

**Manchester City Council  
Report for Information**

**Report to:** Children and Young People Scrutiny Committee – 6 November 2018

**Subject:** Supplementary Schools

**Report of:** Children and Education Services

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**Summary**

Updates the Committee on the work in the city to engage and support Supplementary Schools.

**Recommendations**

Members of the Children and Young People Scrutiny Committee are asked to review and consider the content of the report.

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**Wards Affected:**

The functions and services covered in the report are provided to all wards in the city.

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**Alignment to the Our Manchester Strategy Outcomes (if applicable)**

<b>Manchester Strategy outcomes</b>	<b>Summary of how this report aligns to the OMS</b>
A thriving and sustainable city: supporting a diverse and distinctive economy that creates jobs and opportunities	Supplementary Schools are managed and run by volunteers, who gain valuable experiences that may support them into employment.
A highly skilled city: world class and home grown talent sustaining the city's economic success	Children attending Supplementary Schools have opportunities to gain additional GCSEs and 'A' Levels that are not offered by mainstream schools.
A progressive and equitable city: making a positive contribution by unlocking the potential of our communities	Children attending Supplementary Schools gain skills, knowledge and qualifications that support their development as global citizens eg in cultural knowledge and modern languages. They also develop self-confidence in their own heritage and cultural identity. Recognition and support for Supplementary Schools is a key factor in communities to build on their strengths and to feel included.
A liveable and low carbon city: a destination of choice to live, visit,	In addition to Manchester residents, families from a wide range of neighbouring Local Authorities and

work	regions visit Manchester regularly to enable their children to learn in our Supplementary Schools. Whilst children are in classes, parents may be accessing nearby facilities which is of benefit to the local economy.
A connected city: world class infrastructure and connectivity to drive growth	Supplementary Schools are managed and run mainly by Black and Minority Ethnic (BME) communities who maintain close links with their home countries, eg through recruiting PHD students as volunteer teachers and practical support from Governments and Embassies eg for resources. Both the University of Manchester and the Manchester Metropolitan University support Supplementary Schools through their Widening Participation programmes.

### Contact Officers:

Name: Paul Marshall  
Position: Director of Children & Education Services  
Telephone: 0161 234 3804  
E-mail: p.marshall1@manchester.gov.uk

Name: Amanda Corcoran  
Position: Director Education Services  
Telephone: 0161 234 4314  
E-mail: p.marshall1@manchester.gov.uk

Name: Linda Evans  
Position: Head of Quality Assurance for Safeguarding  
Telephone: 0161 234 4960  
E-mail: L.Evans1@manchester.gov.uk

Name: Isobel Booler  
Position: Head of School Quality Assurance and Strategic SEND, Education  
Telephone: 07774005731  
E-mail: i.booler@manchester.gov.uk

Name: Jenny Patterson  
Position: Safeguarding Lead for Education  
Telephone: 0771 752 7750  
E-mail: j.patterson@manchester.gov.uk

### Background documents (available for public inspection)

Manchester Supplementary schools shared data in 2012 as part of national research funded by the Paul Hamlyn Foundation. This concluded that 'supplementary schools are likely to make an important contribution to their pupils' education and academic attainment, and that these findings provide evidence that their contribution is commonly

positive. We also recognise that the impact of supplementary schools on pupils is not limited to their academic attainment, and indeed there may be many wider benefits to their confidence, well-being, development of character and skills which is likely to be as important to the pupils themselves.

‘Supplementary Schools: Descriptive analysis of supplementary school pupils’ characteristics and attainment in seven local authorities in England, 2007/8 - 2011/12’  
Dave Evans and Kirsty Gillan-Thomas, May 2015, Paul Hamlyn Foundation.

## 1.0 Introduction

Supplementary schools are voluntary organisations that offer formal and informal learning and developmental enrichment opportunities to children outside of school and beyond the regular school day or year. They can be focussed on heritage languages, core curriculum, faith or culture and can take learners from Early Years Foundation Stage (EYFS) up to adults.

The term 'Supplementary Schools' includes faith teaching eg Christian Sunday schools, madrassahs run by mosques, and classes in Sikh or Hindu temples.

Supplementary schools make a contribution to raising the attainment of Black and Ethnic Minority (BME) pupils in the city through promoting positive self identity, pride in heritage and culture, study skills and preparation for exams as well as through positive community role models. They also have a valuable role supporting the integration of new, potentially vulnerable and isolated families such as asylum seekers and refugees.

The majority are established and managed by BME community members and may be part of a larger community group or religious organisation. There are at least 1000 volunteers working in Supplementary schools in the city at any one time, some highly experienced who have been managing or teaching in their school for many years and some very new. Many are professionals with full time jobs, others may be studying for degrees or PhDs. All are committed to developing the skills and knowledge of children from their communities and give their time at evenings and weekends, both to develop their own skills by attending training and to deliver education to children.

Pupil numbers range from 20 to 500 and they may be of Nursery age up to Sixth Form. The majority serve their own communities, but some Supplementary schools also accept children or adults from other backgrounds who are interested in learning about new languages and cultures.

Approximately 12,000 children, including from other Greater Manchester authorities and the wider North West region, attend Supplementary schools in Manchester each week. Many languages, cultures, religions and countries of origin are represented, reflecting the diverse communities in the city. Through partnerships with Supplementary schools, the LA is able to promote inter-community and inter-faith cohesion as well as offering a platform to support communities to have a voice.

Manchester has supported Supplementary schools for over 20 years through:-

- an ethos of inclusion and promotion of community cohesion;
- allocation of officer time from Education and Children's Services;
- promotion of good safeguarding practice through training, individual support and follow-up of any concerns;
- recognition through awards, networks and at the annual achievement events
- strategic oversight of the sector through reports to Senior Leadership Team, Manchester Safeguarding Children Board and Scrutiny Committees, including Communities and Children and Young People

## 2.0 Legislation and Statutory Guidance

Children's Services' work with Supplementary schools is based on the following key legislation and statutory guidance.

- a) Public Sector duty to foster good relations between different groups under the Equality Act 2010;
- b) Section 11 of the Children Act 2004 requires Local Authorities (LA) to make arrangements to ensure that their functions are discharged with a view to safeguarding and promoting the welfare of children. The statutory guidance for the Director of Children's Services (DCS), re-issued in 2012, states that the DCS should ensure that there are clear and effective arrangements to protect children and young people within their area from harm (eg recommending that relevant staff have DBS checks and access to Safeguarding training);
- c) 'Working Together to Safeguard Children, a guide to inter-agency working to safeguard and promote the welfare of children', July 2018;
- d) 'Keeping Children Safe in Education', statutory guidance for schools and colleges;
- e) Planning Regulations enable a response where there is a breach of planning permission or if premises are used for a different purpose than registered for Council Tax;
- f) Health and Safety Laws enable a response if there is evidence that premises are unsafe;
- g) The need for organisations working with children to have appropriate Insurance to cover the their activities;
- h) Prevent Duty 2015 - LAs 'should take steps to understand the range of activity and settings in their areas and take appropriate and proportionate steps to ensure that children attending such settings are properly safeguarded. In assessing the risks associated with such settings local authorities should have regard to whether the settings subscribe to voluntary accreditation schemes.'

Supplementary Schools are not regulated by the Education Acts or by OFSTED. However, officers encourage them to comply with the above legislation and to work towards voluntary accreditation to ensure that staff have had DBS checks, that premises are suitable and that policies around safeguarding are in place.

## 3.0 Successes for Children and for Communities

Many Supplementary schools teach heritage languages, including Chinese, Arabic, Urdu, Polish, Farsi and Bengali, to GCSE and to 'A' level standards. Some are registered exam centres. Others arrange for their pupils to sit exams in a mainstream school. Pupils usually achieve top grades. For example in 2018:-

### **Almanar Arabic School** (based in Burnage Academy for Boys)

GCSE           A\* x 14, A x 2, C x 1  
A level AS    A x 3, B x 1, C x 1  
          A2    A\* x 2, A x 1, B x 1

### **The Sudanese School** (based in Manchester Academy)

GCSE           A\* x 9

## **Huaxia Chinese School** (based in the University of Manchester)

GCSE            A\* x 23

A level AS     A x 15, B x 5, D x 1

A2            A x 2, B x 3, C x 5, D x 1, E x 2

Other schools offer accreditation through non-UK exam systems, for example Libyan and Ukrainian.

Supplementary schools also participate in citywide events, celebrating and sharing their heritage cultures. Six schools were part of the Manchester Parades 2017 and 2018. Two schools regularly take part in the Dragon Race, organised by the Chinese communities. The Bosnian School organise an annual march and event 'Remembering Srebrenica'. The annual Supplementary School Achievement Event is always well supported. This is hosted by the Widening Participation Team from the University of Manchester. It is an opportunity to schools to showcase what the children have been learning - dance, music, languages, history and religion. This year's event in June was attended by nearly 200 children and 100 parents/teachers from 18 Supplementary schools. VIPs from the LA, the University and elected members watched the performances and certificates for children, volunteer teachers and for the schools were presented by the Lord Mayor.

### **4.0 Role of Safeguarding in Education Team**

The focus of the team's work with Supplementary Schools is to:-

- Build and maintain positive relationships with the sector through one to one visits and proactive support;
- Facilitate networks to share ideas and good practice and also the annual Achievement Event;
- Promote high quality through recognition of achievements and mentoring towards accreditation (previously through the NRCSE Quality Framework and currently our own Manchester Award);
- Promote effective Recruitment and Safeguarding practice through support for DBS checks and delivery of targeted training on Child Protection and Behaviour Support
- Work with partner agencies to follow up any concerns or complaints about safeguarding of children attending Supplementary Schools;
- Work with partners, including the Universities, to raise aspirations and to support a range of projects
- Keep Senior Leaders informed of achievements and developments

There is a history of positive engagement with many Supplementary schools over the last 20 years. However there is some mobility in the sector and in that time, others have closed or moved out of the city or a change in leadership may mean losing contact. New ones are set up by newly arrived communities eg Latvian and Kurdish in recent years. The Safeguarding in Education Team RAG-rates Supplementary schools according to their engagement with the LA and if any concerns have not been effectively addressed. Of the 116 Supplementary Schools known to be active, 27 are RAG-rated Green (attended Networks and Achievement Event and achieved or currently working towards Awards, 37 are Amber (attended Networks/Achievement Event and previously achieved

awards), 32 are Red (known to be operating but have disengaged and there has been no response to contacts since 2015) and 20 are Purple (new schools with initial contact). There are a further 51 that have been known to the team in the past, but appear to no longer be operating. The Safeguarding in Education Team continue to share information with all supplementary schools and will continue to make every effort to engage with each. The DFE Out of Schools (OOS) Pilot 2018/19 detailed in section 7.1 of this report will provide additional capacity to assist with these efforts during the next year.

<b>Summary of Engagement with Local Authority 2017-2018</b>	
Termly Networks	48 attendees from 15 organisations
Achievement Event	Over 300 attendees from 18 orgs and 12 performances
Safeguarding Training	102 participants from 24 organisations
Designated Safeguarding Lead Training	7 attendees
Behaviour Training	76 attendees from 25 organisations (3 schools have accessed further whole school training themselves)
First Aid Training	31 attendees from 14 organisations
Safeguarding from Radicalisation Training	10 attendees from 7 organisations
Safeguarding from Radicalisation Pupil Workshops	2 organisations
Awards Achieved	3 x MCC Foundation Award, 2018 National Resource Centre for Supplementary Education (NRCSE) 30 Bronze. 6 Silver and a Gold

Summary information about all Supplementary schools that are known to be active is accessible on the Help and Support Manchester website.

## **5.0 Promoting Good Safeguarding Practice and responding to need**

The Safeguarding in Education Team delivers a wide range of safeguarding training, which is tailored to Supplementary schools and is held in community venues, usually at weekends to ensure that volunteer teachers are able to attend.

As an umbrella body, the LA is able to process DBS checks for volunteer teachers and supports a small number of Supplementary schools with the costs, if these would otherwise be prohibitive for them.

There is a multi-agency approach if any safeguarding concerns are raised, including GMP, the Fire Service, Social Care, the Designated Officer, Housing, Neighbourhood teams, mainstream host schools and the Safeguarding in Education Team.

Recent examples include:-

- Follow-up of allegation referred to the Designated Officer - Response has been for a school visit to offer support and training. The Supplementary school has since been the venue for Safeguarding training and been open to further

support. It has also attended a Network event. The indirect outcome of the referral has been very positive.

- Follow-up of referrals from GMP and Neighbourhood Teams - complaint that a madrassah was operating from a private house. There have been two home visits, discussions with the teacher to advise that the premises are not suitable for classes and liaison between GMP and the Housing Association.
- A parent raised a concern directly with the Safeguarding in Education Team regarding inappropriate access to the Internet during a Supplementary school session. The LA officer followed this up through the Board of Trustees and the Head and also with the host mainstream school. The trustees dealt with issues with support from mainstream head re access to IT equipment and follow-up support is in place re policies and procedures.

### **Arena Attack on 22/05/17**

Following the arena attack, many BME communities felt vulnerable. The Safeguarding in Education Team contacted all Supplementary schools to provide information and link them into support eg regarding how to report Hate Crime and how to access counselling and drop-in sessions for children and parents.

Communities were also linked into the work of the neighbourhood teams regarding the events. Supplementary schools sent letters and posters of support to the 'We Love Manchester' campaign eg from the Al Hikmah and the Almanhal.

*"Children at Al Hikmah Academy have taken part in several activities today through art and written work promoting unity and love they have for their city Manchester and the innocent victims.*

*As a Supplementary School within Manchester we will stand proud and firm alongside fellow Mancunians and we refuse any such acts to come in the way of our unity and religious harmony".*

### **6.0 Ongoing Challenges**

The mobility of the sector can make it difficult for the LA to maintain a complete picture of all the provision that children are attending in the city and to be assured that there are appropriate policies and procedures in place to ensure the safety and wellbeing of children attending.

Supplementary schools are run by volunteers and can struggle to source sufficient funding and appropriate premises.

Some Local Authority teams and partners may not always have the capacity to visit and work with Supplementary schools outside standard working hours at evenings and weekends.

## **7.0 New Initiatives and Developments**

### **7.1 DFE Out of Schools (OOS) Pilot 2018/19**

Manchester has taken up the opportunity to participate in a national pilot which is aimed at:-

- developing an understanding of the risks associated with some out-of-school settings in their area, including a better understanding of the volume and different types of setting in operation, and level and quality of safeguarding practices in place;
- developing partnerships (where these do not already exist) with relevant local and national agencies;
- considering how best to use existing legal powers held by relevant agencies and the local authority (e.g. health and safety, premises regulation, general safeguarding provisions), alongside community engagement and outreach, to identify and intervene in settings of concerns;
- sharing lessons learned and generating best practice for national dissemination on multi-agency working, and outreach and engagement with communities and parents on safeguarding issues (with particular regard to isolated communities).
- identifying any challenges or gaps in the current safeguarding framework, and how these might be addressed (including where regulation could be strengthened further to make current safeguards more effective)

This will enable us to further develop and build on our existing good practice, extending it to a wider range of organisations and to raise awareness of partners. It will also support us to build partnerships with other LAs to share practice, especially around voluntary accreditation and identifying and following up any safeguarding concerns.

### **7.2 Planned Actions**

Safeguarding:

- Ongoing programme of Safeguarding training (at least 10 sessions pa held in community venues);
- Ongoing programmes of training in Behaviour Management and First Aid (at least 3 sessions of each pa held in community venues);
- 2 planned sessions of E-safety training held in community venues;
- Further develop Designated Safeguarding Lead role and specialist training
- Produce leaflets and posters for parents to support them to ensure their children are attending a well-run and safe Supplementary school.
- Safeguarding Guidance Booklet to be finalised and circulated

Promoting Quality:-

- Increase numbers of Supplementary Schools gaining MCC Award

Participation and Networking:-

- Promote attendance at Networks and Achievement Event
- Promote involvement at Prevent community events eg 'Rethinking Radicalisation'
- Sharing Practice:- links with other LAs through DFE OOS Project
- Further develop links between Supplementary and host mainstream schools
- Develop a pilot group of to work through the Rights Respecting Schools accreditation
- Extend work to other communities and groups working with children in the City
- Commission support with mapping and further development of Manchester Award