

Partnerships with supplementary and community schools

Supplementary and community schools, along with other community education projects, offer out-of-school hours educational opportunities for children and young people, many of whom come from minority ethnic communities.

They are usually managed and run by local groups and communities, and take place in a variety of venues including schools, community centres, mosques, churches, temples and gurdwaras. Most operate in the evenings and at weekends.

Their activities can include:

- a range of learning opportunities, including national curriculum subjects (English, maths and science, and others)
- opportunities to learn about the history and culture of the community
- teaching pupils their mother-tongue language and other languages of a cultural or religious significance
- sport, music, dance and drama.

Supplementary and community schools are an enormous asset for raising children and young people's attainment. They demonstrate a significant commitment, largely voluntary, which engages communities, parents and children in learning while promoting community culture, including language and religion.

Schools have a lot to gain from working closely with supplementary and community schools. There are benefits for both the school and the supplementary or community school. They should be understood, valued and acknowledged as key partners.

Did you know?

In 2007, children and young people in Southwark were asked about their experiences of supplementary and community education.

- 98% felt that they had benefited academically
- 86% liked the way that lessons in supplementary and community settings were taught
- 20% felt that they were more confident in school
- 17% felt that they were now more confident in asking their teachers in school for help



TIPS for building partnerships with supplementary and community schools

- Have a member of staff with responsibility for parent and community liaison
- Identify the supplementary and community schools in your area and establish contact with the coordinator or a member of the management committee
- Arrange visits so that the mainstream school can learn about the supplementary school and vice versa
- Make sure school office and admin staff are trained on dealing with enquiries from community groups
- Approach supplementary schools when vacancies arise on the governing body
- Make samples of pupils' work available to each other in order to identify and work together on areas where pupils need support
- Arrange for community organisations that run education projects to attend CPD sessions in school where appropriate
- Celebrate successes together



Supplementary and community schools in Southwark

There are more than 50 supplementary and community schools in Southwark. Southwark Supplementary Education and Mother Tongue Association (SSEMTA) is the umbrella organisation for supplementary education providers in Southwark. It supports the development of links between the mainstream and supplementary education sectors and provides an online directory of local supplementary schools.

Southwark Supplementary Education and Mother Tongue Association (SSEMTA)

The Peckham Settlement
Goldsmith Road
Peckham
London SE15 5TF

Tel: 020 7252 8082

Email: info@ssemta.org.uk

www.ssemta.org.uk

Community education officer for out of school hours study support

Hugh Stultz

Tel: 020 7525 5194

Email: hugh.stultz@southwark.gov.uk

The community education officer provides strategic advice and support, as well as providing funding, to the supplementary and community education sector.



Case study: Archbishop Michael Ramsey Technology College (now St Michael and All Angels Church of England Academy) and Camberwell After School Project

Camberwell After School Project (CASP), set up by local mothers in 1985, is an established community project with its own purpose built building. CASP provides a morning escort service, after school activities in different community settings and a Saturday school.

CASP developed the Young Achievers Project in partnership with Archbishop Michael Ramsey Technology College, Southwark Council's community development unit and parents and carers. This 12-week pilot project was aimed at boys of African Caribbean heritage who were at risk of being excluded and who were not achieving their potential.

Based on a model of practice developed by the National Black Boys Can Association, the project offered a personal development programme that aimed to raise aspirations, improve self-esteem, self-confidence and responsibility leading to an improvement of pro-learning behaviours in and out of school.

The school leadership team wanted to develop multifaceted interventions mobilising community and other agency resources to tackle the key issues.

Project activities included:

- Saturday morning activity sessions
- after school workshops
- a week's residential experience at Carrotty Wood outdoor adventure centre
- personal tuition from personal development advisers
- workshops for parents
- attending the Black Boys Can national awards ceremony - a formal black tie gala event held at the National Motorcycle Museum in Birmingham, where some of young men were invited to speak.

Positive outcomes of the pilot project included:

- many students showed improved behaviour and self-control
- better participation in extra-curricular activities
- improved punctuality and attendance
- the development of skills of listening, turn-taking and mutual support.

Zoe Thompson also emphasised that of all the activities developed, ones

that increased parental involvement made the biggest difference: "It meant that parents and the school could work together instead of against each other as sometimes happened. Values and approaches were shared and better understood."

“We are committed to responding to the vulnerability of some boys to disaffection. We also wanted to work closely with parents so we could improve understanding and partnership.”

Zoe Thompson, deputy headteacher



Case study: Joseph Lancaster Primary School and the Escuela Gabriel Garcia Marquez

At Joseph Lancaster Primary School over 90% of pupils come from minority ethnic backgrounds. More than three quarters speak English as an additional language.

The school greatly values the home languages of pupils, parents and carers. It draws on these resources to build high self-esteem, enrich the curriculum and raise attainment.

Joseph Lancaster has developed an active partnership with the Escuela Gabriel Garcia Marquez, a community school run by the local Spanish-speaking Latin American community. Every Saturday, more than 180 children aged from three to 16 attend the community school, which makes full use of the school premises at Joseph Lancaster. "We provide a wide range of artistic and cultural

activities, and also support children's academic progress," says the school's founder and manager Marlen Cabezas. "We want to build on our achievements and give our young people a real connection to their heritage and culture."

Ofsted has praised the Gabriel Garcia Marquez school for enabling children to maintain positive links with their native culture and language. During the school week, teachers from the community school also provide free Spanish tuition to children, from any background, who are attending Joseph Lancaster. These after-school sessions are part of the school's enrichment programme and have enabled the school to provide opportunities for learning modern foreign languages in the school.

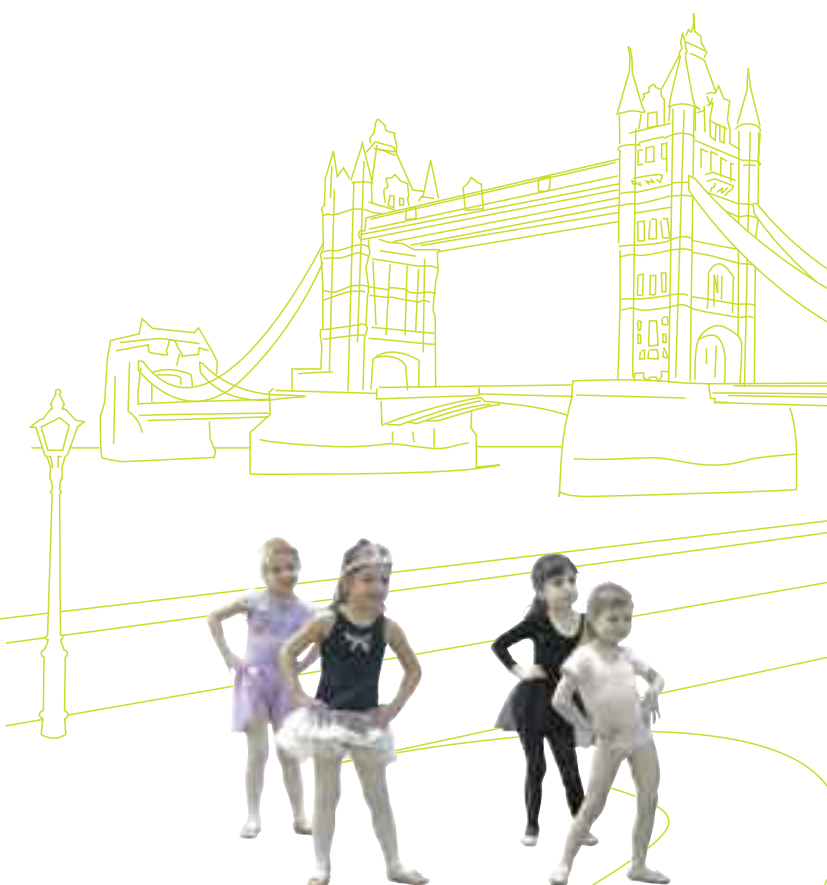
Joseph Lancaster Primary's partnership with the local Latin American community provides opportunities for all children to learn about a different language and culture. It has improved the involvement of Spanish-speaking parents, and developed trust and respect between the community and the school.

The school is also developing a partnership with the Rockingham Estate Somali Association. Together they hope to provide education and support activities every Sunday at Joseph Lancaster for Somali children who attend any Southwark school.

“At Joseph Lancaster we have an inclusive and enriched curriculum. By valuing the languages and cultures of the community, we're developing a curriculum relevant to all children and building resilient learners who are able to realise their full potential.”

Richard Slade, headteacher





Need more guidance?

Southwark Council's community involvement and development unit

The community involvement and development unit (CIDU) works closely with local groups across Southwark, delivering projects to enable increased participation and involvement of residents, and providing support to local initiatives.

Town hall (East House)

35 Peckham Road

London SE5 8UB

Tel: 020 7525 5504

Email: cida@southwark.gov.uk

www.southwark.gov.uk/your-services/regeneration-section/cidu

National Resource Centre for Supplementary Education

www.continyou.org.uk

The resource centre provides information, advice and resources to supplementary schools across England.

Supplementary Schools Network

www.supplementaryschools.org.uk

The Supplementary Schools Network is a project that enables supplementary schools to share, find and develop teaching resources.

Reflections

- In what ways can we draw on the expertise of local community and supplementary schools?
- Do we actively approach community groups to offer use of our school facilities?
- Are there any communities that we need to prioritise for developing partnerships?