 per month, £3 to £185 per term and £25 to £360 per year. Overall the median average amount per year was £107¹¹.

Of the schools that charged fees, 42% said that they offered a reduction for pupils whose parents or guardians had difficulty paying. The most factors mentioned included the family's ability to pay (23%), the number of pupils in the class (5%), the age of the pupil (4%), the length of the class (4%), the subject (4%), and the experience or qualification of the tutor (less than 0.5%) (Figure 6.1).

¹¹ This average was calculated according to the level of fees and period covered. Weekly and monthly amounts were multiplied up based on a 38 week academic year and termly amounts were multiplied by 3. The median is based on responses from 139 schools. A further 26 schools specified fees according to class which ranged from £1 to £41 (excluding 3 outliers that probably selected the wrong period).

Figure 6.1 Factors that affect the level of fees

Base: All supplementary schools surveyed (301)



School fees were an important source of income for many, but not all of the **case study** schools. Eight of the 12 case study schools charged fees, but the definition of fees was somewhat cloudy. For example, of the four schools which did not charge fees, one reported that although parents did not pay fees, there was a £15 registration fee for those joining the school's sports activities, to cover the rental costs for sports pitches etc. The headteacher of the school did note though, that *'we keep the price within a minimum that the parent can afford, bearing in mind we are working in an environment where a number of parents they are out of work, they haven't got jobs'*.

The recognition that many parents struggled with fees was reflected by all of the case study schools, and may explain why some schools did not charge fees at all. Out of those eight schools that did charge fees, four said that the costs could be reduced for struggling parents or waived altogether.

School fees varied from school to school: of those fee-charging schools which described the details of their fees, the cheapest rate was £50 per child, per year (or £25 for parents who were on benefits). The headteacher of that school noted:

They pay nominal charges because we are serving the communities which are very well known as deprived communities. They are not rich people. They themselves need a lot of support in terms of their skills, their education, the employment and all those areas so it's not possible for us to charge fees which actually cover the costs, because the cost to run this project is a substantial cost. (Headteacher)

Three schools charged slightly higher rates (approximately £85, £100 and £155 per year) and another three schools charged substantially higher rates – around £40 per child, per month. Notably, these higher fee-charging schools all received either no LA funding (two schools) or minimal (one school). This might suggest that in order to function, schools with a lack of funding from other sources need to charge higher rates for attendance. Yet the headteacher at one of the higher fee-charging schools explained that: *'to be honest, only 60% pay and 40% can't even afford it, and so that is the only problem we have'* (Headteacher). Echoing this sentiment, a parent of a child at a school which received 80

minimal LA funding described their fees as being ‘*equal to nothing*’, and said that the school was not ‘*bothered[ed] about*’ collecting fees from ‘*kids who can’t afford the fees*’.

Interestingly, though schools were concerned about the ability of parents to pay fees, a few parents, including some at high fee-charging schools, said they were willing to pay fees, as they viewed the contribution as an investment in their child’s future:

What we want is to invest in our children to become employed, to get a good job because [there is only a] little bit of support from the government, so we realise that we have to invest ourselves. We are happy to pay. (Parent, School with high fees)

If I have to pay I must. I will do it because of the chance I can get from it. (Parent, School with no fees)

This willingness of some parents to pay fees might suggest that free or low cost supplementary schools could charge more for their services. However, it is important to mention that only a few parents discussed their views on fees with the researchers, and these views cannot therefore be assumed to be representative of all parents.

6.4 Costs

According to the **survey**, the largest area of expenditure for schools was staff salaries (Table 6.3). Schools were asked to specify what was included within the category of ‘other costs’ which was also a sizeable category. The responses varied widely, but some frequently cited costs included activities and events (mentioned by 42 schools), staff expenses (mentioned by 31 schools) and administrative costs (mentioned by 18 schools).

Table 6.3 School costs in last academic year¹²

Base: All supplementary schools surveyed

Area	N	Median	Mean	SD	Minimum	Maximum
Staff salaries	204	5,600	10,800	17482	0	141700
Premises and utility bills	202	2,000	5,200	7416	0	50000
Resources	217	900	2,300	5336	0	46326
Other	157	1,000	4,000	14828	0	119552

The **case study** research found that staff salaries were a significant cost for many of the case study schools. Only one school (a language school) employed staff on a completely voluntary basis. Two schools had their staff costs paid for by the LA, while six schools classified their staff salaries as basic or poor. The remaining three schools offered teaching staff what they considered to be competitive rates.

¹² The *median* is the middle value of an ordered set of numbers. The *mean* is a mathematical average of a set of numbers, computed by adding them and dividing by the number of values. The *standard deviation* is a statistical measure of spread or variability.

Only one of the case study schools referred to facility costs as a significant expenditure. Another two schools referred to rental costs, although one school, which pays £3,000 per year for the use of a local mainstream school, was comfortable in paying the fee due to the extra resources the payment brought:

In our school we use almost all the facilities. In general Turkish schools have very limited facilities in their own schools. We would have been one of those schools but now we've solved that problem. For instance they [other Turkish supplementary schools] won't be able to use any computers at school on Saturday or Sunday. They won't be able to use drama, music or hall, music classes. We use all the classes in this school and so we are lucky. Our teachers are doing more active lessons. (Headteacher)

Four schools explained they did not pay rent for their premises and five schools did not share this information with the researchers.

6.5 Funding issues

If staff salaries were not the most significant cost for all the **case study** schools, they were certainly the biggest cause of concern and debate. Almost all of the headteachers of low-paying or voluntarily staffed schools expressed concern that their teachers would leave if they found better paid jobs:

People will only stay until something better comes up, which we can understand because their situation is financially precarious (Headteacher).

To keep teachers you need to have the money to pay them. If they're not getting paid simply they're going to run away and as a result that's why it's difficult for us. (Headteacher)

Some headteachers were also worried they were not finding the best teachers due to a lack of funds:

If we got enough money then we could afford trained teachers and we could improve our system as well. (Headteacher)

It really prevents us I think from having a more regular and professional body of teachers...I'm also aware that there are some very good Polish graduates and qualified Polish teachers, but they're working professionally in the city at university or wherever. I could attract them to the school if I could pay them the going rate. And I'm not prepared to pay them the going rate. You have to have the funding to do that. We need the funding. (Headteacher)

Headteachers of the three schools that paid competitive rates explained that they did so in order to recruit and retain good teaching staff. A fear of losing staff to private tuition, which is well paid, was highlighted by one headteacher:

A teacher can go for a private tuition and they charge £30, so why should he come here for £20? And here there are rules and regulations and responsibilities. He has to come and sign in and sign out and make an invoice. Whereas offering this private tuition he would get cash and that's it. Finished. So we increased our rate. We made it £30 per hour because this was sort of reasonable. (Headteacher)

A parent at another school argued that by paying its staff good wages, it contributed to the success of the school:

That is one of the reasons why this school is far more successful than others - because people are being paid and as I said it's not the main motivation, teachers don't just do it for money but it helps. And it gets them focused if they are seen as employees and not volunteers. (Parent)

Other than issues relating to staff fees, the case study schools raised a number of other funding concerns. One head mentioned that the school's LA budget was currently being cut and that this raised concerns. Others too referred to the unpredictable nature of LA funding. Another headteacher whose school did not receive LA funding at the time of interview, vocalised why this method of funding was an issue:

Sometimes we do get a grant but sometimes it is no guarantee. We don't normally rely on that kind of thing because as I said it's no guarantee. When you apply it's not always positive. Sometimes you might get a negative due to a number of applicants in that particular funding. (Headteacher)

All schools, regardless of whether they received LA grants, highlighted funding as a key area of concern. All argued that they did not have enough funding, with a few attributing a cut in services and staff to a lack of funds. For example, one school had to stop running a summer school, much to the dismay of its parents, due to a cut in funding; the head of a second school which almost closed in the past due to funding issues, said he had to reduce the number of classes it offers *because 'there's no funding available at the moment for Key Stage Three and Four'* (Headteacher). Even schools that appeared to us to have less pressing financial issues than others (long term LA funding, for example), expressed concerns about funding. As the head of a supplementary school which has three years of funding from its LA, explained, *'we can never have enough money, we can never meet enough parents' needs'*.

6.6 Summary

This chapter has considered the costs and funding associated with supplementary schools. A combination of the survey and case studies suggests that a majority of supplementary schools receive funding from more than once source. Common sources of funding are local authority grants and donations. Another important source of income for some, but not all supplementary schools was school fees. There was a large variety in the amount schools charged for attendance and some schools did not charge any fees at all. Both the survey and the case studies found staff wages to be a significant cost for many schools, with rental charges for facilities also highlighted in some cases. Discussions with case study schools suggested that staff fees were not only a cost, but a concern. Most of the schools were concerned about staff retention as a result of poor (or absent) wages. Other concerns raised in relation to funding included the unpredictable nature of local authority financial contributions, in addition to a general struggle to sustain the school financially.

7 Teaching Staff

7.1 Introduction

This chapter will explore the characteristics of teaching staff in supplementary schools, as well as the organisational issues relating to teachers. First it will consider how many teaching staff supplementary schools tend to have and how many of these teachers are recruited on a voluntary basis. Second, it will consider the typical length of service of teaching staff. The third section explores the recruitment and retention of teaching staff, including any difficulties schools have in this area. Finally, we shall look at the experience of teachers, including their mainstream and overseas experience of teaching, their qualifications and their reasons for working in a supplementary school.

This chapter is informed by the survey and case study data findings.

7.2 Number of voluntary/paid teaching staff

The **survey** asked how many teaching staff schools had. Around one in ten (9%) schools that responded had one or two members of teaching staff, 18% had between 3 and 5 teachers, 31% had between 6 and 10 teachers, 19% had between 11 and 20 teachers and 10% had 21 or more teachers.

Six of the **case study schools** had between six and 10 teaching staff (defined as teachers and teaching assistants). The mean number of teaching staff was 11, the lowest number was five and the highest was 32. However, it is important to note that school staff interpreted this question in different ways in interview, with some counting the complete number of staff on the books and others only considering the number of active teaching staff working at any one time.

The **survey** found schools tended to have more voluntary teaching staff, with 78% having at least one voluntary teacher, compared with 62% of schools having at least one paid teacher (Table 7.1). In total, the schools surveyed had 1,288 paid teachers and 1,364 voluntary teachers.

Table 7.1 Number of paid and voluntary teaching staff in schools

Base: All supplementary schools surveyed

Survey

Number	Teaching staff		Total %
	Paid teaching staff %	Voluntary teaching staff %	
None / not answered	38	22	3
1-2	18	23	9
3-5	18	26	28
6-10	15	16	31
11-20	7	9	19
21 or more	4	4	10
<i>Bases</i>	<i>301</i>	<i>301</i>	<i>301</i>

All but one of the **case study schools** paid wages to at least some of their teaching staff, although the rate of pay varied significantly across the board¹³. Attitudes towards staff wages were mixed, with some headteachers very clear that qualified teachers should be paid for their services:

The professional teachers we pay. (Headteacher)

My condition was at least proper wages to teachers. (Headteacher)

On the other hand, as discussed in the previous chapter, some of the school leaders were clear they could certainly not pay all teaching staff, and those who were offered wages could not be paid competitive rates due to insufficient funding.

7.3 Length of service

The **survey** found teaching staff were likely to remain in post for a number of years. When asked how long teachers typically worked there, 19% of schools said one to two years, 27% said three to five years, and 30% said more than five years. Only 5% of schools said that teachers typically stayed for less than a year. As might be logically expected, the amount of time teachers typically remained at the school was longer among schools that had been open for more time (Table 7.2).

¹³ See Chapter 6 on funding for further information on teachers' salaries.

Table 7.2 How long teaching staff typically remain at the school

Base: All supplementary schools surveyed

Survey

Length of time teachers stay	How long school has been in operation			All schools %
	0-5 years %	6 years or more %	Missing %	
Less than 1 year	10	2	24	5
1 - 2 years	29	13	0	18
3 - 5 years	27	27	0	26
More than 5 years	9	40	0	31
Don't know/it varies	21	16	0	18
None / not answered	3	1	76	3
<i>Bases</i>	<i>85</i>	<i>213</i>	<i>3</i>	<i>307</i>

Of the **case study** teachers interviewed virtually all, bar three, had been at their supplementary school for over a year, with many in position for far longer than that. Indeed, 12 of the 30 teachers we interviewed had taught at the school for over five years, with seven out of 30 having given over 10 years of service.

7.4 Recruitment and Retention

7.4.1 Recruitment

Surveyed schools were asked about the issues they faced in recruiting teachers and in retaining their teaching staff. Overall, the picture was fairly positive with nearly half of the schools (48%) agreeing that '*I do not have a problem recruiting teachers*'. However, almost a third (30%) disagreed.

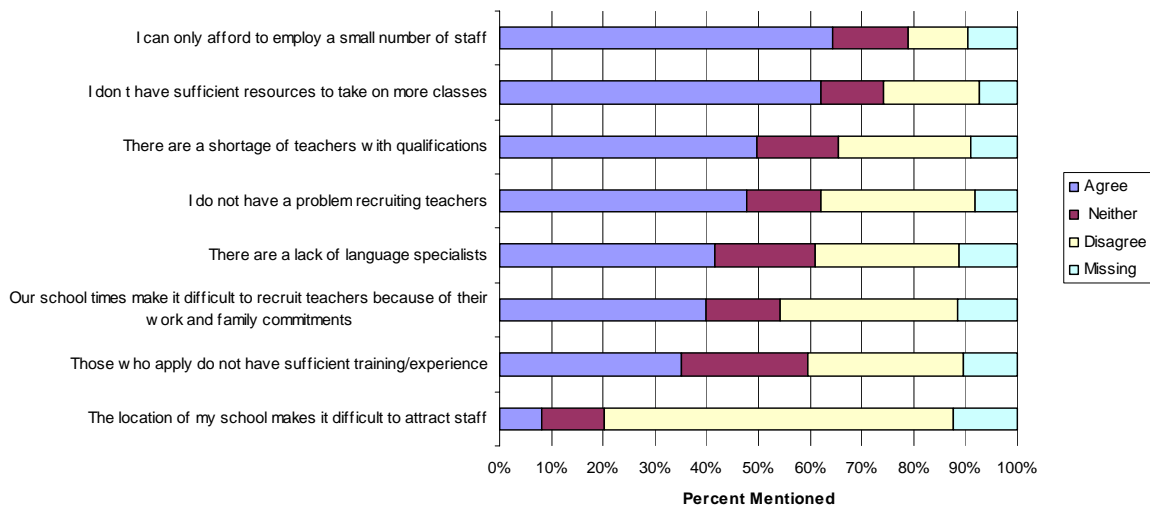
Where there were problems in recruitment, the most common issues were to do with the amount of resources the schools had. Sixty-four per cent of schools agreed that they could only afford to employ a small number of staff, while 62% said they didn't have enough resources to take on more classes indicating the potential for growth (Figure 7.1).

Many schools also had problems finding teachers with the right expertise, with half (50%) agreeing that there was a shortage of teachers with qualifications, 42% agreeing there was a lack of language specialists, and 35% agreeing that those who applied for posts at their school did not have sufficient training or experience.

Forty per cent of respondents agreed that schools opening hours made it difficult to recruit teachers because they had other commitments such as work or family, while only 8% said the location of the school made it difficult to attract staff.

Figure 7.1 Teacher recruitment issues for schools

Base: All supplementary schools surveyed (301)



Staff in almost all the **case study schools** (10 out of 12) discussed issues of teacher recruitment. Headteachers in seven of those 10 schools said the most successful method of recruitment was via word of mouth, and a few explained that although they had tried to advertise for teachers, it had not been particularly successful:

We actually advertised on the internet, in the newspapers. I even went personally to drop leaflets at the community organisations. But we didn't have much response. It's word of mouth that works. (Headteacher)

Advertising had worked for some schools though, with one teacher applying after seeing a leaflet about the supplementary school in her mainstream school and one noticing material from the school in the local library (where the school is based).

Although word of mouth and advertising were the main methods of recruitment, one school did have a more formal method – via an online recruitment service specialising in Polish teachers.

A number of the case study schools talked about their difficulties in recruiting teaching staff. With regards to recruitment, a few schools said there was not a shortage of candidates for the roles, but rather those candidates did not necessarily have the skills they were looking for:

Applicants do have the knowledge, but teaching skills are the key. There's no point having the knowledge if you can't retain the students in the class. So yes, we do always have a problem. How we're planning to overcome that problem is we take the young teachers or students and try and train them in-house. But it is a problem. It's a problem to find the right teachers. (Headteacher)

The second problem which we face is to get quality teachers on Saturdays. (Headteacher)

A big concern when it came to the recruitment of teaching staff was funding. The head of one school was adamant that their difficulties in recruiting staff were directly related to their inability to pay competitive rates. Conversely, another headteacher said he had no problems recruiting teachers and attributed this to the fact that the school pays its staff.

When asked if they had enough teaching staff, a majority of case study schools said they did not. This often related to the funding issues described above and in the funding chapter of this report which meant that schools were not always able to offer all the services they would have liked. As a result one head explained that teachers in the school circulated between classes *'because as it's voluntary work, people aren't always here'*. Another school no longer offers English classes after the headteacher had been unable to replace a teacher who had left. Along with funding concerns, this headteacher listed the recruitment of successful teachers as a major issue: *'Teachers: it's a big issue and that's where we are really, really struggling'*.

7.4.2 Retention

In terms of retention, again the picture painted by the **survey** was fairly positive, with a high proportion of schools agreeing that they did not have a problem retaining teachers (59%).

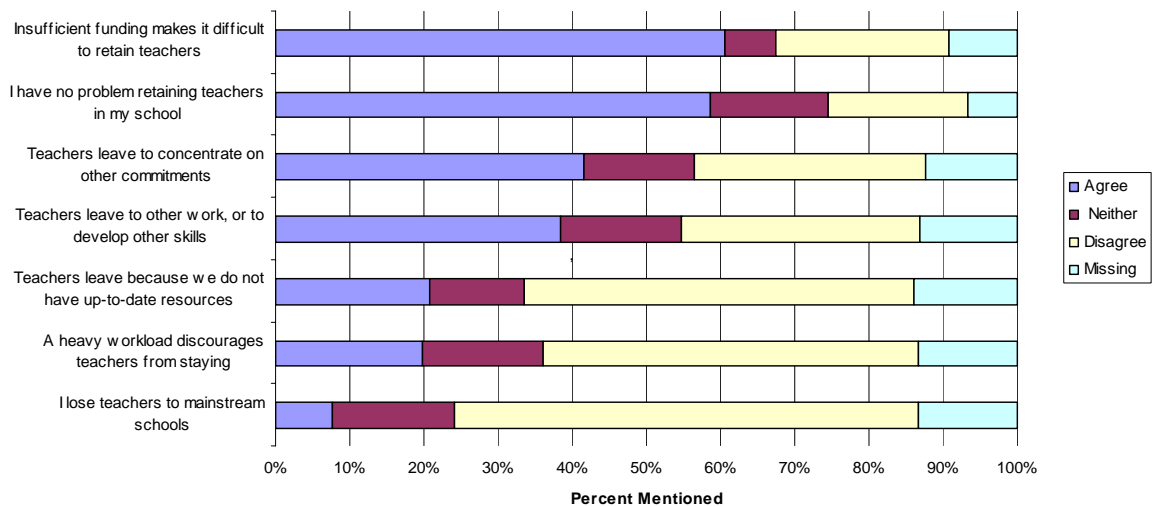
Where there were problems, there were some similarities with recruitment issues. While many schools mentioned funding as an issue in recruiting teachers, it was also the most common issue for schools in trying to retain teaching staff. Sixty-one per cent of schools agreed that insufficient funding made it difficult to retain teachers (Figure 7.2).

Another problem that was common to the recruitment and retaining of teaching staff was that teachers had other commitments, with 42% of schools agreeing that teachers left in order to concentrate on other commitments.

Other teacher retention issues schools faced were teachers leaving to do other work or develop other skills (38% agreed), teachers leaving because the school lacked up-to-date resources (21%), and teachers leaving because the workload was too heavy (20%). However, only 8% of schools agreed that they lost teachers to mainstream schools.

Figure 7.2 Teacher retention issues for schools

Base: All supplementary schools surveyed (301)



Funding was seen as a key issue in the retention of staff for many school leaders in the **case study schools**:

People will only stay until something better comes up, which we can understand because their situation is financially precarious. (Headteacher)

To keep teachers you need to have the money to pay them. (Headteacher)

While headteachers were concerned that their inability to pay competitive rates was negatively affecting the retention of teachers, a number of teachers were clear that although they were aware they could be paid higher rates elsewhere, they were not planning on leaving the school:

I like being here and I am compelled. It's become my baby and so I am caught up in it. I mean I would earn more from private tuition but I like the people here and I like the students here, which is why I am still here. (Teacher)

I could earn a lot more if I was doing private tuition sort of thing, but it wouldn't have the benefit of being part of an organisation like this. (Teacher)

However, obviously this did not account for any staff that had left the schools due to a lack of wages, and our conversations with headteachers revealed that some staff had moved on for that reason:

Not long ago we had some real difficulties in paying the staff but our staff are committed and they didn't take pay I think for four months instead of closing down and we managed to get some to carry on and so that's the commitment. (Headteacher)

Funding was not the only issue raised by case study schools when discussing the retention of teaching staff. The headteacher of a school which recruited qualified teachers said her main concern in the retention of teachers was that their mainstream teaching commitments

took over and, as such, this accounted for a high turnover of teaching staff. The headteacher also commented that some of the teaching staff found the children’s behaviour difficult, particularly when they had just come from a long day of teaching at their mainstream school.

7.5 Teachers’ experience

7.5.1 Qualifications and experience

The **survey** found a majority of schools (80%) had a minimum qualification requirement for their teachers. Just over a quarter (26%) of schools required teachers to have a teaching qualification, 33% required a degree or postgraduate qualification, and 20% required a qualification less than degree level (Table 7.3).

Just under a fifth of schools (19%) had no minimum qualification for teaching staff. Schools with lower funding were more likely to have no minimum qualification. While 9% of schools with an annual income of £10,000 or more had no minimum qualification for teaching staff, 23% of schools with an annual income of less than £10,000 had no minimum qualification.

Table 7.3 Minimum qualification level for teaching staff

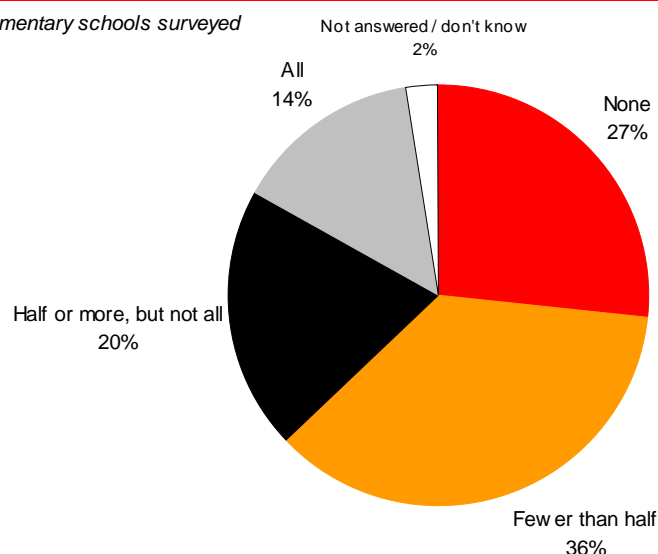
<i>Base: All supplementary schools surveyed</i>	<i>Survey</i>
	Total %
Minimum qualification level	
Teaching qualification	26
Postgraduate qualification other than teaching	6
Degree	27
Less than degree level	20
None	19
Missing	1
<i>Bases</i>	301

Surveyed schools were also asked what proportion of their teachers had UK Qualified Teacher Status (QTS). Just over a quarter (27%) of schools said that none of their teachers had QTS, 36% said that some but fewer than half of their teachers had QTS, 20% said that half or more but not all of their teachers had QTS, and 14% said that all of their teachers had QTS (Figure 7.3).

Sixty-four per cent of schools said that they required teachers to have experience of teaching before they employed them.

Figure 7.3 Proportion of teachers with UK Qualified Teacher Status (QTS)

Base: All supplementary schools surveyed (301)



Case study participants were also asked whether staff at their school were qualified. At least one respondent in each of the case study schools said teachers were qualified. Significantly, the definition of 'qualified' appeared to mean different things to different people. As such, a qualified teacher in a supplementary school does not necessarily have UK QTS, whereas one could automatically assume a qualified teacher in a mainstream school to have UK QTS. This blurred definition is perhaps best exemplified by the following headteacher comment which was given in response to an interview question which asked if the school staff were qualified:

You know we've got a team of qualified members of staff and you know other supplementary schools they fight for that, well it's kind of a dream to them isn't it? But it's like the normal for me. For the last 10 years I've had qualified staff, some of them engineers, some of them doctors - qualified within their own right to teach. (Headteacher)

Moreover, there were different interpretations of the meaning of 'qualified' within the schools themselves. For example, the headteacher of a BME school said, 'we have a policy of having qualified teachers'. However, a teacher from the same school said that although they had completed their PGCE, their QTS was 'pending'. With regards to staff with QTS, eight of the 12 case study schools said they had at least some teachers with QTS.

Parents in one case study school expressed a preference for their children to be taught by qualified teachers as opposed to teachers who were seeking to gain their teaching qualification. These parents wanted teachers 'who will put the kids first' (rather than themselves) and provide quality teaching. They suggested that older, more experienced teachers met this criterion.

All but one of the case study schools appeared to have teaching staff (teachers and/or teaching assistants) who either currently worked in the mainstream or had done so in the past. A faith school, which was the only school which did not confirm that at least some of their staff worked in the mainstream, did have a teaching assistant working in a Sure Start

centre. Of the 11 remaining schools, six had some mainstream teaching staff and the teaching staff in five schools were all from the mainstream. There were mixed views as to whether teaching staff at supplementary schools should have mainstream teaching experience. Many teachers were clear that mainstream experience was a very positive attribute. When asked if she thought it helped to be a mainstream teacher in a supplementary school, one teacher responded ‘oh yes, you have got to know the curriculum’. A teacher from another school said:

I think all of the staff here teach within [named LA] and so therefore they’ve got the idea of what happens within mainstream schools. They can identify with some of the issues that young people might be having within mainstream schools. (Teacher)

Mainstream school experience was deemed particularly important by headteachers in schools which focused on National Curriculum subjects. One headteacher went further to say that mainstream experience was essential for supplementary school teachers: ‘I really believe that you can’t have supplementary schools without qualified teachers’. Another took a similar position, saying: ‘we’re professional teachers who are actually skilled in the area that they’re teaching and they’re teaching in line with the National Curriculum’. Parents also recognised the importance of mainstream school experience. When asked if he would mind his child being taught by someone who did not have mainstream experience, a father responded:

I wouldn’t like that because you can read from the syllabus and say ‘we’re going to cover that’, but if they’re not teaching here they’re not really covering the syllabus, as maybe the school would - they might be missing out on stuff. Whatever they’re teaching at the moment they know what’s going on, you know. Not just in schools - they also know what’s going on around the world, what’s going on in the community etc, so it is very important. (Parent)

7.5.2 Quality assurance

The **survey** found schools were likely to have carried out CRB checks on some or all of their teaching staff. Eighty-one per cent of schools said that all of their teaching staff had CRB checks, while a further 9% said that some of their teaching staff did. Only 8% said that none of their teaching staff had CRB checks.

Table 7.4 Proportion of teaching staff with CRB checks

<i>Base: All supplementary schools surveyed</i>	<i>Survey</i>
	Total
	%
Proportion of teaching staff	
All	81
Some	9
None	8
Missing	2
<i>Bases</i>	<i>301</i>

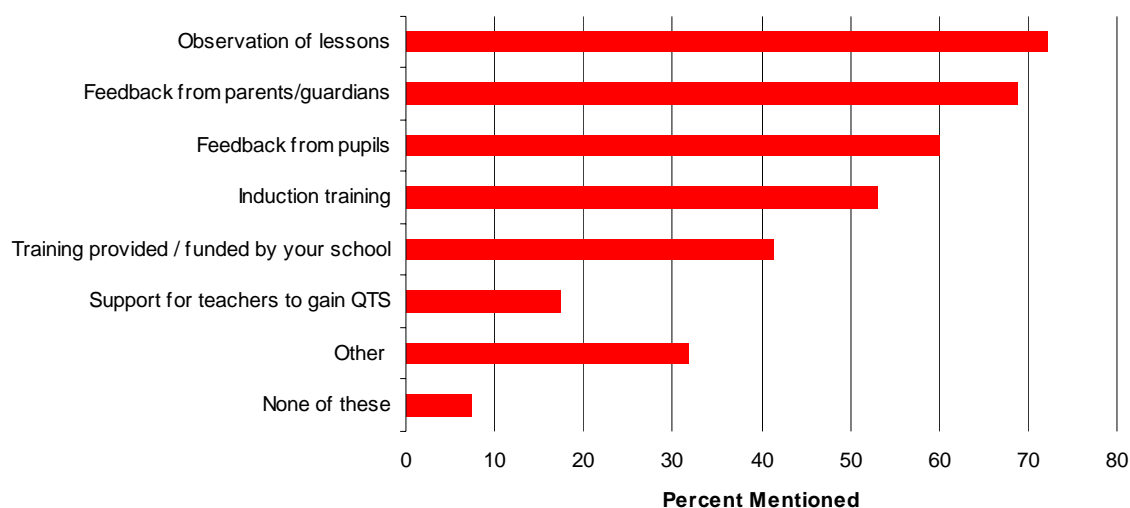
Teaching quality was checked in most schools, with only 8% saying that they did none of the quality assurance methods mentioned in the questionnaire (Table 7.4). Quality assurance was most commonly conducted through observation of lessons (72%), and obtaining formal feedback from parents or guardians (69%). Formal feedback was sought from pupils in 60% of schools (Figure 7.4).

Some schools supported or provided training for their teachers. Fifty-three per cent of schools provided induction training, 41% provided or funded ongoing training, and 17% gave support for teachers to gain their QTS.

Other forms of quality assurance were mentioned by 32% of schools but further information was not collected.

Figure 7.4 Types of quality assurance procedures in place

Base: All supplementary schools surveyed (301)



The issue of quality assurance was not addressed in detail with the **case study schools** headteachers. However, given that the bronze award of the NRC *Quality Framework* requires such standards criteria as CRB checks, registers of attendance, risk assessments and health and safety checks, it can be inferred that at least seven of the 12 case study schools (i.e. those who had either already achieved or were working towards their bronze framework award¹⁴) carry out such quality assurances. NRC framework involvement is clearly not the only way to ensure quality assurance, as a school which was an NRC member but was not working towards a framework award, had a whole series of quality checks in place, such as registers, teacher training and feedback forms:

This is a form that I use. Basically these are the questions: health and safety ... I think taking the register at the start its key. It becomes your file. Any emergency you know who's in. This is how we do it here. (Headteacher)

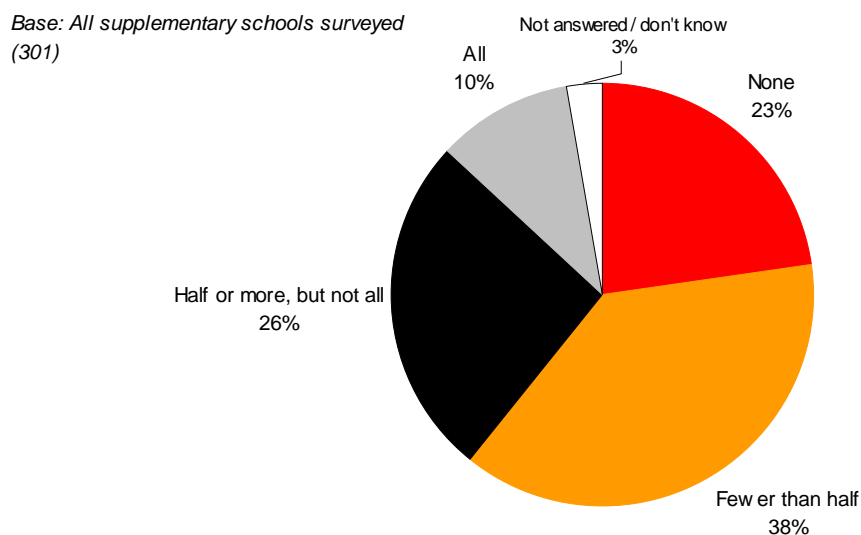
¹⁴ See Chapter 5 for more information on the NRC.

It would seem then, from a combination of the survey and case studies, that most schools undertook some form of quality assurance, with the majority adopting a variety of checks.

7.5.3 Experience of teaching abroad

Seventy-four per cent of **surveyed** schools said that they accepted teaching qualifications from overseas. This was slightly higher among schools that provided teaching in mother tongue languages (86% compared with 76% of schools that did not provide language teaching). Teachers were also likely to have experience of teaching from overseas. Ten per cent of schools said that all of their teachers had taught overseas, while 26% said that half or more but not all of their teachers had, and 38% said fewer than half of their teachers had taught overseas. Only 23% of schools said that none of their teachers had experience of teaching overseas (Figure 7.5).

Figure 7.5 Proportion of teachers who have taught overseas



Similarly, many of the teaching staff in the **case study schools** had experience of teaching abroad in countries such as Nigeria, Afghanistan, Cyprus, America, Poland, Germany, Jamaica, India and Australia. A Polish school, had only one member of staff who was not born in Poland. On the whole, there were very few issues raised concerning the geographical teaching background of staff, although parents at a school which focused on the National Curriculum expressed concerns that foreign teachers would not be able to get to grips with the English curriculum, whilst the headteacher of another school said some of the Australian staff who had previously been employed at the school found the children's behaviour quite difficult due to the staff having alternative behavioural expectations.

7.5.4 Reasons for working in supplementary schools

Case study participants were asked why they decided to work in a supplementary school. The response of most of the teaching staff was that they wanted to do something positive, 'to make a change and a difference' and/or 'give something back' to their communities as a teacher explained: 'I see it as putting something back if you like, and responding to the needs of the community'. More specifically, the teaching staff from schools established to academically support particular groups of young Black children spoke of their desire to improve the situation for those children:

You listen to the news about the Black girls and boys being underachievers. This is a Black establishment that it's helping Black youths. I feel that I could probably make a positive contribution to some of these kids. That's one thing that really attracted me here. (Teacher)

Although a commitment to the cause and a desire to give something back to the community was a common explanation for teaching staff's presence in the schools, other reasons were also given. In particular, an interest in teaching was cited as something that attracted staff to the schools. For example, a teacher who taught at a language school enjoyed languages and was interested in the opportunity to teach his mother tongue. Another teacher, at a faith school had been a lecturer in Pakistan and explained that 'it is something in my mind and heart'. A few participants said that they were using their teaching experience to help them decide whether they wanted a mainstream teaching career: 'This job actually pushed me. Now I'm sure I want to do it'. Although none of the teachers we spoke to at a Polish school where teaching staff could use their teaching to count towards their Polish teaching qualification, said that was the reason they taught at the school, one might expect it to be at least one factor in their decision. Interestingly though, most of those teachers who gave their interest in teaching as a central reason for working in their supplementary school did not give that reason alone – the desire to contribute to society was also a driving factor for these teachers. Staff commitment to the aims of their respective supplementary schools as well as their own individual interests might help to explain why so many supplementary school teachers stay in post for large amounts of time (see discussion above).

7.6 Summary

This chapter has explored the characteristics of teaching staff working in supplementary schools. It found that a majority of supplementary schools have between six and ten teaching staff, and those staff were likely to remain in post for many years. The survey found that more teaching staff are voluntary rather than paid, but teachers in the case study schools tended to be paid at least a very minimal wage. The most successful method of recruitment cited by headteachers of supplementary schools was word of mouth, with advertising also playing a role in some cases. Funding was seen to be a key issue for the recruitment and retention of teaching staff, in both the survey and case study schools. Teachers had a variety of qualifications, with many teachers having worked abroad and large numbers of teachers not having UK QTS. All schools appeared to operate some, and usually a combination of, quality assurances. The most common explanation teachers gave for their supplementary school contribution was a desire to give something back to their community.

8 Teaching and Learning

8.1 Introduction

This chapter draws upon both quantitative and qualitative data and examines teaching and learning within the supplementary schools in the research. Along with examining teaching and learning a key objective of this chapter is to set out what respondents thought was good about the teaching and learning offered, and the benefits they perceived to be derived from such provision. Respondents often compared supplementary school practice and mainstream school practice. This chapter reports what they said, and teases out the value judgements that were drawn on in the comparisons made.

The chapter is divided into five sections: the first explores how teaching and learning is organised and delivered in the supplementary schools. We then look in detail at the strategies supplementary schools used for teaching, engaging pupils in their learning and behaviour management strategies. We also explore school ethos. Finally, we discuss teachers' experiences of teaching in supplementary schools.

8.2 Overview of teaching and learning

This section is concerned with the delivery of teaching, class organisation and size, curriculum and content, teaching methods used, homework and assessment.

8.2.1 Class organisation and size

Schools had various ways of grouping pupils. In the **survey**, most schools said that they grouped pupils for classes, with only 4% saying they had no grouping. Classes were most likely to be grouped by age, with two-thirds (67%) of schools mentioning this. Classes were also commonly grouped by ability, with 44% grouping pupils by general ability, and 42% of schools grouping by language competence. Only 8% of schools grouped pupils into classes by gender (Table 8.1).

Table 8.1 How pupils are grouped into classes

<i>Base: All supplementary schools surveyed</i>		<i>Survey</i>
		Total
		%
Basis for grouping		
Age		67
General ability		44
Language competence		42
Gender		8
Other		4
No grouping		4
<i>Bases</i>		<i>301</i>

Pupils in the **case study schools** were mainly grouped by age and by ability. Two schools grouped their pupils by Key Stage; one divided them into three ability levels, two schools divided pupils by year groups, another by gender and ability groups and finally three schools grouped pupils according to their language level.

How pupils were grouped depended to an extent on the type of school. The three case study schools which taught languages reported having had greater difficulty in grouping pupils. For example, staff reported difficulties around teaching beginners alongside more fluent speakers. In one case, Year 6 pupils were taught with GCSE students. The head of a language school spoke of some of the difficulties arising from this kind of situation:

It's a very difficult side of supplementary language school. Some of the students, the family speak Panjabi at home; some of them speak nothing at all; some of them have only been to one of these Sikh temple schools. ... Sometimes a seven year old can speak better language than a 15 year old. ... It's very difficult; it's a mix and match. ... We have to be careful, we don't want to put a 17 year old that can't speak anything with a seven year old; they get demoralised, they won't come back to the school. (Headteacher)

The headteacher of a school which specialised in teaching Turkish language, had also experienced problems in terms of accommodating pupils with different levels of ability. Here, however, this was related to resources:

Yes, some kids in that class are very fluent in Turkish, but some have very limited abilities. We had a non-Turkish speaker class, but unfortunately there were only four students, and unfortunately we couldn't afford to run it and we moved them in their age groups. (Headteacher)

Two of the case study schools which were organised by age groups allowed high ability pupils to move into the year above. For example, in a Somali school some of the children were in classes with older pupils if they demonstrated in their initial tests that they were of a higher ability. Pupils were aware of this system, as one said:

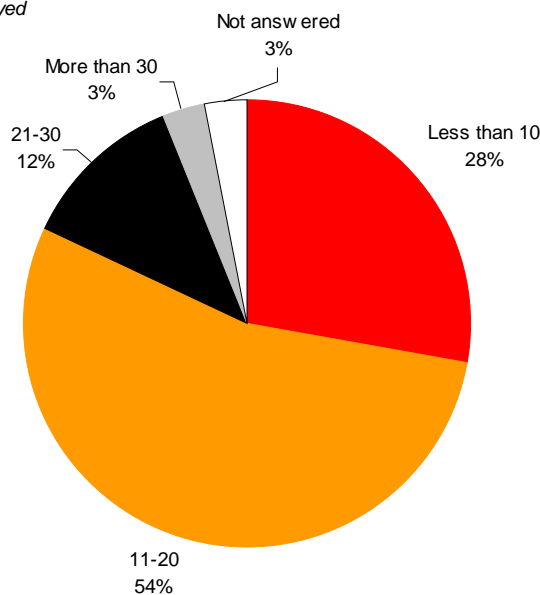
It depends, because some kids here are clever so they are put one year up and the stupid [pupils] they stay in their normal year, and if they're like a bit naughty. (Pupil)

Three case study schools mentioned constraints on the grouping of pupils which came from the premises classes were held in. The headteacher of a faith school explained that they would like to have the groups of pupils separated, but that this was not possible due to lack of space. This was also the case in two National Curriculum schools.

The **survey** found that class sizes were typically smaller than in mainstream schools (up to 30 in a class). In 82% of supplementary schools a typical class had 20 or fewer pupils, while 12% had 21-30 pupils in a typical class, and only 3% of schools said that they had more than 30 pupils in a typical class (Figure 8.1).

Figure 8.1 Number of pupils typically in a class

Base: All supplementary schools surveyed (301)



Small class sizes were characteristic of the **case study schools**. Most of those we visited had between five and 15 pupils. The largest class sizes were found in an Islamic faith school, which had classes of about 25 pupils.

Staff in two oversubscribed schools reported having increased slightly the size of their classes because of demand for places. The head of one school explained, 'we don't want to let parents down, we used to have a long waiting list and we don't want to hold those people waiting', while a teacher in another school said:

The groups are obviously smaller as well. There is a maximum of 12 which has slightly gone up because it used to be 10 but we have such a number of children that we have had to increase it and so it's a maximum of 12. (Teacher)

The size of classes in supplementary schools was a key attraction for many of the parents, and was mentioned many times by teachers and parents as being a factor in pupils' success at supplementary school. For parents, the smaller class sizes meant that teachers gave children 'more attention' and had more time to spend explaining things to individual children. This was supported by pupils who contrasted the size of their mainstream classes, generally 25 to 30 pupils per class, with the five to 10 pupils per class in supplementary school. Two such examples included:

Seven people which makes it better. It gives the teacher more time to explain when he's doing the lesson, unlike school where there's 28 people and the teacher's got to give equal attention to all the students. (Pupil)

At Saturday school the teachers will go around and help you because like there are less people at Saturday school than at your normal school. (Pupil)

Parents valued the smaller class sizes found in supplementary schools because unlike mainstream schools they do not allow children to 'hide', as illustrated by the following quote:

My eldest daughter is really quiet ... she gets good grades and stuff, but she can hide [in mainstream but] here the class is smaller so nobody can hide, not the noisy ones or the quiet ones because even quiet ones can fall behind, it's not always the destructive ones. (Parent)

The view that there were fewer people to 'hide behind' was shared by some of the pupils. When asked whether they engaged more with their lessons than in the mainstream, pupils in a focus group in one school said:

Yeah because in normal school there are like a lot of people in class and you can be shy but in supplementary school there isn't that many people. (Pupil)

Yeah you're more, like, enthusiastic so you put your hand up a bit more and it will give you like the edge to do it than at normal school. (Pupil)

Pupils in this school also explained that the small class sizes discouraged misbehaviour because teachers were able to control the classes with greater ease:

[In mainstream] say somebody flicks a pencil the teacher won't know who did it, but at Saturday school there is not many kids and so it will be easy to, like, see who did it and stuff. (Pupil)

Pupils said that the size of supplementary classes enabled them to build up better relationships with their teachers. There was a perception amongst pupils that because of the large classes in mainstream schools, mainstream teachers, as one pupil said, 'don't know you as well as supplementary teachers do'.

Teachers, too, spoke of the benefits of teaching smaller classes in supplementary schools. One said, 'we can give people different levels because it's a smaller group', while another referred to the high level of student and teacher contact time, 'so we can give them our maximum attention whereas in my main school there are lots of children in the class'.

8.2.2 Curriculum and content

For the most part, teachers in the **case study schools** which focused on National Curriculum subjects tended to follow the mainstream curriculum. A teacher in another school said, 'I follow the guidelines with regard to speaking and listening, reading and writing to make sure that the criteria is covered'. The head of a language school also explained, 'we work with an awareness of what the children are doing in their mainstream schools'.

In all of the lessons we observed, teachers laid out the learning objectives at the start of the lesson, either visually or verbally. Often, there was a recap to previous lessons and pupils were asked to recount what they had learnt previously.

Allied to this, a number of schools taught the pupils curriculum content which was in advance of what they would learn in the mainstream. This was referred to by one headteacher as 'extending the curriculum':

Well the teachers we have are mainly mainstream school teachers they extend the curriculum and so for example the Maths class in Year 7 they are doing already Year 9 work in Maths even though they are Year 7 and Year 8. (Headteacher)

Pupils in a number of schools were pleased that the things they had been taught in supplementary school some time ago were now being taught in their mainstream school. They spoke of being *'ahead of the others when we go to school'*, and of having *'already learnt [a different Maths method] in Year 5 at Saturday school'*. Others said:

Sometimes we pair up with Year 6s and Year 7s to learn stuff about which the Year 7s are already going to learn, so it really gives you a boost. And we go to Year 7 and we know what to do. (Pupil)

Do you know what I like about supplementary? It's that sometimes in school you've done something about a year ago and then it crops up in tests ... and then we'll just do it there and then you'll remember that you learnt it here. (Pupil)

Similarly, a teacher in a school focusing on National Curriculum subjects explained that pupils *'tend to work slightly ahead'* and that there were times *'when you talk to kids and find that what you have done has prepared them'* for learning in their mainstream lessons. A teacher in another National Curriculum focused school also discussed the benefits of this:

And also the primary school children work off a level above what they're doing at school and so when they get there they've got that knowledge. Especially for the Year 6s when they go onto senior there is a noticeable difference. (Teacher)

8.2.3 Resources

Several teachers, particularly those who also taught in mainstream schools, raised issues around resources; they were more likely to have access to appropriate resources in the mainstream. A teacher in a language school spoke of the lack of resources in her community language, in response to which she had taken ICT training and produced her own resources which she shared with the supplementary school (and a local mainstream school). She explained:

No, I make my own resources, apply the vocabulary. Whatever the vocabulary in the framework, apply that into making interesting vocabulary and making activity resources, so a different way of teaching. (Teacher)

Teachers in a school which focused upon National Curriculum subjects, had also developed their own resources, based around schemes of work used in their mainstream schools:

I use schemes of work similar to what I use in my secondary school. I bring in lots of resources I've developed and also use exercises from books which I prepare weekly. (Teacher)

Another teacher in the same school discussed some of the difficulties she had encountered in acquiring resources which related to Black children's identities and culture. These were harder to find, but very important in terms of esteem, she said:

For me it's about getting resources and I now need to focus on texts that feed into their culture because it's easier to put my hands on the other texts. I have loads of stuff at home but I don't have those sorts of resources but for me that is something I have got to aim for. Also I am very aware that when we do information texts it could be information on a Black inventor but I haven't got access to those texts ... It is important for them to at least do things that they can identify with or learn about themselves because it gives them that self-pride and self-esteem. But that is one of

my intentions because I know my texts are more basic or more geared towards any text that fits my objective. (Teacher)

This teacher explained that finding good resources was also partly a time issue, as she had to look for these within her own time, and on top of her mainstream teaching commitment. She was aware that her supplementary school may have the resources, but it was a case of ‘actually spending that time getting them together’.

8.2.4 Homework

Four fifths (80%) of schools responding to the **survey** said that they set homework for pupils. As shown in Table 8.2, the amount of homework set by schools increased according to age. The majority of pupils in age groups five to 11 (80%) and 12 to 16 (59%) were set one hour of homework or less per week. Very few pupils aged 11 or under had more than two hours of homework a week; however some pupils in older age groups were set that amount. Twelve per cent of schools teaching 12 to 16 year olds set this group more than two hours per week, while a quarter (25%) of schools teaching 17 to 18 year olds set more than two hours.

Table 8.2 Hours of homework per week by age

Column bases: Schools that taught each age group.

	Age			
	Under 5s	5-11	12-16	17-18
Hours per week	%	%	%	%
Less than ½ hour	77	34	18	10
½ hour – 1 hour	18	46	41	36
More than 1 and up to 2 hours	5	15	29	29
More than 2 hours	0	4	12	25
<i>Bases</i>	<i>87</i>	<i>223</i>	<i>204</i>	<i>94</i>

In the **case study schools** there was a preference for setting small amounts of homework, and for helping children with their mainstream homework. Examples of homework set included:

- memorisation of words, phrases and meanings (particularly for those learning languages)
- tasks to find out about historical figures etc. that would be covered in the following week, and
- finishing off uncompleted work from the lesson e.g. worksheets.

Often, homework was used to lay the ground for new areas of work, with pupils given the task of finding out about a new subject before being taught it the following week.

Teachers and headteachers in supplementary schools often commented that they made the decision to keep homework levels low and manageable. This was mainly because teachers said they were conscious of the homework that children already had from their mainstream schools and they did not wish to add to this:

Because of their commitments at the mainstream school I only give them homework once every other week. (Teacher)

Well they don't get a lot of homework. It's mainly research because we don't want to bother them, well I personally don't think we should, because they get homework from school and what I say to them is go to the library and read. (Teacher)

I try not to focus on giving them homework or things like that, it's just working on the homework they get from school. (Teacher)

This was confirmed by the pupils themselves, most of whom said that they were set small amounts of homework. They generally perceived this to be a manageable amount. Children explained that they were often asked to complete work that they had not had time to do in their lessons, or to carry out a piece of research into a topic which was being introduced the following week. The majority of the children we spoke to said that they did their homework, and many seemed to, if not enjoy it, then recognise the fact that it was useful to their learning:

If you don't understand something in the lesson they [teachers] will give you homework and then at home you keep on using it and then ... when you go back the next Saturday and you do the same lesson you understand it more because of the homework. (Pupil)

There was also a perception from some interviewees that pupils were more willing to complete their homework for supplementary school than for their mainstream school, as a parent explained below:

He gets homework and it's always at a level that he's able to do, never sort of beyond his level. ...He really enjoys doing the homework and if he doesn't do it for whatever reason he gets very, very upset. Whereas his schoolwork he would not bother. I don't know. He says it's boring. (Parent)

Parents were supportive of the amount of homework their children received. As a father said, 'it's not heavy; in reality you could do it in 10 minutes, maximum'. However, they had varying opinions as to the purpose of homework. For some, it was a means of monitoring what their child was learning, such as another father who was keen to see what his children learnt at supplementary school, so that he did not repeat this with them at home.

Parents experiences of homework in their country of origin was also a factor in terms of their expectations of homework. Polish parents, for example, explained that children were set a lot of homework in Poland, and they expected their children to be set homework in supplementary school so that they did not forget what they were taught.

The length of time children had to complete their homework varied. Children in one school said they handed in their homework 'when we finish it', while in other schools, children

reported that the teachers were far stricter about the completion of homework and would phone their parents if they did not do it.

A minority of children did not do their homework. Teachers said this was to do with parents in some cases and the lack of (perceived) support they gave their children. Children in a language school were given a homework sheet which parents had to sign, and if children did not complete their homework they had to write the reason for this. In those schools which had a policy of talking to parents if pupils did not complete their homework, this seemed to be an effective way of encouraging the children to do the work. In some schools, pupils would be denied other activities such as carpentry if they did not do their homework.

8.2.5 Assessment

A number of the case study schools, particularly those which focused upon the National Curriculum, carried out an initial assessment of their pupils in order to assess the level at which they were at when they first joined the school. This was done either through using tests, and/or through asking pupils and parents to bring in their most recent report cards from their mainstream school. In some cases, for example, the headteacher of a Somali school also visited some of the pupils mainstream schools and observed pupils in their lessons. He explained that they tested the pupils when they first arrived to see whether their level matched that on their mainstream report card. This meant that some of the higher ability pupils were placed in higher classes; for example we spoke to Year 7 pupils who were in the Year 8 class in their supplementary school.

Another school which focused on the National Curriculum also conducted an initial assessment of their pupils, as the head explained:

So when a child comes here the first thing we do is an initial assessment and this assessment is done with the objective of identifying those areas where that individual needs support. So on the basis of that initial assessment we develop an individual learning plan which gives us an idea of what areas that child needs support in. As well as that we set some targets for the next quarter, these are the areas which are going to be covered, and that should be the progress what we are hoping for. (Headteacher)

Teachers in this school said that they developed lesson plans on a quarterly basis. These covered those areas in which pupils were having particular difficulties. Every quarter they also tested the pupils in those areas to see how they had improved. Similarly, another headteacher said that they tested their pupils every six months 'to see what percentage they have improved. Not only to do with the exam but also their behaviour progression, effort, attitude towards work and learning, and everything'. A teacher in a third school which focused on the National Curriculum explained that 'teachers will make their own judgements and assessments of where the children are and we feed into their planning of what they do'.

Teachers in a language school also tested children throughout the academic year, with a final assessment in the summer to test children on their reading, writing, speaking and listening. Pupils in a faith school were tested 'every single week' on their Arabic and on the Koran. In another school, where termly assessments had recently been introduced, a teacher was supportive of this, explaining that 'because it's giving us a consistent message to the student' it would help in their learning.

8.3 Teaching strategies used

In the **case studies** we spoke to teachers and pupils about the strategies used in their supplementary school lessons, and the extent to which these differed to those used in the mainstream. The strategies discussed in this section tend to relate to those schools which delivered National Curriculum subjects, but it was clear that some of these strategies were used across all schools, irrespective of the type of school. On the whole, teachers and pupils agreed that the strategies used were broadly similar to the mainstream. Differences identified by interviewees are discussed in the following sub-sections.

8.3.1 Repetition of learning and greater explanation

A teacher illustrated their approach to teaching pupils in supplementary schools, emphasising that the repetition of learning was key:

If they don't understand I always ask them to feel free to ask that question 10 times, it doesn't matter. ... I'll just keep on explaining it again and again in different ways so they understand it. That's the point why we're here, to help them understand the topics that they need to. (Teacher)

A number of pupils compared their supplementary school experience to their learning in the mainstream where they only spent short amounts of time on specific areas, and those who did not understand could be left behind. Pupils spoke of occasions in the mainstream when they were reluctant to show their lack of understanding which could further exacerbate the situation. In contrast, pupils said that they felt more comfortable, and consequently more confident, asking questions in supplementary school:

And [mainstream teachers] will do something and if you ask them to repeat it they'll say 'you weren't listening'. So you have to catch it up on your own time'. And in this school if you ask the teacher to teach you a topic they won't say 'no'. They won't – if they said it before they will repeat and repeat and repeat and then when you go to school you get better grades because you've learned more in this school and that's good. (Pupil)

If you're stuck you can ask questions and the teacher takes time to explain things; sometimes I find it hard to learn so the extra time helps. (Pupil)

Pupils also perceived the explanations provided by their supplementary teachers to be more effective, partly because they spent time explaining things, but also because they made learning more manageable by breaking it down:

In Saturday school some of the teachers break it down more and some teachers have a wider knowledge of what they're teaching. ... My English teacher will break it down and help us and push us to learn more and the Maths teachers will break it down and show us and explain to us. (Pupil)

At supplementary school teachers also provided more 'step by step' support and, as one pupil stated, it was 'not like [tak]ing a big step and learning the whole thing in a rush'. Teachers considered it necessary to give children more time to get to grips with things because, as one said, 'some of them, what is happening at [mainstream] school they are being progressed too far and basically they are not understanding'. Parents appreciated the extra time and 'space' that children had as one said, to 'explore and learn at their own pace' and to 'develop a real love of learning'.

8.3.2 Strategies for teaching children with Special Educational Needs (SEN)

For the most part, whilst the supplementary case study schools catered to a wide range of learning needs, they did not generally include children with special educational needs. We visited one school which had a policy of using a teaching assistant (TA) in each class to assist teachers and provide support to pupils. The school also had a learning support worker who assisted children who were struggling more, or who needed more attention. We observed a lesson in which a pupil, who we were subsequently told had ADHD (attention deficit hyperactive disorder), was repeatedly off task. The TA sat with him and encouraged him to stay on task, backed up by the teacher who also spoke to him directly a number of times. Halfway through the lesson after he had become distracted, partly by the presence of the researchers, the teacher spoke to him and he was removed from the class and sent to the learning support worker. In interview with the teacher later, she referred to the incident and explained that:

In that situation we try to support him and we have got somebody who does special needs and she will work with children who need help. He is a very bright boy but he does disrupt and we can't have him disrupting the others. It's not fair to him and it's not fair to them. (Teacher)

8.3.3 Differentiation

In some of the schools, particularly those teaching languages, teachers taught more than one age group at the same time. For these teachers, the issue of differentiation was particularly important. A teacher said, *'well you must be very flexible here, adaptable, you are teaching practically three different years at the same time'*. Another noted that in supplementary schools there was the benefit of being able to *'deal with and give people different levels because it's a smaller group'*. Nonetheless, a pupil in one of the schools queried whether the teaching level was appropriate to all age groups saying, *'I've got smaller kids in my class, sometimes I think that the way the teacher's teaching, I would understand it, but I don't think the little ones do'*. However, this was the only pupil who raised this as an issue.

In another school, a teacher described some of the different methods she used with pupils in her class depending on their abilities. For her, the most important aspect was in providing children with resources such as visual aids to assist them in their learning, for example giving slower learners the chance to use resources/aids which allowed them to *'create stuff with their hands and think it through properly first in that way ... before we move onto anything abstract'*. The teacher explained further:

For example multiplying by 10 and dividing we would probably do that model that actively we'll have chairs and I would teach them to do it that way first and at the same time you might have a lot of visual aids in front of them which they can move as well with the number cards ... and it's all free practical and everyone is sort of getting involved. (Teacher)

Similar strategies for lower ability pupils were also advocated by a teacher in a National Curriculum focused school who allowed pupils to work with cubes when doing mathematics.

8.3.4 Range of teaching methods used in lessons

Teachers discussed at length the range of approaches and methods they used in their lessons to cater for the various learning styles and needs of their pupils. A headteacher explained that once teachers had explored their pupils' learning styles they were able to group pupils according to their preferred form of learning. He said that they did both 'one to one' and group work with the children, and tried to keep the work interactive:

Sometimes we give them a group task where we give them some kind of [activity] they can explore their ideas through brainstorming whether that's in science or mathematics or in ICT or in technology, and then they can come out with ideas by showing each other. Actually that helps them with communication skills, working in groups so everybody gets a chance to say something. (Headteacher)

Similar sentiments were echoed by teachers in other schools. One teacher said, 'every student's got their way of understanding things' and that as such she varied the ways in which she explained things, for example both demonstrating on the board and working on a one to one basis with a pupil. Another outlined the methods he used with his class:

We give them time and the fractions and get all the fraction blocks and do the modelling on it. And in literacy we do a lot of discussion and a lot of talking about persuasive writing, we talk about negotiations, features, benefits and disadvantages. We do the devil's advocate, and so when they go into persuasion they have all their arguments to then do the persuasive writing and I think we do it far more in depth than they would do at [mainstream] school. (Teacher)

For many of the parents one-to-one work was one of the key benefits of sending their children to supplementary school, as this extract shows:

I think maybe getting the one to one attention between pupil and teacher; I think they get it more here. I think because the classes might be smaller. You don't cover it with having 30 children in the classroom like they do at our school and I think that's probably the main reason why I sent my daughter here. I think she needs a little bit more pushing and especially the fact that there are Black teachers about and they don't expect certain things and she'll have to look up to that. (Parent)

However, during our visits to schools, individual teacher-pupil work was not the main basis of the lessons we observed. Instead, lessons were made up of both group work and individual work. Nonetheless, there was, as teachers and pupils highlighted, extra time for teachers to work with pupils and to discuss any areas where they may have been having problems. In one lesson we observed for example, a new pupil who arrived half way through the lesson, and the teacher spent some time working individually with her to explain the tasks while the rest of the class continued with their work.

More often, group work was used. Teachers explained that having pupils work in groups also had the added benefit that pupils would learn from their peers, 'so they are teaching each other as well and so they are learning from each other' (Teacher).

Technology was also used by some teachers, although this was generally dependent upon the level of the school's classroom resources and in some cases on how reliable such resources were. One teacher spoke of wishing to use technology such as computers more in the lessons, but that they did not always work. As she explained:

As well as doing role play, using drama within that, using media. We have a TV in there and then we have computer facilities, not that they are very good because they are very temperamental. That is what happens at supplementary schools, the funding, that is the disadvantage because it's a bit frustrating. But we are able to use it occasionally and so that we are not just using the board and writing, you know, making it more interesting for students. (Teacher)

In a lesson observed in a school focusing on National Curriculum subjects (and with access to very good resources) the teacher based a Science lesson around clips from a film, interspersed with whole class discussion about the content of the clips and questions to the pupils about their previous learning. Pupils in this school said they preferred the use of PowerPoint presentations, and that their supplementary school teachers were more likely to use these than their mainstream teachers. One said:

For me the PowerPoint presentations make it more fun and visual so it makes you want to look rather than just looking at a textbook and writing a lot. (Pupil)

This bears out the teacher's aim which was to '*prepare them for things that will be useful*'. While they were unable to do science practicals in the school because there was no lab facility, the teacher explained that he instead concentrated on '*discussion work, presentations, communication skills, practical work, exam questions, analysis of areas of weakness. So all sorts of stuff - not just sat there writing lots of things*'. The teacher acknowledged however, that such methods were contrary to how he taught in his mainstream school.

In a language school, where we observed a GCSE revision class, teachers explained that they used a range of different activities. These included role play, speaking tests, card games, Bingo, word-searches, paired work, individual tasks and presentations. A teacher outlined the usefulness of presentation activities:

Some of the younger ones are still at primary school, you know two or three that I have in my class, they've never presented in front of a class so the first time they do it it's nerve-wracking but they start to get used to it so then I might ask them next week, prepare two paragraphs about your family, and then they have to get up in front of the class and in Panjabi they would present that to the rest of the class. And again that activity helps I think to build self confidence which they take back to their [mainstream] school. (Teacher)

A school which focused upon the National Curriculum, and in particular science, used project-based learning methods and interactive pupil-based work. A teacher explained that their aim was to '*[take] the subject out of the classroom and [put] it into daily life*'. For example, they discussed sickle cell anaemia which affected some of the children's families. Parents of children at the school commented on the benefits of this kind of learning, which they perceived as less prescriptive and more flexible than mainstream schools. As one said, it allows them to '*come out with something tangible at the end of it so the kids can set them and they have to take that into a presentation at the end so they can say this is what we've been learning*'. The fact that they were '*sharing knowledge*' with their peers was also identified as important.

Some of the other observed lessons were less interactive than those described above and more didactic in their teaching approach. We observed two Maths lessons for example, where teachers delivered the lesson from the front of the classroom and illustrated problems

on the board. However, they were not entirely didactic, involving one-to-one explanations with some pupils and some whole class discussion during the feedback of answers as well.

8.3.5 Different problem-solving strategies

Pupils in some of the case study schools also spoke of learning different strategies for tackling problems to those used at mainstream school. Whereas pupils might be given one way of solving a Maths problem for example in mainstream school, they would be given another way in supplementary school, and were then able to choose which they understood more, as suggested by the pupil comments below:

They teach better. They give one to one and explain the easiest way, the longest way, different methods, they teach how to get round the questions, how to understand it, other techniques, different ways to remember words. (Pupil)

[It is better] because when they're doing like fractions and stuff we do different methods as to what we normally do at normal school. (Pupil)

They look at things in a different way and it helps you understand it better. (Pupil)

It was unclear as to the extent to which these other methods were more traditional teaching methods or were more advanced (i.e. those methods which pupils would come to learn later on in the mainstream). Either way, the pupils were appreciative of these alternative methods, and of the greater understanding it brought them in their learning. As the parent below explained in relation to her son, it was the combination of being taught these different methods and having the time to go into subjects in detail which were different in terms of teaching approach to the mainstream:

And he said, 'Mum when I go to Saturday school and I do my Maths they teach me different ways of doing my Maths'. He said 'at school they teach you one way and you have to do it that way, but you never get a chance to do it that way because it's always 'time, oh finish, finish, you've got to go to break, you've got to go to lunch'. He said, 'At Saturday school they showed me how to do it so many different ways and I have so much time to practice it and then when I practice it, mum, I remember it, but then when they teach me I said I can't remember because they're always breaking and I don't have enough time'. And that's one of the things that he said to me that sort of stuck with me was the time he had and they taught him different ways, whereas at school they taught him another way. (Parent)

We did not come across any instances where children complained that learning different methods was confusing or that it caused a clash between their mainstream and supplementary learning. However, this was mentioned by a mainstream headteacher, who saw potential problems in the fact that children might be learning conflicting problem-solving strategies.

8.3.6 Traditional vs. modern teaching methods

Parents had differing views as to which teaching methods were better for their children. In a school delivering National Curriculum subjects, a parent discussed the importance of teaching children mental arithmetic; *'I think it's really better and you know they teach, they all go back to teach old style'*.

In some of the schools, particularly those which taught languages, parents compared the teaching style to that they had received in their countries of origin when they were children. Parents of children being taught Turkish explained that pupils were taught by learning letters before words, *'the way we study in our country'*. Similarly, parents of pupils attending another language school commented on how different the style of teaching was to when they were growing up. Parents said they liked the *'structured type of learning'* that their children received in their supplementary school as opposed to the teaching styles they had experienced in the temples where they learnt Panjabi. It was argued that in teaching the Panjabi language instructors in the temples had placed emphasis on religious scriptures. Parents however, argued that children did not need to be religious in order to learn their mother tongue. Consequently, they valued the *'much broader perspective'* their children's language school was offering in relation to *'[their] connections and [their] origins'*.

Pupils in a faith school said they were taught the 'traditional' way of learning things by heart from the Koran. It was this learning by rote which made the teaching styles different to those in the mainstream. However, this was linked to what the school was aiming to deliver. In this case, it was religion and language which were being taught, and therefore the memorisation of information was crucial:

I mean, when they are teaching you Islamic studies, they start asking you questions and in schools they just teach you it, and then make you go off and do work. ... [Here] they tell you it and then they ask you questions, un[til] you do it properly.
(Pupil)

8.3.7 Tailoring curriculum content to suit pupils' needs

Teachers in schools which delivered National Curriculum subjects spoke of the importance of discussing with their classes at the beginning of the term whether there were any particular areas which the pupils were struggling with in mainstream lessons, so that teachers could then focus their lessons on helping children in those areas. One teacher referred to this as *'filling the gaps'*, while another spoke of *'catering to the needs of the child'*. Others said:

It's basically recognising the amount of gaps in their skills and knowledge and it's understanding and filling those gaps here. Sometimes it's stretching them if you know the children are working above their level then you give them work to stretch them. (Teacher)

We do follow the National Curriculum, but also we are able to teach towards the needs of these young people what they need. What will they need to move from this level to that level? And that's what we're able to do here; we're able to cater.
(Teacher)

Teachers in one school asked pupils to identify areas where they had difficulties, and also allowed them to have some control over their learning, for example, by asking them *'what things would you like to learn in? What would you like your project to be about? And some of them say 'I want to do this and I want to do this' and I say 'okay', but it has to relate to what they're doing* (Teacher).

In another school, a teacher spoke about introducing times tables in such a way that *'it's more like self learning'*. She explained:

They control it more than I control it. They decide what they want to learn, which times table, which division or multiplication and it's timed. They have a minute to do it and they just get a grid of a tracing paper and I time it. I will mark that and put a sticker in their chart and so they know they have got it and then they move on to the next tables. So that is what I am introducing here. (Teacher)

Common across the majority of case study schools was a willingness on the part of teachers to help pupils with their mainstream work, especially work which they found difficult. A teacher said, '*I always encourage them to let me know if they are getting something difficult at school ... to bring in things where they are finding it a struggle and so we can just focus on that*'. This allowed teachers to know what pupils were learning in the mainstream and assisted them in trying to match what they delivered in supplementary school. Pupils were also given help in working towards exams and tests.

8.4 Strategies for engaging pupils

Teachers also identified a number of strategies they used to engage the pupils in their learning. Key strategies included engaging the pupils by listening to them, making learning fun, pushing them to reach their potential, and recognising their achievement.

8.4.1 Listening to children

One of the main strategies for teachers in engaging the children in their learning was the need to listen to them, to make time for them, and to make them feel valued. Teachers emphasised the importance of listening to their pupils, something which it was argued, mainstream teachers had less time to be able to do. The head of a school which focused on National Curriculum subjects spoke of the importance of listening to children:

I think that's the other thing that children recognise is that we do listen to them. They accept that we're not a school, we don't have the same mandates, we don't have the same resources either that schools have. But what we do have is a listening ear; we're professional teachers who are actually skilled in the area that they're actually teaching, and they're teaching in line with the National Curriculum. (Headteacher)

For another headteacher, listening to the children helped teachers to comprehend what they needed to do in their lessons in order to help the children to improve.

Teachers spoke of talking to children about their life, both in the mainstream and more generally, for example, asking them what they had done at school that day, how their day had been, and asking after their family. Certainly, this is something we observed in all the schools we visited, where relationships between pupils and teachers were close. Children were generally keen to talk to the teachers, and teachers seemed happy to listen. A teacher in another school which similarly focused on National Curriculum subjects, also saw the benefits which such an approach could bring. Crucially, talking to children about their day '*brings a little bit more closeness and bridging that gap between teacher and student*'. She also identified the need for patience on the teacher's part, specifically those who also taught in the mainstream, in order to have this relationship with pupils:

The patience comes in when you've been teaching all day ... you've been hearing the complaints, you've had your form and stuff like that and you come here and you have to make sure that whatever you've had in your day does not come here. You've got to be interested in them and listen to them about their day and you know have an open mind. (Teacher)

The importance of being approachable for pupils and of providing a friendly ear was echoed by a teacher from a language school:

Although we're teachers we're still kind of like friends to them too. We're their teacher in class but if they have a problem, even a mainstream problem they can speak to supplementary school teachers and say, 'you know this has happened, What can I do?' ... So I think it's trying to be approachable as well. (Teacher)

Pupils identified the willingness of teachers to talk to them as a factor which contributed to their greater engagement in supplementary school. Pupils said that their close relationship with teachers allowed them to feel more comfortable in asking questions and to pay greater attention in lessons. Pupils referred to their teachers as being more like 'friends', who they felt that they could talk to and go to with problems:

They're happy they always willing to help you. There is no time that they say I can't help you now or later they're always willing to help you. They're happy, they're polite, yeah, they're not more as a teacher; they're more as a friend, the person you can go to if you need help and if in doubt. (Pupil)

The characteristics of the teachers in some of the schools also meant that the pupils felt more able to talk to them. This was particularly the case in a school where all the teachers were described by the headteacher as 'very young'. One pupil asserted, 'you don't get scared of them, we talk to them'; whilst another suggested that younger teachers were better able to communicate with them 'because they were young a few years ago. They know how it is to be in your shoes'.

8.4.2 Making learning fun

At the same time as being pushed by teachers to reach their potential, pupils and parents were also aware that some teachers tried to distinguish their lessons from those in the mainstream and to help them enjoy learning. Pupils in some of the case study schools said that the 'teacher makes the work more fun' than in the mainstream. This was also discussed by teachers, who noted that extra effort needed to be made to engage the children when they were giving up their free time to come to lessons:

I do try and have them engaged because there is a difference with children coming on a Saturday, they have to enjoy it they really do. School you have to go to Monday to Friday and Saturday Mum wants you to go or Dad wants you to go and so if you have to go, Why? So you do have to find ways to really engage them. (Teacher)

I try not to make it boring. It's not like a proper lesson from school, it's an extra school you know they can chat and have fun as long as they're listening when I'm explaining something. (Teacher)

Parents were also aware that teachers did not pressure the children to the same extent as some mainstream schools.

The teachers ... are very gentle ... they know this is an extra activity for them, and because it's an extra activity they're a little bit more relaxed [than mainstream schools]. (Parent)

8.4.3 Pushing children and recognising their potential

In four schools which focused upon delivering National Curriculum subjects to either African-Caribbean or Somali pupils, parents and pupils emphasised the fact that teachers recognised their children's potential and pushed them to achieve. This was perceived as being partly related to the smaller class sizes, in that teachers had more time to spend with individual children, but also to a willingness on the part of teachers 'to push them to get them to their full potential' (Parent). A parent referred to her son who had been encouraged to sit a GCSE exam early:

You see, with my two children, they saw the potential in them so they made them do their GCSE early. So my son did his Maths in year 10 and he got a B and then he did it in [year] 11 and then he got the A so they saw the potential ... same with [my daughter], they've made her do one of her GCSEs in year 9. (Parent)*

A similar example was found in another National Curriculum school where a boy, who had previously been in trouble in the mainstream, joined the school and was encouraged to sit his GCSE Maths early. In total, the school had nine pupils sitting their GCSEs early. The headteacher of the school explained the approach used to push children in the school:

We encourage our [children] ..., Do you want to be something? [We say] 'when you work hard and you put 100% effort in everything, there is nobody stopping you'. That is the kind of message we give out to those students and that is why they do well. (Headteacher)

Pupils in another National Curriculum school were highly positive about this approach to teaching, and contrasted it with their mainstream experiences, as this secondary-aged pupil explained:

Here they see the potential in you, the teachers here they see there is something, they see a light in you but in mainstream school there are other students and if you're not one of the best behaved students then the teachers may say you are not one of the best students. And so when you're here they know you have potential and they will push you because they know how... (Pupil)

Across the case study schools several pupils suggested that 'teachers give us belief in ourselves and make us work harder'. A pupil explained further:

Here they tell you to believe in yourself more but at school teachers are 'just do this' and you do it. ... but the teachers here have belief in you and if teachers show you belief and you have self-confidence in yourself then I feel we will all have more belief in ourselves, and feel that we can go for anything, and don't sit back and rely on somebody else to do something for you. (Pupil)

A primary-aged pupil also commented on this:

Because they push you more harder to do your work and like if you don't understand and you say, 'you can't do it' they will be like, 'you can just try harder'. (Pupil)

These sentiments were echoed by a number of parents, particularly in those schools catering to predominantly African-Caribbean and Somali communities:

What I like about [this supplementary school] is the fact, how they stress to our children the importance of having ambition and being, looking forward to sort of like elevating their minds; you don't really get that in [mainstream] school but I think [mainstream] schools concentrate so much on what they can get through for the league tables and so on. And you don't really get the impression sometimes at [mainstream] schools that they're interested in the child per se and what their particular strengths and weaknesses are. Whereas with [this supplementary school] you get a more personal touch I feel. With your child they will sort of mould that child's particular needs, and pick out where their strengths are and you get the parent to focus on that strength as well. (Parent)

8.4.4 High expectations and recognising achievement

Allied to recognising the potential of pupils, the case study school respondents also noted that, in contrast to the mainstream, supplementary schools also had high expectations and focused on praise and on recognising the achievement of pupils. All the parents interviewed said that children received more encouragement and praise in supplementary school than the mainstream. Most of the case study schools also held annual prize giving ceremonies, where children were awarded for all aspects of their learning, from attendance through to class work. This was highly valued by both parents and pupils, and seen as something which helped to 'encourage' and further engage pupils, and raise their confidence and self-esteem. Black (particularly African-Caribbean) parents expressed the belief that this acknowledgement was vital, when their children were sometimes overlooked in the mainstream. One of the schools also recognised parents in their awards for providing support to pupils. A parent outlined why she thought the recognition of Black children's achievement was salient:

With the awards, the recognition that they're giving children in return ... it brings everyone together; the children, teacher, family ... and there's a real vibe of everyone wants these kids to do well, and I think that that's really important. I'm a single parent. My children's father has passed away and so for me it's; obviously it's not having the father there but it's having someone; one of the things I miss is having someone who's interested in my child's development and education and aspirations as much as I am and I feel that I get that from here so I've kind of thanked God for [this school]. (Parent)

8.4.5 Understanding and valuing one's identity

A teacher at a predominantly Black supplementary school said that in addition to pushing, encouraging and building up Black children's self-esteem, it was important for Black children to have 'self-knowledge, self-awareness, knowledge of [Black] history and [information] that helps them to understand their place in society'. For two of the teachers interviewed in a school catering to the needs of African-Caribbean children this was very much about equipping Black children with a 'sense of identity' and a positive sense of self so that they could 'appreciate themselves as Black people and the contributions Black people within Britain have made'. For a third teacher at the school it was salient that the Black boys who attended the school were made 'fully aware that the Black man is as good as any other man out there' and that they felt empowered to achieve. African-Caribbean parents at another school particularly valued the emphasis placed by the school on nurturing a Black identity and having 'pride' in one's self. For example, one parent talked about how the school had

encouraged her son to be proud of himself as a Black man – ‘to have pride in knowing who you are’ (Parent) - and to understand that he was ‘capable’ and was likely to encounter racism at school, in the wider society etc., but that he needed to be ‘strong’ and concentrate on his studies. She said that, even though her son was ‘struggling’ academically in his mainstream school, he had really benefited from attending the supplementary school because despite getting the same messages at home, it often seemed as if she and her husband were ‘nagging’; whereas the supplementary school had improved his understanding of some of the difficulties that Black people sometimes encountered in society, and what he could do as an individual to overcome them, by not being as his mother said ‘so angry’, and by applying himself constructively to his studies in his mainstream school. Having a positive sense of self and a broader understanding of the essential ‘life skills’ (Teacher) which would help them to deal with issues and problems when they arose coincided with the philosophy promoted by the headteacher of a school primarily supporting African-Caribbean children:

You know our kids when they go to school and when people make our people look like they are parasites, if you don't prove to them that you are not a parasite they will not understand. And so Black history for us is enabling them to go back in time and pick out great [leaders]. I mean tell them about Egypt ... the pyramids and the mathematical concepts that were used to build them ... Black [leaders] in America ... those simple things, then they have no reason to say: ‘Oh this has happened to me because I'm Black’. I hate this kind of concept. Come on you're going to be Black everyday, you can't change your colour, but you have the right to challenge the system that is unfair. (Headteacher)

Several African-Caribbean parents suggested that such education was essential:

And I think ... this way every lesson has an important education - where you are as a Black person, what you have to do, you have to try harder - and that is instilled every week and probably every lesson, and maybe they don't get that at [mainstream] school. (Parent)

The emphasis placed on understanding one's identity and culture in the Black supplementary schools was noticeable in six other case study schools. One of the teachers at a language school stated that he gave his ‘students opportunities to express and discuss their own identities’ as a way of ‘valuing their culture and language’, whilst the headteacher of this school said ‘when [children] identify themselves in Turkish it helps and supports their [learning] in their mainstream schools as well’. Interestingly, parents at a faith school opined that the knowledge their children derived from learning the Koran would as one father said, ‘definitely help’ in the mainstream. For this and other case study respondents it was not just the learning of the language (see 4.3.2) or religion which was significant, but how children applied those cultural/religious/linguistic understandings/skills to their mainstream education, and future outcomes.

8.4.6 Teachers from the same ethnic background/positive role models

School staff, parents and pupils also discussed the importance of having children taught by teachers of the same ethnic background, in contrast to the mainstream where far fewer teachers were of Black and minority ethnic origin. Being taught by teachers of the same ethnic background provided children with positive role models who shared their cultural heritage. Parents in a school which served African-Caribbean children, said that, ‘seeing Black teachers helps’, while a teacher said that it was ‘important’ in a school with African-

Caribbean children to have predominantly Black staff, 'because then they can relate to the backgrounds and things like that'. Her colleague expanded on this:

We have mainly Black students that seem to understand a certain slant that [we] use in our lessons to help us personalise to suit those kids. Everyone will probably feel appreciated. You know we might have a student who has just come from Jamaica who can probably not speak in Standard English. If I could talk a bit of Patois for him to understand I could always do that. You know I could probably make a little joke that would probably make the whole lesson more interesting. If I probably do that in mainstream school ... they probably won't get the joke and so they don't find the lesson as fun. (Teacher)

Similarly, a teacher in another school which also served African-Caribbean children, said that Black children 'respond very well ... when they see Black teachers'. However, a colleague disagreed that her relationship with Black children in the supplementary school would be any different to how she related to White children in her mainstream classes:

For me, I don't know. Will I have the same relationship with a child if they were Caucasian or whatever? Yes, because it's about that child's learning I don't think it would change for me in any way. Once you are in a small environment and it's quite personal, the contact – actually is by itself and you all have a common goal. It kind of knits itself together regardless of who [I teach] I think. (Teacher)

Notwithstanding, several parents placed a high value on their children attending supplementary schools with staff and peers who shared their cultural heritage, and who pupils could look up to as role models. These aspects were referenced by parents as positively impacting on children's motivation to learn. For example, an African-Caribbean parent said:

[The school] has more of a personal impact on them because it's an organisation for Black students. It really does have a bigger impact [because] they can relate. (Parent)

Somali parents also discussed how important it was:

... to get someone the same like them ...to explain to them and be a role model to them it's really important, otherwise they will get lost in the middle and not listen to their identity or anything like that. They have to belong somewhere. They have to be looking up to someone. (Parent)

Sometimes we've had like education days and we invite people from outside, students who've finished university. Some of them are doctors. Some of them are lawyers ... for them to come here and explain to the children that if they don't go the right way they will end up in prison and the consequences from there ... yes it's very important which role models they see. (Parent)

8.5 Behaviour and school ethos

Case study school interviewees reported having a range of approaches towards behaviour management. Respondents in many of the schools also talked about the particular atmosphere and ethos that was aimed for in the supplementary schools, and how pupils responded to this in terms of engagement. These aspects are explored in the following section.

8.5.1 Creating a comfortable environment

Case study school staff sought to create a comfortable environment in which children could learn. Developing the right atmosphere for learning was important to many of the teachers, and one which pupils regularly mentioned as having encouraged them to engage with their supplementary school education. A comfortable learning environment was one where there was no shouting as one headteacher explained:

We don't shout at children and that's rule number 1, there's no shouting and in mainstream you do hear the teachers shout, raise voices, but we don't raise voices and we don't shout, and definitely would not name-call. In a mainstream it does happen occasionally, not all but it does happen, and we don't do it at all; zero tolerance. (Headteacher)

The fact that teachers in the case study schools made an effort not to shout at children was appreciated by pupils. They often contrasted this approach with that in their mainstream schools where shouting was common. Pupils said that their supplementary school teachers spoke to them 'calmly' rather than shouting:

In the other school if you do bad they shout at you, but here they tell you calmly and they respect and then you understand and you can respect them as well. (Pupil)

The absence of shouting contributed to teachers and pupils having very good relationships with one another in supplementary schools. Parents also picked up on the lack of shouting as a key factor which helped to engage their children. One parent compared her son's experiences with mainstream and supplementary school teachers, and suggested that her son was 'really upset' by the fact that his mainstream teachers shouted a lot. In contrast, he regularly spoke of his supplementary school teacher, as the parent explained below:

I did notice that when he was coming home and he was doing his homework and he was like [teacher's name] this, [teacher's name] that and I was like who's [the teacher]? 'Oh my teacher at Saturday school' so he was talking about her a lot more. He was wanting to do a lot more and I don't know why that is ... but he always speaks very highly of the Saturday school teachers; whereas the [mainstream] school teachers he always says they shout too much and they don't listen to him because he speaks very slowly. (Parent)

Some headteachers also raised the issue of discrimination:

Because it is an all Black school I think they know we want the best for them and there is no discrimination; there is no idea of saying 'oh this teacher doesn't like me or this teacher is X Y Z'; everybody knows what they're in for. (Headteacher)

Teachers hoped that the benefits of a positive, safer and discrimination free environment would be that children would feel comfortable in asking questions:

If I compare here with [mainstream] school, I think we've created a safe environment for them. Even if they're not sure they will have a go answering the question; they're not scared to whereas sometimes in school, it can be a little harder for them to have a go, because they're worried about being laughed at or whatever. (Teacher)

Classroom observations conducted by the research team in seven of the case study schools support this approach. We found pupils who were willing to ask questions, and who were encouraged by teachers to do so. Certainly this was the perception of both pupils and parents we spoke with in the case studies. A parent described the 'gentle' environment of her child's supplementary school and how happy her children were there. Others referred to the 'closer knit', 'family atmosphere' of their supplementary school with 'approachable' teachers (teacher-parent relationships are explored further in Chapter 9). Other descriptions from pupils of their supplementary school teachers included 'kind and considerate', 'helpful', and 'they don't let you down'. Allied to this, pupils also raised the issue of trust between them and their teachers. In one class, the pupils had developed the trust of the teacher over time, and consequently responded well to the trust which the teacher instilled in them:

In the beginning whenever we came to the class she would make us turn off our phones and leave them on the table, but like now she can trust us that we wouldn't play with it so she lets us leave it in our pockets. And like she lets us talk but she also tells us to do our work as well and it's good. (Pupil)

8.5.2 Good behaviour and the importance of learning

In the case study schools, we asked teachers, parents and pupils about pupils' behaviour and the extent to which pupil behaviour differed to that in mainstream schools. Teachers said that the great majority of their pupils were very well behaved. This was borne out by our visits to the case study schools where in the main we observed incredibly well behaved, polite and respectful pupils. One of the reasons for such good behaviour was the behavioural messages that children received, and which were supported by their parents. Teaching staff in two of the schools explained that they tried to make pupils understand that any poor behaviour would ultimately damage their learning, and that they therefore tried to help pupils recognise the importance of learning combined with good behaviour. In a school which sometimes worked with pupils who had been referred to them by mainstream schools due to behavioural issues, the head explained that they drew up a personal statement with children when they first came to the school:

So when they come in the beginning we ask them to write a personal statement and we say, 'we are here to help and the only way we can achieve and support you is if you show us that commitment and anything you have difficulty with, feel free [to ask us about]. Because I am trained as a mentor, anything you need that is confidential we are not going to discuss with a parent' ... and students kind of helping themselves, and then we find out what the problem is, then we tackle the problem, and ... then we encourage them, and if they have progression we show the parents the progression and say, 'this is what you need to do with them'. (Headteacher)

A similar approach was used by teachers in another school where teachers also related good behaviour and learning to the religious messages that children received:

We try to make them understand that you control your behaviour, be patient, be nice to other children and other teachers. Try to make them calm down, you know don't be aggressive and listen to your teachers carefully... We tell them 'don't do this you are harming yourself ... you are not learning. And knowledge you know is an important thing'. We tell them that knowledge is compulsory to every man and woman. There is an Islamic [saying] and so all of your life you think knowledge, you try to learn ... and then apply this knowledge in your daily life. (Teacher)

Teachers reported that because of the comparatively small amount of time they spend with their supplementary classes, discipline is vital in lessons so as to cover as much work as possible. A teacher in a National Curriculum focused school said, *'I don't give the children time to mess about or go off task or whatever. We use the time very productively'*. A teacher in a similar type of school echoed these sentiments, saying, *'we know these children, it's their only chance and so there is no time to mess around'*. She explained that when the children came to her class she expected them to have *'100% focus'* and to comprehend that without such focus *'no one is learning'*.

One school had included classes relating to behaviour in its curriculum. This had been developed as a result of complaints from parents that *'their children were getting picked on by teachers'* in the mainstream. The school investigated this and found that on the contrary, the pupils were misbehaving. In response to this, they delivered lessons which teach pupils strategies to deal with these situations, as the headteacher explained:

What goes on here in lessons we try and find ways to help solve those problems because part of education is being able to actually pay attention and get through a lesson without being sent out. And for some children that is a barrier - they are getting themselves into situations where they are not understanding ... and so they are getting excluded from classes regularly, which means they are not picking up what they are supposed to, which means they are behind their peers. And so it is all kind of balancing. (Headteacher)

Staff respondents noted that pupils tended to behave better at supplementary school than they might in their mainstream school:

Most of them are good and they are very co-operative and [I] think that when they come in the mosque they behave differently [to how] they behave in the school. Sometimes they are rude in the [mainstream] school, but not here. They are very respectful and very kind. (Headteacher)

Teaching staff's perceptions as to why pupils behaved differently in supplementary school varied, but for several, it was because the children went to supplementary school because they wanted to learn and achieve, as one headteacher explained:

I would say 95% excellent behaviour. The children who come here [come] to achieve something at the weekend. They don't have to come in. That's the key. The key is that the parents bring them in to learn something to achieve something. When you do that obviously you have to behave otherwise you're out. (Headteacher)

Another headteacher suggested that good pupil behaviour was linked to the cultural heritage of the pupils, and that they behaved because they were keen to learn about another culture:

I feel they are actually acting differently in this school. It should not be different from the other school but they feel that different. They are coming here to teach [sic] a different culture. (Headteacher)

Generally, pupils said that behaviour was very good in their supplementary school. Some pupils related the overall good behaviour they observed of pupils at their supplementary school to the financial contributions parents made for them to attend. A pupil said, *'I think the behaviour's better in this school than our normal school ... because you have to pay to get in'*. This was supported by another pupil who said *'if you don't concentrate then what's the*

point in going?’ Similarly, a pupil in another school claimed that children who attended supplementary school tended to want to learn more, in contrast to the mainstream where ‘no-one listens, everyone’s fighting, everyone’s shouting at the teacher, everyone’s trying to take the Mick’. When asked why this was, the pupil said ‘because your parents, everyone’s [parents pay for them to] come here ... So you know that learning is valuable’.

When asked about their personal behaviour, pupils were of the opinion that they behaved better in supplementary school primarily because ‘the teachers listen to everyone’ (Pupil). The notion of teacher’s listening was articulated further by a pupil who admitted to being in trouble in the past in his mainstream school. He revealed that he felt less comfortable in the mainstream to ask questions because the teacher asked him to put his hand down when he had tried in the past to say he did not understand something. This difficulty led to him exhibiting poor behaviour. He said, ‘when it comes to doing the work you don’t know what you’re doing and so you just sit there and get in trouble’. He went on to explain that the situation in supplementary school was different:

[Here] if you don’t know what you’re doing you put your hand up and she will explain it to you. In normal school she will say, ‘oh you should have been listening in the first place’. (Pupils)

Other pupils said that they had altered their behaviour since coming to supplementary school. This was particularly the case for pupils in schools where teachers focused on showing how their work would suffer if they were poorly behaved. As a result of this approach a pupil said, ‘I realised that I had to stop being rude because I’m missing out on all the work ... and I learn more here than what I did in school’.

Pupils also contrasted the differing techniques for dealing with poor behaviour between the mainstream and supplementary schools. In supplementary school, teachers talked to pupils about their behaviour and why it was not appropriate as illustrated by the following comments:

I think my behaviour’s improved because before I was quite feisty and I’d answer back the teachers and be rude to them and at school if I do that I’ll get shouted at but here you have a straightforward talk. You don’t get shouted at and they talk to you, they tell you the consequences of what’s going to happen if you carry on. (Pupil)

At normal school where there are so many children and if they’re too busy they will just send you out. Here though they actually talk to you about it and like tell you what you’re doing wrong and stuff. (Pupil)

Parents welcomed the ways in which supplementary school staff discussed with pupils the reasons for their bad behaviour and the consequences of their action. One father referred to it as teaching ‘life skill[s]’ in ‘how you conduct yourself’. He appreciated what he said was an ‘open response’ by his child’s supplementary school, in terms of dealing with behaviour incidents quickly:

If a dispute happens [the teachers] go straight to the child, they speak to them, and there doesn’t seem to be any sinister you know, like you would get in [mainstream] schools, I like the way they do very open response. (Parent)

8.5.3 Instilling respect

Respect was a key factor discussed by all groups in relation to behaviour in supplementary schools. It was intrinsically linked to culture and identity, and to cultural expectations of respect. In a school which provided religious teaching, expectations of respect were integral to the religious messages taught, as the headteacher explained:

For example, a student coming here, we ask him to respect your teacher, not only the teacher in the mosque, your teacher in the school as well. We ask them to respect your elder people and we ask them to be regular because this is Islamic education, you should be regular and punctual. When you go to school or everywhere in the office, so you should have a time table for every single thing in your life and so all these things I think are supportive of the mainstream school. (Headteacher)

Some schools had bullying and behaviour policies in place, such as a school focusing on the National Curriculum which used a list of rules designed to encourage children to respect each other.

Respect was perceived by teachers as something which should be given by pupils and also earned by teachers; if teachers showed the pupils respect, pupils would show respect to the teachers in turn, as a headteacher explained when discussing her school's approach to behaviour management:

We believe in discipline. We don't dispute, we don't believe in exclusion, but we care about behaviour. Parents know that we don't tolerate bad behaviour. If their child is not behaving well the parents would know. And so the children respect the teachers and they understand there is no nonsense, no answering back. ... But it is good to have respect from both sides. Respect is reciprocal; if you respect the kids they respect the staff. (Headteacher)

This viewpoint coincided with that of another headteacher who stated that *"it's not a one way thing; the staff have to behave accordingly as well"*.

A teacher at a language school spoke of her experiences of having become stricter and ensuring the completion of homework on time as she realised that the children gave her more respect and behaved better in response:

I think when they come, they come with a notion that, 'oh this is something we're doing extra so we don't have to behave how we do at mainstream school,' but then because we instil that you must respect your teacher and your fellow students then they learn the respect and then they're better behaved, and I think if you're stricter with them, they actually give you more respect. (Teacher)

The success of the teacher's approach was borne out in discussions with pupils in all types of schools. Whilst they perceived their supplementary teachers to be stricter than their mainstream teachers, they said they respected their teachers because of the respect which they showed the pupils:

In like in the other school if you do bad they shout at you, but here they tell you calmly and they respect and then you understand and you can respect them as well. (Pupils)

They respect you. We respect each other, everyone is equal and fair. (Pupil)

This was further illustrated by a pupil in another school who referred to the mutual respect between the teacher and the pupil. He contrasted this to the relationship with his mainstream teacher who would often say ‘*shut up*’ to pupils rather than requesting that they be quiet. This was perceived as a ‘*disrespectful*’ way for the teacher to behave, as he explained further below:

Yeah because if someone is going to shout, you're not going to like really pay attention to them because that's kind of like disrespecting you in a way. If you're like talking and arguing, it's like 'shut up', they won't really like listen to you. But if you be like, 'can you be quiet and don't talk?', then you're going to listen to them more because they're not disrespecting you. (Pupil)

All the parents we spoke to rated respect and discipline very highly and appreciated the approaches the schools took towards instilling these values in their children. Some parents compared it to their own expectations of respect and how they thought respect should be taught in school. While fathers were less likely to attend the focus groups we held in the supplementary schools, those fathers who did attend appeared to be more likely to discuss issues around respect. Fathers in two different schools referred to older styles of teaching, such as ‘*that old philosophy*’ and ‘*the classic way of teaching*’, by which they meant that pupils were taught values, manners and how to behave. One said:

... they talk about respect for teachers, and it's that old philosophy, I don't think it's just me, you see it here. You have to address them as 'Mrs So and So' and 'Mr So and So' ... and to me it does a lot for the child, they conduct themselves [better] if they can respect their elders and the adults around them in education because I think education today, the children aren't encouraged to respect the teachers, whereas when I was younger you were expected to respect your teachers, your educators, so I like that. ... So I don't just look at this from an academic point of view I like the structure and the way they set up their discipline and the way they work with the children so they get values. (Parent)

A father in another school held similar views:

It's very good, yes. They don't tolerate rudeness, they don't tolerate all the fancy stuff, so I'm happy with that as well because although I don't have any behavioural problems with my kids, but some kids do have problems, some of them are hyperactive, some of them don't get enough discipline at home so there are lots of things, but in general, in here, they're quite disciplined, very disciplined. I didn't hear any abnormal behaviour. (Parent)

A Somali parent described his children as being ‘*very well disciplined through the[ir] religion and language*’ which was not dissimilar to how the African, African-Caribbean, Polish and Turkish parents viewed their children’s attendance at their respective supplementary schools. Turkish parents and school staff for example, saw cultural knowledge transmission in Turkish schools as invaluable for Turkish children. It taught them how they should behave and what was expected of them as Turkish children; something which one parent argued was not possible in mainstream schools, because unlike mainstream schools, Turkish schools ‘*reflected the home*’. As one parent commented Turkish school ‘*disciplined*’ their children’s mind and taught them ‘*manners*’ and ‘*responsibility*’ (both behavioural and cultural) at the same time as the children were learning Turkish. Parents considered this transmission necessary otherwise it was opined their children would ‘*end up on the street*’.

Linked to discipline, many of the parents we spoke to expressed traditionally held views that silent classrooms indicated that children were learning and also being respectful. During one of the school visits parents pointed out the silence to the researcher who was talking to them in the open plan classroom, and contrasted this to other supplementary schools they had sent their children to in the past where children would shout and jump around: *'They can't listen; when the teacher's explaining something the children just talk to each other. It's shocking'* said a mother. Another said, *'when the children are quieter that means, it shows us you know they're enjoying what they're learning'* (Parent). This issue was also raised in a school which was held in a library. Some of the parents complained about the noise levels and the fact that children may be learning less because they were talking.

8.5.4 Parental involvement in behaviour management

Many of the schools had developed close relationships with parents, for whom discipline and respect were similarly important, and they used this to assist them in ensuring good behaviour from the children. Teachers explained that if they had any problems regarding behaviour from pupils they would phone parents to discuss the situation with them. For example:

The issues they have in school about banter or answering back it, doesn't happen here because you are not allowed to because if they do we know their parents and they're just a phone call away and they don't like that; they don't like that.
(Headteacher)

It was clear that the threat of parental involvement helped to improve pupil behaviour. In some of the schools, parents waited for their children while they were in class, and pupils were aware that they could be easily contacted.

If we get in trouble basically we get sent out, and then Miss comes and talks to us and we come back in or sometimes if it gets really [bad] we get a phone call home.
(Pupil)

Some people who mess about and misbehave like their family finds out they shouldn't do that because the teacher plans on telling them, and they stop. (Pupil)

The headteacher of another school reported that parents were asked to sit in the classroom if their child repeatedly misbehaved in class. According to the headteacher, this behaviour management strategy worked well, since pupils did not like the idea of their parents sitting in the classroom watching them for the whole session.

In a school which used a mainstream school for its premises, pupils and parents were also very much aware of the threat of permission to use the school being withdrawn should pupils misbehave. This was partly to do with the need to care for the mainstream premises, partly linked to the large waiting list for the school, but also linked to the ethos of the school, which was to instil good behaviour in its pupils. A parent in the focus group explained that her child had previously been temporarily excluded for bad behaviour, while others had been permanently excluded. The parents were supportive of this approach, and as such, they considered it important for parents to keep in touch with the teachers and find out how their children were behaving in their lessons and the wider school. Pupils were also aware of the need for such a system as indicated by a pupil response:

And also there are some children on a waiting list, and more children want to come to this school and if people are being really, really bad and disturbing other children they might have to get excluded. (Pupil)

Parents in all the schools were very much aware of the issues around behaviour and discipline, and the problems that could arise from having their children labelled as 'bad'. Such fears contributed to parents supporting school behaviour management strategies in any way that they could as illustrated above.

8.6 Teachers experiences of working in supplementary schools

Having explored the teaching and learning strategies which were implemented in the case study schools, we now examine the experiences of supplementary school teachers.

Teachers in the case study schools were asked to discuss their experiences of working in supplementary schools, and, where relevant, to compare their supplementary experiences to working in mainstream schools. On the whole, teachers related very favourable experiences of working in supplementary schools. Teachers universally praised their pupils in relation to their attitude to learning and their behaviour (see earlier discussion). Earlier we highlighted teachers reasons for working in supplementary schools (see 7.5.4). Here we will discuss the characteristics which teachers identified as being necessary to work in supplementary schools, the benefits they derived from their work, both in terms of fulfilment and in terms of more tangible benefits in terms of their teaching practices, as well as some of the challenges they faced.

8.6.1 Key characteristics

Teachers identified a range of characteristics necessary to be able to teach in supplementary schools, but most important was a need to feel passionate about working there and having a commitment to helping the children. In terms of actually working in the classroom one teacher suggested that '*patience and flexibility*' were needed due to the sometimes '*erratic*' attendance, and because of the highly varied ability levels of pupils; '*in effect you could have two different lessons going on*'.

8.6.2 Benefits

While supplementary school teachers generally worked in the schools for little or no pay, the teachers we spoke with reported deriving a great sense of satisfaction from their work. Being able to pass knowledge on to pupils and seeing them grow in confidence were seen as being very rewarding, as was the feedback they often received from parents and pupils, as one teacher explained:

I would say my personal experience of teaching here has been positive. Yeah I do I find it very rewarding. ... If I take for example someone who left a couple of years ago now, I started teaching him in Year 5 and over the years I watched his confidence grow and grow. And you know that sort of thing is really rewarding. And then we have parents evening and you hear the parents say the knock on effect from this school. And so personally for me it's very rewarding. (Teacher)

Other teachers found the experience of being part of a '*supportive*' community (of teachers, pupils and parents) and of '*giving something back*' to their community very fulfilling (see also 7.5.4).

Those teachers who also had experience of working in mainstream schools identified aspects of their own teaching practice which differed to the mainstream. These were almost universally described in positive terms, with teachers reporting greater creative freedom, the use of more varied teaching strategies and feeling less constrained by bureaucracy.

There was a perception that teaching in a supplementary school was 'less rigid' whilst having the 'same expectations of students in terms of setting standards'.

But here obviously it's less rigid and if there are reasons that the students have any difficulties, cultural differences etc., I can take that into consideration and work with that. (Teacher)

Teaching staff liked the fact that they were able to have more time with individual pupils and were able to devote more of their personal time to them and 'relationship building'. This was again linked to class size, with teachers more able to talk to individual pupils:

I think because more supplementary schools, they're smaller classes, there's more intimacy in terms of relationship building and of course we don't have the same pressures that mainstream have. (Headteacher)

Some of the pressures that the headteacher cited above alluded to were also raised by her colleagues and those in other schools. Teachers reported feeling less constrained by government initiatives and programmes than in the mainstream, and of having greater freedom and flexibility in deciding how to structure their lessons:

Yes there is much more room now for me to exercise my professional judgement. I think much more willingness, if you like, to listen to my point of view rather than having to teach to sort of very formalised ... In mainstream school I think because of the raft of initiatives that have come in recent years and the very sort of codified planning that you see, it is very hard to deviate from those and introduce creative. ... I think it's because you are so worried about covering what is expected that you are kind of teaching to the letter – do this page of words, this range of spellings. You tend to stick with it and because there is so much to cover I think there is very little room to see how you can do things quickly in a very cross curricular way. You know, take short cuts and introduce some of your own ideas. And I think there is more room to be able to do that here. (Teacher)

A teacher in another school which similarly focused upon National Curriculum subjects agreed:

Our time on a Saturday is put into effective use because we only have to focus on the children, whereas at my [mainstream] school there are a whole series of programmes to deliver which takes a lot of teaching time, and takes a lot of time on admin and paperwork. (Teacher)

This, in turn, meant that teachers said they felt more able to concentrate on improving children's achievement, and of targeting specific children more than they would usually:

We don't also have someone going on about the latest initiative every half a second. We can actually look at what we have got to do and really concentrate on achieving that and getting the progress out of the children and not suddenly stop because there is an e-mail that has arrived to tell someone this or that. (Teacher)

This did not just apply to schools which focused upon National Curriculum subjects. Teachers in language schools also spoke of how working in their supplementary school had allowed them to develop their teaching practices further and to experiment with different strategies. For example:

Here I have a freedom to explore different strategies according to how I see my students benefiting from it. ... Teaching in supplementary school is definitely a gain for me. It gave me opportunities to revisit my approaches and experiment without any pressure from management. This helped me develop enormously as a teacher. (Teacher)

Yes, there is definitely a gain on my part. Exploring the social dimensions of learning has been tremendous for me. (Teacher)

Working in supplementary schools also enabled teachers to explore aspects of culture and identity which they might not normally have the time to cover in the mainstream curriculum. A teacher said, 'we're not constrained with having to teach because we've got an exam coming up, I think we have more flexibility and freedom to explore and do perhaps different things within the curriculum that you wouldn't have an opportunity to do at [mainstream] school'. For example, they had integrated Black History Month into their science lessons by exploring the traditional foods that people brought with them. She said:

I like the fact that I can be flexible with the curriculum and I have an impact on the next generation on young Black children, whereas I find in mainstream there are lots of constraints on having that influence. (Teacher)

8.6.3 Challenges

Teachers also spoke of some of the challenges they were faced with teaching in supplementary schools. Time was a major issue for teachers, particularly those which delivered National Curriculum subjects, both in terms of having time in the short weekly lessons to fit everything in, but also having time to prepare for the lessons as well. As a teacher explained, 'everything is packed into three hours planning and teaching and meetings and talking to the children'. Other teachers who also taught in the mainstream, also referred to the constraints of trying to tailor their lessons for pupils within the time available. Two such examples were:

It's knowing how to help the children for one day out of the whole week, so it's effective because it's one day out of the week. So therefore, how do I structure, plan my lesson, what do I focus on today that is more beneficial to them in school? You can't try to teach like mainstream, if you just thought about it like, 'okay we are going to do comprehension today'; that is not enough either because you can't just say, 'we are going to do comprehension, just give me the questions'. So that is why I am trying to tailor my lessons; I think very carefully and sometimes I think conceptually. (Teacher)

I think we are very focused on it. We are very much aware that it's very time constrained and aware that what I deliver across a six week half term on average is what children will get in a week of mainstream. So that makes it kind of focused. (Teacher)

Many of the teachers planned for their lessons similarly to how they would in the mainstream; on top of this, a number of teachers also marked the children's work. This

demanded a great time commitment from teachers, particularly from those who also worked in the mainstream and did this work in addition to their normal planning. A teacher described her workload:

My whole week is completely condensed and it's just manic. [On Friday evening] I burn the midnight oil to get ready for Saturday school. ...I could [start] about 10pm [and] I am up till 2am in the morning sometimes getting ready and I am here [from 10am] until 3/3.30 o'clock [in the afternoon] marking, and if I have to put things in their books or their packs for next week, preparing little things for next week. ... So it's quite intense really in terms of what I am trying to fit in and rotate it around the whole half term. But there is an awful lot of preparation ... and so I try to do a little bit in my mainstream school if I can. (Teacher)

8.7 Summary

This chapter has explored in detail the teaching and learning strategies used in the supplementary schools. We have shown that the size of classes in supplementary schools is a key factor in terms of pupil engagement, allowing teachers to spend more time with individuals and devote more time to various areas of the curriculum. Whilst teaching strategies are broadly similar to those used in the mainstream, supplementary schools differed in terms of the strategies they used to engage pupils, and in terms of behaviour and school ethos. The supplementary schools case studies strived for an atmosphere in which pupils could feel comfortable learning, and would understand the importance of learning. In assessing the nature of teaching and learning in supplementary schools, where supplementary schools were teaching National Curriculum subjects, respondents made comparisons with mainstream school education. These comparisons implied a positive impact on mainstream schooling (i.e. the child has been effectively taught some aspects of the National Curriculum in their supplementary school). These perceived impacts are explored further in Chapter 11.

9 Parents

9.1 Introduction

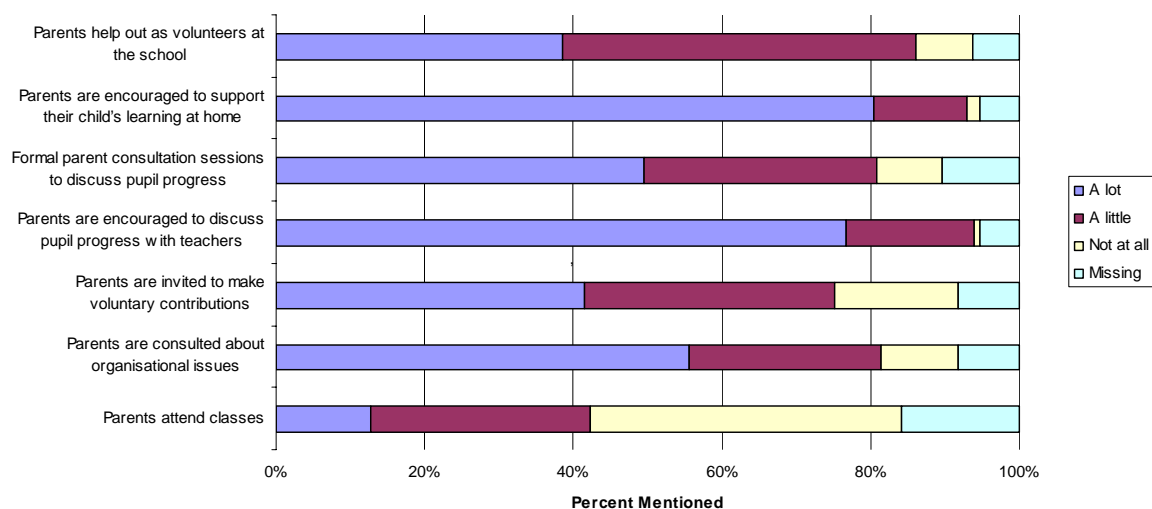
This chapter focuses on parents and their views and experiences in relation to supplementary schools. It considers their level of involvement in supplementary schools and their relationship with the teachers. The majority of this chapter draws on data from the case study schools.

9.2 Parental involvement

In the **survey**, respondents were asked about the different ways in which parents were involved in supplementary schools. Around four-fifths of schools reported that parents were encouraged to support their child's learning at home (80%) and to discuss their child's progress with teachers (77%) 'a lot'. Around half of schools held formal parent consultation evenings (50%) and consulted parents about organisational issues (55%) 'a lot'. Other common types of parent involvement were helping out as volunteers (39%) and making voluntary contributions in addition to paying fees (42%, Figure 9.1).

Figure 9.1 Extent to which parents are involved in school

Base: All supplementary schools surveyed (301)



The **case study** data revealed that the level of parental involvement in supplementary schools varied, not only between schools but also between parents within a particular school. Broadly speaking, the findings from the case studies support those from the survey data in relation to parental engagement with the main areas of involvement identified as parents:

- supporting their children's learning
- regularly discussing their children's progress with the school
- attending parents evenings; and
- volunteering in a range of ways.

Parents engaged either formally with the school, for example some were tutors in their child's supplementary school or served on the governing body, or informally, by volunteering to help with trips or attending activities offered by the school. Factors affecting engagement included: parental knowledge and understanding of the British education system; how much time a parent had; if they were a single parent or not; or their type of work.

9.2.1 Parental responsibilities

From the perspective of **case study** schools, parents were involved with their child's supplementary school in very practical and supportive ways. Headteachers noted that parents have a responsibility to ensure pupils attend regularly and on time, behave, do their homework and affirm the learning that goes on in the classroom. Parents agreed that they had a responsibility to ensure their children attended regularly, on time and that learning that took place in the classroom was further supported at home, especially through homework; as one parent commented:

It's not just a babysitting service, two hours on a Saturday morning is not going to teach them everything, they've got to carry it through at home. (Parent)

However, some parents argued that helping their children with homework could be difficult especially where they lacked the appropriate skills and curriculum knowledge (this is discussed further in section 9.2.3 below).

9.2.2 Contributions, formal and informal

Several supplementary school headteachers said they regularly invited parents to share their ideas and concerns, sometimes formally, for example at annual parents evenings or open days, or informally, on a casual basis.

Formal parental involvement:

Frequently parents had the opportunity to attend parent evenings, annual meetings or regular parents meetings. In many cases there was an expectation by the schools that parents attended such events that were generally held annually.

Some parents were representatives sat on the governing body of their child's supplementary school. In this way parents had the opportunity to contribute formally to the organisation and running of the school. However, this level of parental engagement did not appear to be an option at all of the supplementary schools. Somali parents one school for example, complained that the school did not have a parent Council or a Board of Governors on which they could participate.

In some instances, parents also taught at the school. In one school, a father volunteered to teach self-defence classes to other parents for free whilst they waited for their children. The parents that attended had reportedly benefited physically and mentally and had grown in confidence.

Informal parental involvement.

Much of the reported parental involvement activity was informal, for example, giving additional financial voluntary contributions and helping with one-off events such as parties (through e.g. catering) and festivals, end of year shows, trips out and fundraising:

I come in and support, if they have trips or if they need any help with some paperwork or with the kids to do things. Anything they ask really, I'm here to support. (Parent)

Many case study parents volunteered at their supplementary school, providing support in the classroom, when and if needed including with assisting with behaviour management as illustrated in Section 8.5.3.

Parents also viewed informal discussions with staff and providing informal feedback, regarding what worked and what did not work, both in terms of their own children's learning and how the school was structured, as being involved.

Headteachers valued the informal contributions that parents made and one case study school rewarded parental efforts with a certificate for '*outstanding parental involvement*' (Headteacher).

9.2.3 Barriers and limitations of parental involvement

The study identified two main inhibitors to parental involvement. One was the employment patterns of some parents. Headteachers acknowledged that it was not always possible for parents to commit to the school, especially when they worked full-time in demanding jobs, often working shifts. Nonetheless, senior management staff at a language school were concerned that parents at their school were not as involved as they would have liked.

The second main barrier deterring parental involvement in supplementary schools was reportedly some parents lack of English and understanding of the British school system; particularly in parents that had only recently arrived to this country. As two headteachers explained:

...we have parents who don't speak the language and don't understand anything about the system or the whole British system and so we educate them. (Headteacher)

The majority of the parents who either have recently arrived, have probably settled here for a few years, there is a complete lack of awareness about the basic structure. They don't know about the education system in the United Kingdom. They don't know the curriculum. They don't know who is offering what. (Headteacher)

Interviews with parents also suggested that even those parents who were educated in this country did not necessarily understand National Curriculum requirements and expectations. As indicated above, there were also parents with an understanding of the system, who revealed that they were unable to support their children's learning owing to teaching methods being very different to the way they themselves had been taught particular subjects.

To enable parents to support their children fully, a number of schools in the study offered parents help, advice and training. At one school for example, the parents were '*coached*' and provided with '*guidelines*' and '*targets*'. A second school carried out a '*training needs*

analysis' on all parents to assess the type and level of support required, whilst a third school had developed a series of workshops and short courses for parents to help them support their child's learning.

9.2.4 Benefits of parental involvement

The case study data suggests that parental engagement benefited the supplementary school, parents and the child. Not only were parents in a better position to help their children with homework, addressing any poor behaviour and support the learning that occurred at supplementary school, they were also better placed to assert themselves in mainstream education. For some parents, being part of the supplementary school system meant that they had inside knowledge of how the school operated, its needs and how they could help, particularly to improve the standard of the education their children received. As one parent who was putting herself up for election of the school council commented:

I am going to put my name down to be elected. Then in that sense I know what is going on and if there is any other help I can give. (Parent)

9.3 Parents' relationships with the school

Across the case study school, parents reported good relationships with supplementary schools, headteachers and teachers. They often described the staff as '*approachable*' and '*friendly*'; likening them to a '*family*' or a small community. One parent commented that '*no one is scared of approaching the teachers*'. They were seen as accessible, with parents encountering few, if any barriers, as a parent commented:

There are no barriers between us. We can talk easily with the headteacher, we can sit together and tell them this is a concern and it needs to be changed or to think about the way it could change, we have a good relationship. (Parent)

Teachers and headteachers were generally seen to be open in that parents felt they could talk to them about a range of issues from their child's behaviour, health and academic progression. They were also open to ideas of how the school could be improved.

Language and general communication were said to be unproblematic compared to when parents tried to engage with mainstream schools, since staff at supplementary schools generally spoke the parents' native tongue. This negated the need to have a translator present when parents wished to speak with staff about their child.

Parents reported receiving regular progress reports and informal updates from teachers on their child:

... what is nice is the approach they use, if they've got anything they need to tell us whether it's concerns or how they're progressing they will always ask to speak to us at the end of the session, so when we go and collect them they say, 'oh we would like to speak to you', and they update us regularly on how our child's progressing. (Parent)

Many parents said that they were welcome to sit in on classes if they wished to see how their children were learning or settling into the school. Parents said '*you can observe everyday here*' and '*they invite you to come and stay with the children in the lesson*'.

Supplementary schools were often seen as informal and relaxed and very different to mainstream where everything was very formal and the parent rarely has a chance to meet

and speak with their child's teacher. Parents related that participation was encouraged, unlike in mainstream schools, unless you have an official post, for example as a parent governor or a member of the Parent Teaching Association (PTA).

For their part, a small number of headteacher interviews confirmed the importance of building a good relationship with parents to ensure that children achieved their potential, such as a headteacher who said *'building a relationship with the parents, it helps a lot towards a child's learning because education is so important'*. One also argued, that it was good to do informal activities with parents such as day trips *'because parents talk to each other'* and teachers *'talk to the parents'* which the headteacher maintained assisted supplementary school staff in building better teacher/parent relationships and aided pupil learning.

9.4 Summary

This chapter has considered how parents are involved in schools and the relationships they have with the teachers. Parental involvement in supplementary schools was both formal and informal. It ranged from helping their children with their homework, to attending parents' evening to volunteering to teach or help organise trips and events. Parents reported good relationships with supplementary school staff; in contrast to the relationship they have with mainstream teachers. They found teachers and headteachers to be open, available and friendly; often refereeing to the schools as 'communities' in which they felt comfortable and welcomed.

10 Supplementary school links and community cohesion

10.1 Introduction

This chapter focuses on the links supplementary schools have with other supplementary schools and their links with mainstream schools. It considers the relationship supplementary schools have with the mainstream; how the links are understood; what form they take and if they could or should be different. It also explores how the mainstream schools in our study view and work with supplementary schools.

In addition, the chapter examines supplementary schools understanding of 'community' and 'community cohesion' and how this is played out in the work that they do.

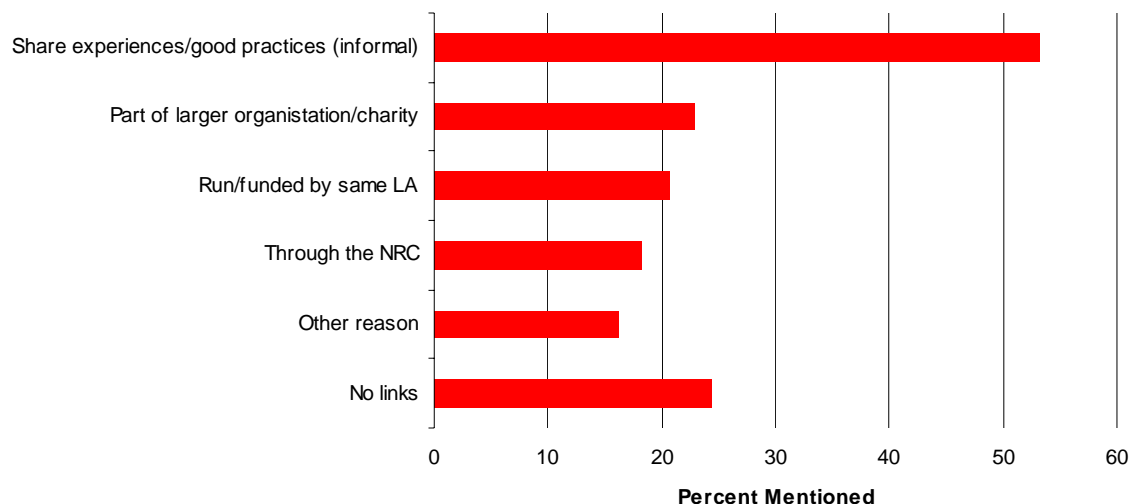
The chapter utilises survey and case study findings, and begins by outlining the nature of supplementary school links with other supplementary schools.

10.2 Links with other supplementary schools

One of the aims of the **survey** was to find out whether supplementary schools linked up in any ways. The results suggested many supplementary schools have links with other schools similar to themselves, and this was for a variety of reasons. By far the most common reason mentioned by over half of the schools (53%) was that they were able to share experiences and good practice with the other school(s) on an informal basis. Smaller proportions also mentioned that they were linked because they were run or funded by the same LA (23%), they were part of a larger organisation or charity with the other school(s) (21%) or that they had come into contact with another school(s) through the NRC (18%, Figure 10.1). Twenty-four per cent of schools said they had no links with other supplementary schools.

Figure 10.1 Links with other supplementary schools

Base: All supplementary schools surveyed (301)



Most of the **case study schools** did not mention links with other supplementary schools, although of course this does not necessarily mean that the connections do not exist, and indeed conversations with LA representatives revealed a variety of LA initiatives to link up supplementary schools. A few of the schools did refer to their links with other supplementary schools. One headteacher, for example, had run workshops for other local supplementary schools. Staff at another school discussed their links with other supplementary schools in more detail than any of the other case study schools. One member of staff interviewed at the school reported working with other schools (both supplementary and mainstream), holding workshops, events and building connections. Staff at this school raised some interesting points concerning supplementary school links, suggesting that some supplementary schools may not be as keen as they were to foster such connections:

Because a lot of supplementary schools feel that there's competition there for funding, they're very secretive and very closed off from other organisations, be it a mainstream school, a voluntary organisation or charities, and so I think being open about what we do is really, really important and it's to share that practise that you have. (Headteacher)

I think another one of the reasons why we are approached by other community organisations or supplementary schools is because we're happy to be transparent: We want them to know what we're doing and we're very happy to share resources and materials. (Development Officer)

10.3 Supplementary school links with mainstream schools

Respondents to the **survey** were asked whether their supplementary school had any links with mainstream schools. The majority of schools (64%) reported such links which, in most cases, were maintained with a small number of schools (Table 10.1). Of all surveyed schools, 38% were linked with between one and three mainstream schools. However, a

small proportion of surveyed schools (15%) were linked with more than five mainstream schools.

Table 10.1 Number of mainstream schools linked to supplementary schools

<i>Base: All supplementary schools surveyed</i>	<i>Survey</i>
Number of mainstream schools	Total %
1	18
2	11
3	9
4	7
5	3
6-10	9
More than 10	6
Don't Know	1
None/not answered	35
<hr/>	
<i>Bases</i>	<i>301</i>

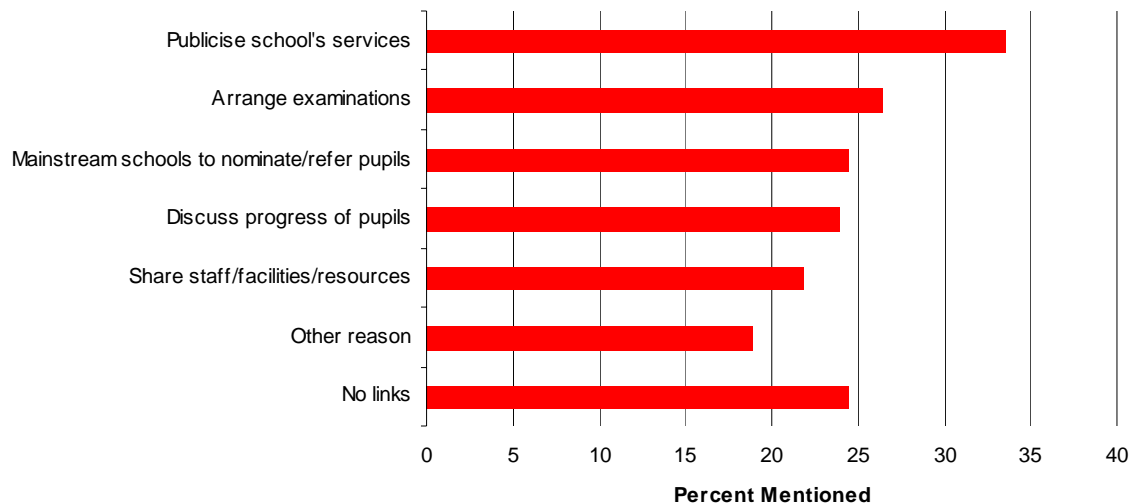
The reasons for these links varied; the most common reason was that mainstream schools would publicise supplementary schools' services; 34% mentioned this. Mainstream schools also referred pupils to supplementary schools in around a quarter of cases (24%) (Figure 10.2).

More practical reasons of sharing or using staff, facilities and resources with mainstream schools were mentioned by 22% of schools. Eighty per cent of schools that had links with mainstream schools to share staff and resources operated from a local mainstream school.

Some schools had links with mainstream schools for reasons to do with the academic progress of their pupils. For example, 26% of schools said that they had links with mainstream school(s) to arrange examinations for their pupils, and 24% discussed the progress of individual pupils.

Figure 10.2 Types of links with mainstream schools

Base: All supplementary schools surveyed (301)



All of the **case study schools**, except one, reported some type of links with mainstream schools. The number of mainstream schools that they linked with frequently was not stated. In some cases the links were formal whilst in others they were more informal.

Four supplementary schools linked with mainstream schools by sharing the same premises. In each case the supplementary schools had free, unlimited access to facilities and resources at the host school. In contrast a language school reported having virtually no link with the mainstream school that it used and very little access to facilities at the school. This type of hosting is seemingly not uncommon. One LA coordinator reported that a 'vast majority' of mainstream schools were 'passively hosting' supplementary schools. This was largely attributed to a shift in 1990 in local policy that led to restrictions on the use of LA property and resulted in mainstream schools being unable to accommodate supplementary schools without charging them fees. Fee charges were considered by the LA coordinator to be detrimental to the building of relationships between the two sectors; a situation that still persists in the LA concerned.

Some supplementary schools in the study invited mainstream schools to attend events and meetings, some of which were run on an occasional, ad-hoc basis and some of which were more formal events such as regular management meetings or the supplementary schools AGM. Every year the Islamic faith school invited all non-Muslim staff from local schools to attend the open day at the mosque. One National Curriculum focused school invited mainstream schools to workshops and prize giving events, whilst another offered mainstream schools training packages, for example on issues of exclusion and raising attainment, which some purchased; thus enhancing the overall relationship between supplementary and mainstream schools in the area.

One supplementary school had developed their links with the mainstream sector as a result of an LA initiative it was involved in to raise pupil attainment. Contacts the supplementary school headteacher had made to mainstream schools to explain the initiative had helped to bring the mainstream schools 'on board' (Headteacher) and led to mainstream schools

referring pupils to the programme. There was little other evidence of mainstream schools referring pupils to supplementary schools.

In some cases there was a cross-over of teaching staff between the two sectors with teachers in seven of the case study supplementary schools also working in mainstream schools. Several ex-students from a BME school had gone on to take up headships at local schools providing the supplementary school with valuable mainstream links. In addition, this school also provided teaching placements for students on PGCE courses or for those trying to gain their Newly Qualified Teaching (NQT) status.

Supplementary schools found that mainstream schools were more likely to contact them when a pupil attending both schools had a problem, for example with their attendance or if they were in danger of being excluded (particularly noted in three schools).

Many of the case study school headteachers described their relationship with the mainstream sector as 'good', 'very close' and one even suggested they were '*part of the [mainstream] team*', but virtually all felt supplementary/mainstream school relationships could be better:

We're very fortunate that we do have good relationships and good links with our mainstream schools, not all of them needless to say ... we keep them posted on anything that we're doing ... we do invite them to come along to participate ... [but links] ... could be better. (Headteacher)

Building a good relationship often relied on the supplementary school headteacher taking the initiative and approaching mainstream schools; a process which they described as involving considerable time and effort. Some supplementary school headteachers indicated that mainstream schools only wanted to work with them when they could see the benefits it would bring; the '*value added*' as one head referred to it. Another said they found that secondary schools were more proactive and open to working with them than primary schools; the latter were said to have too little time. However, supplementary school headteachers felt the onus was generally on them to go out to the mainstream schools to initiate and build the links, rather than the mainstream schools coming to them:

I think you have Mohammed going to the mountain rather than the mountain going to Mohammed. I think they [mainstream schools] would rather have us come to them to help them solve some of the problems they cannot solve, especially if the problem is an ethnic problem. The schools, even if you have a great input into what they are doing are very reluctant to acknowledge that you are helping ... schools don't want to think that a supplementary school is helping them to do well. (Headteacher)

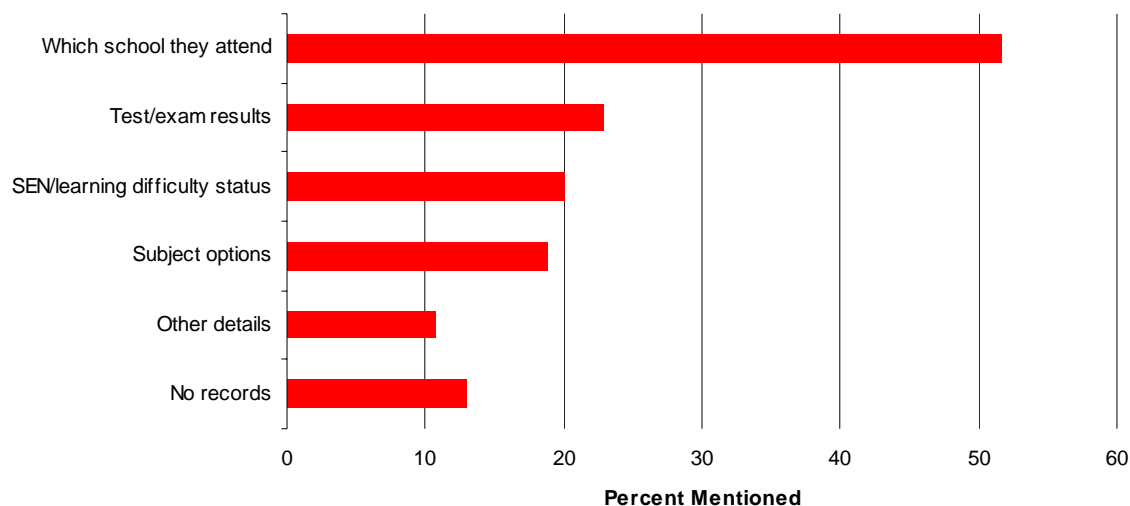
The level of awareness by parents of the links between the two types of schools varied. Some knew that their child's supplementary school had connections with mainstream schools, whilst others were unsure if they had links or not. When asked if the supplementary school had links with any mainstream schools, one parent commented, '*I don't have a clue*'.

Survey respondents were asked in more detail about liaising with mainstream schools over individual pupils. Sixty-four per cent of schools said that their staff liaised with mainstream schools about individual pupils. Over half (52%) had records of which school their pupils attended. Further details were kept by some schools; nearly a quarter (23%) held pupil test and exam results; 20% had pupil special educational needs (SEN) or learning difficulty status on record; 19% had their pupil's subject options; and 11% held other details. Only

13% of schools said that they held no information provided by mainstream schools (Figure 10.3).

Figure 10.3 Types of mainstream school information held about individual pupils

Base: All supplementary schools surveyed (301)



Some **case study schools** reported accessing some level of pupil information from mainstream schools, but such information did not seem to be comprehensive or formal; rather it related to a pupil's general level of ability or their behaviour.

There is little evidence from the interviews to suggest that mainstream schools are sharing in-depth information regarding individual pupil attainment and progress. None of the supplementary schools seemed to have received pupil exam results. Any information they did receive, such as progress reports, appeared to be supplied by parents. For example, the headteacher of a National Curriculum focused school said they always asked parents to supply their child's school reports for newly enrolled pupils. This enabled them to see what level the pupil is working at, the name of their mainstream school and their head of year. The supplementary school would then contact the relevant teacher for more information. It was unclear from the data exactly what type of information the supplementary schools were requesting and what, if anything, was actually supplied by mainstream schools. Where pupil information had been obtained directly from the school it was often through informal routes, such as knowing a pupil's teacher or the headteacher. By knowing the mainstream teachers supplementary school staff believed there was more likelihood they would share pupil information which would enable the supplementary school to understand how a pupil is being taught, what they are learning and their educational and social needs, as one headteacher explained:

You need to know what they're learning from their main school that you can help them with because some of them they cannot actually explain what they're learning so by actually visiting their school and actually knowing a little bit more about the teacher or the teaching style of the school you can get that kind of idea.
(Headteacher)

10.4 Mainstream school links with supplementary schools

The six mainstream school headteachers interviewed covered five case study school areas. However, not all of the mainstream schools had a direct link to, or a working relationship with, the supplementary school that participated in the study. Nevertheless, all of the mainstream school headteachers were aware of local supplementary schools to a greater or lesser degree, and five of the six suggested that the work supplementary schools do is 'very very important' (mainstream headteacher).

10.4.1 Initiating links

Initially, the link between one of the case study schools that operated from a mainstream school site came about when the supplementary school approached the mainstream school and offered to run language classes for a small number of pupils.

A headteacher of a mainstream school serving a large Muslim population stated that many of his pupils attended a Madrasah (Islamic religious school) after school which he felt made it difficult to organise and deliver extra curricula activities. To try and address this issue the mainstream headteacher had tried, some years ago, to develop links with the Madrasah, but without success. The headteacher reported that other organisations and supplementary schools in the area had experienced similar difficulties when offering Madrasah pupils additional tuition, for example in Maths and English. According to the mainstream headteacher, both the mainstream and local supplementary schools had been unsuccessful at getting exemption from the Madrasah for children to attend classes after school.

10.4.2 The nature of links

The study found that mainstream schools linked with supplementary schools in a range of ways at different levels. Two of the mainstream schools offered their premises to supplementary schools free of charge, one charged a fee, and one had put in place measures in 2009 (at the request of parents whose children attended the mainstream school and also attended a Polish supplementary school held at another mainstream school) to enable the school to be used as an exam centre by supplementary school pupils wishing to take their Polish GSCE exam. It was argued by the mainstream headteacher interviewed that such action was necessary because the host mainstream school where the supplementary school classes were held was charging too much for the provision of an examination service.

Senior staff at a mainstream school with links with a supplementary school attended the supplementary school's annual prize-giving where they presented prizes to pupils in recognition of their achievement and attendance. Such attendance helped to reaffirm the partnership between the mainstream and supplementary school which staff at both schools said existed, and demonstrated to parents the mainstream school's commitment to meeting the needs of the local community.

A second mainstream school headteacher reported having good 'active' links with at least two supplementary schools in their area including one that participated in this study. The supplementary school was involved in a small pilot project aimed at boosting the skills of particular pupils which the mainstream school had identified. The headteacher reported an improvement in the pupil learning of those who had participated in the project.

A third mainstream school headteacher drew attention to the links the school had developed with the local Somali community school following their involvement in a community language

initiative run by the LA. However, whilst the mainstream school headteacher reported having a *'positive relationship'* with the Somali school they had worked with, they had no plans to link with other supplementary schools in the area in the near future.

This variation in the level of engagement between the two sectors was further highlighted in LA coordinator interviews. Some mainstream schools were said by LA coordinators to enjoy very close links with one or two supplementary schools whilst for others the links were more *'tenuous'*; that is they might be aware that their pupils attend a supplementary school, but they had no formal relationship with the school. One LA coordinator reported that they were actively promoting links between mainstream and supplementary schools, so as to enable mainstream schools to comprehend *'what supplementary schools do, how they work, and how they benefit the children'*. One of the ways they had been doing this was through a literacy initiative in the area where they were working in partnership with supplementary and mainstream schools. According to the LA coordinator several mainstream schools had *'done their own legwork'* and gone out and made direct links with supplementary schools as part of the initiative.

Interviews with two LA coordinators revealed that mainstream schools in their respective LAs were being encouraged to develop links with supplementary schools through local extended services networks, but in both cases not necessarily successfully. This was because mainstream schools often appeared to see supplementary schools in terms of how much they will cost (to operate from a mainstream school site) and/or as a way of providing them with additional income. One LA coordinator explained that she was trying to get mainstream schools to view supplementary schools differently:

[What] I'm trying to do is negotiate free accommodation with the schools, but that can be quite difficult because obviously schools have got income targets and there's a cost involved with opening, but some schools do offer it for free because they see the benefits. (LA coordinator)

10.4.3 Benefits and disadvantages

Most of the mainstream headteachers interviewed suggested that links with supplementary schools could be beneficial to both pupils and the mainstream school sector as indicated by the following comment:

Links can be beneficial, but [also] the sheer knowledge of their existence...because it's almost like the two things are operating in completely different areas and yet it's the same children. Just to be aware of it. I don't feel we're doing the children necessarily as full a service as we should do. (Mainstream headteacher)

Three mainstream school headteachers reported no disadvantages to linking with supplementary schools, with one commenting that, *'it's just complementing what we do'* (mainstream headteacher). Further, staff at a mainstream school pointed to the personal relationships that had been developed between themselves and staff at the supplementary school which used their premises as being key to the success of the partnership.

One of the mainstream school headteachers interviewed did not have direct links with a supplementary school. However, the school had previously engaged in a supplementary summer school - a project which the mainstream school ran separately - that they had found beneficial to their pupils. The headteacher reported that pupils had returned to school *'still motivated'* and *'still on task'*.

10.5 Barriers to supplementary schools developing mainstream links

A key barrier that supplementary schools faced in making links with mainstream schools was a lack of communication and understanding around what each can offer the other and the benefits of partnership working, especially for pupils. Several schools reported that mainstream schools resisted communicating with them. One headteacher commented:

...secondary schools and primary schools are not that receptive to actually communicating with us. They say they talk with us and discuss things but actually they don't. (Headteacher)

One of the difficulties the headteacher quoted above encountered when trying to build links with mainstream schools was staff turnover, particularly headships. The headteacher reported that they once enjoyed a good relationship with one of the local schools until a new headteacher was appointed which meant they had to re-start the whole process of building links, as she explained:

Once the administration changes headteachers leave and new people come, the connection is gone and you have to start again. And it is the same here with the primary school the headteacher left and a new one came and its starting from scratch. (Headteacher)

The headteacher also noted that the mainstream sector had benefited a great deal from the work of the supplementary school. She found it unfair that a study conducted into the attainment of pupils in the area had credited the mainstream secondary schools for the higher grades the pupils received, and only briefly mentioned that they had attended supplementary school *after* the supplementary school headteacher had complained. This point was also raised by the LA coordinator in which the supplementary school was located.

Two case study schools argued that data protection issues were a major barrier to linking with mainstream schools. Staff at one of the school's had wanted to link up with the mainstream schools that their pupils attend, but despite sustained attempts, including directly approaching schools by phone and letter, they had been unsuccessful. Contacted schools cited the Data Protection Act and instead referred the supplementary school to the LA for assistance, but this route also proved unsuccessful:

I got in touch with the local authority and said 'could you tell me where most of the Polish kids are' we've got a vague idea, but there were schools that we didn't have children coming from ... the two least desirable schools, because that's where new people in the city are sent. And they said 'we can't tell you that ... we can't divulge information like this'. (Headteacher)

The headteacher discovered that supplementary schools needed to have a paid project worker working at the LA or a teacher at the mainstream school to access this type of information. The headteacher at the supplementary school would like the LA and mainstream schools to recognise that they are a '*kosher*' organisation with a lot to offer.

One of the main barriers to partnership working would appear to be the tension and a level of misunderstanding between the two sectors. Some of the supplementary schools reported that the mainstream schools did not want to work with them owing to mainstream school fears that supplementary schools somehow threatened or undermined the work that they did, and because mainstream schools did not always see the value of, or need for, supplementary schools. As one headteacher commented '*we are seen as the enemy by*

many of them'. Paradoxically, supplementary schools mistrust of mainstream schools seemed to be underpinned by their perceptions of mainstream schools contributing to the underachievement of BME pupils. This conflict between the two sectors was further reflected in some of the LA interviews. Three LA coordinators, observed that one side often viewed the other with some 'suspicion' and that mainstream schools did not understand the need for supplementary schools; that in some cases it was a cultural tradition. One LA coordinator explained how such suspicion had developed:

The suspicion is that from the mainstream schools point of view this is a kind of a voluntary agency, it's run by people who are not entirely professionally trained and so on, so the value of that education isn't taken or deemed as appropriate. Well, that's not the case. We've managed through various studies to counter that particular attitude because the volunteers that are working in our supplementary schools have a very good professional background. The vast majority of them have professional qualifications from the home country; they have professional jobs in this country... they're doctors, they're lawyers, accountants and so on. (LA coordinator)

10.6 Could things be any different?

When one school was asked if they thought more mainstream schools should be linking with supplementary schools, the headteacher responded, 'yes they should, [and] definitely not be afraid of what we're doing because they get the glory, we don't'. Most supplementary school staff would like to see more links with mainstream schools, encouraged by the Government, to aid pupil attainment in BME groups, as one teacher commented:

The Government needs to encourage mainstream schools to recognise supplementary schools and develop links. If there was communication we could share ideas and help schools to see where they are failing Black children. (Teacher)

In most instances the parents agreed however, this was not the case in two of the supplementary schools which catered to predominantly African-Caribbean communities. These parents felt strongly that they should not be linked. In one of the supplementary school's, despite the headteacher reporting that they already had a good working relationship with mainstream schools in the area, parents seemed unaware of any such partnerships and their views on the subject were in stark contrast to that of the headteacher. They saw the mainstream schools and LAs as interfering in school business. When asked if they would like the supplementary school to link with their children's mainstream schools, comments from parents included:

I think keep them separate rather than the Government dilute what we have...

Give us some money but stay out of our business...

Yes, they can give us the money... You know if they start laying down their rules and making it the same as a school then it won't be different and the key is that it is different to mainstream. (Parents)

These parents were concerned that closer links with the mainstream would result in mainstream schools taking the credit for the good work supplementary schools are doing, especially in relation to any improved pupil attainment. Some also feared that greater mainstream involvement might bring about an increase in the level of testing, targets and accountability beyond the current remit of supplementary schools.

10.7 Community and community cohesion

In Chapter 3 we explored the ethnic communities that the supplementary schools involved in this study identified as working with. In addition to finding out about the communities that schools provided support to, we sought to ascertain more about their understandings of 'community' and 'community cohesion'. It is to these understandings that we now turn.

10.7.1 What do supplementary schools mean by 'community'?

Whilst many of the headteachers, parents and pupils talked of 'community' in the interviews, few defined exactly what it meant for them. For some, it simply described where they lived locally, for others it was related to the ethnic or religious group to which they belonged. Mostly, 'community' was described in personal, rather than general terms. Pupils from a faith school described their community in terms of it being '*...all that we are and then we are Muslims*'. To pupils in another school focusing on National Curriculum subjects, it had a broader scope encompassing people in general; '*everyone*' and '*everything*'. One pupil described community as '*everything I love*', whilst in another National Curriculum school a pupil expressed community as being '*just the different groups of people around*'.

A headteacher talked of '*our community*' in relation to the local Somali community and how the school served it with the aim of '*empowering the community... so that they can go out and get what they need so that their voices are heard*'. Perhaps not surprisingly, it was the community group representatives that participated in the study that talked most about community and seemed to have clear ideas of what it meant to them and their organisation. Essentially, all five community group representatives tried to service the needs of the local community and saw this as their primary role.

10.7.2 The centrality of community cohesion

For the purpose of this research, the Ofsted definition of community cohesion was used which states:

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community. (Ofsted 2009:3)

Six of the case study schools talked directly about community cohesion, to a greater or lesser degree. Of those who did the headteachers predominantly viewed community cohesion as a major part of their work, as a headteacher of a National Curriculum focused school explained: '*we are open to all and we believe in equality and community cohesion, these are our key strengths*'. Interestingly, while this headteacher was adamant that the school only focused on the National Curriculum, he conceded that '*community cohesion citizenship [was] at the back of what [they were] developing*' at the school. Moreover, he asserted that in order to reach communities such as the groups he was working with who are '*known as harder to reach, and harder to engage*' it was salient that the staff teaching their children had an insight about the communities and demonstrated a willingness to '*learn*' more about them.

Only one of the community group representatives interviewed specifically talked about community cohesion. They commented, '*one of the things as an organisation we have been*

working hard in is community cohesion'. To meet this aim the group had opened up some of their youth activities to the local community in general, rather than targeting particular groups. This was achieved by giving projects non-specific gender and ethnic labels because:

...increasingly over the last two or three years we have found that most projects work with both boys and girls, Black and other mixed groups as well. (Community group representative)

The interpretation of 'community cohesion' provided by respondents in some of the supplementary schools fits well with the Ofsted definition above where concepts such as openness and equality of access for all members of the community are seen as key. For the headteacher of one of the case study schools which served a Somali community, the main aim of community cohesion is to ensure that those from the local community are able to access mainstream services and therefore become self-sufficient; that people are included rather than excluded from society; an important aspect of the Ofsted definition. This headteacher was particularly concerned with regard to local media coverage of the Somali community, which in the headteacher's opinion, regularly portrayed Somali teenagers/young adults in a negative light. As a consequence, the headteacher sought to challenge negative Somali portrayals through the work that the supplementary school did, particularly with the younger aged children who attended the school; so as to negate such images having a detrimental impact on the children's educational success.

Teachers in a faith school talked of multi-faith communities. The school taught pupils about other religions and the differences and similarities between them and Islam. The headteacher explained that they also taught pupils about the environment and culture of other countries and how to '*live here in peace*' with each other.

Several of the supplementary school headteachers in the study reported having worked in partnership with other local community groups. For example, one school worked with local libraries, theatre companies and museums to promote Black issues and events, while another worked with local mainstream partners such as Connexions and Social Services to create community cohesion and a greater level of understanding between different sectors of the community. As the headteacher explained:

We ran football sessions in partnership with the local Connexions and Social Services because they would rent the pitch and no[ne of our] children were attending. And when we found out it was because parents didn't really know what they were and didn't trust them they didn't join it and now they go there and we don't have to run it and so we don't have to duplicate it. And so that is the main idea to try and get people up a stage where they don't need us, they don't need to come here and they are self-sufficient. (Headteacher)

From the above it can be seen that supplementary school staff were clear as to their understanding of community cohesion and worked towards achieving that goal. However, parents and pupils said very little about community cohesion; there was little understanding of the term or how it related to them. Pupils really only talked about community cohesion in terms of '*respect for others*' and whether or not their friends and teachers in mainstream school knew that they attended supplementary school, reporting that some teachers did know they attended but others did not. Many of the parents and pupils had not even heard of the term 'community cohesion'.

10.7.3 Mainstream links and partnership working

Mainstream schools were asked how their links with supplementary schools and the local community in their area helped them to fulfil their duty in terms of community cohesion. Six mainstreams headteachers responded to this question. For some, the links with the community cohesion agenda were seen as a core ethos of the school, in line with the Ofsted definition. Indeed one mainstream headteacher observed that their links with local minority ethnic communities helped them to fulfil their community cohesion duty stating:

I mean we got an outstanding from Ofsted for community cohesion.... For us the community cohesion is part of our ethos ... it part of everything that we do... (Mainstream headteacher)

Another mainstream headteacher stated that they were committed to community cohesion and the 'empowering' of local communities. This commitment led to the school becoming a community school because the head said, they realised that '...as a school [we were] not providing the broader sense of learning to the community'. The school was known for its work in the areas of cultural diversity and community cohesion, and the headteacher was committed to meeting the needs of the local community, particularly in terms of language provision.

However, for some mainstream school headteachers community cohesion was something that they had not previously considered in terms of supplementary schools, and for one, it was merely a 'by-product' of such partnerships; it was not something that they went out of their way to achieve. These headteachers did not seem to recognise that working in collaboration with supplementary schools could be part of fulfilling their community cohesion duty in terms of Ofsted.

10.8 Summary

Supplementary schools felt that linking with mainstream schools, particularly where they had pupils in common, was important for pupil attainment; many supplementary schools wanted to work with mainstream schools. Developing good relationships took time but once established they were reported as fruitful for both the supplementary and mainstream schools involved as well as for pupils and parents. Good communication was seen as a critical factor, not only in building the initial links but in sustaining and moving forward the relationship. One supplementary school saw their role as creating a link between mainstream schools, the LA, supplementary school and parents. However, several of the supplementary schools in the study said they would like some sort of recognition for the work they do and the impact that they have on pupil attainment.

As for mainstream schools, all were aware that supplementary schools existed and recognised the potentially important contribution they can make to a pupils education. However, some mainstream schools did not have a particularly good understanding of supplementary school provision. In addition, there appears to be some misconceptions amongst both sectors around how each views the other and what exactly they have to offer. Yet, where communication and links have been successful established - largely due to the development of personal relationships - each can see the benefits partnership working brings, particularly to pupils.

The concept of community was often seen in terms of the immediate community served by a particular supplementary school. It would seem that those who talked most about community and community cohesion came from the very communities that are less likely to be

integrated into wider society, for example the Somali community. Whilst several of the mainstream schools in the study did see their involvement with supplementary schools as part of their community cohesion duty, as defined by Ofsted, there were some who did not.

11 Impact on children's mainstream education

11.1 Introduction

This chapter discusses the factors that supplementary schools, pupils, parents and LAs identified as either making a difference to or having an impact on children's mainstream school learning and attainment. It draws together some of the aspects identified in earlier chapters, particularly Chapter 8, and builds on those findings. Whereas Chapter 8 focused on comparisons between supplementary and mainstream school education, this chapter moves from comparisons to assessing impact of supplementary schools on children's learning in the mainstream sector.

Supplementary school impact was not a question explored in the survey. Thus this chapter is based entirely on the qualitative data collected.

Before assessing the extent and level of impact identified through the case study data collection, it should be noted that all of the supplementary school headteachers, while highlighting a range of impacts, acknowledged that the actual level of impact of supplementary school attendance on children's learning and/or attainment in their mainstream school was *'very difficult to measure'* (Headteacher) especially given the length of time some of the children attended supplementary schools, and the fact that some children were known to receive additional support for example, from tutors. This view concurred with some of the LA representatives interviewed and particularly with one mainstream school headteacher who commented *'schools are not islands'* and that *'learning comes before they [pupils] come to you and learning happens after'*. Supplementary school headteachers also conceded that often their perception and understanding of impact was informed by parental, pupil, community group and mainstream school feedback. This sometimes came in the form of letters, examination or test results and/or verbal reports. One headteacher explained the difficulty she found in assessing impact:

[Assessing impact] is hard because they are not here for long enough so we can't give a true account. The most we can do is comment on what parents tell us at parents' evenings. You know how their children have gone up a set or they are seeing a difference in their child's behaviour ... we can't actually do it for it to be factual. (Headteacher)

LAs with experience of trying to map supplementary school impact on mainstream school learning had similar misgivings. Based on knowledge of the work supplementary schools were undertaking in one LA, the representative argued that *'supplementary schools do make an impact'*; however, the same LA representative said the precise contribution was *'quite hard to quantify'* because supplementary schools that provide support in National Curriculum subjects *'do not collect baseline data [or monitor] progress over time'*. This perception would however, seem to be contradicted by the experience of two community group representatives in the study, one of whom said:

When the SATs results finish [come out] we actually circulate a survey to the schools and they know that we already gained parental permission and they give us the data of those children, and we have ... the level they [the children] started in our complementary school. (Community group representative)

Moreover, the examples of improvement offered by some parents and schools suggested that their conceptions were influenced by longer-term and more rigorous evaluations, as in some cases supplementary schools had experience of children who had attended their school throughout their primary and secondary education, and some had implemented monitoring and assessment systems as exemplified by the following comment:

We ask parents to bring along their children's most recent school report. We have to monitor, that's the information that [name of LA] wants to know from us. They ask how do we monitor, how do we track progress? And we have to provide that information. ... We do test our children regularly at the beginning of each new [academic] year and at the end of the year, and we compare. (Headteacher)

The case study data also suggests that the notion of impact operates on many levels; not just in relation to improved attendance or pupils being *'more tuned into the lessons'* (LA coordinator) and/or academic attainment being enhanced in the subjects of Maths, Science and English.

Primarily, this chapter is concerned with perceptions of impact on children's mainstream school learning. However, some of the data discussed pertains to perceptions of the benefits attendance at supplementary school offers. Some of these benefits relate to the development of the individual child as a whole and the maintenance of community expectations with regard to behaviour and learning. In some respects, although benefit and impact were highlighted differently it was at times difficult to distinguish between the two. In view of this, the chapter begins by focusing on the perceived benefits of supplementary school attendance before exploring perceptions of supplementary school impact on children's mainstream education.

11.2 Improved attitudes/behaviours/understanding/relationships

Across the case study schools a number of attitudinal factors were identified as contributing to improved learning in mainstream schools. These included children developing good social behaviour, improved attitudes to learning and increased confidence and self-esteem; factors which were explored in greater detail in Chapter 8.

11.2.1 Behaviour

The headteacher of a supplementary school that provided religious teaching viewed his school as influential in encouraging the children to develop appropriate *'respectful'* behaviours at the supplementary school which in turn were considered to impact on the children's mainstream school learning. This was supported by parents in the school. They regarded the cultural values which were reinforced in their children's school as helping to produce better disciplined and respectful individuals in mainstream schools. One said:

When this kid goes to the mainstream school they have ... very good views about the teacher and they always try to obey the teacher, and they always try to respect the teacher, and that's why the basic things start from here. (Parent)

The headteacher regarded his school as particularly successful in generating good social behaviour amongst his pupils in their mainstream schools. This belief was based on his attendance at mainstream school governor meetings where he claimed schools *'never complain about the social behaviour of students in this school'*. The importance placed on respect (self, teacher, community) by this headteacher resonated with the other case study

supplementary school headteachers such as the head of a language school who said that he would expect his pupils to take *'respect into their mainstream school'*.

Despite these behavioural expectations, it was clear that some behaviours presented mainstream schools with challenges. Several members of staff at the supplementary schools highlighted their role in addressing inappropriate behaviours which were considered to impact on mainstream school learning and educational outcomes. School exclusion was one area where some supplementary schools reported they sometimes intervened (in mainstream schools) to prevent children from being excluded. In some cases they successfully impacted on changing children's behavioural attitudes. One supplementary school headteacher said it was *'the job'* of supplementary schools to turn around Black (African and African-Caribbean) children who had been excluded (by their mainstream schools) and *'put them back into the education system'*. This view was shared by another headteacher who drew attention to a Somali pupil (excluded in Year 8), who as a result of attending the supplementary school (and mediation by the supplementary school) had been given *'a second chance'* by his secondary school and allowed to return to the school. In the case of this particular school, staff reported that they were able to effectively support children with behavioural difficulties and stimulate their interest in learning in their mainstream school because; in some instances they had had similar experiences themselves. Therefore, staff were able to draw on personal insight when encouraging pupils to behave well in their mainstream schools as articulated by the headteacher:

The people and staff that support the [students] have [had] similar stories ... and so when young people see that they are motivated and they can relate to it and that is why we have students having a higher aim, and then they do well, they focus in school ... in the 3-4 hours they come here ... we help them to organise what they have to do in school, the way they have to speak to teachers and present themselves. ... [We help them to question] do they listen to their teachers? Do they have that motivation? Do they want to achieve? (Headteacher)

Other Black oriented supplementary schools saw themselves playing a crucial role (sometimes through their outreach work with mainstream schools, as was the case with two schools) and thereby impacting on mainstream school learning, by working with mainstream schools and Black (African and African-Caribbean) parents to prevent pupils on the verge of being excluded from being excluded. For example:

We will work closely with the parents and the school. We can engage the child and bring the child back to where he belongs and the attitudes change and the challenging behaviour becomes an issue that he can address. (Headteacher)

One headteacher said that on occasion this intervention equated to supplementary schools providing Black parents with information about alternative mainstream schools for their children, and enabling them to develop skills that assisted them in *'questioning and challenging'* schools in a *'respectful'* way. In addition to this, the headteacher of a school that catered for Somali children argued that Somali parents needed to understand that mainstream schools were not necessarily *'picking on'* their children, but that their children might have *'behavioural issues'* which have to be addressed if they are to remain in their mainstream school and/or not be excluded from lessons. The headteacher therefore sought to work with pupils (and parents) in understanding mainstream school expectations and how pupils could become *'more focused'* in their lessons. The headteacher considered the school largely successful in addressing behavioural difficulties and this was reflected in improved behaviours and attainment both at the children's supplementary and mainstream schools:

With some of the children who were the worst in their behaviour, there has been a major difference. When they are with us, we can see in the lesson they are not as disruptive and they are learning more ... when they were doing their SATs they improved from the previous year ... their parents are coming in with the results and we can see there is an improvement. Even in class tests [here] they are improving, they have got more focus. (Headteacher)

This was also the experience of an African-Caribbean parent:

My son is absolutely wonderful [now]. I mean he wouldn't have been because you know, like every boy, very bad behaviour, but they [the supplementary school] have instilled in him to control his behaviour and behave when speaking to adults, speak when he's spoken to, speak up, you know read out aloud. It's done very well for him. (Parent)

Nevertheless, there was still a concern particularly amongst the Black supplementary school staff that even though supplementary schools were able to get Black pupils (especially African-Caribbean) to behave and acquire learning in their supplementary schools, there was a continued tendency for some to be negatively labelled by their mainstream schools. This tendency contradicted their own experience of educating Black children at their respective supplementary schools. One teacher suggested that this differential experience was due to the supplementary school staff 'nurturing and empowering' Black children:

I still get parents saying that their children are labelled unnecessarily and they come here and they work completely contrary to the labelling that they get in mainstream school. In fact I can't understand why some of them have been labelled that way. And so I think that some of the young boys in particular that I have worked with have been given these outrageous labels and they have out performed my expectation and I think my expectation is quite high. I think that the nurturing and empowering here from my experience is good, it's a lifeline. (Teacher)

11.2.2 Building confidence/self-esteem

All of the case study contributors alluded to their supplementary schools helping to increase children's confidence and self-esteem. The headteacher of a school which focused on National Curriculum subjects considered the development of pupil confidence vital because as he said: 'you can't improve results without building confidence amongst the children'. The significance of and impact of supplementary schools instilling confidence is illustrated by the following quotes from other supplementary school heads and a teacher:

To give you one example ... three to five years back, one of the parents came to see me, they said: 'Could you help us please?' ... For some reason their son was not explaining [that] he was having problems at school, he wasn't mixing with people, he didn't want to go to school. I said: 'How could I help with that?' He said: 'Is it possible that we can take him into [name of the language school] at weekends?' I said, 'there's no problem with that' ... he came but he was very, very withdrawn. ... He started coming in regular and after a few months he started getting better. He started going to school and I think he's at university now. ... When the children come to supplementary school, it makes a difference. It boosts their confidence. (Headteacher)

It has a big impact ... it might be confidence in communication, confidence with each other in the way that they interact. It may be what they know, their knowledge

... we had a teacher who was a structural engineer and he teaches some of the Maths which is completely different. And so they went back to school and had this additional knowledge, and they were really bubbling about the structures and how it related to Maths, and so different ways of learning the subject inspires more. (Headteacher)

There definitely is [impact] because I teach a child that comes to my [mainstream] school ... because he's in my school I can see the difference that coming here [the supplementary school] benefits him, because at school he's not really understanding what he's doing. And now he's coming here he said, he feels like he can say: 'I can't understand that'. He used to say to me: 'Miss, can I get work from you?' Because I used to teach him last year and so he used to ask for work related to school on his own. He felt that he could do that here. (Teacher)

It was suggested that once children with a lack of confidence in their academic abilities realised they could accomplish tasks their confidence increased and they would take this new found confidence into their mainstream school learning:

There are certain cases where I know [children] who came with incredibly low confidence, and because they have been able to achieve basic Maths - one girl can do division, so now when she goes back to school she can work with the other children in the class. She has become equal. (Teacher)

The headteacher of a language school argued that her supplementary school was 'the one place' where the Polish children¹⁵ that attended said they had 'status', because in their mainstream schools they experienced 'hostility' from other children and 'they feel stupid because they can't speak and write English properly'. Experiences such as these meant that much of the teachers' time in this school was spent on challenging negative perceptions and instilling confidence which could be taken back into mainstream schools:

They feel welcome here, which is important. They can talk about their country when there's an opportunity, when the questions arise in the main school. (Teacher)

Interestingly, for a Turkish parent whose child was not fluent in English, her child's improved self-confidence was derived from feeling valued in her supplementary school. It is this valuing which this parent and a mainstream school headteacher interviewed argued assisted children in improving their learning in their mainstream school:

There are cultural aspects of learning, the wider cultural experiences and being supportive in their first language. It just builds confidence and a self-esteem that is vital to their learning and progress. And it says you are important and your culture and community is valued and that is very important. (Mainstream headteacher)

Just as teachers highlighted instances of children transferring their increased levels of confidence into their mainstream school learning, so did parents. One pertinent example is given below:

My eldest son when he came here [name of supplementary school] he struggled. He would tell you that he struggled quite a lot by not listening to the teachers, not

¹⁵ These were children who the headteacher reported were born in Poland and were at the time of the research newly settled in England.

putting his hand up [and the teachers said] 'If he doesn't understand he has to put his hand up and then we can explain to him in simple ways'. ... Since then every time he's got a problem and he doesn't understand things he's got that confidence to actually go to the teacher and say: 'Listen, ok you said all this, I don't even know what you said, I don't even know what I'm supposed to do'. And the teacher would sit him down and make him understand. With that experience he has actually taken it to his [mainstream] school [and] I've heard from a lot of teachers saying: 'Oh your son has changed, before he would just sit there ...and then half of the work he wouldn't do, and the other work he will say: 'Sorry Sir/Miss I didn't understand the work'. But since he's [coming here and asking questions] the teachers are saying: 'That is very good'. (Parent)

Across the case study schools, the data indicated that a number of pupils were already confident prior to attending their supplementary school. However, in the cases where pupils reported lacking confidence at the beginning of their supplementary school education, they revealed that they were now much more confident participating in their mainstream school lessons. This was evident in the children asking questions of their teachers, raising their hand, contributing to paired and group work discussions, and discussing their work with their teachers. An African-Caribbean pupil at a school focusing on National Curriculum provision suggested that he was even more willing now to share information he had learnt in his supplementary school in his mainstream school:

Pupil: Me and [name of supplementary school teacher] and our class was working on digestion and I learnt a lot in those, and then I took it back to my [mainstream] class and I told the teacher about enzymes and the teacher put it up on the board and showed everyone else.

Interviewer: And how did that make you feel?

Pupil: Proud. (Pupil)

Attendance at this school also seemed to have helped to instil confidence in a high achieving African-Caribbean pupil. The accounts of the pupil concerned and the parent are drawn on to illustrate the ways in which the supplementary school was perceived to impact on the child's mainstream school learning:

My confidence has been built up quite a lot cos like when I started secondary school it was like a really big change especially cos it was grammar and my confidence got knocked really badly. But since I started at [name of case study school] as well it kind of helped me to realise that I can speak up and ask the teachers for help and everything. (Pupil)

My daughter's ... got a bit of a problem with secondary ...to be honest in terms of she's not doing as well because the expectations are that she's working to such and such a level, and she's not always maintaining that and she's developed some not good relationships with staff, and that has really brought her down in terms of confidence. She felt, I mean the word she used was 'thick' in comparison to her peers and she comes here [supplementary school] and the ... interactions with the rest of the students here and the staff as well, you know she comes home laughing and smiling, and that's balanced it nicely for her because now she knows she can achieve and she's doing well here. You know she's also taken that confidence back into school and it's not a case of: 'I can't do it because I can do it'. It's just like sometimes the right mental attitude as well she realises for herself and she's

improved. This year it's been better in comparison to last year. (Mother of pupil cited above)

Importantly for some parents, whilst increased confidence can ultimately be transferred into children's mainstream school studies, the confidence their children acquired through some of the activities (including extra curricular) their supplementary schools offered them afforded them other opportunities such as 'being able to voice their opinion', 'stand up for themselves', 'make [new] friends', 'mix with other children socially', engage in public performances and external activities, and communicate with relatives. For example:

I have seen kids at prize giving that come here really shy and the next thing they are up there on stage doing the dance, doing a poem or something like that. (Parent)

My son he's in Year 7 ... when he started at [name of mainstream school] he didn't have any knowledge of Panjabi and he was saying: 'Mum these kids say these words, that word' When he came he lost self-esteem because other pupils were speaking a couple of Panjabi words which he couldn't understand. There was a lack of confidence. When he started Panjabi classes ... suddenly his confidence boosted up. He said: 'Mum I know this word'. ... and now he's interested in going back to ... meet my relatives so that he can speak Panjabi with them. (Parent)

The salience of confidence building highlighted by the supplementary school staff, pupils and parents was supported by a mainstream headteacher interviewed who had links with a supplementary school. When he was asked if he had seen any examples of children in his school who were more confident as a result of attending supplementary school he replied: 'Yes absolutely, you see children who just visibly rise' (Mainstream headteacher). Notwithstanding, an issue of parental concern that emerged during the study was how socially confident Black children (especially African-Caribbean boys) are perceived in mainstream schools. Some African-Caribbean parents were concerned that even with the input their sons received from their supplementary school, they were unlikely to be successful:

You tend to find that in school Black boys they are very confident and very vocal and very in your face, and my child knows it all so to speak. My child ... can flourish here [whereas] at school he has to be restrained and that's not realistic. In corporate society you're expected to be up there and doing your thing, and being very confident [but you're] too restricted within the educational system so they have to conform to something that they are not. Here there is a more realistic way of looking, especially with loud boys. Black boys have to be out there, being confident; they can't be in the background. (Parent)

Thus Black parents considered an understanding of Black children's cultural backgrounds as being essential in mainstream schools if the contributions of supplementary schools were to materialise in mainstream educational outcomes.

11.2.3 Bi/multilingualism

Several of the respondents at the case study schools which provided learning in children's mother tongue said that their schools were helping to impact on the children's bi/multilingual development, and their acquisition of English in mainstream schools. Like the Turkish and Somali parents, a group of Polish parents agreed that the skills their children developed in learning a new language would be transferable into their mainstream school learning. One

parent described it as *'training his [son's] memory'*. In addition to accessing the wider school curriculum, studying their 'home' language offered these children opportunities to take GCSEs/A levels in Polish, Panjabi, Turkish and Somali, and to use as additional qualifications to gain access to university, which as one parent said was the *'main thing'* in terms of encouraging her son to learn Panjabi.

11.2.4 Motivation and being encouraged to learn

A mother said that before her son started attending supplementary school he was not interested in reading books as he would just flick through the pages, but now he is interested, reads properly and asks questions about the stories in the books. She suggested that this was due to the *'love'* and *'encouragement'* her son received at his supplementary school compared with his mainstream school. A pupil at another school summed it up as being *'pushed'* to learn. He said that in his mainstream school *'you just get told to do something, and if you don't do it you get a detention ... but when you're here they will tell you to do something and you feel I need it because it's for my own benefit'* (Pupil).

11.2.5 Teacher-parent relationships

Chapter 9 explored teacher-parent relationships. Several parents spoke at length about the relationships their children's supplementary school had tried to develop with them as a way of further enabling them to support their children's learning in the mainstream sector. These experiences were compared with their experiences in mainstream schools. Unlike their mainstream school experiences, parents suggested that they were welcomed in their supplementary schools and were invited to develop good relationships with teachers/other school staff, to have a voice in the running of their children's supplementary school and the way their children are being educated. Thus they considered themselves an integral part of their children's supplementary school learning:

I think with me as a parent of three children ... one of the things what I found is very much the parent-teacher relationship cos at the end of the day we're co-educators. We should work for the benefit of my child and each child, and I do find that within mainstream schools that there is an isolation process. When your child gets in it's like they're ours now and what we say goes in every conversation, but at the end of the day we're supposed to be co-educators and working together and I have not found that in the three schools that my children have gone to. ... It's very much she's ours. But [here] it's the fact that I have access to the teacher and the fact that I can discuss whatever I need in terms of my child's education to get to a point whereby she's independent because that's ultimately, you know it's education. She has support at home and she has support here, and she knows that those two levels of support can come together. That really, really is a big, big thing for me because that's our children. Here ... you can see all the staff and put a name to them and they take time out to talk to you about your children. (Parent)

There was a consensus amongst the supplementary school staff interviewed that good teacher-parent relationships were part and parcel of the *'family'* (Headteacher) environment they tried to nurture in their schools as a way of enhancing children's learning. Parents also saw it as a *'family'*. This notion of *'family'* (that is the school, pupils and parents working together) was a factor which supplementary school heads in three-quarters of the case study schools argued was largely responsible for supplementary schools *'making a difference'* to children's mainstream school learning and overall attainment.

11.3 Increased attainment

Across the respondents (both across the LAs and case study schools) it was generally felt that the supplementary schools which taught English, Maths and Science made a direct contribution to enhancing children's achievement in these subjects, and that this was reflected in national assessment test results (see examples given in Chapter 8). In contrast, the case study schools providing mother tongue support argued that they also made a positive, but indirect contribution to raising children's achievement because of the emphasis they placed on achieving highly:

This is the first year after what? Four, five years we've been teaching Panjabi and we've actually put 18 children through GCSE Panjabi ... to me it's a good achievement in four years. (Headteacher)

Indeed the results achieved in one LA led the coordinator to conclude that supplementary schools providing language support were 'miles better' than mainstream schools:

I have six language [groups] that I deal [with]. That's Polish, Punjabi, Gujerati, Arabic, Bengali, and Hindustani. ...The results of the supplementary schools are – I get excellent results. They're 96% A – C grades. (LA coordinator)*

According to the headteacher of a language school, the school's ability to impact on children's mainstream attainment centred around notions of 'aspirational achievement' and a sense of 'belonging' to the school community which they tried to instil in the pupils that attend. Other factors which were reported as impacting on pupil attainment are explored in the following sections.

11.3.1 Recognising potential

A number of the parents interviewed attributed the improvements in their children's learning and attainment which they had witnessed to supplementary schools 'recognising' and 'pushing [their children] to their full potential'; potential which had resulted in their children being entered for some of their GCSE examinations before Year 11. The parents at one school were particularly happy that the attainments of their children would be publicly recognised by the LA at an award ceremony, whilst a parent at a language school was equally proud that her son's achievement in learning Panjabi was formally acknowledged by his mainstream school when his headteacher presented him with one of the certificates he had received from his supplementary school in his school assembly. She said that this public recognition had helped to increase his confidence. The sense of pride felt by these parents was echoed by parents elsewhere, such as an African-Caribbean parent who reported that her son had been selected to attend a four-week widening participation course at the University of Oxford, which he had been put forward for by his supplementary school.

11.3.2 High expectations and aspirations

Engendering high expectations and aspirations was common to all of the case study schools, but it was particularly evident that this was more salient amongst the schools delivering National Curriculum subject support. A headteacher outlined how his school sought to raise the ambitions of Somali children who attended his school:

The reason why the students are doing well is we say to them: 'who will benefit?' ... [They] understand how beneficial it is and we motivate them so they can do better, and that is why we have students focused ... and at the same time they are

achieving highly. We have Year 9 students already doing GCSE and we have students getting top grades [e.g.] students [who were in] Year 5 who got level 2 and they finished with level 5. (Headteacher)

In order to fulfil high expectations and aspirations, case study school staff in other schools asserted that children attending supplementary schools would need to be ‘empowered’ to do well. This was precisely the type of message which many of the Black pupil respondents said they heard from their supplementary schools, and which Black parents called for greater recognition of in mainstream schools:

The teachers say that we can achieve what we want to achieve if we put our minds to it and focus on what we want to achieve, so it makes you feel that you can achieve. (Pupil)

Attendance at supplementary school seemed to also have contributed to raised pupil career aspirations. As detailed in Chapter 8, pupils attending the case study supplementary schools were encouraged to aim high, study at university and enter professions which require degrees. We interviewed pupils for example, who had ambitions to be a ‘dentist’, a ‘heart surgeon’, ‘a specialist in women’s health’, teachers and doctors. These pupils suggested that they were encouraged by supplementary school staff to believe that such careers were possible if they worked hard. An example of what was achievable was offered to pupils at a National Curriculum focused school by a pupil who had previously attended the school and was at the time of the study providing support to other pupils at the supplementary school. This respondent was studying bio-medical science at university. A teacher who was interviewed at the same school suggested that this undergraduate student was not atypical as the school was used to having ‘outstanding children’ from Black and minority ethnic backgrounds, many of whom had been nurtured by the school and had gone on to become doctors, headteachers and so forth. Similar stories were shared by staff at other schools and parents; especially those whose children had obtained high grades in their GCSEs and/or degrees largely, as one mother said, as a result of the children’s attendance at supplementary school from the age of 5-16.

11.3.3 Understanding individual children’s backgrounds/attainment needs

A key factor that headteachers and teachers identified as contributing to such progression and achievement related to identifying the children’s ‘individual needs’ and ‘catering for those needs’ (Headteacher), and maintaining the quality of provision offered. Supplementary school headteachers talked about the discussions they had had with parents in order to find out about the children’s learning needs and how they could be supported by the school. They suggested that their ability to impact on the mainstream attainment of children who attended their school was assisted by their understanding of the children’s attainment levels, their learning patterns and the particular difficulties some encountered in their mainstream school learning. In some schools such understanding was aided by teachers conducting termly assessments. One of the headteachers said: ‘the more you know your kids the more you can help them’. This concurred with the views of a teacher in another school, who suggested that ‘knowing your pupils’ involved having an understanding not just of their academic abilities, but their preparedness to work and/or whether or not they were making excuses for not working hard, or taking on board improvement advice given by mainstream schools:

I think a lot of students who might play up at school or not reach their full potential realise it when they are here when I give my comments and say ‘well actually I think you are doing well, but you need to stretch in this area’. And they say: ‘Oh that is

what my teacher at school said'. And I say: 'Right that means we are working together with the same aim, so therefore your teacher is telling the truth and I agree with him and it's something you need to work on because I don't know your teacher'. So we identify what needs improving. I think it's useful because many students say: 'Oh it's the teacher, there is something wrong with the teacher, she didn't like me, she makes up things or he makes them up'. And then when I say the same thing, it's 'oh', and that is when it works. (Teacher)

A headteacher said that the majority of children who attended his school were from Muslim (Pakistani and Somali) backgrounds and would be included in *'the category who are at the bottom of the list as far as achievement is concerned'*. This headteacher identified a clash between cultural religious expectations (of Muslim children being expected by religious leaders in the mosque to concentrate their energies on studying the Koran and Arabic) and the perceived (school) need to improve academic learning which the headteacher identified. Despite this difficulty, this headteacher remained convinced that his Saturday school was making a positive contribution to the children's attainment; especially the Somali children. He said:

This is 2009. If you go back to 2004, look at the City Council's results, the rate of achievement went up, the children we are serving. I don't want to claim 100% ... but we played a substantial part with this. I believe that we have been very successful. ... for example, the Somali children ... you'd be amazed at the progress they have made since they joined here. (Headteacher)

Two other headteachers similarly reported impacting on the attainment of Somali children:

... most of the students doing Maths have been here since I started, and I've seen them improve and most of those students are sitting early GCSEs. One of the students got an A in Biology which is you know a big improvement. (Teacher)*

This is the first year that we've got Year 11 and a large percentage of those have been children at [name of secondary school] who have got A in at least one or two subjects out of the five to nine subjects that they're taking and that's brilliant. (Supplementary headteacher)*

Somali pupils also attested to improved attainment levels since attending supplementary school:

When I came to the school 3 years ago I wasn't getting good levels and then for my Maths, I'm in Year 8 I got good marks and now I'm doing my GCSE's early and I've done my first exam and I got A.*

... his brother got 8 Bs, and I got 6 As which is good for me.

When I came here first I was level 2, now I'm on level 4. (Pupil focus group)

Other headteachers and parents commented on the positive impact supplementary schools had had on children's learning and mainstream attainment. The following extracts are typical examples:

I gave out the results of the [children's] spelling test last week. There's lots of improvements; level 5 of the spelling test, they managed to do well. Some of them even said that they could not spell the words in school. They're going to schools

[where] they never have the chance of that kind of spelling, that kind of level. ... Some of them say: 'Oh we never learn this in school. I'm learning this here now', and that helps us a lot because when they go back to their mainstream school where they're going to meet that kind of topic again they will have some idea [about it]. ... One of our pupils goes to [name of school] he was very impressed to learn a simultaneous equation with me ... he did say to me that he did not understand it, but a one-to-one session on a Friday and he understood it. He understood it and that's the difference. (Headteacher)

Their [achievement] was very low ... but since we come here to try this work we get the best, we see five plus every subject. (Parent)

[When] my daughter started secondary school she was in the bottom set of Maths and now she's in the top set Maths in year 10 so she's worked her way up. (Parent)

Similar stories of grades and levels having improved were echoed by pupils across the focus groups who suggested that their understanding of subject knowledge in Maths, English and Science had also improved. For example:

P: At primary school my English ... wasn't very good and then I came here my English picked up, and then from Year 7 and 8 I'm like top of the English class. I'm in the top English class. If I hadn't come here ... I wouldn't be good at English I would probably [still] be in the bottom set.

P: I used to hate science and now I quite enjoy it.

I: So why do you think that's actually helping you to improve?

P: I think the teachers know the way that we can like understand. (Pupil focus group)

11.3.4 Smaller sized classes

The ability to engender learning in smaller sized classes and the opportunities this provided for giving children more intensive and targeted support was another factor identified by pupils, parents and supplementary schools as contributing to children's mainstream learning. Teachers argued that a consequence of smaller classes was that pupils not only acquired new and/or embedded existing knowledge, but they were also able to address areas of weakness. For example:

We have children who cannot read when they come to supplementary school, they cannot write sentences, they cannot add, they can't even write properly ... for a class of 10 we have two people [teacher and an assistant] teaching them. We know that if a child can't read or write from that age then it can be solved. ... and so we concentrate in that class on reading, enabling them to write, count and read then they will be confident to go to school. And so one way we can improve the academic potential of the kids in mainstream school is when we get a child who is struggling we can empower the child by enabling the child to learn [so] that child can go to school with confidence to be able to do better. (Headteacher)

Similar to staff in the supplementary schools a number of parents attributed the improvements they had observed in their children's learning to smaller class sizes and the time teachers were consequently able to devote to their children's learning. One mother

remarked that mainstream schools were 'too busy' to give her son the level of attention he needed. She said that the increased support her son had received at his supplementary school had led to him 'reading, going on the internet and liking to do homework'. Another parent at the school reported that her six year old son who she said found writing difficult was subsequently prepared to write, and accordingly his writing had improved 'slowly'. The potential for improvement offered in this school to children who found some subjects difficult was supported by a third parent. She said that her daughter's mathematical skills had improved such that she was working at level 5 in her mainstream school. This view was corroborated by this parent's daughter who explained that before starting at the supplementary school she was 'rubbish' at maths. However, attending the supplementary school had helped her to 'understand it better' because, unlike school, where she is in a class of 30, the teachers spent more time giving her one-to-one support.

11.3.5 Different ways of learning

An African-Caribbean mother claimed that within 'six weeks' of her seven year old son starting at supplementary school that she had noticed a positive change in his confidence and self-esteem. A key factor in this change was the 'time', the 'different ways' (including difficulty levels) in which he was taught Maths and the number of opportunities that he had had to practise mathematical exercises, which had in turn enabled him to 'remember' the different methods he had learnt. This child's experiences were replicated in other accounts. For example:

My son was having problems with Maths [in school] ...and what I've found [here] the teacher will, if the child is not learning one way they will find different ways until that child understands. With my son he wasn't understanding money and I think it was divisions as well ... the teachers I had met at parents' evening twice said he was struggling and I thought they would have done something in school, but once he came here ... now he's getting good reports at school. (Parent)

11.4 Contributions of mainstream schools to supplementary school impact

Three supplementary school headteachers attributed the impact they had been able to have on children's mainstream school attainment to the 'facilities' and 'resources' they accessed and the 'encouragement' they had received from the mainstream schools (whose premises they operated from) 'to reach high levels' (Headteacher). Importantly, for the headteacher of a Somali school, supplementary schools will 'do very well' in 'progressing students' and changing their attitudes to learning as long as they 'work very hard' and have 'the funding and resources' to support their work.

11.5 Mainstream school perceptions of supplementary school impact

Across the mainstream schools there was evidence of mainstream schools who supported the contention of supplementary schools impacting on children's mainstream school learning and attainment. For example:

We know that we have children who go to Farsi school ... we have spoken to some of the teachers from the Farsi speaking school and they've had an immense impact with the children. They're all university [graduates] themselves and they've been doing the Maths and Science curriculum in Farsi for the small number of children that are Farsi speaking. They have made really good progress because they've been doing the curriculum in their first language as well. ... The experience of the

Farsi speakers is that their first language is very fluent so their English and learning in English develops rapidly. (Mainstream headteacher)

I think there is a great impact actually. Very few of them go on to do badly if that makes sense. The difficulty of course is the children who choose to go to supplementary schools are usually the ones who do well. ... Some of our children get better grades, it's that simple really. (Mainstream headteacher)

Interestingly, despite indicating that he believed that supplementary schools had the ability to impact on children's mainstream school learning, the headteacher of a mainstream primary school interviewed echoed the concerns of the mainstream headteacher cited above. He was concerned that supplementary schools seemed to attract higher attaining pupils. So although he had previously referred children from his primary school to a case study school, he said he did not do so if the children were high attainers. This is because he believed that supplementary schools which focused on National Curriculum provision should only target the children likely to benefit most from attending the supplementary school; that is children with lower attainment levels. Owing to this view this headteacher had put measures in place so as to enable staff at the case study school to more appropriately target children in need of extra support. As he explained:

We spent some time working with [name of case study school] and [name of the head] on what level of outcomes they should be looking for, and how to look at which children would benefit most from it. So what we do at the moment, if parents come to us and say they would like their children to go to [name of case study school] ... we will actually let [the school] know what levels these children are at. I had one recently where the mother was desperate for [her sons] to go and I looked them up and they were all on the expected level or actually in the case of two of them, well above, getting a 4A at the end of Year 5, which frankly is not bad. So I wouldn't actually refer those particular children forward. But it shows the system works in that sense. (Mainstream headteacher)

This mainstream headteacher's relationships with other supplementary schools had also widened his understanding of the number of primary aged children who were taking GCSEs in community languages such as Gujarati and Punjabi before their eligibility for secondary school entry. In this respect, community language supplementary schools were not only impacting on language acquisition, but also on attainment.

A mainstream secondary headteacher regarded his school's links with a language school as mutually beneficial as it offered opportunities for pupils and staff in his school, as he explained:

There's two angles. If you take it from the student's point of view, the spin offs is that they have a broader education and a complementary education and it's like a support to education. So in terms of the Panjabi, they have either extra Panjabi because they come to the supplementary school, or because they haven't chosen to do it as an option [here]. They can do it at the supplementary school, or you've got the opportunity where young people are coming in Year 7 and to save them waiting until they get into Year 9, they've got the opportunity to do it earlier, so in one sense it provides a range of opportunities and needs for the young people within the school. In terms of the staff, we've got one of our teaching assistants actually teaching in a supplementary school, so it provides, if you like, professional development opportunities and the broadening of her role to be involved in that

work as well as re-emphasising and highlighting the nature of what we are as a school. (Mainstream headteacher)

There were however, mainstream schools who did not think that attending supplementary schools had a huge impact on children's learning, such as the headteacher of a mainstream school (some of whose pupils attended a case study school). For this headteacher because the case study school referred to itself as an 'after school club' she did not regard it as a supplementary school. Instead she saw it as merely *'filling a vacuum'* for parents who could not collect their children immediately after school. This viewpoint concurred with that of the LA representative interviewed who had responsibility for supplementary schools in this particular case study LA. The headteacher's scepticism of impact related also to her perception of the children being taught in supplementary schools by teachers without UK QTS and who taught subjects like Maths using methods which were familiar to the parents of the children concerned, but which were not in line with current pedagogic practices, for example, in the case of the National Numeracy Strategy. It is worth noting that despite this headteacher's scepticism that she did not perceive all supplementary schools as ineffective or as having no value. Her main concern was as she argued that they needed to be *'properly organised'* with teaching being delivered by *'high calibre'* UK qualified teachers.

Following this mainstream headteacher's conceptualisation of a supplementary school through, this would mean that if a supplementary school which deemed itself an 'after school club' was properly organised, and lessons were taught in line with National Curriculum expectations and by teachers with UK QTS, then it could legitimately be considered a supplementary school.

Comments by two LA coordinators would seem to suggest that a key difficulty in the mainstream school sector positively valuing the work of supplementary schools is related to what one LA interviewee construed, as *'mainstream school snobbery around [teacher] qualifications'* gained overseas, and mainstream schools conceiving of themselves as the only ones that have *'valid [expert] knowledge'* (LA coordinator). In addition to this, a third LA coordinator suggested that negative perceptions of supplementary schools were in part influenced by *'the Government's approach to education'* which he described as:

The Government has worked through its contracts with Capita and the National Strategies. Now the National Strategies approach to education is purely school focused. It sees education in reality as taking place only within the walls of those buildings that are called schools, which has ruled out anything beyond the walls of the school. And they have done virtually nothing since the inception of the National Strategy in 1998 to develop work with communities and they have ... never shown any understanding of the role of parents and communities in the education and development of young people. (LA coordinator)

The need to have a wider conceptualisation of a 'school' as advocated by the LA coordinator quoted above was endorsed by another LA interviewee who reported that many of the supplementary schools in the LA were *'run by two or three people'*, and catered for *'between 10 and 20 children'*, and also by a mainstream school headteacher who said that, anecdotal feedback from some of the Black African children at his school, had led him to believe that *'a lot of education'* related to English and Maths happens in churches after Sunday worship. But because such learning occurred in a church it was not regarded *'officially'* as education. Similarly, a community group representative pointed out that *'supplementary schools are based in buildings which may also serve as mosques or other religious and spiritual centres'*. It is likely however, that regardless of where the supplementary education takes place or the name of the supplementary school, that there will still be some mainstream schools (and LA

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staff) who are sceptical of supplementary schools having an impact on mainstream school learning because of how they define supplementary schools, as illustrated by the following comment:

To me a supplementary school is teaching and learning in a community language ... for me that's where I feel that is what makes it different. A homework club is supporting homework, it may well be done in the first language, but I think it's slightly different. (Mainstream headteacher)

11.6 Overarching concerns about questions of impact

Before ending this chapter, it is worth noting that some of the case study schools and community groups that were engaged in providing National Curriculum support were concerned about the question of supplementary school impact on mainstream school learning. One LA interviewee argued that supplementary schools have a 'significant impact on [a] child's learning' but worried that, because as he said, 'the [LA was] facing severe pressure from the DCSF about raising attainment' that LA funding would be removed from supporting supplementary schools. Another LA coordinator was similarly concerned that the concept of impact would be used as she said to 'over regulate' supplementary schools, whilst a third worried that it would negatively impact on LA funding of community language/mother tongue only supplementary schools; this would have particular implications as the LA defined supplementary schools as those schools providing community/mother tongue support and this was the basis on which they funded such schools.

Some case study schools and LA representatives feared that the actual attainment in national assessment tests would be used to judge supplementary schools as a whole, as opposed to comprehending the all round provision, development and other benefits that supplementary schools offer, such as those described by the supplementary school teacher and two LA coordinators referenced below:

Coming here can prevent [children] from getting excluded at school and can reinforce their self-esteem, and can encourage them to try that little bit harder. People are not just coming to us for the learning; it's about showing them the opportunities. So we have a lot of children coming back to us who have gone on and I keep in contact with people so that they can come back to our prize giving. We have had so many over the years. This is about children experiencing sometimes negativity and being very small fish in very large ponds in their ordinary day to day school and coming here, and standing out, and having people take notice, and focus and saying: 'actually you can do this'. And go back and still be the little fish in the big pond, but we still have you swimming somewhere ... and so definitely we wouldn't keep doing it if we didn't make a difference. In fact that was a theme of one of our prize giving's. We've had 25 years of making a difference, and because we know we do, we keep doing it. (Teacher)

I think it builds confidence, self esteem, it gives you a sense of more identity, you know especially if it's a mother tongue school where suddenly you're shown back to the culture that your parents come from. Where everybody speaks your language is a doctor, lawyer and all of the heroic people, all of these people that everyone looks up to, they all are from your culture, so it does – they speak your language or they have the same distinctive background. They may have come from the same little village where your parents [or] your grandparents have come from. It does make a difference in that way. (LA coordinator)

There are benefits of children who maybe the rest of the week feel at a disadvantage, maybe because of their English or whatever, being all taught together on a Saturday or after school really does build up confidence and self esteem. (LA coordinator)

Interestingly, such a view was articulated by the headteacher of a mainstream school:

I don't think it would be profitable for the DCSF to go down the: 'We can see that the proportion of children who gained level 4s in English, who attended this particular institution'... you've got all sorts of things [e.g.] Anatolian dance groups, what are you going to say? 'Don't go to the Anatolian dance group. Go to this particular thing because your English or Maths will improve'. I can understand the logic of that, but it isn't necessarily something I want to subscribe to ... the critical thing for me is valuing. We have two separate dance groups, one is contemporary dance and one is Indian dance and we have a variety of other things going on, sports clubs and ... orchestra and choirs as well. (Mainstream Headteacher)

A community group interviewee was equally concerned that the supplementary schools that focused on what he called the 'soft skills' (of communication, working with peers, improving behaviour and supporting pupils to view themselves positively and 'to be better people') would be criticised for not making academic contributions.

A mainstream headteacher asserted that a 'health warning' should be attached to any questions about supplementary school impact on mainstream learning because, he opined, that rather than being immediately evident, impact could take time to embed. As he explained:

Sometimes the impact may not be seen over two or three or four years. The impact may come over six to 10 years ... young people ... and they report back and say... 'because we came to ... or because our parents', you know there's a whole [host] of reasons. So I just put that as a health warning that you know impact may not be over two or three years, but it may well be more long term. (Mainstream headteacher)

When a teacher at a National Curriculum focused school was asked the question, do you think that attending supplementary school can impact on children's learning in their mainstream school? She responded by saying: 'It's quite a difficult question'. She said that it was 'something that [she] was trying to gain an understanding of from the children' that she taught on a Saturday. She continued:

I can't say if it's making them feel more confident in mainstream because it's a very different environment and you might just be confident here because it's a small environment and because of our relationship and how I am trying to, my objective is to help you and make you be successful and that is my main objective, me as a teacher. ... It might not have an impact in the mainstream so I don't know in that respect. But in terms of the work they are doing, again, I kind of get snippets and I want to know more and, 'how well this is helping you get your grade in your sets and has it helped you directly in the lesson?' But I haven't pulled that information out. It's not easy ... you [want to] talk to the kids [but don't have] the time for that – there is that constraint, there is so much to pack in. So I can't tell you if holistically it's having a great impact. (Teacher)

One parent who thought it was 'a bit early' to judge the impact of her son's attendance at a Turkish supplementary school was nevertheless convinced that her son's mainstream school attendance was actually benefiting his supplementary school attendance:

I don't know how it affects, but definitely mainstream, he started to learn to read and write this year, and that helped him to understand the Turkish alphabet ... last week he was reading some words and in Turkish he was writing and he pronounced some letters that is different to English correctly. So he must have known, like we have C and H, and so he knows the difference ... and I believe learning in two languages or speaking two languages is beneficial in any way. (Parent)

Paradoxically, the parent cited above considered her daughter's attendance at the supplementary school as helping her daughter to become more proficient in reading English 'because she now thinks OK I have to consider the letters as well, what these characters mean'. Overall Turkish parents saw the school as ultimately contributing to their children's acquisition of Turkish and enhancing their mainstream learning and attainment (including e.g. GCSE and A level Turkish).

Learning here even in a different language, somehow it affects their normal school as well because I can see them reading much better, in Maths especially they have extra classes here of one hour. Even that one hour a week, even if they learn one simple thing it contributes to their normal classes. (Parent)

Finally, there was a perception amongst some of the case study supplementary schools that the contributions they made to enhancing children's attainment were not recognised by mainstream schools, as illustrated in the quotes from two supplementary school headteachers below:

I think mainstream has benefited a lot from us and I noticed that even though our school has been running for 14 years ... secondary schools are getting credit for the Somali children getting higher grades when they've actually been attending here. So it is always one-sided; [schools] are taking credit for a lot of things that they didn't do by themselves which pisses me off right royally to put it politely. What I would like is some acknowledgement of the work that we do to support them and so if there is a significant change for them to say: 'Actually this child has significantly improved since attending [name of supplementary school]'. (Headteacher)

Schools don't want to acknowledge that a supplementary school is helping them to do well, they don't do that otherwise they would undermine themselves and shoot themselves in the foot. (Headteacher)

The views of these headteachers were supported by a number of LA coordinators who pointed out that mainstream schools often got the 'credit' for children doing well. This was one of the reasons that the case study LAs had actively encouraged their supplementary and mainstream schools to develop better relationships and understandings. One LA coordinator explained that with a more informed understanding of the work undertaken by supplementary schools mainstream schools would 'be able to recognise that yes, whatever they have achieved there is contribution from your [supplementary school] side'. Such acknowledgement was considered essential by a further two LA coordinators owing to the large number of children that attended supplementary schools in their LAs, and what one coordinator saw as the 'huge resource' that supplementary schools inputted into supporting the teaching of these children. He articulated his reasons thus:

When one looks at the numbers of young people who are attending complementary schools of different kinds every evening, I mean it runs into the thousands in a city like [name of LA] and I'm including the Madrasahs in this as well, every evening of the week, Saturdays, Sundays absolutely remarkable. The huge input from community [groups], often voluntarily to this work, the undoubted fact [is] that the achievement of those thousands of youngsters is being supported in different ways by those schools sometimes specifically because they're offering support with English and Maths, sometimes because the youngsters are developing a community language or better understanding of their parents cultural background which I would argue supports their learning in all kinds of ways. And if we take the Madrasahs, my view is that the development of good attitudes to learning in the Madrasah, I mean obviously learning of the Koran, but the development of good attitudes to learning actually has a very positive spin off in those young people's school work as well. (LA coordinator)

This coordinator valued the contribution he perceived supplementary schools made, particularly in relation to instilling positive attitudes in the children that attend. Drawing on his former experiences as an Ofsted school inspector he intimated that this aspect of the work by supplementary schools should be acknowledged by the Government and the wider mainstream sector:

... I used to undertake Ofsted inspections and at the bottom of the lesson observation sheet, there were four boxes, one of which was attitude, and Ofsted expected you to put ... the same grading for attitude as for the achievement box ... and it seems to me that in looking at the way complementary schools support young people's achievements, attitude to learning is I think one of the key things that complementary schools manage to develop in young people. I think it's something that has not been talked about very much at all, and very little written about this, you know good attitudes to learning that are developed in complementary schools let, alone the impact on overall attainment and achievement. (LA coordinator)

His views provide further support for the case study schools contention of the all round development of pupils that they were engaged in.

11.7 What can mainstream schools learn from supplementary schools?

When asked if there was anything that mainstream schools could learn from supplementary school experiences, the following responses were given by a teacher:

Yes, not to make judgements and not to stereotype certain students because of their background, and also to include in the curriculum all year round Black people of African origin, their achievements, their histories in the curriculum, in all subjects not just English. (Teacher)

This view was shared by a parent who said 'it's definitely important for society to know that not all [Black] boys don't [achieve], they are very bright'. An LA coordinator was more concerned to ensure that mainstream school teachers developed a better understanding of the range of benefits and learning opportunities presented by supplementary schools. He asserted:

They have to learn that developing languages in one area will enhance the development of languages in another area. They do not see how much has been done by the supplementary schools and [they have] proven they are more

successful in teaching languages. I know Spanish children, Latin Americans for example, they have done very well in their GCSEs, and I'm just wondering how much that is the mainstream school or the supplementary school? ... Maybe there are some [mainstream] teachers to visit and learn from them ... Behaviour management, what I say with visiting [mainstream] schools [is] 'have you got time [that] you [could] visit that [supplementary] school and hear the children who are you know excluded from mainstream or find it difficult to be engaged in schools'? [These children] they're going to supplementary school on a Saturday in their free time of their own free will, you know there is something which attracted them. There is something which made them happy to go there that's what the mainstream teachers should visit and find out [about]. There is good work in supplementary schools which can benefit mainstream. And also how to work with Black parents, you know it is not hard for supplementary schools to engage parents. These difficulties we are talking about in the mainstream, difficulties of engaging Black parents I haven't seen it in supplementary schools. That's what they need to [learn] from the supplementary schools. (LA coordinator)

This coordinator's desire for mainstream schools to have a better understanding of Black parents and to learn how supplementary schools interact with and engage with Black parents was supported by other LAs and case study schools. A community group representative also stated that mainstream schools had much to learn from the holistic development of pupils by supplementary schools providing mother tongue language and cultural support:

Somali or Albanian these languages are only taught by supplementary schools and not by the mainstream. And so this language support and cultural support and identity building, self-esteem building activities for children that's something mainstream can benefit from children developing skills in languages and building their identity and self-esteem that is valuable for a growing child, you know to be confident about their home as well as the school. And it's when one is missing then the children can have low self-esteem; not knowing much about their background. The linguistic skills they gain from supplementary schools are used by them in the mainstream during the day from Monday to Friday. (Community group representative)

11.8 Summary

This chapter has considered the factors that case study respondents identified as positively impacting on children's learning in mainstream schools. These factors pertain to the acquisition of academic knowledge and skills, as well as children's all round development as individuals:

- learning in smaller sized classes which facilitates more focused individual support and a better understanding of children's learning and attainment needs
- improved behaviour and social skills
- having access to teachers and peers from the same cultural heritage/language/religious community
- enhanced self understanding and valuing one's identity/heritage
- experiencing a sense of community belonging

- increased confidence/self belief/esteem
- greater motivation/interest in learning
- recognised potential and being encouraged to fulfil potential
- learning languages/cultures not taught in their mainstream schools
- higher expectations/aspirations and increased attainment, and
- positive teacher-parent relationships.

However, case study respondents were concerned to note that not only was impact difficult to measure, but that a focus on attainment impact could detract from the all round development that some schools and parents perceived supplementary schools to be contributing to children's learning in the mainstream sector.

12 Conclusion

This research sought to develop a wider understanding of supplementary school provision and to identify the unique contribution that supplementary schools make to children's mainstream learning.

The survey findings make an important contribution to understanding supplementary schools by profiling them quantitatively, making links between different aspects of provision and providing a national perspective (although it should be noted that the schools that took part in the survey are likely to be different in some respects to the schools that did not take part, particularly given the low response rate and the inability to weight the data for response bias). The case studies allowed supplementary school provision to be explored in-depth, and identified a range of contributions which supplementary schools make to children's mainstream learning.

Schools responding to the survey varied greatly in the type of education they provided with the majority of schools citing the provision of culture and heritage (sometimes including faith teaching) and mother tongue languages. Two-thirds of schools supported pupils in National Curriculum subjects. The case study schools echoed these findings, and showed how the types of provision often overlapped. The supplementary schools in this study served a broad range of communities.

Both the survey and the case studies found that pupils attended supplementary school for considerable amounts of time, and that many maintained attendance for the duration of a significant number of years. In the case studies, both parents and pupils expressed their commitment to supplementary school education: pupils repeatedly spoke of their willingness to attend, either because they enjoyed coming or because they understood the benefits that attendance could bring. Similar sentiments were echoed by parents, many of whom paid for their children to attend.

The survey found that such commitment is matched by the teaching staff, many of whom give their time voluntarily and stay with the school for a number of years. Case study interviews with teachers and headteachers similarly found evidence of immense dedication and commitment amongst staff working in supplementary schools.

Overall, this research has shown that pupils attending supplementary schools derive immense support from attending supplementary schools. This was due to more concentrated teacher-pupil time, and the different ethos created by the supplementary schools. Case study respondents also emphasised the importance of having pupils taught by teachers from similar backgrounds, with shared culture and heritage, norms and expectations.

A number of benefits were identified by case study schools (including parents, pupils and teachers) and LAs. Many parents reported an improvement in the skills, knowledge and exam results of their children since attending supplementary school. Teachers, parents and pupils identified more concentrated teacher-pupil time due to smaller class sizes, in which teachers had time to explore a range of teaching approaches, and strategies for engaging pupils more freely than in the mainstream.

The 'impact' factors identified in the case studies provide support for findings in the literature review that possible impacts arise from the specific and intensive support provided by supplementary schools in National Curriculum subjects/community languages, and by

renewing/embedding interest, motivation and engagement in their studies. Similar to the findings from other studies cited in the literature review (e.g. Frances, Archer and Mau 2008), the case study data suggests there may be no tangible impact in terms of measurable educational outcomes for pupils if supplementary schools are not teaching mainstream subjects. However, there is potential for impact on three levels: pupil, teacher and parent.

The benefits/added value which the case study respondents saw as being derived from attending supplementary schools at a **pupil** level include:

- developing positive attitudes towards education (including more focused, attentive, better behaved and more motivated learners)
- positive identity reinforcement
- an increase in self-esteem/self-awareness
- increased confidence in asking questions/speaking out aloud/socialising with others in and outside school
- a better understanding of one's cultural background (heritage, language, religion)
- increased community/mother tongue language skills

The data suggests that it is possible for the above to be transferred into mainstream learning. There are also benefits at a **teacher** level which include:

- Reinforced commitment to working in the supplementary school sector
- Having the flexibility to be creative in their teaching and enhance teaching and learning strategies
- Opportunities for mainstream teachers to become reflective practitioners and transfer their knowledge to the supplementary sector
- Enhanced teacher qualifications – some staff were encouraged to study for UK QTS
- Positive teacher-parent-pupil relationships

And at a **parent** level:

- parental engagement
- good teacher-parent relationships

This research supports findings discussed in the literature review; that there are a vast range of supplementary schools serving diverse communities, and these schools are considered to make a valuable contribution to minority ethnic children's education. Nonetheless, this study further suggests that supplementary schools, LAs and parents remained concerned at the study's focus on the contribution/difference that supplementary schools make to children's mainstream learning. This was perceived as the Government wanting to 'regulate' supplementary schools and remove their autonomy and independence, which some of the case study schools were opposed to.

Significant concerns were also raised by case study respondents as to the funding of supplementary schools, and whether their individual supplementary schools would be able to continue in the future with their current level of funding (where they were supported by LA grants). Supplementary case study schools not only called for greater recognition of their work, but the one case study with a particular focus on community cohesion with its mainstream school partner, called for more government funding to further such work, as in the view of one parent, the supplementary school concerned was *'helping to build stronger citizens in this country'*.

Importantly, these findings are the product of a particular sample of supplementary schools who responded to the survey and participated in the research as case studies, which indicates their positive engagement with supplementary school provision and also the NRC. Arguably, the case study schools who participated in this study were those who were most amenable to working with government bodies. However, it is likely that there are a number of schools who would resist such ways of working. This should be borne in mind for future studies.

Finally, this research indicates that there is a need for better understanding at a policy level of the added value, and not just in relation to academic attainment, that supplementary schools offer to children's learning. Ultimately, such acknowledgement would lead to greater dialogue (and understanding) between the mainstream and supplementary school sectors.

13 National participation rates

13.1 Introduction

A key aim of the research was to ascertain the level of pupil participation in supplementary schools at a national level. The purpose was to give an indication of the proportion of pupils who are reached by this form of educational provision. As discussed in Chapter 2 previous attempts to estimate the coverage of supplementary schools have tended to be specific to certain regions or ethnic groups. While the survey data have their own limitations (see Chapter 1), they nevertheless provide a new opportunity to gauge the reach of supplementary schools across the whole country.

The synopsis below provides an overview of how the national rate of pupil participation in supplementary schools was established.

13.2 Supplementary school participation rates

Based on survey data and national population statistics¹⁶, national rates of participation in supplementary schools were estimated. Between 3% and 8% of all pupils aged 5 to 16 were estimated to be in contact with supplementary schools at any one time which translates to between 18 and 28% of all children from non White British communities¹⁷. The calculations were based on a number of assumptions:

- that the surveyed schools were representative of all schools in terms of size;
- that the total number of supplementary schools in England is about 3,000;
- that schools are attended solely by non White British pupils and that pupils do not attend more than one school at a given time.

More detail about the calculations of these estimates is provided in Appendix 5.

The national participation rates helped to inform the feasibility study discussed in Chapter 14.

¹⁶ The data provided by DCSF comprises population figures for January 2008, broken down by age, region and ethnicity.

¹⁷ 95% confidence intervals are shown.

14 The feasibility of assessing the impact of supplementary schooling on pupil attainment and other issues

14.1 Introduction

We were asked to make a feasibility study of whether and how it would be possible to conduct an assessment of the impact of supplementary schooling attendance on pupil attainment (and if possible, also on attitudes, behaviour and attendance). This section of our report has four parts: firstly, we provide a summary of the evidence collected (from the survey and case studies) and the issues raised; secondly, we discuss the various potential models for a study, with an analysis of the practical issues raised, before thirdly including a wider discussion on the more theoretical issues. Finally, we provide discussion on alternative approaches for an impact study. Two models are presented: one that relies as far as possible on existing data (but nevertheless includes some data collection amongst samples of families using supplementary schools); and one that uses survey methods to generate a sample of supplementary school pupils and a matched comparison sample.

14.2 The evidence of the surveys

In the questionnaire, we asked a series of questions about the size of each school, the pattern of attendance of pupils, and the nature of contact with mainstream schools, all of which provided data that assists the planning of a possible survey on attainment.

In the interviews, we put two possible models to our respondents as a basis for a discussion on the feasibility of linking pupil data between supplementary and mainstream schools, as the following extract from the interview schedule illustrates:

We could either do a survey of mainstream schools, and ask them to find out through parents which of their pupils attended supplementary schools, and then approach the supplementary schools for information about those particular children who attended the mainstream school; or we could do this the other way round, first asking the supplementary schools to tell us which mainstream schools their pupils attend, and then approaching the mainstream schools for information about those particular pupils. Which do you think would be the better approach?

14.2.1 The preferred approach

Responses were not always very focussed or conclusive, but there was a clear majority perception, from each of the groups of interviewees, that the second approach, starting with the supplementary schools, would be more likely to succeed. For example:

No problem. (Supplementary headteacher)

For us, it would be easier to go to the supplementary schools, because we have a record in the application form of the [mainstream] school the student is from. (Supplementary headteacher)

That's better, much better. [If the mainstream school was given the pupil names] it wouldn't take long to get that data ... yes, we should be able to do that – it's hard to put a timescale on it ... but ... within half a term we should be able to knock that out, well within. (Mainstream headteacher)

That's the best way to go, because you've already started with those links. We can build on what you've already done. If you said this child goes to the supplementary school, we could look at that and we could easily tally it. It wouldn't be a problem for us. (Mainstream headteacher)

It would be a damn sight easier to do it [this way] – most mainstream schools wouldn't [have the information] (Mainstream headteacher (although this head was proud of the fact that their school had 'fairly unique' records in this respect)).

Start with the list from the supplementary schools; otherwise you are doomed. (Mainstream headteacher)

But one preferred starting with the mainstream school.

I prefer the first method. My concern would be that it would end up ... that people start not wanting to have pupils in their class because they weren't going to get gold stars at the end. ... You want to show your school's good ... so you start running it for those people who are going to make good achievements. (Mainstream headteacher)

One mainstream headteacher was resistant to the whole approach if it was confined to Key Stage national assessment results in English, Mathematics and Science:

... [this would be] missing the whole point almost. I just like the fact that a lot of children do a lot of interesting things, and that it is worthwhile knowing what they are. I don't necessarily want to equate that to academic [attainment]. ... [In] our last inspection we had a United Nations Human Rights Respected board – which I thought was an impressive thing to have – but, to quote the Ofsted inspectors, 'it can't be seen to impact on standards and Maths, and we're going to ignore that'. (Mainstream headteacher)

14.2.2 Relationships between supplementary and mainstream schools

Firstly, it was clear that there was a degree of suspicion between a number of the mainstream schools and a number of supplementary schools. Given that we identified supplementary schools who were willing to talk about relationships with the mainstream, and mainstream schools who were known to have more positive links with supplementary schools, it may well be that there is a higher degree of potential antagonism between the two sectors that would emerge in a larger scale study, and that this might possibly make substantial problems for such a study.

Some supplementary headteachers said that they felt excluded by mainstream educators:

We'd like to have more dialogue with mainstream schools but we have found that ... they've sort of declared the official secrets act [that] they're not allowed to talk to us. ... they withhold information, and ... we have a sense that the Local Authority doesn't take supplementary schools seriously. (Headteacher)

Some of them don't [know which of their pupils attend supplementary schools] and the problem we faced in the early stages, even now that they consider us as their competitors. Even though they know the child is getting support, they don't accept that. ... There are going to be issues here. ... To get [our contribution]

acknowledged by mainstream schools is going to be an uphill task – I won't say impossible, but it's going to be really difficult. (Headteacher)

But this was not always the case:

Once I had actually made some sort of start with the [mainstream school] headteacher ... and the headteacher knows me ... that's part of learning or building a relationship. (Supplementary headteacher)

There are some that are really pleased with the work that we are doing, and there are some that don't even bother to take [our] name. (Supplementary headteacher)

That's a really nice way of doing it, working with the supplementary and linking it back with the mainstream [school]. (Mainstream headteacher)

One mainstream head said that he had:

... no idea of who is there [in local supplementary schools]. I could go round classes tomorrow morning, and say how many go, and they'd all put up their hands, and I could make lists, but the parents' aren't coming and saying. (Mainstream headteacher)

Another thought that:

Mainstream [schools] may not even know that their pupils are going to a supplementary school. (Mainstream headteacher)

We also gained the impression that some mainstream schools would not, in a competitive culture, be necessarily happy to allow that other educational players (such as supplementary schools) were making a significant contribution to pupils' achievement:

How can you distinguish between what they're doing at school and the homework? Maybe you need to visit the [supplementary] schools and see [if] what's happening ... is directly linked to the curriculum, because if it's not, then your link is much harder. ... They can't do anything other than support. ... It would be very difficult to show the link, really, because it's not as simple. (Mainstream headteacher)

14.2.3 Logistical, data management and other practical issues

We also asked those headteachers who were interested in pursuing in discussing the feasibility of such a study about the amount of administrative time that would be involved and logistical issues. One supplementary head said:

It will take time – obviously it's not straightforward. But ... normally there are data at the end of the year. I would say a minimum of four weeks – four to six weeks – [to include] communicating with the parents in writing.

This headteacher thought that he would be able to get parental consent for about 80% to 85% of his students, but another supplementary school headteacher estimated that only 35% to 40% of parents would return information about mainstream school attendance. Generally, the supplementary schools prided themselves on their relationships with parents, and felt that obtaining consent would not be an issue: *'it's the first thing we need to do ... of course, we have to keep very, very good communications with the parents'* (Supplementary headteacher).

The mainstream school headteachers were also cautious about the time that would possibly be involved:

It will probably take a couple of weeks ... I think to do all this properly, about half a term to pull it together. (Mainstream headteacher)

There's a benefit to it, but whether you will be able to convince some of my colleagues ... it's the pressure of work ... it bothers them to get it [the data] out of the system – so don't expect people to embrace you with open arms. (Mainstream headteacher)

A second issue related to data privacy and parental consent. Although we made it clear that any such study would clearly need the consent of the parents or carers of the pupils concerned, headteachers in both sectors foresaw issues and problems. For example, some respondents thought that parental consent would be at a low level:

It's all about data protection and the confidentiality issue. There are some details that we cannot give out. ... Some of the parents they might have some kind of doubt unless you could persuade them, unless you can explain more. (Headteacher)

I'd ask data protection ... we have to go on through the parents. (Supplementary headteacher)

One supplementary school head claimed that:

The date of birth is confidential as part of our data protection. (Supplementary headteacher)

Some of the level of record-keeping in some supplementary schools suggested that it might be problematic to use either approach:

(I: Do you collect mainstream school information?)

Yes, we know, because being [the religious leader] I have contact with the people and where their [children] are going

(I: And do you keep any information on the children such as their date of birth and where their mainstream schools is? You've got an enrolment form?)

Yes, I don't think we bring everything in every week, you know. I've got it in all in my car. We've got no storage space (Supplementary headteacher)

Another supplementary school headteacher seemed unsure of what data was kept. Asked whether the school kept information of behavioural issues, the response was:

Generally I haven't got information We can get information from the teachers, yes ... we discuss that from time to time. (Supplementary headteacher)

But other heads seemed well informed: 'That's part of the management, that's part of evaluation. How would we know if you don't keep a record? How can we measure?' Some case study heads thought that others would not have as good records as their own:

I don't think there's many examples you would find of a school like us ... we have those data processes – I'm not saying we're the only one, but. (Headteacher)

But it was also clear that there would be little consistency of approach between how supplementary case study schools addressed record keeping. Some headteachers kept detailed records of behavioural incidents – *'if you want them, they are here ... that would be recorded because it does matter when it comes to overall evaluations'*. This suggests that it would be significant challenge to convert such records into a consistent and comparable system between schools.

14.2.4 Relevant data from the survey

The survey data provides much useful data about the size, scope and range of activities of supplementary schools. The distribution of types of school (Figure 3.1) is such that it would be possible to include all four major types of schools, since there are very similar proportions of each. This might, if the sample were sufficiently large, allow a comparison between those specifically targeting National Curriculum subjects and those not.

While it might be more cost-effective to only survey the larger supplementary schools, it should be noted that eliminating schools with fewer than 25 pupils would take out 24% of all schools, though only about 5% of all pupils (Table 3.5). This might be a useful way of maximising the effective management of such a study.

It is hard to determine whether the study should be limited to pupils who have a certain level of attendance. Some 43% of schools reported that pupils attend less than two hours a week; most of the remaining attending between 3 and 5 hours (Table 3.7). Although it could be argued that it might be harder to measure attainment effects on those with a low level of attendance, eliminating such a large proportion of pupils would not be sensible (and any study would also need to ensure that those with low levels of attendance were eliminated from the comparator group).

Those with a low attendance rate might also be screened out of a study. But 91% of pupils were reported as attending all or most supplementary school sessions (Figure 3.8), and the administrative problems in identifying and using a rigorous definition of attendance rate would be counterproductive.

We do not have data on how long pupils attend supplementary schools. In any study, this would clearly be an issue: it would be unreasonable to include pupils who have not attended the school for a sufficient length of time, or those who had attended in the past. In the absence of data, we would have to suggest some arbitrary rule, such as having attended for all of the preceding year, for example.

The survey also suggested that 58% of these schools charge fees, at a median level of £107 a year (Figure 6.1). However, it also appears that only 25% of all schools (42% of those who charge fees) insist on full payment. This does possibly raise issues about family poverty, and the potential that supplementary schools have to be working more with the potentially better-off families. Since the relationship between poverty and educational attainment is well-established, this is an issue that will need to be addressed in any survey design. It would be possible to ask parents how much they paid when asking for their agreement to participate in the study, but this may be seen as over-intrusive and may well lead to lower levels of agreement.

Finally, it should be noted that only 53% of the supplementary schools said that they knew which mainstream schools their pupils attended (Figure 10.2). This should not be an issue in any study, because parental/carer agreement would be needed to contact the mainstream schools, and the names of these schools could be gathered at this time.

14.3 Potential models for a study, with an analysis of the practical issues raised

Of the two possible models, it seems clear that there would be significant practical difficulties in starting with mainstream schools, and moving to those supplementary schools attended by some of their pupils.

- There would be problems in initially identifying mainstream schools with a sufficiently large proportion of pupils attending supplementary schools.
- There might be some resistance from some mainstream schools to the survey, and certainly some demands for assistance with costs in the administering of the work.
- Researchers would have to contact all parents in the age ranges the survey was covering, the majority of whom would probably not be attending supplementary schools. This would be wasteful and costly.
- It would not be possible to determine the effective response rate, because non-returns would be both those attending supplementary schools declining to participate and those not attending such schools who would not be bothered to (or see the point of) returning a nil return.
- The responses that were gathered would name the supplementary schools in a variety of ways, and with varying degrees of precision: the research team would need to identify each school and its contact point (which in many cases is not the same address as the place the pupils attend).

For these reasons, it is not recommended that any study begin in this way, but that the starting point is the supplementary school. But such an approach is not without a number of problems.

The survey will still need to contact and recruit a range of supplementary schools. Given the known indeterminacy about the total number of such schools, and the reluctance and/or suspicion of a proportion of these to be in contact with the 'official' world of education, this will be an initial hurdle to be addressed.

These schools are generally running on minimal financial resources. It would be appropriate and necessary to offer them some reasonable monetary compensation for the administrative work involved. This might involve, for example, providing necessary letters to parents, possibly on the supplementary school's own letterhead, paying for necessary translation costs, and some payment per returned permission slip (perhaps as much as £2 or £3 per response).

This would mean that a research team would probably need to make quite a high degree of personal contact with the schools' administrations. With a wide geographical spread of schools, this would be expensive to organise. It would be worth considering limiting the geographical spread of such a study to two, possibly three well-defined areas, since it is

extremely unlikely that if there is a relationship between attainment and supplementary school attendance that this would show variations on a regional basis.

There would then be the issue of correlating the parental agreements and names of mainstream schools with the schools attended. Given that the data for all maintained schools is available, this will present less of an issue than the other way round, but it will still be a substantial logistical task.

If we then approach these mainstream schools, then the same issues over cooperation will arise as have been noted above. Moreover, the researchers will almost certainly be approaching a larger number of mainstream schools than the original number of supplementary schools. Admittedly, there will be a smaller number of pupils per school, so the administrative burden may be less. But this approach (as with the previous approach) introduces yet another layer of gatekeepers.

If each layer of gatekeepers results in a 30% positive response rate (which might in itself be regarded as optimistic), then approaching 100 supplementary schools will result in 30 schools participating, of whom we will get agreement from only perhaps 25% of the parents; if only 30% of mainstream schools then agree to participate, there will only be data for 7.5% of the potential sample.

An alternative modification to this approach would be to use the mainstream school number and the pupil's name obtained from the parents to identify the pupil's unique reference number without involving the mainstream school.

The disadvantage of this approach is that it makes it impossible to gather any additional data from the school, such as other measures of engagement. However, the value of such data might be quite limited, as it would be gathered on different bases across different schools, and there would be major issues of comparability.

With the unique PRN, it should be possible to access attainment data, ethnicity, FSM status, attendance, etc. directly from the national database.

It would therefore seem most advantageous if the survey was limited to those pupils in supplementary schools who had just taken, or who were just about to take, Key Stage national assessment tests in their mainstream education. As suggested above, the survey could also be limited to pupils who had attended the school for at least the preceding twelve months.

14.4 Wider issues

14.4.1 Causality

There is also an important issue about any presumption of causality. Parents who send their children to supplementary schools that focus on national curriculum subjects may have a greater concern about/interest in their children's success than parents who do not, and it may be this that drives up achievement, not the supplementary school.

It is also possible that they may be better off, and can afford the fees, or afford them regularly. The proposed investigation would need to try and account for these factors.

Other parents may send their children to those supplementary schools that are not focussing on national curriculum issues. This might also have a positive effect on achievement (it may

reflect more general concerns for development that are also positive for school attainment, or again, they may be better off, and this may have an effect), or these schools might not have a measurable effect on attainment. Either way, these kind of supplementary schools offer a useful monitor on possible effects of the former kind of supplementary schools.

It is also possible that there will be a 'cultural capital' effect. Families with a cultural capital that reflects educational values (for example, with a high number of books in the home, with family discussions about contemporary social issues, etc) might be more inclined to value supplementary education in all its forms, and subscribe their children to culturally enriching programmes, be this museum visits or attendance at supplementary schools. Any attempt to measure the difference between those attending supplementary schools and those not doing so may be doing no more than measuring the difference in the cultural capital between the respective groups of families. There is no known way of compensating for this, as no one has attempted to measure cultural capital. It is possible that there would be some degree of correlation between economic well-being and cultural capital, but this would by no means be exact.

14.4.2 Comparator group

There is also a substantial problem about the comparator group or groups to be used in such a study. The processes discussed in this report will result in establishing sufficiently robust data about the actual attainment of pupils who have attended supplementary school for at least the year prior to taking Key Stage national assessment tests. But with whom should this data be compared?

Clearly, any analysis will need to include comparisons based on ethnicity, gender and probably socio-economic status (using FSM data as a proxy; which may also be a very loose proxy for family cultural capital). But after this, there is no easy way to determine which pupils in the National Pupil Database (of the requisite ethnicity, gender and FSM status) have *not* attended a supplementary school. Indeed, the definition of 'not attending' is itself fraught with difficulties. Does it mean never having attended (even, say tens years earlier)? Or not attended recently? Even if one could arrive at a definition, to ascertain which pupils fell into such a category is potentially difficult.

One possible comparator group, it is suggested, would be the whole national sample (or better, if the study was geographically confined, as suggested above) to the areas of the study, of the identified group (ethnic, gender and FSM). This would include, of course, pupils who both did and did not attend supplementary schools: that is, the attainment levels calculated would be higher than the actual scores of those who did not attend. But, if supplementary school attendance does have an impact on attainment, then this larger group result will be lower than the levels achieved by those attending. It will thus be possible to determine that there is an effect (positive or negative), but not to determine, on this data alone, the scale of such difference.

To determine the scale of difference, one would need to know the actual proportion of pupils in a particular group who actually attend supplementary schools. Given that there is no reliable figure for the number of schools (or even their existence), it is not possible to make an accurate determination of such numbers. But it should be possible to estimate the potential number within what will be quite wide margins..

Thus the survey shows that the average attendance at a supplementary school is 104 pupils. There are a range of estimates of the number of supplementary schools, from about 2,000 to about 5,000: an informed estimate would be about 3,000 such schools. We can therefore

estimate (see Table 16.3 in Appendix 5) the total number and percentage of minority ethnic pupils in supplementary schools as between 208,000 (15%) and 520,000 (38%), most likely to be in the region of 312,000 pupils (23%). We also know the 95% confidence intervals for these estimates (2000 schools: 10% to 19%; 3,000 schools, 18% to 28%; 5,000 schools, 33% to 44%).

From this, it is possible to impute a range of attainment levels for those not attending supplementary schools, admittedly with some margins of error. But providing that the difference between the levels achieved by the population(s) as a whole was significantly different from the levels achieved by those attending supplementary schools, then we could be confident that the actual difference was greater than this, and be able to estimate a range of degrees by which it was greater.

Using a power calculation, it can be determined that to detect a 5% impact on educational attainment with Key Stage 2 national assessment tests results and GCSE scores would need comparisons of about 1500 per group (that is, 1500 supplementary school pupils and 1500 for the comparator group) perhaps a bit more with the clustering, so, say around 1700. This is based on an 80% power calculation, and assumes 5% significance tests. However, because the proposed comparator group is the whole population, a smaller group of supplementary school pupils – about around 1000 - would suffice.

Assuming that only 35% of supplementary schools approached will respond positively to participate in such a study, and that only 35% of parents in such schools respond affirmatively, and that the average size of each school is 104 pupils, but that only 20% of such pupils were either in year 6 or year 11, then a survey would need to approach 410 schools. Of these, 143 will respond, with an average of 7 pupils per school.

This would allow us to determine if there was a significant difference between the attainment of those attending supplementary schools and those of similar age and ethnic group who do not. It would not lead to an accurate determination of the extent of that difference, because this will be an unknown until such time as we know either the number of children who attend supplementary schools nationally, or the total number of such schools – both of which figures are unlikely ever to be known. We will, however, be able to show within 95% confidence levels the likely degree of difference. If the best possible estimate of the number of supplementary schools is 3,000, then there will be an 18 to 28% range in the level of impact.

Note however that measuring the *difference* in attainments levels between those attending supplementary schools and those not attending is not the same as measuring impact. To measure impact we would need to be able to control for any differences between the two groups that might affect attainment (such as differences in family income). To do this needs a far more ambitious, and expensive, study. A discussion of what such a study might look like is included in Section 13.6 below.

14.5 The design of a national comparator study

If the simpler model of estimating the difference in attainment between supplementary school pupils and their national equivalents in terms of age and ethnic group IS adopted, then we set out here how such a study might be done.

It is recommended that a survey be made by approaching 420 supplementary schools, 210 in the London region, and 210 in another region of England, in each case using contiguous Local Authorities for ease of liaison and access. It is anticipated that 80 schools will agree to

participate in each region. Since it is recommended that some remuneration be offered to participating schools, it may be that the total number be limited to those first responding, in order to be reasonably efficient. This approach might require some £100 per school and an additional £3 per parent response: this would be in the order of £19,000 to £23,000.

The participating schools should be approached in the Spring term, and would be asked to send letters to parents whose children were in Years 6 or 11, and who had attended the supplementary school regularly for at least the previous year. It would be useful to have the letters already translated into a range of the principal languages likely to be found in these schools. The letter would explain the broad thrust of the survey, and ask for permission to use their child's details, anonymously, in the study. They would be asked simply to give the child's name, date of birth, and the name of the school that they were currently attending.

The supplementary schools would then pass these details back to the researchers, who would then either directly, or through the offices of the DCSF, use these details to identify the unique pupil record number for each child. It might be useful if the supplementary schools completed a short questionnaire on the school at this stage (to identify the type of supplementary school, its size, and any other demographics that might be useful).

In the following autumn, the UPRNs would be checked to determine the scores at level 2 SAT or at GCSE respectively, and these would then be compared with the national results, taking into account ethnic group, FSM, and gender.

This will determine whether there is an effect or not, and give an estimate of the possible magnitude of the effect.

The brief for this study also asked if the survey could look at other potential contributions supplementary schools might make, such as attendance and attitudes towards school work. It would be possible to use the attendance data in the national pupil records database to do that particular aspect, but because the suggested approach does not involve approaching mainstream schools, it is not possible without additional work to gather data to investigate such aspects as attitudes to schoolwork. Although the supplementary schools themselves sometimes say that they collect such data, it does appear that this is erratic, and is data that would be highly context specific and non-comparable.

It would be possible, using the approach outlined above, to use the responses from the supplementary schools to identify some mainstream schools which had a number of supplementary school pupils attending, and then to approach these schools to see if some standard tests of attitudes to school work might be employed with all the pupils in the year group. (It would be ethically and practically not possible only to test minority ethnic pupils in this way.) However, this would need to be done for secondary schools in the period between collecting the data from the supplementary schools (around the spring vacation) and the taking of GCSEs, because the pupils would have dispersed after the examinations. Secondary headteachers might not be content to do this. Primary school Year 6 pupils could, of course, be tested later in the summer term. There would in both cases the additional problem that although some pupils would be identified as attending supplementary schools, not all pupils in that mainstream school who did attend such schools would be known. The test paper could ask pupils, but there would be issues of definition of what such schools were, and also of attendance patterns, that this might prove difficult. It is therefore recommended that this approach not be followed.

14.6 An alternative approach to measuring the impact of supplementary schools on pupil attainment

In this section we set out an alternative impact study design. In this case, it involves generating a bespoke comparison group of pupils who, in important respects, are very similar to supplementary school pupils but with the exception that they do not (and have not) attended a supplementary school. The approach described here would be very considerably more expensive than the approach described above because it involves face-to-face interviews with large numbers of parents (although an alternative self-completion design is discussed). But it would allow for the unique contribution of supplementary schools to be identified in a more robust way.

The problem that has to be addressed in identifying the impact of supplementary schools is that of self-selection bias. That is, families who choose to use supplementary schools do so voluntarily, and the characteristics and attitudes of these families are likely to be rather different to the characteristics and attitudes of other families, even comparing families within ethnic groups. For instance, families using supplementary schools are very likely to have higher incomes than average, and different levels of 'cultural capital' to the average. Families who use supplementary schools may simply have higher ambitions for their child's educational attainment than average. Assuming that income, cultural capital and aspirations all impact on attainment, in order to extract the contribution of supplementary schools it is necessary to ensure that when comparing supplementary school pupils to a comparison group, the comparison group is made up of families with similar levels of income and cultural capital, and with similar aspirations. Without this, it is impossible to decide whether an apparent 'supplementary school effect' is in fact entirely, or partially, an effect of these other factors.

A research design that addresses these issues would need to include the following elements:

- **A sample of families/pupils using supplementary schools would need to be generated.** For this sample, data would not only need to be collected on attainment, but data would also be needed on all the variables (such as cultural capital) that need to be 'controlled' for. Because there are no existing data sources that hold this data, a survey of families would be needed.
- **In addition a comparison sample would be needed of families/pupils not using supplementary schools.** Similar data would be needed on this comparison sample, again including all the variables that need to be controlled for. So a survey of this sample of families would also be needed.

Note that it is the need to collect data by survey that makes this design so relatively expensive.

In the following short sections we sketch out how such a design might be made to work, in terms of sampling, age groups, timing, data collection, and analysis.

14.6.1 Sampling issues

The sampling for the supplementary school sample would follow the procedures set out above. That is, a sample of supplementary schools would be selected and, from those schools, individual pupils and their families would be selected. Those selected would be

approached for a survey interview. The sample would ideally exclude those who have used supplementary schools only 'lightly'.

The sample for the comparison group could, we believe, be selected from the National Pupil Database (NPD) and need not directly involve mainstream schools. The intention in selecting the sample would be to generate a starting sample that resembles, as far as possible, the supplementary schools sample. Certainly the starting sample should have a similar age and ethnic profile to the supplementary schools sample, so restricting the sample from NPD to minority ethnic groups would be necessary. There are data protection issues to be addressed here, but we would not expect any barriers to be insurmountable.

It would also make sense to select the comparison sample from the same geographical areas as the supplementary schools sample since this would help to ensure that the supplementary school and comparison families have access to similar levels of alternative assistance with education.

As with the supplementary schools sample, the comparison sample families would be approached for a survey interview. The data collected during this interview would then be used at the analysis stage to eliminate any additional observable differences between the two groups.

Inevitably some of those selected for the comparison group would be found, at interview, to be users of supplementary schools. These would need to be added to the supplementary school sample (and taken out of the comparison sample) at the analysis stage.

During the interview parents would be asked for permission to link their data to subsequent attainment data on NPD. Previous experience of asking this at the end of a face-to-face interview suggests that a very high percentage will agree to this.

The sample sizes for this study would need to be large. If, for instance, a five percentage point impact on attainment was to be detectable, then the two groups (supplementary school and comparison) would need to have final sample sizes of around 1500 each. To detect a 10 percentage point impact would need much smaller sample sizes (around 400 per group) but designing a study that would need such a large supplementary school impact for a 'significant' result is probably an unfair test of the contribution of supplementary schools. The cost of a face-to-face interview survey of around 3000 parents would however be upwards of £450k, so, as was stated above, this is an expensive design.

14.6.2 Age groups and timing

In order to be able to link the parents' data from the supplementary schools and comparison group interviews with the pupils' educational attainment recorded in NPD, the survey should necessarily involve pupils in Years 6 and 11, in order to link to KS2 National assessment tests and GCSE results.

The simplest model is to assume that parents are surveyed around the time of the Key Stage national assessment tests/GCSE exams and then asked retrospectively about their use of supplementary schools in the previous year. (The alternative – where parents are interviewed around a year before the exams and then tracked, via NPD data over time would not need to rely on retrospective data. However, with this prospective design, attendance at supplementary schools during the tracking period would not be known. And it would take longer to generate results.)

A decision to focus only on Years 6 and 11 (necessarily if relying on NPD attainment data) means that the impact study would only be able to report on those two year groups and not make wider assumptions about the impact on other age groups.

14.6.3 Survey issues

Survey mode

At this stage, it is hard to make a **firm** recommendation about the best survey mode, although our preferred approach is definitely for a face-to-face interview. Given that parents' telephone numbers and email addresses are not available on the NPD database, neither a telephone survey nor a web-based survey are feasible. So, the only viable alternative to face-to-face interviewing is a postal self-completion survey.

Without doubt, conducting face-to-face interviews with parents would provide the highest response rate – to the survey and to the question asking for consent for linking the survey data to NPD results on their children's educational attainment. We might expect around a 70% response to the survey and, among those, 85% to 90% to agree for the survey data to be linked to their child's NPD results. And it would allow for the greatest amount and depth of information to be collected. Lastly, it would be possible to involve parents who do not speak fluent English, via the use of interpreters or bi-lingual interviewers.

The cost of a postal self-completion survey would be considerably lower, and thus should be given consideration. If the survey concentrated on the essential items (and thus lost some of its depth), a self-completion survey should work in terms of the necessary length and complexity. However, we would expect the response to the survey to be considerably lower – probably around 40%. And we would have concerns about the representativeness of those who did respond, particularly given potential language barriers (it would be possible to include an instruction in several languages that recipients could request a version in another language, but this would not be sufficient to solve the problem). Perhaps the biggest – and important – unknown, however, is the proportion of parents who would give consent to their data being matched to the NPD under this approach. We might expect this to be a lot lower than for the face-to-face option, where interviewers have built up a relationship and are able to address any confidentiality concerns that parents may raise. So, if the DCSF was concerned about the cost of a face-to-face survey and wanted to explore the feasibility of a postal self-completion survey, we suggest conducting a pilot study to test this out. Certainly, given the importance of the NPD data linkage, this option would only be feasible if steps could be made to ensure high levels of consent to link to this data.

Approaching parents

The initial approach to parents would vary slightly between the supplementary school and comparison samples and between the face-to-face or self-completion mode. In essence, for the face-to-face option, parents' initial contact with the survey would be a letter sent by (or on behalf of) the school in the case of supplementary school users or DCSF in the case of the comparison sample. It would explain the aims of the survey and allow parents the opportunity of 'opting out' of being approached to take part. Experience of similar surveys would suggest that no more than 10% of parents will opt out at this stage. The self-completion survey would by-pass this initial opt out stage. Rather, parents would be sent the questionnaire alongside the explanatory letter.

Explaining the survey to parents in the supplementary school sample is relatively straightforward. However, further consideration would need to be given to how to introduce

the survey to the comparison group. One option would be to introduce it as about tuition outside of the usual school setting. The sensitivity around this would be another factor in deciding to choose the face-to-face interview approach, where it is possible to draw on the skills of the interviewer in explaining the study.

Content of the interview

The content of the interview can be broadly split into three areas –

- Control variables: Background characteristics, behaviour and aspirations that may affect a decision to use a supplementary school and are predictors of attainment. These need to be collected from both the supplementary school and comparison group families in order to provide a close match between the two groups of children.
- Use of alternative out-of-school tuition: As well as knowing the details of any attendance at supplementary schools (duration, frequency, subjects learned, etc), the survey would need to collect information about other tuition outside of school (private tutors coming to the home or after school education centres). This will allow for the *added* contribution of supplementary schools to be unpicked.

Outcomes

In addition to the key measure of educational attainment, as collected via NPD, the survey would collect information on other factors of interest which could arguably be changed by attendance at supplementary schools. This might include pupil attitudes towards education/learning/homework, behaviour, and educational and employment aspirations.

For the purposes of an impact study – where the key task is to compare the outcomes of matched samples of those who do and do not use supplementary schools - the survey would be necessarily very similar for the supplementary school and comparison samples. If there was sufficient space (more likely with a face-to-face interview than a postal self-completion questionnaire), there may be merit in providing additional context: adding questions about experiences of attending supplementary schools, and so on.

A face-to-face interview would last around half an hour (it is not cost effective to do a shorter face-to-face interview, so it is worth adding depth to the interview). The self-completion survey would necessarily be shorter, taking – say – 15 minutes to complete.

Involving pupils or not

For an impact study it should be sufficient to interview parents, rather than parents and children. It would be interesting – but probably not essential - to add the perspectives of the pupils. Most of the information required for matching pupils in supplementary schools with those in a comparison group concerns family circumstances and parental background, their involvement in their children's learning and their aspirations for their children. This is based on the assumption that it is the parents, and not the children, who are the key decision makers around involving children in tuition or education outside of their mainstream school. In an ideal world, surveying pupils would provide richer data on outcomes - covering issues around engagement with school/learning and educational and employment aspirations. However, given the key outcome of interest is educational attainment (collected via NPD), we feel that it is acceptable to collect this other outcome data by proxy from parents. The additional value of interviewing children and young people directly is unlikely to be worth the additional cost.

14.6.4 Analysis issues

Once the survey data is collected, and outcome data on attainment added in, the impact of supplementary schools will be estimated by comparing the two groups (supplementary schools and comparison) after controlling for any differences in the family profiles (income, attitudes etc.) of the groups. There are a number of ways this 'controlling' could be done. Traditionally regression methods would be used, but in recent years many evaluation studies have made use of propensity score matching. Essentially propensity score matching involves modelling the differences in profiles of the two groups, and a 'propensity to be in the intervention or treatment group' is estimated per person. The two groups are then matched on this propensity score. However, either regression or propensity score modelling would be a valid way of ensuring that the comparison group is statistically matched to the supplementary schools group.

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16 Appendices

16.1 Appendix 1: Postal questionnaire



Learning in our Community: A Survey of Supplementary Schools

We are carrying out a study to find out more about the educational opportunities provided by organisations like yours that help children and young people in your community learn and achieve. We are interested in all types of supplementary schools that are also known by other names such as **complementary, community, mother-tongue, faith-based or Saturday schools**.

The study is being carried out for the Government's Department for Children, Schools and Families by the Institute for Policy Studies in Education (IPSE) and the National Centre for Social Research (NatCen).

Most of the questions can be answered by putting a tick in the box next to the answer that applies to you. Sometimes you can tick more than one box – there will be an instruction if you can do this. You are sometimes told to skip over some questions. When this happens, you will usually see an arrow with a note that tells you what question to answer next.

If a question is better answered by a colleague, please pass them the questionnaire. It is fine for more than one person to fill it in. Please answer as many questions as you can. If you cannot answer a question, please leave it blank and move on to the next question.

If you have any questions, please contact Christopher Whiffin on freephone 0800 652 4569.

Please return the completed questionnaire to NatCen in the pre-paid envelope by Friday 19th June 2009.

Your answers are confidential and will be treated in accordance with the data protection act. We will not pass on your details to DCSF or any other organisation.

Thank you for your help.

CARD 1
SN 1-5
C14, 6
CARD 7
BATCH 8-12

In this study, we are interested in organisations that provide educational opportunities for young people out of school hours and independently from mainstream schools. These are known by many different names, including (but not limited to) supplementary or complementary schools, as well as community, mother tongue, faith or Saturday schools.

Please can you answer the questions below to indicate what kind of organisation you are?

Q.1 First, is your school still in operation?

Yes	<input type="checkbox"/>	1	→ Q2	013
No	<input type="checkbox"/>	2	→	

We do not need to ask you any further questions but would be very grateful if you could return this questionnaire in the pre-paid envelope. Thank you.

Q.2

	Yes	No	
a. Do you operate only outside mainstream school hours (i.e., evenings, weekends or (mainstream) school holidays)?	<input type="checkbox"/>	<input type="checkbox"/>	014
b. Do you provide teaching for young people about their culture and heritage?	<input type="checkbox"/>	<input type="checkbox"/>	015
c. Do you provide teaching related to National Curriculum subjects or particular exams or tests (e.g. SATS or GCSEs)?	<input type="checkbox"/>	<input type="checkbox"/>	016
d. Do you provide teaching in community / mother-tongue languages other than English?	<input type="checkbox"/>	<input type="checkbox"/>	017
e. Do you provide teaching related to faith?	<input type="checkbox"/>	<input type="checkbox"/>	018

If you ticked 'Yes' to ANY of the questions above → Q4

If you ticked 'No' to ALL the questions above → Q3

Q.3 How would you describe your organisation?

We do not wish to ask you further questions but would be very grateful if you could return this questionnaire in the pre-paid envelope. Thank you.

CARD 2
13-1000

Q.4 How many pupils typically attend your school each week? *Please estimate if necessary.*

019-022

Q.5 Approximately how many boys and girls attend your school each week? *Please estimate if necessary.*

a. Boys

023-026

b. Girls

027-030

Q.6 Approximately how many pupils attend your school each week within the following age categories? *Please estimate if necessary.*

a. Under 5s

031-034

b. Age 5-11

035-038

c. Age 12-16

039-042

d. Age 17-18

043-046

e. Over 18

047-050

Q.7 How many hours do pupils typically attend your school for each week?

	0-2 hours	3-5 hours	6-10 hours	More than 10 hours	
a. Under 5s	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	051
b. Age 5-11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	052
c. Age 12-16	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	053
d. Age 17-18	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	054

Q.8 What proportion of your pupils attend all the recommended sessions?

All of them	<input type="text"/>				
Most of them	<input type="text"/>				
Some of them	<input type="text"/>				
None of them	<input type="text"/>				055

Q.9 How long do pupils typically attend your school for?

Less than 12 months	<input type="text"/>				
1 year	<input type="text"/>				
2-5 years	<input type="text"/>				
More than 5 years	<input type="text"/>				056

Q.10 When does your school provide classes or activities?
Tick all that apply

- Weekdays before or after school 1
- Saturdays 2
- Sundays 3

067-059

Q.11 Does your school provide classes or activities during (mainstream) school terms or holidays?
Tick all that apply

- Term-time 1
- School holidays 2

060-061

Q.12 Do you have places for all of the pupils who wish to attend your school?

- Yes 1
- No 2

062

Q.13 Which of the following categories best describes the the pupils that attend your school?
Tick all that apply

- Asian (e.g. Indian, Pakistani, Bangladeshi) 01 → Q14
- Chinese, Vietnamese or other South-East Asian 02 → Q14
- Middle Eastern (e.g. Turkish, Iranian, Arabic) 03 → Q14
- Black African 04 → Q14
- African-Caribbean 05 → Q14
- European (e.g. Greek, Polish, Hungarian, Russian) 06 → Q14
- Other 07 → Q14
- School does not serve any particular ethnic community 07 → Q15

063-078

Q.14 Please describe in detail the specific ethnic communities of the pupils that attend your school..

CARD 3
 013-1000

Q.15 How long has your school been in operation?

- Less than 12 months 1
- 1-5 years 2
- 6-10 years 3
- More than 10 years 4

079

Q.16 Does your school operate from...
Tick all that apply

- Its own premises 01
- A local mainstream school 02
- A community centre 03
- A place of worship 04
- A private home or residence 05
- A library 06
- Somewhere else? (Please tell us what this is) 97

080-093

094-144

Q.17 Approximately how many of your pupils live in the same local authority as the location of your school?

- All of them 1
- Most of them 2
- Some of them 3
- None of them 4

145

Q.18 Is your school a registered charity, company or association?

- Yes 1
- No 2

146

Q.19 Is your school registered with the National Resource Centre for Supplementary Education?

- Yes 1
- No 2
- In the process of registering 3
- Don't know 4

147

Q.20 Does your school have any links with mainstream schools for any of the following reasons...
Tick all that apply

- | | | | |
|--|-----------------------------|-------|---------|
| a. to arrange examinations for your pupils | <input type="checkbox"/> 01 | → Q21 | 148-161 |
| b. to discuss the progress of individual pupils | <input type="checkbox"/> 02 | → Q21 | |
| c. for mainstream schools to nominate or refer pupils to you | <input type="checkbox"/> 03 | → Q21 | |
| d. to publicise your school's services to young people and parents | <input type="checkbox"/> 04 | → Q21 | |
| e. because you share staff, facilities or resources | <input type="checkbox"/> 05 | → Q21 | |
| f. for any other reason (<i>Please tell us what this is</i>) | <input type="checkbox"/> 97 | → Q21 | |
| | | | |
| g. school has no links with mainstream schools | <input type="checkbox"/> 06 | → Q22 | 162-261 |

Q.21 How many mainstream schools does your school have links with?

262-264

Q.22 Do staff at your school liaise with staff from mainstream schools about individual pupils?

- | | | |
|----------------|----------------------------|-------|
| Yes, generally | <input type="checkbox"/> 1 | → Q23 |
| Yes, sometimes | <input type="checkbox"/> 2 | → Q23 |
| Never | <input type="checkbox"/> 3 | → Q24 |

265

Q.23 What records do you keep of your pupils' involvement in their mainstream school?
Tick all that apply

- | | | |
|---|-----------------------------|---------|
| Which school they attend | <input type="checkbox"/> 01 | |
| Their test or exam results (e.g. Key Stage tests) | <input type="checkbox"/> 02 | |
| Which subjects or curriculum options they take | <input type="checkbox"/> 03 | |
| SEN status or other learning difficulties | <input type="checkbox"/> 04 | |
| Other details | <input type="checkbox"/> 97 | |
| School doesn't keep any records like this | <input type="checkbox"/> 05 | 266-271 |

Q.24 Does your school have links with other schools similar to yourself (e.g. other supplementary schools) for any of the following reasons...

Tick all that apply

- | | | |
|---|-----------------------------|---------|
| a. because you are run / funded by the same local authority | <input type="checkbox"/> 01 | 272-283 |
| b. because you are part of a larger organisation / charity | <input type="checkbox"/> 02 | |
| c. through the National Resource Centre (NRC) for Supplementary Schools | <input type="checkbox"/> 03 | |
| d. to share experiences and good practice on an informal basis | <input type="checkbox"/> 04 | |
| e. for any other reason (<i>Please tell us what this is</i>) | <input type="checkbox"/> 97 | |
| | | |
| f. school has no links with other similar schools | <input type="checkbox"/> 05 | 284-377 |

Q.25 How many paid teaching staff currently work at your school?

378-380

Q.26 How many voluntary teaching staff currently work at your school?

381-383

Q.27 How long do teachers typically stay at your school?

- | | | |
|------------------------|----------------------------|-----|
| Less than 1 year | <input type="checkbox"/> 1 | |
| 1-2 years | <input type="checkbox"/> 2 | |
| 3-5 years | <input type="checkbox"/> 3 | |
| More than 5 years | <input type="checkbox"/> 4 | |
| Don't know / it varies | <input type="checkbox"/> 5 | 384 |

Q.28 To what extent do you agree with the following statements about teacher *recruitment* to your school?

- | | Agree | Disagree | Neither agree
nor disagree | |
|--|----------------------------|----------------------------|-------------------------------|-----|
| a. I do not have a problem recruiting teachers | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 385 |
| b. There are a lack of language specialists | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 386 |
| c. I can only afford to employ a small number of staff | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 387 |
| d. There are a shortage of teachers with qualifications | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 388 |
| e. I don't have sufficient resources to take on more classes | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 389 |
| f. Our school times make it difficult to recruit teachers because of their work and family commitments | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 390 |
| g. The location of my school makes it difficult to attract staff | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 391 |
| h. Those who apply do not have sufficient training/experience | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | 392 |

Q.29 To what extent do you agree with the following statements about teacher *retention* in your school?

	Agree	Disagree	Neither agree nor disagree	
a. I have no problem retaining teachers in my school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	393
b. I lose teachers to mainstream schools	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	394
c. Teachers leave to concentrate on other commitments	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	395
d. A heavy workload discourages teachers from staying	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	396
e. Teachers leave to other work, or to develop other skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	397
f. Insufficient funding makes it difficult to retain teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	398
g. Teachers leave because we do not have up-to-date resources	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	399

Q.30 What is the minimum level of qualification required for teachers at your school?

Teaching qualification	<input type="checkbox"/> 1	
Post-graduate qualification other than teaching	<input type="checkbox"/> 2	
Degree	<input type="checkbox"/> 3	
Less than degree level	<input type="checkbox"/> 4	
None of the above	<input type="checkbox"/> 5	400

Q.31 Do you accept teaching qualifications from overseas?

Yes	<input type="checkbox"/> 1	
No	<input type="checkbox"/> 2	401

Q.32 What proportion of the teachers currently at your school have UK Qualified Teacher Status?

None	<input type="checkbox"/> 1	
Fewer than half	<input type="checkbox"/> 2	
Half or more, but not all	<input type="checkbox"/> 3	
All	<input type="checkbox"/> 4	402

Q.33 Are teachers at your school required to have experience of teaching before you employ them?

Yes	<input type="checkbox"/> 1	
No	<input type="checkbox"/> 2	403

Q.34 What proportion of teachers at your school have taught overseas?

- None 1
- Fewer than half 2
- Half or more, but not all 3
- All 4

404

Q.35 Do you carry out CRB checks on ...

- all teaching staff 1
- some teaching staff 2
- no teaching staff 3

405

Q.36 Are any of the following in place for teachers at your school?

Tick all that apply

- Observation of lessons 01
- Formal feedback from pupils 02
- Formal feedback from parents or guardians 03
- Induction training 04
- Ongoing training provided or funded by your school 05
- Support for teachers to gain QTS 06
- Other quality assurance measures 07
- None of the above 07

406-421

Q.37 Does your school provide teaching in community / mother-tongue languages?

- Yes 1 → Q38
- No 2 → Q39

422

Q.38 Which community / mother-tongue languages are taught at your school?

423-522

Q.39 Does your school provide teaching about culture and heritage?

- Yes 1 → Q40
No 2 → Q41

523

Q.40 What kinds of teaching about culture and heritage does your school provide?
Tick all that apply

- Cultural history 1
Particular religions 2
Contemporary culture (e.g., dance, music) 3
Values and customs of the community 4

524-527

Q.41 Does your school provide teaching relating to faith?

- Yes 1 → Q42
No 2 → Q43

528

Q.42 Which faith does your school provide teaching in?
Tick all that apply

- Christianity 01
Islam 02
Hinduism 03
Sikhism 04
Judaism 05
Buddhism 06
Other (*Please specify*) 97

529-542

543-592

Q.43 Does your school provide teaching in National Curriculum subjects?

- Yes 1 → Q44
 No 2 → Q45

593

Q.44 Which National Curriculum subject(s) does your school provide teaching in?

Tick all that apply

- Maths 01
 English 02
 Science 03
 ICT 04
 Humanities (Geography, History, Religious Education) 05
 Languages 06
 Arts (Music, Art, Drama, Dance) 07
 Other 97

594-609

Q.45 Does your school provide teaching to help young people with particular exams or tests in (mainstream) schools?

- Yes 1 → Q46
 No 2 → Q47

610

Q.46 Which exams or tests do you provide teaching for?

Tick all that apply

- Key Stage 1 tests 01
 Key Stage 2 tests (SATS) 02
 Key Stage 3 tests 03
 GCSEs 04
 A-levels, AS-Levels or A2 Levels 05
 School entrance exams 06
 Other exams or tests 97
 (Please tell us what these are)

611-624

625-674

Q.47 Does your school set homework for pupils?

- Yes 1 → Q48
 No 2 → Q49

675

Q.48 On average, how many hours of homework do you set for pupils each week, according to their age?

	Less than ½ hour	Between ½ hour and 1 hour	More than 1 hour and up to 2 hours	More than 2 hours per week	N/A (do not teach this age group)	
a. Under 5s	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	676
b. Age 5 - 11	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	677
c. Age 12 - 16	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	678
d. Age 17 - 18	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	679

Q.49 How do you group pupils into classes? Is this according to...
Tick all that apply

- Age 01
 Language competence 02
 General ability 03
 Gender 04
 Other 97
 No grouping 05

680-685

Q.50 Typically how many pupils are in a class?

- Less than 10 1
 10 or more, but less than 20 2
 20 or more, but less than 30 3
 More than 30 4

686

Q.51 Does your school offer any of the following services/activities for pupils or their families?
Tick all that apply

- Sports 01
 Cultural activities (e.g. traditional singing/dancing, history) 02
 English as an Additional Language 03
 Advice 04
 Other 97

687-691

Q.52 Please indicate below how much parents are involved with your school.

	A lot	A little	Not at all	
a. Parents help out as volunteers at the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	692
b. Parents are encouraged to support their child's learning at home	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	693
c. Formal parent consultation sessions are organised to discuss pupil progress	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	694
d. Parents are encouraged to discuss pupil progress informally with teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	695
e. Parents are invited to make additional voluntary contributions to the school	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	696
f. Parents are consulted about organisational issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	697
g. Parents attend classes (e.g., EAL, ICT)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	698

Q.53 What are the sources of funding for your school?

Tick all that apply

Pupil fees	<input type="checkbox"/> 01	699-714
Grants from local authorities	<input type="checkbox"/> 02	
Grants from DCSF or other government department	<input type="checkbox"/> 03	
Funding from overseas (e.g., 'mother' country)	<input type="checkbox"/> 04	
Other grants (e.g., National Lottery, private foundations)	<input type="checkbox"/> 05	
Donations from parents	<input type="checkbox"/> 06	
Donations from other people or organisations	<input type="checkbox"/> 07	
Other (please specify)	<input type="checkbox"/> 07	715-764

Q.54 What is the total amount of money your school receives per year from all sources?

Less than £10,000	<input type="checkbox"/> 1	
£10,000–£50,000	<input type="checkbox"/> 2	
£51,000–£100,000	<input type="checkbox"/> 3	
More than £100,000	<input type="checkbox"/> 4	765

Q.55 Do you charge parents/guardians fees for the classes attended by pupils?

- Yes 1 → Q56
 No 2 → Q60

786

Q.56 How much do you typically charge?

767-770

Q.57 Is this amount charged ...

- per class 1
 per week 2
 per term 3
 per month 4
 per academic year 5
 per calendar year 6

771-776

Q.58 Which of the following, if any, affect the fees charged of parents/guardians?

Tick all that apply

- Age of pupil 01
 Subject 02
 Number of pupils in the class 03
 Length of class 04
 Experience or qualifications of the tutor 05
 Family's ability to pay 06
 Other factors 07
 None of the above 07

777-792

Q.59 Is there any reduction or remission in fees for pupils whose parents/guardians have difficulty paying?

- Yes 1
 No 2

793

Q.60 In the last financial year (2008-9), how much did your school spend on the following...
Please estimate if necessary

Staff salaries	<input type="text"/>	794-799
Premises & Utility bills (e.g. electricity, phone)	<input type="text"/>	800-805
Resources (e.g. books, stationery)	<input type="text"/>	806-811
Other costs (<i>Please indicate what these were</i>)	<input type="text"/>	812-817

818-1000 SPARE

Q.61 Please could you confirm the contact details of your school:

CARD 4

Your name	<input type="text"/>	013-100
Name of the school	<input type="text"/>	101-200
Address	<input type="text"/>	201-400
	<input type="text"/>	
	<input type="text"/>	
Phone number	<input type="text"/>	401-420
Email address	<input type="text"/>	421-520

Q.62 If the organisations carrying out this study have any further questions, we may like to contact you again in the future. Would you be willing to be re-contacted either by the National Centre for Social Research or the Institute for Policy Studies in Education? Again, all your answers will be treated in strictest confidence.

Yes	<input type="checkbox"/>	
No	<input type="checkbox"/>	521

Q.63 We will be conducting case studies of some supplementary schools to explore the contributions of schools in greater depth. Would you be willing for us to contact your school about taking part in a case study?

Yes	<input type="checkbox"/>	
No	<input type="checkbox"/>	522

Q.64 The National Resource Centre for Supplementary Education provides support for supplementary schools. If you are not already registered, would you like to receive information about this organisation?

Yes	<input type="checkbox"/>	
No	<input type="checkbox"/>	523

That is the end of the questionnaire. Thank you very much for taking part in this survey.

16.2 Appendix 2: Advance letter

Learning in Our Community: A Survey of Supplementary Schools

We are carrying out an exciting study about the way that organisations like yours help children and young people in your community learn and achieve. We are interested in all types of supplementary schools that are also known by other names such as **complementary, community, mother tongue, faith-based** or **Saturday schools**. The National Centre for Social Research (NatCen) and the Institute for Policy Studies in Education (IPSE) are carrying out this study for the Government's Department for Children, Schools and Families.

Please could you help us by completing the enclosed questionnaire, 'Learning in Our Community', and sending it back to us in the pre-paid envelope by **Friday 5th June**. The questions are about your school, including the types of teaching and learning activities you provide, the characteristics of pupils and teachers in your school and how the school is run.

We obtained your contact details from the National Resource Centre for Supplementary Education (NRC) who are compiling a database of supplementary schools. NRC knows this study is taking place but information about individual schools will not be shared with NRC.

Your answers will be treated in strict confidence in accordance with the Data Protection Act. We will not share your details with any other organisation and you will not be identified when we report the findings.

If you have any questions, please call our NatCen helpline on freephone 0800 652 4569.

Thank you for your help.

Yours sincerely,

Christopher Whiffin

Project Supervisor

16.3 Appendix 3: Case study interview schedules

Every interview/focus group will start with:

- *the researcher outlining the research (aims, focus, funder, publication plans etc.);*
- *thanks to the interviewee for agreeing to take part;*
- *assurances of confidentiality and anonymity, within the school, in communication with the DCSF, and in reports and papers arising from this project;*
- *obtaining consent to record the interview/focus group;*
- *researcher outlining the topics to be covered in the interview/focus group, and will conclude with thanks to the interviewee(s) for their participation.*

** When conducting the interviews/focus groups it will be important to bear in mind that schools may view words like 'attainment' and 'impact' negatively, and that alternatives might be necessary.

Information on 'community' and 'community cohesion' – for interviews/focus groups if needed:

Definition of community cohesion

By community cohesion, we mean working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and the wider community. (Ofsted 2009:3)

For schools, the term '*community*' has a number of dimensions including:

- the *school community* – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services.
- the *community within which the school is located* – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which the school is located.
- the *UK community* – all schools are by definition part of this community.
- the *global community* – formed by EU and international links (from Ofsted 2009:3).

Ref: Ofsted (2009) Inspecting maintained schools' duty to promote community cohesion: guidance for inspectors, London: Ofsted

16.3.1 Interview schedule: Headteacher (or equivalent)

Background information

- Can you please tell me how long you have been headteacher at this school, and how you became involved in supplementary school education?
- Could you tell me a bit about the aims and objectives of your school?

- How many pupils attend the school? Could you please describe the demographic profile of the pupils who attend the school (e.g. ethnic background, gender, if pupils live locally – do you record any other information about the children e.g. D.O. B, the mainstream schools the children attend etc.)? Do pupils regularly attend? Are there any issues that affect attendance? Do you keep a register of the children who attend?
- How is the school staffed? Numbers of teaching staff?
- How is the school funded (e.g. donations/fees/LA/other grant)? Is this level of funding sufficient to address your needs?
- Any particular challenges (e.g. in relation teacher recruitment, funding, resources, school location, premises etc.)?
- Are you working towards the NRC's Quality Framework?

[NB: Where the case study school has completed the survey questionnaire, confirmation will be sought about the information supplied in relation to questions 2-5, rather than the questions repeated.]

Teaching and learning – explore:

- Which curriculum areas/activities are covered?
- How are pupils taught (e.g. according to age/ability/subject; in a relaxed/very formal learning environment)? Are teaching approaches adapted according to pupils learning needs (e.g. linguistic)?
- If the school covers National Curriculum subjects, what strategies are used to teach these subjects? Are they different to mainstream school approaches?
- Are pupils encouraged to explore their identities in relation to language, culture, faith (adjust according to type of school)? If yes, why and how? Are other identities present in the children's mainstream schools/wider society explored? If yes, why? How?
- How would you describe children's attitudes towards learning and achieving at this school? Do you think this is different to their attitudes to learning in their mainstream school?
- How would you describe the children's relationships with their teachers and peers?
- How would you describe the children's classroom behaviour (e.g. are they well behaved, more 'playful' or challenging of authority)? Does this affect their learning?
- How does the school help to improve the children's learning and impact on their attainment?
- How successful would you say the school has been in meeting its aims and objectives? What are the main factors underpinning the school's success?

Connections between supplementary and mainstream schools, and community cohesion – explore:

- Does the school have any links/relationships with mainstream schools? If yes, how many? What do you define as a link/relationship? Are such links wanted and perceived as beneficial (e.g. does the head think it is important for supplementary schools to establish links/relationships with children's mainstream schools? Do they think this would help raise the pupils' attainment and foster their identity development? Would this help with developing better community understanding and relationships?)
- If no links/relationships, why not? What could be done to facilitate links with mainstream schools?
- What ways (if any) does the school attempt to impact on children's learning in their mainstream school (e.g. building confidence/self esteem, increasing their interest in learning/achieving)?

Parental involvement – explore:

- What are some of the ways pupils' parents are committed/involved in the work of the school and/or supporting their children's learning at the school?
- Are there any particular strategies that you use to try and engage parents in your supplementary school and/or in their children's mainstream schools?

The scoping study

As part of this study, we are examining the feasibility of relating attendance at supplementary schools with pupil attainment in their statutory education. We would be grateful for your views on various aspects of this. In all cases, the information would be collected and shared within the provisions of the Data Protection Act, and individual pupils and schools would not be identified.

Such a survey might begin with the pupils in a mainstream school, and try and track the supplementary schools that some of the pupils attended. From a supplementary school perspective,

- if we came to you with a list of pupils who attended particular local state schools, would you be able to give us (with parental permission) details about their attendance at your school? Would you be able to do this directly from your records, or would you be able to circulate parents with a letter requesting details? If yes: how much time to you think this might take your staff to collect? If circulating parents, what proportion would you estimate would be returned?
- response/pupil? (How much time?)

Another approach would be for us to begin with a supplementary school such as yours, and gather information about the mainstream schools your pupils attend. If we asked you to tell us the names of the mainstream schools your pupils currently attended:

- would you be able to supply a research team with a list of names and schools? (How much time would this take your staff?)

- would you approach parents with a request for such information? (What level of anticipated response? How much time?)

Which of these two approaches would you prefer, and why?

Do you collect other data on pupil attitude and behaviour? What form does this take? Could this be shared with a research team as part of such a study?

Do you have any alternative suggestions of how such a study might be conducted?

Finally, is there anything else that you would like to add that you think could help with this research?

16.3.2 Interview schedule: Teachers (to be used for individual interview or focus group)

If it is a group interview:

Introductions – ask each teacher to introduce themselves by saying:

- Their name
- The subjects/year group/activities they teach
- If they have any other role in the school
- What attracted them to work in the school
- How long they have been teaching
- Do they teach in mainstream schools

If individual - Background information

- How long have you been teaching at this school?
- What attracted you to working in a supplementary school?
- What age groups /subjects/activities do you teach? Do you have any other role in the school?
- Do you also teach in a mainstream school?
- Do you have any teaching qualifications and/or experience of teaching abroad? Has that experience/qualifications helped you in teaching in this supplementary school? In what way?
- What training and preparation in relation to teaching in supplementary schools have you had?

Teaching and learning - explore:

- What are the specific learning needs that you aim to cater for in your lessons?

- Perception of what it takes to teach in a supplementary school (including some of the challenges)?
- What are some of the strategies that you use in your lessons? Do you use different strategies depending on e.g. linguistic competence?
- Do you encourage pupils to explore their identities in relation to language, culture, faith (adjust according to type of school)? If yes, why and how? Are other identities present in the children's mainstream school/wider society explored? If yes, why? How?
- Do you give the children homework? Do they complete it?
- Please describe your experience of teaching at this supplementary school (in relation to the subject/activity/pupils' attitudes - e.g. responsiveness to the topic, interest in learning, learning about/valuing their identities)?
- Do you think that attending supplementary school can impact on children's learning in their mainstream school? If so, how (e.g. building confidence/self esteem, increasing their interest in learning/achieving)?
- Do you think attending supplementary school can help improve children's attainment in their mainstream school?

If the teacher also teaches in a mainstream school:

- How do your supplementary school teaching experiences compare with those in your mainstream school (e.g. are pupils better behaved/challenge authority more, show greater interest in learning etc.)?
- From your experience of teaching in both supplementary and mainstream schools is there anything that mainstream schools could learn from teaching approaches adopted in supplementary schools?

Connections between supplementary and mainstream schools, and community cohesion—explore:

- Does the supplementary school have any links/relationships with mainstream schools? If yes, how many? What do you define as a link/relationship? Are such links wanted and perceived as beneficial (e.g. do they think it is important for supplementary schools to establish links/relationships with children's mainstream schools? Do they think this would help raise the pupils' attainment and foster their identity development? Would this help with developing better community understanding and relationships?)
- If no links/relationships, what could be done to facilitate links with mainstream schools?

Parental involvement – explore:

- What strategies (if any) do you use to involve parents in their children's learning?

Finally, is there anything else that you would like to add that you think could help with this research?

16.3.3 Focus group schedule: Pupils attending supplementary school

Introductions – ask each child to introduce themselves by saying:

- Their name and age
- How long they have been attending this supplementary school
- The mainstream school they attend (noting if it is local)
- Do you like supplementary school? What do you like best/least?

Children's supplementary school experience – explore:

- Who is this school for? (i.e. which children/community group do you think this supplementary school is for?)
- What do you understand by the term 'your community'?
- How often do you attend this supplementary school? [Do you attend any others, why?]
- Are you taught in year/age/ability groupings?
- Which subjects/activities do you learn at this school? Why? What do you expect to gain from studying these lessons/activities?
- Are the subjects/activities you study different to what you learn in your mainstream school? How? If the subjects/activities are the same as subjects covered in their mainstream school, are they taught differently? How? Is there anything different about what you learn in your supplementary school compared to their mainstream school?
- Are you given any homework? – how much? And do you complete it?
- How would you describe your supplementary school teachers? Are they different to their normal teachers?
- How would you describe the teaching support you receive?
- Do you engage differently with your supplementary school lessons to your mainstream lessons? In what way? [E.g. Do they concentrate more, find the lessons more interesting etc.?)
- Are you better behaved at supplementary school compared to mainstream school? Why?
- In what ways/ areas has your supplementary school helped with your learning?
- Are you encouraged to explore your identities (e.g. multilingual/faith/cultural) [adjust according to type of school]?

- Does attending supplementary school help you to value your language/faith/culture more [depending on school provision]? Appreciate other cultures? Enjoy learning including other languages? Take any tests/exams?
- What benefits do you think you get from attending supplementary school (i.e. benefits)?

Connections between supplementary and mainstream schooling - explore:

- Does attending supplementary school help with what you learn in mainstream school? – e.g. Are you more confident to ask questions/ contribute to lesson discussions? Does it make you want to learn more/ behave well/ take tests/ examinations?
- Are there any subjects/ activities that you learn in your supplementary school, which you would like to be taught in your normal mainstream school?
- Do you have any examples of how you are supported in supplementary school which you think would work in your normal school, and would help you to learn?

Community cohesion – explore:

- Do your friends and teachers at your normal school know that you attend a supplementary school? If yes, what do they think about it?
- Do they think your friends and teachers in normal school should know you attend a supplementary school? What difference does it make to them? If they don't know, would they be prepared to share their experiences? Do you think such sharing is important?
- Are you involved in the school council or other activities as a 'representative' of your community as a consequence of attending this supplementary school?

Finally, is there anything that you would like to add that you think could help with this research?

16.3.4 Focus group schedule: Parents/Carers of children attending supplementary school

Introductions – ask each parent to introduce themselves by saying:

- Their name
- Something about themselves and their family
- How many children they have attending this supplementary school
- The ages of their children attending the supplementary school
- The mainstream schools their children attend (including names (if possible) and whether they are local)

Supplementary school - explore:

- Why they send their son/daughter to a supplementary school? (Advantages)
- Why they chose to send their son/daughter to this particular supplementary school? (Do their children attend any other supplementary schools? If yes, why?)
- How far their son/daughter travels to attend this school?
- How long their son/daughter has been attending this school? (If the sessions are more than once a week, how often do their children attend?) Whether their son/daughter's attendance is regular?

Children's supplementary school experience - explore:

- Which subjects/activities does their son/daughter learn at this school?
- Is their son/daughter given any homework? Do they complete it?
- How would they describe their child's relationship with teachers and peers at the school?
- How would they describe their child's behaviour at supplementary school?
- How would they describe the teaching support their son/daughter receives?
- How well do their children engage with their lessons in the supplementary school? Is this different to their mainstream school engagement?
- In what way is this supplementary school helping their son/daughter's education? [Tease out areas where they think their children have really been helped/their learning improved.]
- Are there any other ways in which they think the supplementary school has benefited their son/daughter? Why?

Parental experience of/ involvement in supplementary school – explore:

- What involvement do they have with the supplementary school? Do they have any responsibilities at this school? (What are they?)
- Whether they contribute to the finances of the school (through fees/donations)?
- How would they describe their relationship with the headteacher/teachers at this school? Is this different to their experience of their child's mainstream school?

Connections between supplementary and mainstream – explore:

- Do they know if their child's supplementary school has any links/relationships with mainstream schools? If yes, how many? What do you define as a link/relationship? Are such links/relationships wanted and perceived as beneficial (e.g. do they think it is important for supplementary schools to establish links/relationships with their children's mainstream schools? Do they think this would help raise their children's attainment and improve their understandings about themselves and their

background? Would this help with developing better community understanding and relationships?)

- If they are not aware of any links/relationships, what do they think could be done to create links with mainstream schools?
- Whether they think their son/daughter's supplementary school attendance benefits their learning in normal school (e.g. increases confidence/encourages them to learn/enjoy learning more)? Does it help to improve their grades e.g. in Maths, English etc.?
- What do they think supplementary school offers to their son/daughter that they cannot get in their mainstream school? Is this something they would like to see offered in their child's mainstream school?

Finally, is there anything else that you would like to add that you think could help with this research?

16.3.5 Interview schedule: Mainstream school headteachers

The interview will start with:

- the researcher outlining the research (aims, focus, funder, publication plans etc.);
- thanks to the interviewee for agreeing to take part;
- assurances of confidentiality and anonymity, within the school, in communication with the DCSF, and in reports and papers arising from this project;
- obtaining consent to record the interview/focus group;
- researcher outlining the topics to be covered in the interview, and will conclude with thanks to the interviewee(s) for their participation.

Background information

- First can you start off by giving me a little bit of background about your school? How would you describe it to someone who has never been there before (include size, demography etc.)?
- Can you tell me next a little bit about yourself including how long you have been headteacher at this school?

Supplementary schools and their impact on mainstream learning

- To what extent are you aware of supplementary school provision in your area?
- How many of your pupils attend supplementary school?
- To what extent do you think attendance at supplementary school can impact on children's learning in the mainstream?
- Do you think there are any other benefits that children get from attending supplementary schools?

Connections between mainstream and supplementary schools

- Does your school have any links/relationships with supplementary schools? If yes, how many and what is the nature of the link/relationship?
- How were they established?
- What are the benefits of such links to your school? Any disadvantages?
- Do you think it is important for mainstream schools to develop links relationships with children's mainstream schools? Why?

Where they have a relationship with supplementary schools

- Does your relationship with local supplementary schools help you fulfil your duty in terms of community cohesion and engaging with the wider community? [Try and get at how it helps them]

Scoping study questions for mainstream school headteachers

As part of this study, we are examining the feasibility of relating attendance at supplementary schools with pupil attainment in their statutory education. We would be grateful for your views on various aspects of this. In all cases, the information would be collected and shared within the provisions of the Data Protection Act, and individual pupils and schools would not be identified.

Such a survey might begin with the pupils in a mainstream school, and try and track the supplementary schools that some of the pupils attended. From a mainstream school perspective:

- would you be able to identify from your existing records which such supplementary schools were currently attended by which of your pupils (and the addresses of such schools)? [If yes: how much time do you think this might take your staff to collect?]
- would you be able to circulate letters to your parents, asking them which supplementary schools their children were attending (if any), and collect these together? If yes: what proportion would you estimate would be returned? How much time do you think this might take your staff to collect?
- In either case, could you add the pupil reference number to each response/pupil? How much time?

Another approach would be for us to begin with selected local supplementary schools, and gather from them which mainstream schools the pupils attend. If we came to your school with a list of children from particular supplementary schools:

- would you be able to identify from your records and add the pupil reference number to the name of each pupil? How much time would this take your staff?
- Which of these two approaches would you prefer, and why?
- Do you collect other data on pupil attitude and behaviour? What form does this take? Could this be shared with a research team as part of such a study?

- Do you have any alternative suggestions of how such a study might be conducted?

16.3.6 Interview schedule: LA representatives

The Local Authority

- First can you start off by giving me a little bit of background about the local authority? How would you describe it to someone who has never been here before?

Role of the interviewee

- Can you tell me next a little bit about yourself and your role here? Job title, description of role, length of time in post.
- Have you always worked in the LA? Did you have any experience of working with supplementary schools before?
- What does your role entail?
- Is all your work linked to supplementary schools? Does your role involve working directly with supplementary schools? If so, how?
- If supplementary schools are only part of your role, how does this fit in with your other tasks? How much time is spent on it?

Supplementary school provision in the LA

- What is the nature of supplementary school provision in your LA?
- How many supplementary schools are there in the LA?
- Does the LA have a list of these? How accurate are these? How do you find out about the supplementary schools?
- What kinds of supplementary schools are they? E.g. delivering National Curriculum, culture and heritage, community language provision, religious instruction?
- Which communities do supplementary schools in this LA serve?
- How many of the total is the LA in contact with? What does your work with them involve?
- How are they funded? Are any of them funded by the LA? If so, on what basis is this decided? Can you talk me through the process?
- How else does the LA support supplementary schools? Can you give examples? How does this work in practice?
- Ascertain perception of links/relationship between supplementary and mainstream schools, and whether the LA has any role in developing/facilitating it.

The scoping study

As part of this study, we are examining the feasibility of relating attendance at supplementary schools with pupil attainment in their statutory education. We would be grateful for your views on various aspects of this. In all cases, the information would be collected and shared within the provisions of the Data Protection Act, and individual pupils and schools would not be identified.

We are initially thinking of two possibilities: either starting with the mainstream school, and moving from this to the supplementary schools these pupils attend; or starting from the supplementary schools, and moving to the relevant mainstream schools. The survey would only be a sample, and not cover all schools.

- If we wanted to approach mainstream schools, do you think a Local authority would be able to suggest particular schools (primary or secondary) that would have a significant number of pupils attending supplementary schools, and who would be (in your view) prepared to cooperate in an exercise of tracking their pupils?
- If we were to start with supplementary schools in your area, we might come up with quite a large number of different schools attended by the pupils from a single supplementary school. What is your estimation of the extent of cooperation a research team might get with a range of schools in your area, in identifying pupil reference numbers and data about such pupils?
- Which of these two approaches would you advise, and why?
- Do you have any alternative suggestions of how such a study might be conducted?

16.3.7 Interview schedule: Community Group representatives

The Community Group

- First can you start off by giving me a little bit of background about your community group? How would you describe it to someone who has never heard of it?
- How long has it existed? Where is it based? Who does it work with? What does this work entail?
- Size of organisation
- How is your community group funded?

Role of the interviewee

- Now can you tell me next a little bit about yourself and your role here? Job title, description of role, length of time in post.
- What does your role entail?
- Have you always worked for the group? How did you come to work here?
- Did you have any experience of working with supplementary schools before?
- How much of your work involves contact with supplementary schools?

- If supplementary schools only part of their role, how does this fit in with their other tasks? How much time is spent on it?

Relationship with supplementary schools

- What is the nature of your relationship with supplementary schools?
- How many schools do you work with?
- Which schools in particular?
- How long has this relationship existed? How did it come about? Can you talk me through it
- What support, if any, do you provide to supplementary schools?
- How do you think they could be better supported? More/ less government support? More/ less LA support?

16.3.8 Interview schedule: NRC representatives (adapt for interview with Paul Hamlyn Foundation)

Role of the interviewee

- Can you tell me next a little bit about yourself and your role here? Job title, description of role, length of time in post. Have you always worked for the NRC? Did you have any experience of working with supplementary schools before?
- What does your role entail? Can you talk me through your day.
- Is all your work linked to supplementary schools? Does your role involve working directly with supplementary schools? If so, how?
- If supplementary schools only part of their role, how does this fit in with their other tasks? How much time is spent on it?

Role of the NRC

- Can you give me a bit of background about the NRC please? How did it come about? What is its mission statement?
- What are its main aims?
- How does it achieve these aims?
- How is it funded?
- Can you give me an overview of the work of the NRC and how it supports supplementary schools?
- Does your organisation actually provide funding to the schools?
- How do you think supplementary schools could be better supported? E.g. more/ less government support? More/ less LA support?

- What is your relationship outside of the NRC with other agencies?

Verification

- Can you talk me through the verification process?
- How many schools have been verified?
- Do you retain records of those schools who have declined to be verified?
- What do you consider the pros and cons of the verification process?
- What kind of response have you received from the supplementary schools?
- Does the NRC retain a relationship with schools who declined to be verified?

16.4 Appendix 4: Additional Tables

Table 16.1 Mother tongue languages taught in schools

Base: Schools that taught mother tongue languages

Languages ¹⁸	N	%
European Languages		14
French	11	5
German	3	1
Greek	7	3
Italian	1	*
Portuguese	8	3
Spanish	4	2
Eastern European Languages		5
Albanian	1	*
Bosnian	1	*
Croatian	1	*
Hungarian	1	*
Lithuanian	1	*
Polish	2	1
Russian	1	*
Serbian	1	*
Ukrainian	1	*
Georgian	1	*
African Languages		13
Hausa	2	1
Igbo	5	2
Lingala	4	2

¹⁸ Note that schools may teach more than one language in any subgroup therefore the percentages in each subgroup may not add to group total

Luganda	1	*
Somali	12	5
Sudanese	1	*
Swahili	1	*
Tigrinya	2	1
Twi	1	*
Yoruba	3	1
Middle Eastern Languages		37
Arabic - Modern Standard	6	3
Arabic - Qur'anic	10	4
Arabic unspecified	30	13
Farsi	1	*
Kurdish	2	1
Kurdish - Sorani	2	1
Panjabi	24	10
Turkish	12	5
South Asian Languages		44
Bengali	26	11
Gujarati	20	8
Hindi	10	4
Malayalam	4	2
Nepalese	1	*
Pashto	13	5
Sanskrit	1	*
Tamil	4	2
Urdu	25	11
Other Asian Languages		16
Cantonese	9	4
Chinese	8	3
Japanese	3	1
Korean	2	1
Malay	1	*

Mandarin	13	5
Vietnamese	2	1
Thai	1	*
Other	2	1
<hr/>		
Base		238
<hr/>		

16.5 Appendix 5: Participation rates

This section provides more detail about the calculations involved in estimating the national rates of participation in supplementary schools based on the survey data and national population statistics¹⁹. The following section sets out in detail the assumptions underlying the estimates before calculating the rates of participation.

16.5.1 Assumptions

The estimates are based on four key assumptions that will be discussed in turn.

- Assumption 1: the 301 schools that responded to the survey are typical of all supplementary schools in terms of pupil numbers, regional and age distribution.

With the number of pupils per surveyed school ranging from six to over 2000, the sample included some schools that were considerably larger than those mentioned in previous research. Strand (2007) set the range of pupil numbers per school at 10 to 300 and Martin et al (2003) suggested a range of 10 to 200 depending on the ethnic community. However, the large schools in the survey cannot be dismissed simply as outliers since as many as 4% of the sample reported pupil figures of over 300. The large schools were spread across five regions and served a range of communities.

In terms of region, the distribution of schools that responded to the survey was similar to the sample frame of schools in the NRC database, reflecting the large concentration of supplementary schools in London and to a lesser extent in the West Midlands, Yorkshire and Humber and the North West. The sample frame, however, is not complete. Some schools were excluded from the database provided for the study as a result of schools declining to share their contact information and the process of verifying entries on the database is a work in progress.

¹⁹ The data provided by DCSF comprises population figures for January 2008, broken down by age, region and ethnicity.

Table 16.2 Regional distribution of schools in the sample frame and responding sample*Base: All supplementary schools in the sample frame and responding sample*

Region	Sample frame %	Responding sample %	Difference %
North East	0.5	0.7	-0.2
North West	8.4	6.6	1.7
Yorkshire & Humber	9.9	11.0	-1.0
East Midlands	6.0	5.6	0.3
West Midlands	10.6	12.3	-1.7
East of England	7.2	6.6	0.6
London	51.0	50.2	0.8
South East	3.1	3.7	-0.6
South West	3.4	3.3	0.1
<i>Bases</i>	<i>1986</i>	<i>301</i>	

There is no similar source of data against which to validate the age distribution of the surveyed schools, but the concentration of numbers in the 5-11 and 12-16 age groups is as expected. The widespread teaching of pupils under 5 in the survey is supported by previous research (Hall et al, 2002).

- Assumption 2: the total number of supplementary schools in England is known.

In order to estimate the total number of pupils attending supplementary schools across England, it is necessary to know the total number of supplementary schools. As discussed earlier in the report, the estimates of the total number of supplementary schools vary widely. At the lower end, approximately 2,000 schools were in the database provided by the NRC for the purpose of the study, although this excluded an unknown number of schools that had opted-out of sharing their information. At the higher end, there have been suggestions that there may be as many as 5,000 schools, although this is generally regarded as rather high. The estimated 3,000 schools suggested on the ContinYou's website²⁰ would seem more likely. Since the actual number is not known, the estimates of participation rates are provided for a range of scenarios.

- Assumption 3: supplementary schools only serve pupils from minority ethnic communities, defined as non White British.

On the basis of this assumption, it would be possible to calculate the proportion of minority ethnic pupils in the country who attend a supplementary school by dividing the total number

²⁰ http://www.continyou.org.uk/what_we_do/children_and_young_people/supplementary_education (accessed 06/01/09).

of pupils from non White British backgrounds by the estimated total number of pupils attending supplementary schools. However, the evidence suggests that while some supplementary schools overtly target pupils from specific communities (for example, because their primary purpose is to teach a community language), other schools welcome pupils from a variety of backgrounds which may include White British children. Four per cent of the schools surveyed said that they did not serve any particular ethnic community. The estimates will therefore calculate primarily the proportion of all pupils who attend supplementary school. The estimate of the proportion of minority ethnic children who have access to this provision is likely to be less reliable. If there were in fact a large number of White British children attending supplementary schools, the estimate of participation among minority ethnic children would be over-stated.

- Assumption 4: Pupils do not attend more than one supplementary school.

The estimates are based on the assumption that each child is only counted once when summing the numbers of pupils attending supplementary schools. This would seem to be a fair assumption given the level of commitment and time required by many supplementary schools on top of mainstream schooling. However, if a large number of children did in fact attend more than one supplementary school, then the participation rates would be inflated.

Having outlined the assumptions and considered their validity, the next section estimates the participation rates.

16.5.2 Estimated participation rates

The approach taken for estimating national participation rates involved summing the number of pupils across the schools that responded to the survey and multiplying this by (total number of schools/number of responding schools)²¹. Figures are provided only for pupils aged 5 to 16, the ages of compulsory schooling, since the national statistics only include the number of pupils who attend schools.

The total number of pupils across the 298 responding supplementary schools aged 5 to 16 was 31,090²². Depending on the number of supplementary schools in the country, between 3% and 8% of all pupils aged 5-16 years attended a supplementary school in 2008/09²³ (Table 16.3). Assuming that all pupils who attend supplementary schools are from minority ethnic communities (that is, non White British), between 15% and 38% of pupils aged 5-16 from minority ethnic backgrounds in England attend a supplementary school²⁴.

²¹ As for all the analysis in this report, the survey data were weighted to correct for differential selection probabilities between NRC members and non-members.

²² The total number of pupils reported within the age categories summed to 27,646 compared to the overall total of 34,933 due to missing data where respondents did not know the age breakdowns. Since 5-16 year olds constituted 89% of the total pupils, the total figure for 5-16 year olds is calculated as $34,933 * 0.89 = 31,090$.

²³ The survey data are based on attendance figures for May - June 2009 and the national statistics are from January 2008. However, since the figures only changed a little between 2007 and 2008, the statistics would provide a reasonably accurate indication of the numbers of pupils in 2009.

²⁴ The denominator for this calculation was all pupils who were not classified as White British in the national statistics. This should include, therefore, White Europeans such as those from Poland and Greece who are targeted by a number of supplementary schools.

Table 16.3 Estimated national participation rates for pupils aged 5 to 16

Assumed number of schools	Estimated total number of pupils attending supplementary schools in England ³	Estimated proportion of all pupils attending supplementary schools ¹ (95% confidence intervals)	Estimated proportion of minority ethnic pupils attending supplementary schools ² (95% confidence intervals)
	n	%	%
2,000	208,700	3 (1 – 5)	15 (10 – 19)
3,000	313,000	5 (3 – 8)	23 (18 – 28)
5,000	521,600	8 (5 – 11)	38 (33 – 44)

¹Based on a figure of 6,381,400 pupils aged 5-16 attending schools in England.

²Based on assumption that all pupils in supplementary schools are from minority ethnic backgrounds. The total number of minority ethnic pupils aged 5-16 is 1,359,210.

³Figures rounded to nearest 100.

Attempts were made to calculate participation rates for each region, but the numbers of schools were too small for the estimates to be considered reliable.

16.5.3 Summary

These estimates highlight the potential that supplementary schools have to play an important role in the education of young people. Approximately 5% of all pupils aged 5 to 16 may be in contact with supplementary schools at any one time which translates to close to a quarter of all children from non White British communities. However, the speculative nature of these estimates should be emphasised since they are based on a number of assumptions that the surveyed schools are representative, that the total number of supplementary schools in England is about 3,000, that such schools are attended solely by non White British pupils and that pupils do not attend more than one school at a given time.

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