

Appendix 2: Review into the effectiveness of Supplementary and Community Language Schools (SCLS) in Haringey

1. Background

1.1 Supplementary and Community Language Schools (SCLS) can be best described in the following way, *'supplementary schools come in a variety of shapes and forms. In general they offer out-of-school-hours educational opportunities for children and young people, many of whom come from minority ethnic communities.*

1.2 Over the past six years, Haringey Council in partnership with SCLS sector has implemented a process that has achieved the following outcomes:

- Ensuring that students attending SCLS are healthy and safe by complying with child protection and health and safety legislation. A streamlined application process for the council's SCLS contributory funding
- External accreditation of SCLS. Capacity building the SCLS sector to achieve 9 Bronze, 1 Silver and 3 Gold Quality Framework Awards.
- An annual programme of training for SCLS
- Web based resources for SCLS and for parents wishing to choose a SCLS
- Working with the SCLS sector to support the creation of the Haringey SCLS Forum

1.3 Prior to 2012-13 the allocation of funding was an open and independently assessed process which was supported by colleagues in both the local authority and third sector (HAVCO). As a result of the impending review into the effectiveness of SCLS in 2012-13, and the likelihood of significant change in support to SCLS, a decision to temporarily suspended process was agreed.

1.4. This resulted in CYPS providing contributory funding to 8 SCLS from the African Caribbean; Albanian; Bengali/Pakistani; Chinese; Kurdish; Orthodox Jewish; Somali and Turkish communities. ***The contributory funding provided by Haringey Council supported a total of 398 Haringey based students, who attended SCLS on a weekly basis.***

2. Defining the Need

2.2 Research commissioned by the DCSF, in 2010, identifies that SCLS make a unique contribution to children's mainstream education and in its conclusion states that *'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 a 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'.* **Impact of Supplementary Schools on Pupils' Attainment-Research Report DCSF-RR210 -2010**

2.3 With the reduction of funding available to the local authority to support non statutory activities demonstrating both the academic and pastoral value and value for money benefits of SCLS becomes more significant.

2.4 Therefore to determine whether SCLS operating within Haringey and currently in receipt of contributory funding provide similar standard of support to pupils as identified in the *DCSF Research Report* point 2 the Children and Young Peoples Service plans to commission research to identify the overall benefits to pupil attendance, attainment and pastoral standards.

3.0 Review

3.1 The review was carried out by the National Resource Centre for Supplementary Education (NRCSE). The purpose of the review was to examine existing arrangements for the support of community-led supplementary education in Haringey including;

- levels of funding
- quality of provision
- academic achievement
- partnerships with mainstream schools
- local authority officer support

The review compared academic performance of children attending supplementary schools in Haringey with academic performance of children in the borough as a whole. The aim was to assess the effectiveness of funded, quality-assured supplementary schools in raising pupil attainment.

4.0 Key findings

The review was concluded in May 2013 and the key findings are listed below (full copy of the report attached).

- The study shows that the majority of children attending supplementary schools within Haringey are on a par with, or exceed, the average attainment rates for their ethnic peer group within the Borough, in which they attend mainstream school at both KS1 & KS2
- Just over half of the children included in the study were eligible for free school meals. At KS1 children eligible for free school meals exceeded the borough average in all the subjects, and for KS2 they exceeded the borough average for Mathematics.
- The target group (**children studying at the supplementary schools**) also outperform the borough in relation to the percentages that make two levels of progress between KS1 & KS2.
- Fifteen supplementary schools were funded by LB Haringey between 2009-2013.
- Schools received funding for one to four years, determined by their response to annual monitoring requests and their progression through quality assurance of service provision with support, training and guidance provided by the CYPS and the NRCSE.

At Key stage 1

- Congolese children achieve 20% higher than their ethnic peer group in the borough as a whole in Mathematics, 18% in reading and nearly 8% higher in writing.

- Turkish Cypriots exceed their peer group by 13% in reading, 6.5% in writing and a remarkable 25.9% in maths.
- When eligibility for free school meals is factored in to ethnicity, the supplementary schools outperform the borough to an even greater margin, and in virtually every category.
- Within some ethnic groups children eligible for free school meals and attending supplementary school perform substantially better than the borough overall. For example Kurdish students achieve 20.5% higher in reading, 11.6% higher in writing and 6.6% higher in maths.
- Kurdish students attending supplementary school and eligible for free school meals outperform those not eligible by 37% in reading and writing.
- Children attending the KCA Supplementary School perform best followed by the Islamic Community School, Languages network and Lemuel Findlay. All of these Supplementary schools exceed the borough averages by a substantial margin.

At Key stage 2

- All ethnic groups (except Somali) attending supplementary school outperform their ethnic peer group as a whole in all subjects.
- Turkish Cypriots are most successful exceeding their ethnic peer group by 22.3% in English, 24.7% in maths and 29.5% in both English and Mathematics.
- Kurdish children also exceed their peer group by 13% in English, 15.7% in maths and 15.5% in both English and Mathematics.
- Bangladeshi children exceed their peer group by 21.3% in both math's and English and Turkish children exceed their peer group by 7.1% in English.
- The Islamic Community School performs best followed by KCA School, Nene Teresa and Lemuel Findlay. All of these supplementary schools exceed the borough averages by a substantial margin.

5.0 Summary of review findings

5.1 Comparing the target group with the borough, when broken down by ethnic cohort, the vast majority of cases in the target group outperforms the borough at both KS1 & KS2. When free school meal eligibility is factored in the differential in many cases is even greater. The target group's children also outperform the borough in relation to the percentages that make two levels of progress between KS1 & KS2.

5.2 Haringey Supplementary schools clearly have a positive effect on the attainment results of the ethnic groups which they engage, particularly those who are performing below the borough average. This has raised the results for these groups over a number of years. For students eligible for free school meals there has been a narrowing of the differential between those eligible and those not, and again this has narrowed particularly over the last four years.

6.0 Future proposal and recommendations

6.1 The CYPS welcomes the benefits identified in the research report and the additionality provided by SCLS in particular to those students in receipt of Free Schools Meals and in underperforming of the ethnic minority groups.

6.2 Therefore the CYPS recommends that the Schools Forum continues the funding of SCLS at the current level of £26k.

6.3 That the Schools Forum notes that the function of management and monitoring of SCLS falls under the responsibility of the Assistant Director for Schools and Learning who will together with SCLS and mainstream schools develop a series of local SCLS priorities.

6.4 That the Schools Forum notes that the CYPS exploring a commissioning approach for future funding, targeting, selection, capacity building and training of SCLS which will ensure both VFM and a transparent funding process.