
**Report evidencing the impact of supplementary education across
the beneficial area of John Lyon's Charity**

Summary report to John Lyon's Charity

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JOHN LYON'S CHARITY
PART OF THE HARROW SCHOOL FOUNDATION



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National Resource Centre for
Supplementary Education

Acknowledgements

We wish to thank all the supplementary schools listed in the appendix who provided data for this study. In most cases this was done by the school co-ordinators who volunteer at weekends to manage supplementary classes for their community. Supplementary schools are keen to evaluate the impact they are having on the wider academic education and well being of the children attending their schools but pressure on their time and the difficulties inherent in building partnerships with the statutory schools and agencies that hold performance data makes this both challenging and time consuming.

Thanks are also due to the following local authority officers who, under significant pressure themselves due to staffing cuts, supported this study by matching the supplementary school records to the PLASC and attainment detail held for each pupil in their borough: David Tobin, Greg Smith, Rakesh Mistry, Workneh Dechasa, Justin Joseph, Daxa Kotecha, Shahin Bakth, Kellyanne Wray, Kim Price, Kiran Sanghara, Joy Collins, Kuljit Bisal, Nikki Patel, Sam Utting, Janine Anderson.

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Special thanks to the Trustee of John Lyon's Charity, who in commissioning this study recognise the importance of linking supplementary schools more closely to the work of statutory agencies. This study is a first step in building closer partnerships between community and statutory education providers for the benefit of all children.

David Evans and Pascale Vassie

Report evidencing the impact of supplementary education across the beneficial area of John Lyon's Charity

This report is an impact study of supplementary schools located within the beneficial area of John Lyon's Charity. The purpose of the report is to try to establish to what degree attendance at supplementary school impacts on pupil attainment in mainstream schools.

The project collected 3,391 individual student records for pupils attending 67 supplementary schools. 3,202 also attended mainstream schools in the Charity's beneficial area. 1,532 records were matched to mainstream schools data, which allowed us to look at the attainment of these pupils and compare them to the borough's average attainment.

Please note: according to NRC membership data, more than 8,000 children are currently attending supplementary schools within the Charity's beneficial area. Of these approximately 3,000 are attending community-led classes focused on deepening their understanding of their culture and faith and not receiving core curriculum support. Such schools are not the focus of this study.

Supplementary Schools in their own words

Core curriculum teaching

Ealing – Focus Forth (pic - KS1/2 girls studying)

Hammersmith & Fulham – Community Education Forum (pic – children learning)

'My daughter is in Yr5, her numeracy was weak and I couldn't help her. Since coming here she's doing really well. This week in her primary schools she was 'class star'.'

Parent, Focus Forth

"The teachers are very good. My son is doing very well in triple science now. He took his Biology and Chemistry GCSE exams a year early and got an A and B. Now he wants to get A or A stars this year."

Parent, Community Education Forum

Peer support

Barnet – OYA (pic – eg. yr 7 boys together studying)

Westminster – Ardhmeria (pic – eg. Yr6-8 pupils dancing)

'Coming here has helped me achieve, there's a shared culture, it's different from school, it's ok to work hard. Helping each other is an important part of what we do.'

17 year old 'trainee' OYA!

'When we're all together the boys aren't shy, we're all Kosovans, we like to dance'

Yr 9 girls, Ardhmeria

Learning mother tongue

Kensington & Chelsea – First Georgian (pic – eg. Yr 1 child learning new words)

Harrow – LT school (pic – eg. parents with babies watching children perform spring nursery rhyme)

'Our alphabet is unique, no one else uses it. If the children don't learn the sounds while they're young it's difficult for them, they speak their own language with an English accent'

Teacher, First Georgian

'My 15 year old was 4 when we came, my 9 year old was born here. They learn English so quickly at school, if they don't come to Lithuanian school they have only basic language skills, here they learn proper Lithuanian and our history and culture.'

Parent, LT school

Culture of achievement

Kensington & Chelsea – Moroccan Supplementary School (pic – eg. Yr 7 pupil talking to adult)

Westminster - Debanma Supplementary School (pic – eg. Y5/6 children debating)

'We teach English, maths and Arabic to help them do well in school and to help them understand who they are. We also run debating clubs and encourage them to speak out.'

Co-ordinator, Moroccan Supplementary School

'We have a mentor hour at the end of the day. The children discuss different issues, improve their debating skills, do drama and role play. It's Saturday, classes should be fun.'

Education Manager, Debanma

Engaging parents

Brent - Charismata (pic – eg. KS3 boy writing on board)

Hammersmith & Fulham – Banooda Aid Foundation (pic – eg. yr 4 pupils learning, in cramped conditions)

'All the staff and teachers are volunteers, some of us are teachers in mainstream schools or professionals in other areas. We just want to give back, to help the young people in Alperton. We're in our sixth year now.'

Management committee, Charismata

'We're making a difference, we have a waiting list, the parents are very loyal, the children attend regularly. But we don't have the money to book six months in advance so we can't hire the upstairs room, it's a bit cramped down here.'

Co-ordinator, Banooda Aid Foundation

Raising aspirations

Camden - Hua Hsia (pic – eg. nursery class singing rhymes, show mixed ethnicity of class)

Camden – Mandela Supplementary School (pic – eg. KS1/2 children leaving Kensal Green library or teacher and pupil reading together)

'We teach Chinese as a second language, 80% of our students are non-native speakers. We use Asset languages from Year 2 and take the pupils up to GCSE.'

Headteacher, Hua Hsia

'Sometimes we learn something at school that I've already learnt here. That's really good, it helps me be clever'

Yr 5 pupil, Mandela Supplementary School

Partnership with mainstream

Barnet – Paiwand (pic – eg. Drama group in mainstream school drama studio, or children singing national anthem on stage)

Harrow – Harrow Weekend School (pic – showing mixed ethnicity, classes in mainstream primary school)

'From January, we've started a closer partner referral system. The school identifies Key Stage 4 students of any background who are in need of extra support, especially those who are new to this country, and refer them to us.'

Director, Paiwand Afghan Association

'We've had lots of new referrals today. We run parallel Family Learning sessions. That way parents can experience learning for themselves. It's the best way of engaging them. Marta is an excellent ESOL teacher as well as very experienced in Family Learning.'

Team Leader, Ethnic Minority Achievement Service, Harrow

Executive Summary

Main findings of the report

- The report shows that the majority of children attending supplementary schools within the Charity's beneficial area are on a par with, or exceed, the average attainment rates for the borough in which they attend mainstream school.
- The aggregate total across the boroughs in many instances exceeds the borough average at both KS1 and KS2 and, as a result, has the effect of raising the average attainment levels within the boroughs.
- There is a strong correlation between children who attend supplementary schools which are well managed and have obtained the NRC Quality Framework for Supplementary Schools and higher achievement, for example:
 - Pupils attending the Rustam School in Barnet achieved a 96% level 4+ rate in both English and Maths at KS2. This exceeds the borough average by c12%. This supplementary school focuses its learning on Farsi, where over the past 3 years 84% have achieved A* at GCSE. The other 16% have achieved an A grade. At A' level, 87% achieved A* or A whilst the other 13% achieved a B or C grade.
 - Similarly, the Mother Theresa Albanian School located in Brent achieved a 92% level 4+ rate in both English and Maths at KS2. This exceeded the borough average by c11%. 42% of these students achieved level 5 in both subjects.
- Nearly half of the children included in the study were eligible for Free School Meals (FSM). 63% of the children exceeded the average for children eligible for FSM for the borough, with a further 11% approaching the average.
- 95% of African students (the majority from Somali backgrounds) attending supplementary school in Brent achieved Level 4, KS2 in English; this is 28% higher than the average for Somali students throughout the borough.
- In Brent, 87% of supplementary school children eligible for FSM achieved level 4, KS2 in English. Remarkably, this is higher than the average achieved for all children across the borough.
- A pilot project run in the Royal Borough of Kensington & Chelsea indicated that for supplementary school children attendance rates at mainstream school were higher than those not attending supplementary schools. In primary schools, absence was 1.8% lower and in secondary schools 2.5% lower.
- There is a clear correlation between supplementary schools which focus on support of the National Curriculum and improved attainment in English, Maths and Science. For example, the Afghan Association Paiwand, based in Barnet, not only exceeds the borough average attainment in maths, but 43% attain a level 5 at KS2.
- There is a clear correlation between the number of hours delivered each week by the supplementary schools and improved attainment in English, Maths and Science.

- In most cases supplementary school students outperform the average for the borough in terms of expected progress from KS1 to KS2. Significant numbers also exceed the expected progress. This is particularly noted where students at KS1 are below the expected level, indicating that many children attending supplementary schools catch up with their peer group by the end of KS2.
- Results from Harrow Weekend School showed that targeting provision to those not making the expected progress between KS1 and KS2, essentially providing an intensive boost in English, Maths and Science, brought those pupils into the national progress norms and for 63% of the pupils, caused them to exceed those norms.
- At OYA! (Organisation of Young Africans), based in Barnet, over the past three years an average of 91% have achieved 5 GCSE passes A*-C, including Maths and English. This is a substantially better performance than the borough overall, or for African groups in the borough specifically.
- Of the 67 schools involved in the study, 84% support Maths, 69% English, 56% science, 9% ICT and 60% teach home languages.
- Between 80 and 90% of the supplementary schools cater for children attending school within KS1 to KS4. 32% also cater for KS5 and 16% cater for children in Early Years Foundation Stage.
- Within the Charity's beneficial area, just 61% of supplementary school pupils attend a mainstream school in the same borough.
- Numbers attending supplementary schools from some ethnic groups represent a significant percentage of the total number from these ethnic groups attending mainstream schools within the borough. In recent years many of these groups have developed into high achieving groups and the correlation between the two strongly indicates that supplementary schools are an effective method of boosting educational attainment.
- Community-led supplementary schools represent excellent value for money and are much cheaper than other forms of supplementary education. Given the often high proportion of children eligible for FSM who attend supplementary schools, local authorities and mainstream schools wishing to focus their 'Pupil Premium' on particular ethnic groups lagging behind the borough average, would do well to invest in their local community-led supplementary schools.
- This Impact Evaluation gives empirical evidence to show that children who attend supplementary school attain better in the mainstream when compared to their peer groups and the borough overall.

Methodology

Targeting

Representatives from each of the boroughs in the Charity's beneficial area (Barnet, Brent, Camden, Ealing, Hammersmith & Fulham, Harrow, Kensington & Chelsea and Westminster) were commissioned to collate student information from a number of targeted Supplementary schools within their borough. Targeting of schools was done on the basis of size (the larger the school, the more robust the results) and a focus on teaching support to the National Curriculum. Children attending these supplementary schools ranged from age five to age sixteen. The attainment focus, however, was at KS1 (tests taken aged 7) and KS2 (tests taken aged 11), since KS3 tests were discontinued after 2007 and numbers of pupils with KS4 (GCSEs) results were too small to analyse.

Data collection

Information on individual pupils was requested, including personal details (name, postcode and date of birth) so that linkage via the unique pupil number (UPN) would allow analysis of PLASC (pupil level annual school census) data in order to establish socio-economic profiles of the groups, including eligibility for FSM, ethnicity, English as an Additional Language (EAL) or special educational needs (SEN) status. Additionally it allowed tracking through the National Online Results Database to ascertain attainment at Key Stages.

Attendance data held on the pupils was also requested. Before any data was forthcoming, a parent agreement was signed which gave parental consent to use this data in an anonymised manner.

A total of 3,391 individual student records were received from 67 supplementary schools. Appendix 1 (attached at the end of this report) shows numbers of students by supplementary school and by borough.

Linking data

Officers from each of the boroughs linked the data (although confidentiality of data allows boroughs to link only data of children attending maintained schools within their borough). Since many pupils do not attend a supplementary school in the same borough, the profile of records for each borough changed substantially, as shown in Table 1. This makes analysis of individual supplementary schools very difficult as their results may be scattered over a number of boroughs; additionally, confidentiality regulations also means that results for children who attend mainstream school outside the Charity's beneficial area are not available within this report.

Table 1

Borough	Records received from Supplementary Schools	Mainstream school in same Borough	Mainstream school in other JLC Borough	Mainstream school outside JLC Boroughs	Received from other JLC Borough	Sent to Borough for linking	Records linked by Borough
Barnet	568	246 (43%)	216 (38%)	106 (19%)	157	403	195 (48%)
Brent	252	197 (78%)	52 (21%)	3 (1%)	117	314	197 (63%)
Camden	559	364 (65%)	140 (25%)	55 (10%)	93	457	215 (47%)
Ealing	161	106 (66%)	36 (22%)	19 (12%)	51	157	101 (64%)
H&F	441	368 (83%)	53 (12%)	20 (5%)	33	401	243 (61%)
Harrow	285	234 (82%)	43 (15%)	8 (3%)	43	277	223 (81%)
K&C	684	313 (46%)	N/K	N/K	89	773	358 (46%)
Westminster	436	257 (59%)	150 (34%)	29 (7%)	163	420	0
Total	3391					3202	1532 (45%)

Table 1 shows significant variations in the percentage of records collected from supplementary schools based in a borough whose children also attend mainstream schools there. Clearly, this 'travel to school' dynamic, is as evident within supplementary schools as it is within mainstream schools. Consequently, as little as 43% of pupils in Barnet attend both supplementary school and mainstream school, while in Harrow this is as high as 82%.

There is also significant variation in the percentages of data linked by borough, ranging from 46% for Kensington & Chelsea to 81% in Harrow. Feedback from the officers conducting this exercise explained the lack of linked data as follows:

- Some children have left the system (not on the current PLASC)
- Local authorities do not have access to data of children attending private/independent schools within the borough
- Children who may appear to be the same child had differing dates of birth
- Children who may appear to be the same child had differing spellings for either or both first and last names
- Incomplete records/insufficient information provided to link records (fields missing or incomplete e.g. only half a postcode)

Similar previous exercises have resulted in much higher levels of linked data and increased pressure on borough officers' time has clearly had an effect on the percentage of records linked.

Attendance

Supplementary schools were asked to provide attendance data. However, attendance data provided by supplementary schools was inconsistent and no analysis could therefore be done. The Harrow Weekend School did, however, provide strong evidence to support a correlation between high attendance at supplementary school and good progress. Additionally, the pilot project run in Kensington & Chelsea was able to analyse the matched data against mainstream school attendance.

Achievement

In accordance with National Standards, the following relevant comparable attainment results were used:

- KS1 – Percentage achieving level 2 in Reading, Writing and Maths
- KS2 – Percentage achieving level 4+ in English and Maths
- Percentage achieving expected progress between KS1 and KS2 in English and Maths

For the purpose of comparison, these results have been compared to the borough averages and disaggregated in some cases by FSM eligibility, EAL and ethnicity (where cohorts are robust enough to support comparison). In order to provide as robust a sample as possible, all children who have taken a Key Stage test at KS1 or KS2 have been included in the analysis, although in some cases tests will have been taken a number of years ago.

Returned data

The aim of data collection was to gather large numbers of pupils attending the largest supplementary schools in order to make robust comparisons in terms of ethnicity and individual supplementary school performance. Unfortunately some of these large schools provided very small numbers in comparison to their total roll and this, combined with the cross borough dynamic, meant that for many schools resultant numbers are too small to draw legitimate comparisons or conclusions. Numbers have therefore mainly been aggregated and analysed at the borough level.

All matched pupils have been included in the analysis. It is important, therefore, to note that the spread of ages within the cohorts means that some pupils will have taken KS1 tests as long as nine years ago and KS2 tests as long as five years ago. Given that standards of

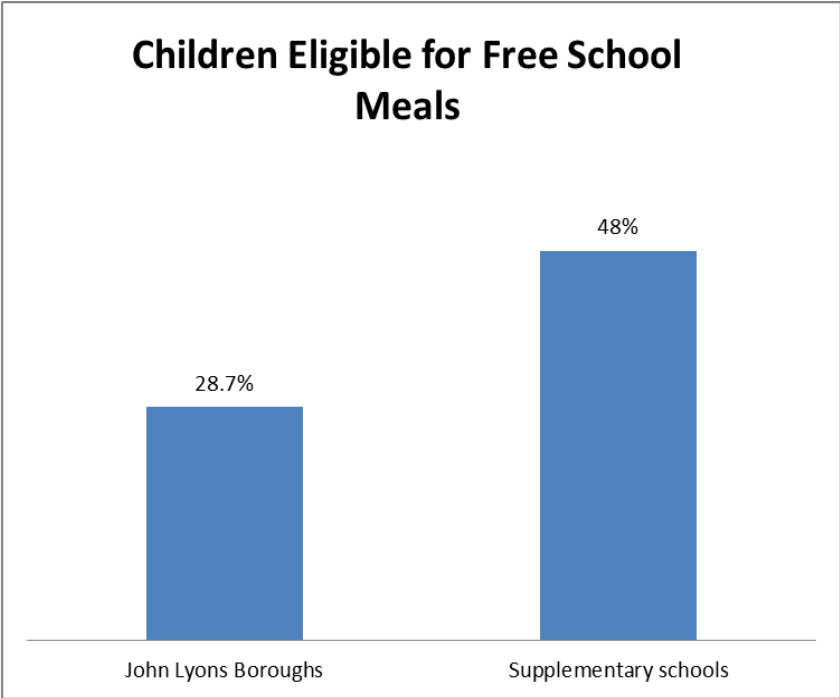
attainment for these tests have generally risen over the past 10 years, borough averages for the last ten years would therefore be lower than borough averages over the last few years (used here for the purpose of comparisons).

Overall analysis of the Charity’s beneficial area

In educational terms, the Charity’s beneficial area is not a particularly cohesive area with ‘like characteristics’. It consists of eight central and outer London boroughs whose educational attainment varies according to the characteristics of its school age population, including relative levels of EAL, SEN and ethnicity and deprivation indices, including eligibility for FSM.

Consequently it is complicated to aggregate the information of these boroughs into one group and very difficult to normalise the data so legitimate comparisons can be made with the average results for the boroughs. Here we have attempted an aggregate exercise. The three tables below show how the performance of children attending supplementary schools compares with the average attainment right across the Charity’s beneficial area. It shows that, overall, children lag slightly behind in Reading and Writing at KS1. At KS2 they lag slightly behind in English and Maths. However, those eligible for FSM’s exceed the borough averages in every case. This “lag” is simply because in some boroughs, e.g. Harrow, the incidence of SEN is significantly higher than the borough average. If the data was normalised then overall the general performance would match the average for the boroughs and those eligible for FSM’s would exceed it. When viewed as a series of subsets of information (shown in the summary of performance by boroughs table), the majority exceed, or are on par with, the borough average.

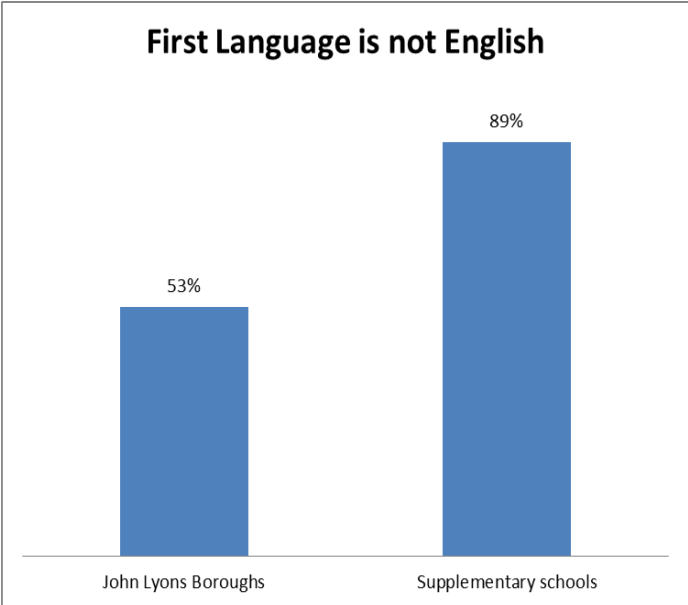
48% of the students analysed are eligible for FSM. This in some cases is more than twice the borough average.



In comparison to the average in the Charity beneficial area, FSM amongst supplementary school children is 68% higher, although this varies from borough to borough. The results of children with FSM eligibility is, therefore, very significant to this study. The tables show that

on average, across the Charity’s beneficial area, children on FSM attain higher than the borough averages and significantly so in Maths at KS1 and English at KS2.

Additionally the number of children whose first language is not English is also significantly higher than the average for the boroughs.



The graph shows that nearly nine out of 10 children attending one of the supplementary schools in the study do not have English as their first language, compared to a little over half of pupils attending mainstream school in the Charity’s beneficial area.

The pattern emerging from the study indicates that the vast majority of the children attending supplementary school, who were underachieving at KS1, caught up with their peer group and in some cases surpassed them.

John Lyon’s boroughs overall KS1				
KS1	Total included	No. achieving level 2+	% achieving level 2+	John Lyon’s Boroughs average
Reading	1295	1022	79	83.3
Writing	1295	981	76	80.7
Maths	1294	1117	86	85.4
FSM Reading	616	470	76	74.7
FSM Writing	616	445	72	69.8
FSM Maths	616	520	84	77.9

John Lyon’s boroughs overall KS2				
KS2	Total included	4+	% achieving level 4+	John Lyon’s Boroughs average
English	625	488	78	82.8
Maths	623	485	78	81.5
FSM English	293	222	76	73.7
FSM Maths	283	205	72	71.15

Summary of performance by boroughs

Key Stage 1			
	Reading FSM	Writing FSM	Maths FSM
Barnet	Exceeds	Exceeds	Exceeds
Brent	Under	Exceeds	Exceeds
Camden	Under	Exceeds	Exceeds
Ealing	Exceeds	Exceeds	Exceeds
Harrow	Exceeds	Under	Under
H&F	Par	Exceeds	Exceeds
K&C	Exceeds	Exceeds	Exceeds

Key Stage 2	Expected progress			
	English FSM	Maths FSM	English	Maths
Barnet	Exceeds	Exceeds	Exceeds	Exceeds
Brent	Exceeds	Par	Exceeds	Exceeds
Camden	Par	Exceeds	Par	Exceeds
Ealing	Par	Under	Under	Under
Harrow	Under	Under	Under	Under
H&F	Exceeds	Under	Exceeds	Exceeds
K&C	Exceeds	Under	Exceeds	Exceeds

At KS1, 76% of the sets of results showed children attending supplementary schools exceed the attainment of children from similar socio economic profiles in their borough, whilst 19% are under the borough average. At KS2, 54% exceed the borough average and a further 14% are on par.

Barnet

Of the eight boroughs within the Charity's beneficial area, Barnet has the lowest percentage of pupils attending both supplementary school and mainstream school in the borough (43%). Of those who do, 195 records (48% of the pupil data provided) were linked to children attending mainstream schools in the borough.

Analysis showed that 25% were eligible for FSM, which is 19% higher than the borough average. 97% were from ethnic groups, the most common being Iranian, Afghan, Somali and Kosovan. 90% had English as an additional language with the most popular home languages spoken being, Farsi/Persian/Dari, Somali and Albanian/Shqip. 21% of these students had a special education need. The supplementary schools with the largest numbers represented in the study are shown in the table below:

Barnet Supplementary Schools	Total provided by Supplementary School	Total attending school in LB Barnet & linked to PLASC / Attainment data	% attending school in LB Barnet & linked to PLASC / Attainment data
Rustam (Iranian)	193	53	27
OYA (African)	81	30	37
Paiwand London Academy (Afghan)	50	22	44
CES	75	17	23
Tarbiyat (Iranian)	58	14	24
Paiwand Whitefield (Afghan)	91	11	12
Andisheh (Iranian)	20	10	50

The table shows that for the larger supplementary schools based in Barnet, at best 44% were linked to the study and at worst just 12% were linked to the study.

Attainment

Barnet				
KS1 attainment	total included	No. achieving level 2+	% achieving level 2+	Borough average
Reading	162	139	0.86	86.2
Writing	162	137	0.85	82.2
Maths	162	147	0.91	90.8
FSM Reading (25%)	40	31	0.78	76.75
FSM Writing (25%)	40	30	0.75	70.75
FSM Maths (25%)	40	35	0.88	83

KS2	total included	No. achieving level	% achieving level 4+	Borough average
English	99	82	0.83	84.6
Maths	99	84	0.85	83.2
FSM English	26	20	0.77	74
FSM Maths	26	22	0.85	73

KS2	Count	% achieving level 4+ in English	% achieving level 4+ in Maths	
OYA	29	86	93	Exceeds borough by c10% in Maths
Rustam	26	96	96	Exceeds borough by c12% in both
London Academy	14	93	86	Exceeds borough by c8% in English

2 Levels of progress KS1 – KS2	Supplementary Schools 2 Levels of progress	Local Authority 2 Levels of progress	Achieved 3 or more levels of progress
English	92	88.6	25
Maths	92	87	18

In Reading at KS1 and in English at KS2, pupils from supplementary schools are virtually on par with the borough average. In Writing and Maths at KS1 and in Maths at KS2, pupils are exceeding the borough average.

In nearly all cases, supplementary school children equal or exceed the borough average results, particularly disadvantaged pupils eligible for free school meals.

The three largest supplementary schools out-perform the borough average by a substantial margin. At OYA!, over the past three years, an average of 91% have achieved 5 GCSE passes at A*-C, including Maths and English. This is a substantially better performance than the borough overall, or for African groups in the borough specifically.

Pupils attending the Rustam School in Barnet achieved a 96% level 4+ rate in both English and Maths at KS2. This exceeds the borough average by c12%. This supplementary school focuses its learning on Farsi, where over the past three years 84% have achieved A* at GCSE. The remaining 16% achieved an A grade. At A' level, 87% achieved A* or A while the other 13% achieved a B or a C grade.

The expected progress of children from KS1 to KS2 out-performs the borough average. For English, a quarter of pupils progressed three or more levels indicating that the slight underachievement at KS1 is being addressed.

Brent

A total of 197 records were linked to children attending mainstream schools in Brent. Analysis of the groups showed that 44% were eligible for FSM, 70% higher than the borough average (currently 26%). 94% are from an ethnic minority, the most common groups being Kosovan, Afghan, Albanian, Somali and White Eastern European. 73% had English as an Additional Language, the most popular home languages being Albanian/Shqip, Arabic, Farsi/Persian and Somali. 50% of the children attend a supplementary school outside Brent. Supplementary schools that make the largest contribution to the study are shown in the table below:

Brent Supplementary Schools	Total data provided by Supplementary School	Total attending school in LB Brent	% attending school in LB Brent
Mother Theresa Albanian school (Albanian)	115	62	54
Peace (Arabic)	59	28	47
Willesden Saturday school	22	9	41
Charismata (African Caribbean)	13	7	54

Attainment

The results shown in the Brent cohort provide further evidence that children attending supplementary school are underachieving prior to joining a supplementary school and are benefiting from the community focus, peer support and smaller class sizes which community-led projects offer.

Brent				
KS1 attainment	total included	No. achieving level 2+	% achieving level 2+	Borough Ave
Reading	223	173	0.78	85.3
Writing	223	171	0.77	82
Maths	222	191	0.86	89
FSM Reading	94	72	0.77	78.3
FSM Writing	94	71	0.76	72.3
FSM Maths	94	81	0.86	83.6

KS2	included	4+	%4+	LA average
English	116	95	0.82	81.30
Maths	116	89	0.77	80.60
FSM English	46	40	0.87	71.3
FSM Maths	46	32	0.70	70.3

Expected progress from KS1 to KS2

Brent	Supplementary schools	Local Authority	3+ levels of progress
English	91	89	21%
Maths	87	86	13%

KS2	Count	English	Maths	
Mother Theresa Albanian	12	92	92	Exceeds borough in both by c 11%

Ardhmeria (Westminster)	12	100	75	Exceeds borough in English by 19%
Paiwand Wfld (Barnet)	13	69	85	Exceeds borough in English by c 4%

NB. The table above shows some children attending mainstream school in Brent and supplementary school in other boroughs.

Since Maths lags at KS2 and Reading, Writing and Maths lag at KS1, the fact that expected progress exceeds the borough in both Maths and English indicates that children attending supplementary school are catching up with their peer group in both subjects. Indeed 21% progressed three or more levels in English. Remarkably, children eligible for FSM achieved higher in English at KS2 (87%) than the borough average for all children.

Camden

Camden supplementary schools have long been supported by the local authority and work has been ongoing to assist the schools with data collection and evaluation of impact. 215 records were linked to children attending mainstream schools in Camden.

Analysis of the groups shows that 61% were eligible for FSM, which is 53% higher than the borough average. 99.5% are from ethnic communities, the most common groups being Somali, Kosovan, Bangladeshi and Black African. 90% have English as an Additional Language. The most popular home languages are Somali, Albanian/Shqip, Bengali, Arabic, Swahili/Kiswahili and Dari. 29% of supplementary school pupils had Special Educational Needs.

Supplementary schools that made the largest contribution to the study are shown in Table below:

Camden Supplementary Schools	Total provided by Supplementary School	Total attending school in LB Camden	% attending school in LB Camden
British Somali Community (Somali)	170	55	32
Camden Somali Cultural Centre (Somali)	76	29	38
Albanian Kosova (Kosovan)	37	24	65
KASS (Kosovan)	37	19	51
CarAF (African)	66	16	24
Muktokoli (Arabic, Bengali)	19	12	63
BEC (Bengali)	31	11	35
Tawfiq (Somali)	16	10	63

Attainment

KS1	total info	2+	%2+	LA Average
Reading	181	135	0.75	72.6
Writing	181	125	0.69	72.6
Maths	181	150	0.83	72.6
FSM Reading	107	77	0.72	63.30
FSM Writing	107	68	0.64	63.30
FSM Maths	107	84	0.79	63.30

KS2	total info	4+	%4+	
English	93	74	0.80	81.00
Maths	93	77	0.83	81.00
FSM Eng.	57	43	0.75	76.00
FSM Maths	57	44	0.77	75.00

KS2	Count	English	Maths	
British Somali community	31	74	71	
CSCC	10	90	80	Exceeds borough by c 9% in English
Car AF	10	100	80	Exceeds borough by c19% in English
Kass	9	89	89	Exceeds borough by 9% in both subjects

Camden	2 Levels of progress KS1 – KS2	Local Authority 2LP	3+ levels of progress
English	89	89.6	21
Maths	89	87.3	29

Maths at both KS1 and KS2 exceeds the borough average. Writing and English lag slightly, although the gap has narrowed to virtual par at KS2. Expected progress shows virtual par at English and exceeds in Maths, with nearly one third progressing three or more levels. Somali students do well at KS2, exceeding English with 76% and exceeding in both Maths and English with 68%. Three of the four largest supplementary schools exceed the borough average by a substantial margin and, in comparison to Somali borough averages, by an even greater margin.

Ealing

There are at least 21 supplementary schools recorded with the National Resource Centre for Supplementary Education in Ealing. Six of these have over 100 pupils on their registers, with one school reporting almost 600 pupils. Many of these schools, however, are primarily focused on faith tuition and have not been included in this study. Of the 161 records received from Ealing supplementary schools, 101 records were linked to children attending mainstream schools in the borough.

Analysis of the groups showed that 32% were eligible for FSM, 35% higher than the borough average (24% over the past three years). 86% had English as an Additional Language, the most popular home languages being Somali, Persian, Albanian/Shqip and Russian. 17% had Special Educational Needs. Because numbers are so small and many children attending Ealing supplementary schools also attend mainstream schools in other boroughs, only Focus Forth has more than 10 students representing both.

Ealing Supplementary Schools	Total provided by Supplementary School	Total attending school in LB Ealing	% attending school in LB Ealing
Znaniye	46	6	13
Focus Forth	34	12	35
ESDG	22	6	27
ESG	10	4	40

Ealing				
KS1 attainment	total included	No. achieving level 2+	% achieving level 2+	Borough Ave
Reading	79	70	89	82
Writing	79	65	82	76
Maths	79	75	95	87
Reading FSM	24	19	79	76
Writing FSM	24	19	79	67
Maths FSM	24	21	88	81

Ealing				
KS2 attainment	total included	No achieving level 4+	% achieving level 4+	Borough average
English	38	28	0.74	81
Maths	38	28	0.74	80
FSM English	14	10	0.71	71
FSM Maths	14	9	0.64	69

At KS1, supplementary school pupils attending Ealing mainstream schools are exceeding the average for the borough, in some cases by a substantial margin. The KS1 Writing results for pupils on FSM show 12% more supplementary school pupils achieving level 2 compared to the borough average. In the KS1 results for Maths, the results show 8% more than the borough. At KS2 they lag slightly behind, except in FSM English where they are on par. It should be noted that many supplementary schools in Ealing report a drop in attendance once pupils move to secondary school.

Expected progress from KS1 to KS2

While progress lags behind the local authority average, particularly in Maths, a third of supplementary school pupils achieved three or more levels of progress, thereby exceeding expected norms.

	2 Levels of progress KS1 – KS2	Local Authority 2LP	3+ levels of progress
English	82	88.33	33
Maths	76	86.66	30

Hammersmith & Fulham

Over half of the children attending supplementary school in Hammersmith & Fulham in this study were found to be eligible for free school meals. The commitment of these children, their parents and their communities, to achieve their academic potential is clearly demonstrated. Many of the supplementary schools in the borough take place in run-down, poorly equipped community premises, rather than purpose-built learning environments. Despite this, these community-led projects are still showing a positive impact on pupil attainment.

Of the 441 records collected, 243 were successfully linked to borough pupil data in Hammersmith & Fulham. Analysis of the groups showed that 58% were eligible for FSM, 45% higher than the borough average (40% over the past three years). 88% had English as an Additional Language, the most popular home languages being Albanian, Somali, Arabic and Persian. 35% have Special Educational Needs, which is 27% higher than the borough average (27.6%).

The largest supplementary schools represented in the study are:

Hammersmith & Fulham Supplementary Schools	Total provided by Supplementary School	Total attending school in LB H&F	% attending school in LB H&F
Ardhmeria (Albanian)	101	59	58
FBC Association (African Caribbean)	68	47	69
Banooda (Somali)	69	37	54
Sudanese (Sudanese)	64	28	44
CEF (Mixed)	42	14	33
Afghan Council UK (Afghan)	18	12	67

Attainment

Hammersmith & Fulham				
KS1 attainment	total included	No. achieving level 2+	% achieving level 2+	Borough average
Reading	194	145	0.75	82.6
Reading 09-11	67	57	0.85	82.6
Writing	194	140	0.72	78.6
Maths	194	160	0.82	87.3
FSM Reading	94	72	0.77	77.6
FSM Writing	94	71	0.76	72.6
FSM Maths	94	81	0.86	83

KS2	total included	No. achieving level 4+	% achieving level 4+	Borough average
English	111	82	0.74	82.3
Maths	110	77	0.70	82.6
FSM English	64	49	0.77	71.30
FSM Maths	63	43	0.68	70.30
FSM Eng & Maths	63	40	0.63	61.0 (09)

The table shows that children attending supplementary schools achieve virtually as well as the borough average in spite of their socio economic and language disadvantage. The study further shows that for pupils eligible for free school meals, while Reading is around the borough average, Writing and Maths actually exceed the borough average.

At KS2 pupils lag slightly behind the average. However, those eligible for FSM again either equal or exceed the borough average. The additional line (FSM English and Maths) shows that in some cases, when the total number is disaggregated further (in this case the last three years), attainment is considerably higher and exceeds the average for the borough.

Expected progress from KS1 to KS2

Hammersmith & Fulham	2 Levels of progress KS1 – KS2	Local Authority	3+ levels of progress
English	90	88.66	27%
Maths	88	85.66	24%

	Count	English	Maths	
Ardmeria	26	88	77	Exceeds borough by c 6% in English
FFBC	22	68	71	
Sudanese	13	69	85	Exceeds borough by c 2% in maths

Harrow

In Harrow we have the benefit of an innovative and unique partnership between the local authority, mainstream schools and supplementary schools, where all pupils are referred because of underachievement and where termly progress data has been made available. From this detailed comparison we can see the real potential of attendance at supplementary school. The study also shows the importance of regular, formative, assessment of children's progress and the importance of partnership between statutory and community-led agencies.

In Harrow, 285 records were collected from supplementary schools. Of these, 223 were successfully linked to children attending mainstream schools in Harrow. The exceptionally high level of matched records is again proof of the importance of close collaboration between the local authority and supplementary schools.

Analysis of the groups showed that 47% were eligible for FSM, which is nearly three times the borough average (currently 18%). 99% were from an ethnic community, the most popular being Black African, Other Asian, Indian, Pakistani and Caribbean. 89% have English as an additional language, the most popular home languages being Somali, Arabic, Gujarati, and Dari. 37.5% of children have a SEN, which is 61% higher than the borough average (currently 23.3%).

Supplementary schools providing the largest amount of data are shown in the following table:

Harrow Supplementary Schools	Total provided by Supplementary School	Total attending school in LB Harrow	% attending school in LB Harrow
Harrow Weekend School	84	61	79%
SCEA	50	29	58%
Family Welfare	48	27	56%
Dar Al-Salam	47	8	17%
KPS Gujarati	21	9	43%

KS1 attainment	Harrow				Borough Ave
	total included	No. achieving level 2+	% achieving level 2+	% achieving level 2+ (No SEN)	
Reading	184	142	0.77	87	86.5
Writing	184	129	0.70	87	83.75
Maths	184	154	0.84	91	90.5
FSM Reading	86	65	0.76	91	75.5
FSM Writing	86	56	0.65	86	70.0
FSM Maths	86	71	0.83	95	82.25

KS2	Harrow				Borough Ave
	total included	No. achieving level 4+	% achieving level 4+	% achieving level 4+ No SEN)	
English	80	54	68	81	83.5
Maths	80	57	71	83	80.5
FSM English	34	18	53	71	71
FSM Maths	34	21	62	82	67

Expected progress from KS1 to KS2

	% achieved 2 levels of progress	% achieved 2 levels of progress Local Authority	3+ levels progress
English	81	87	24
Maths	84	86	18

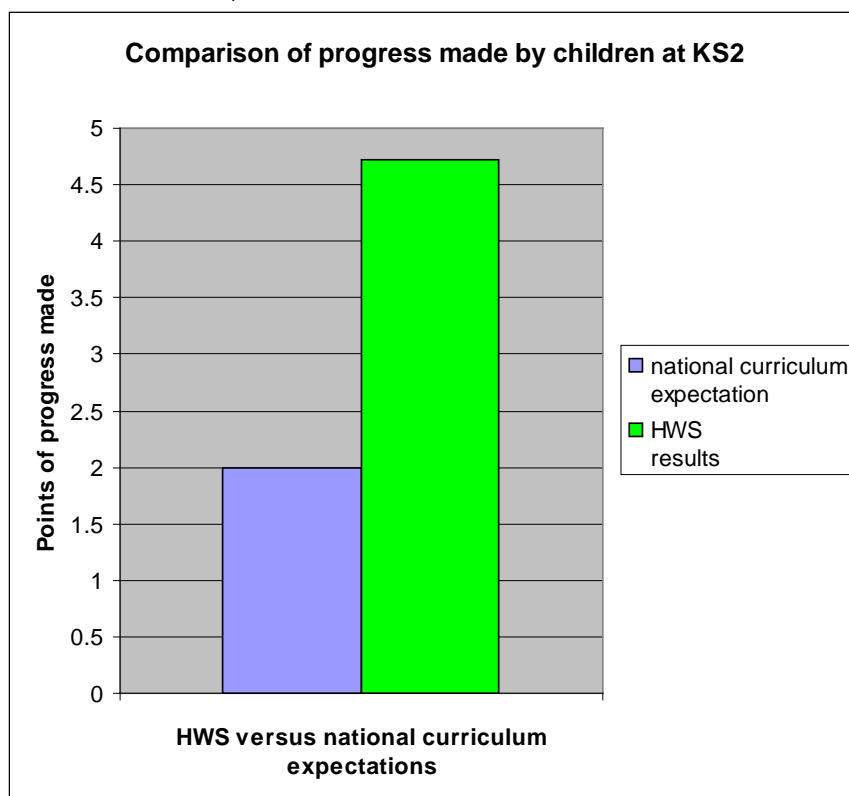
The high incidence of SEN within the cohort has a significant lowering effect on the results and expected progress in Harrow. Consequently, supplementary school children lag behind the average except in Reading and Maths FSM at KS1.

An extra column has been added to the tables to illustrate the difference if those children registered SEN are removed. Here you can see the scores exceed the averages at KS1 and exceed, or are on par with, averages at KS2. They also exceed expected progress.

The Harrow Weekend School targets underachieving pupils at KS1 and offers extra tuition in order to boost slow or stalled progress. Analysis from the Harrow Weekend School, of progress made over the autumn 2011 and spring 2012 terms, show that 62% exceeded the progress expected for this period, 22% equalled it. 16% didn't make the expected progress.

Additionally, 39% achieved at least one full level of improvement and 2% achieved two full levels of progress, i.e. the full amount of progress expected over the four years of the Key Stage.

Furthermore careful analysis of attendance at the supplementary school showed a clear correlation between attendance and attainment. Those making the greatest progress had 100% attendance, or close to it.



In two terms, the expected points progress is 2 points. However, at Harrow Weekend School, from September 2011 to March 2012, pupils achieved progress of up to 4.72 points; more than double the expected level.

Kensington & Chelsea

Pilot project

In Kensington & Chelsea a pilot project was undertaken in early 2011 using 2010 data. The attainment results were very similar to the combined results with a latter cohort (second tranche), details of which are below. In addition, the pilot was able to look closely at demographic and attendance data.

The most popular ethnic groups were Black African (34%) and 'other ethnic groups'. 92% spoke English as an Additional Language (49% speaking Arabic). In terms of faith, the vast majority were Muslim (84%), followed by Christian (11%). 82% of pupils came from wards ranked as being most deprived according to the indices of deprivation affecting children. Attendance rates in the mainstream for pupils attending supplementary schools were higher than those not attending supplementary schools. In primary schools, absence was 1.8% lower for these pupils and in secondary schools the absence rates were 2.5% lower.

Adding the second tranche

When the second smaller tranche is added to the pilot, 689 records were collected of which 358 were linked to borough data. Analysis of the groups showed that 56% were eligible for FSM, which is 75% higher than the borough average (currently 32%). The most common ethnic groups are Black African, Moroccan, and Other Black and White Eastern European. 80% have English as an Additional Language, the most popular home languages being Moroccan, Somali, Arabic, Tigrinya and Albanian/Shqip. Supplementary schools could not be identified from the return data.

Kensington & Chelsea				
KS1 attainment	total included	No. achieving level 2+	% achieving level 2+	Borough Ave
Reading	272	218	0.80	88
Writing	272	214	0.79	86.00
Maths	272	240	0.88	92.30
FSM Reading	171	134	0.78	77.50
FSM Writing	171	130	0.76	73.50
FSM Maths	171	147	0.86	85.50

KS2	included	4+	%4+	
English	88	73	0.83	86.00
Maths	87	73	0.84	83.50
FSM English	52	42	0.83	82.00
FSM Maths	43	34	0.79	83.00

Expected progress from KS1 to KS2

Kensington & Chelsea	2 Levels of progress KS1 – KS2	Local Authority 2LP	3+ levels of progress
English	94	92	33%
Maths	91	90	32%

On average pupils at KS1 are lagging behind the borough average by a substantial margin particularly in Reading and Writing. However, expected progress between KS1 and KS2 exceeds the borough average in both Maths and English resulting in a much closer comparison in English, and exceeding the borough average in Maths at KS2.

Westminster

Of the 436 records collected from Westminster supplementary schools, 257 (59%) also attended mainstream school here. A further 163 were added from other boroughs making 420 in total.

No matched data was received from Westminster and therefore no analysis could be undertaken.

Conclusion

The study shows that the groups of children attending supplementary schools in the Charity's beneficial area progress better and attain higher, on average, than the borough and also when compared to their ethnic and socio-economic peer groups.

The results further show that children who are eligible for FSM achieve higher, and in some cases substantially higher, than the average for the borough at which they attend mainstream school.

Where supplementary schools have worked in close co-operation with both the local authority and mainstream schools, have been assisted to develop peer support networks and fora, have, through the provision of dedicated mentors, had the opportunity to access quality assurance, governance and management training and undertake the NRC Quality Framework for Supplementary Education, results have been relatively higher and students have made better progress.

In sustainably funded and efficiently managed supplementary schools, attendance rates are higher. In supplementary schools that are able to access appropriate learning environments, students are making better progress. Crucially, supplementary schools who are able to work in real partnership with statutory agencies, in particular mainstream schools, are able to monitor their impact more effectively.

If statutory and community agencies work together these community-led, generally volunteer run, organisations can have a significant and far reaching impact on pupil attainment. Over time they can reach out beyond their own communities to help other children and young people experiencing both economic disadvantage and academic underachievement.

Government and schools would do well to invest their pupil premium grants to work in partnership with their local supplementary schools.

Appendix 1

	Supplementary School	Number of pupil records provided	Main ethnicity	Subjects taught
Barnet	Rustam	193	Iranian	Farsi
	Paiwand (Whitefield)	91	Afghan	M,S,Dari, Pashtu
	OYA	81	African	E,M,S
	CES	75	Turkish / Somali	E,M,S
	Tarbyat	58	Iranian	Farsi
	Paiwand (London Academy)	50	Afghan	M,S,Dari, Pashtu
	Andishesh	20	Iranian	M, Farsi
	Barnet total	568		
Brent	Mother Theresa Albanian	115	Albanian	M
	Peace school	59	Arabic	Arabic
	Help Somalia foundation	43	Somali	E,M,S,I,Somali
	Willesden Saturday School	22	African Caribbean	E,M
	Charismata school	13	African Caribbean	E,M,S,Somali
	Brent total	252		
Camden	British Somali Community	170	Somali	E,M,S
	Camden Somali Cultural Centre	76	Somali	E,M,S
	CarAf	66	African	E,M
	Znaniye	60	Russian	M, Russian
	Hua Hsai	47	Mixed	M, Mandarin
	KASS	37	Kosovan	E,M,S
	Albanian School Kosova	37	Kosovan	E,M,S
	BEC	31	Bengali	Albanian
	Muktokoli	19	Arabic, Bengali	E,M,S
	Tawfiq	16	Somali	E,M,S
	Camden Total	559		
Ealing	Znaniye	46	Russian	M, Russian
	Focus fourth	34	Indian	E,M,S
	Sofale	28	Somali	
	ESDG	22	Somali	E,M,S
	Armenian school	14	Armenia	
	ESG	10	Black African	
	Tallo	7	Somali	
	Ealing Total	161		
H&F	Ardhmeria	101	Albanian	

	Banooda	69	Somali	E,M,S
	FCB Accociation	68	African Caribbean	
	Sudanese	64	Sudanese	E,M,S,I Arabic
	CEF	42	Mixed	
	Hut Association	36	Somali	E,M,S, Farsi
	Iranian Association	26	Iranian	
	Afghan Council UK	18	Afghan	
	Minaret	17	Farsi	E,M,S
	H&F total	441		
Harrow	Harrow Weekend School	84	mixed	E,M,S
	SCEA	50	Somali	E,M
	Family Welfare	48	Asian	E,M,S, Arabic, Somali
	Dar Al-Salam	47	Arabic	
	KPS Gujarati	21	Indian	Gujerati
	Lithuanian School	14	Lithuanian	Lithuanian
	Stag Lane Week end school	13	Mixed	E,M
	Tamil school Hendon	8	Tamil	E,M,S, Tamil
	Harrow Total	285		
K&C	Pilot cohort	612	Mainly Arabic	Various including E,M,S
	Znaniye Notting Hill	77	Russian	M, Russian
	K&C Total	689		
Westminster	Queens Park	230	Albanian	E,M,S, Albanian
	Debanma	78	Eritrean	E,M,S, Eritrean
	WSPM Agape	68	African	E,M,S
	African womens	60	African	Arabic
	Westminster total	436		
	Grand total	3090		

Appendix 2

The Quality Framework for Supplementary Schools is a quality assurance scheme developed by, and for, supplementary schools, which promotes 10 standards in education. The table below shows the numbers of supplementary schools in England and the target boroughs who have reached the four Quality Framework levels.

	Have completed a QF award	Current Bronze	Current Silver	Current Gold	Current Special Distinction
England	304	286	32	36	5
JLC borough	84	75	7	12	4

For more information on this and the many supplementary schools in London and England, visit the NRC website www.supplementaryeducation.org.uk