

# Ealing Supplementary Schools

11 February 2010

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# Ealing Supplementary Schools

- History
  - 1960s - Caribbeans
    - Supplement deficits of mainstream schools to address children's underachievement (Caribbean model)
  - Directory: 39 schools, 54 locations, 14 communities
    - Afghani, African/Caribbean, Arabic, Armenian, Chinese, Eastern European, Greek, Iranian, Kurdish, Muslim, Polish, Slavic and Baltic, Somali and Tamil

# Ealing Supplementary Schools

- Provision
  - Academics: study and homework support, language classes
  - Advice: to families, newly-arrived children
  - Access: reach hard-to-reach families
  - Family support: parenting classes, family learning - teaching parents to support their children, ESOL and IT classes, access to services

# Ealing Supplementary Schools

- Strengths
  - Contribute to educational attainment through innovative and culturally relevant approaches to learning, homework support, exam prep
  - Actively engage parents in child's learning
  - Recognised and trusted by parents, children and in the community
  - Social enterprise: income-generating to cover costs
    - (Source: Young London Matters. Supplementary Schools and London, May 2008)

# Ealing Supplementary Schools

- Weaknesses
  - Inadequate linkages with mainstream schools leading to lack of recognition from mainstream schools
  - Narrow perception of variety of services from mainstream schools
  - Variable quality
  - Insufficiently funded
    - (Source: Young London Matters. Supplementary Schools and London, May 2008)

# Ealing Supplementary Schools

- Supporting Primary-Secondary Transition
  - Student Support
    - Academic
    - Celebrate ‘moving on’
    - Peer mentoring (Older children talk with younger ones)
    - Peer discussions (bullying, contacts)
    - Opportunities to express feelings
    - School buddy
  - Motivation and Encouragement
  - High Expectations

# Ealing Supplementary Schools

- Supporting Primary-Secondary Transition
  - Hold Parent-Children meeting
    - Explain secondary school policies
    - Issues e.g. bullying
    - Expectations at secondary school
    - Teachers
    - Challenges
    - Changes – their new life
    - Differences in getting about the buildings

# Ealing Supplementary Schools

- Supporting Primary-Secondary Transition
  - Advice to Parents
    - Explain secondary school policies
    - Expectations
    - Behaviour
    - Bullying
    - Possible exposure to drugs
    - Encourage parents to visit teachers every 2 – 3 weeks and ask about any problems children are having

# Ealing Supplementary Schools

- Supporting Primary-Secondary Transition
  - Supporting Parents
    - Hold one-to-one meetings with parents
    - Hold group meetings with parents
    - Help families complete forms to get their chosen place
      - One supplementary school is proud to admit that four of their children received grammar school places

# Ealing Supplementary Schools

- Feedback
  - “I bring in the homework I’m having the most problems with as I know the teachers will be able to help me with it.”
  - “I definitely enjoy coming here because it’s helping me at school.”
  - “I’m very happy to bring my four children here as I can see the positive difference the support they are receiving makes to their school work.”
  - “I remember crying as a child because I could not understand maths, but the teachers really helped me. The classes were more than just about English and maths. I could feel the love.”

# Ealing Supplementary Schools

- Collaborating to further support children
  - Gain piece of mind: visit supplementary schools/attend events (e.g. Achievement Day),
  - Exchange Information e.g. Supplementary schools produced Progress Report
  - Hold joint events e.g. recognising progress
  - Inform supplementary school teachers where to focus
  - Offer trainings/workshops (e.g. in-service teacher training), resources, equipment,
  - Allow use of your building with conditions e.g. policies/CRB checks

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