

# Paul Hamlyn Foundation

## Supplementary Schools

Descriptive analysis of supplementary school pupils' characteristics and attainment in seven local authorities in England, 2007/08— 2011/12

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## **Authors and acknowledgements**

This research was carried out by David Evans (DHE Solutions Ltd.) and Pascale Vassie (National Resource Centre for Supplementary Education, NRCSE), with assistance from Noelle Gilbert (PHF) and the Fischer Family Trust. This report has been written by David Evans and Kirsty Gillan-Thomas (PHF).

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## **Executive summary**

### **Introduction**

This is a summary of a study investigating the attainment of supplementary school pupils in England. The project focused on areas outside London and included pupils from seven local authority areas: Coventry, Leeds, Lincolnshire, Manchester, Milton Keynes, Nottingham and Sheffield.

### **Background**

Supplementary schools, sometimes known as complementary schools, provide part-time educational opportunities for children and young people, primarily from Black and minority ethnic communities. They commonly offer mother-tongue language classes, faith and cultural studies, alongside activities such as sport, music, dance and drama, as well as supporting National Curriculum subjects. They are established and managed by community members, often on a voluntary basis, and operate from community centres, youth clubs, religious institutions and mainstream schools. While many supplementary schools are small local groups run by parents, others are part of larger organisations that provide a range of services. There are an estimated 3,000-5,000 such schools in England.

The Paul Hamlyn Foundation (PHF) has funded supplementary schools for 14 years through its Education and Learning Programme, and also supported the establishment of the National Resource Centre for Supplementary Education (NRCSE) in 2007. Following a review of the Education and Learning Programme, and in response to the increasing pressure on supplementary schools, the Foundation commissioned this study as part of a package of work to strengthen the sustainability of its grantees and the wider sector.

### **Aim**

The study aimed to investigate the educational attainment of supplementary school pupils in England, outside of London.

In particular, the study explored the following questions:

- Is it possible to see a relationship between the provision of core curriculum support in English, maths and science by the supplementary schools and pupils' attainment in these subjects?

- Is there any evidence that supplementary schools support the closing of the attainment gap, between pupils registered as eligible for free school meals and other pupils?
- Is there any evidence that supplementary schools support the attainment of pupils with English as an additional language?

## Approach

Initially, PHF and the NRCSE selected eight local authority areas in England outside London to take part in the study, based on several criteria including the number of supplementary schools registered with the NRCSE. These areas were: Coventry, Leeds, Leicester, Lincolnshire, Manchester, Milton Keynes, Nottingham and Sheffield.

All supplementary schools within these local authority areas that had achieved or were working towards the NRCSE Quality Framework's Bronze Award were invited to take part in the study, and efforts were made to encourage participation and provide reassurances about the usage of the data. The initial data collection was during the summer term of 2012, but proved to be more difficult than envisaged, so efforts continued into the autumn term. Due to the lack of data returned, it was decided to omit Leicester from the study, and proceed with the data from the other seven areas.

In total, 52 supplementary schools chose to participate in the study. Ten of these schools had not yet achieved, but were working towards, the NRCSE Bronze Award. Of these 52 schools, 18 provided support to students in the National Curriculum including lessons in English, maths and science.<sup>1</sup>

The NRCSE worked with the participating supplementary schools to gain parental consent for the use of the pupils' personal data. Initially, these records were sought from the supplementary schools for all pupils attending during the school year 2011/12. To boost the sample size, a small number of schools also provided data from students who had left within the period 2007/8 – 2011/12. These pupils were included in the study as they had taken SATs within the time period of interest (2007/08 – 2011/12).<sup>2</sup>

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<sup>1</sup> Information from the NRCSE national database of supplementary schools, further detail about the participating schools is provided in Appendix 1.

<sup>2</sup> There were 137 of these pupil records, forming 3.4% of the final sample

Following a process of checking and cleaning the data, the 4,003 pupil records from the participating supplementary schools were matched by the Fischer Family Trust to their records within the School Census and National Pupil Database, including details of their characteristics (e.g. ethnicity and eligibility for free school meals) and their attainment results (at Key Stages 1, 2 and 4). The final dataset included 2,718 supplementary school pupils who had relevant attainment results from the period 2007/08 – 2011/12. Finally, attainment data were compiled for the local authority areas from DfE published statistics and averages were calculated for the same five-year period, to provide comparative information.

The implications of the approach are that the supplementary school sample of pupils may not be representative of all supplementary school pupils within each of the local authority areas. There may be systematic differences both between the schools that participated and those that did not, but also between those pupils whose parents gave consent for them to take part and those who did not.<sup>3</sup> In addition, it is not possible to establish a timeline of the students' attendance at the supplementary schools and their exam results. It is therefore possible that some exam results date from prior to their attendance at the supplementary school. Finally, it is important to note that the supplementary school sample and the wider local authority group overlap: the supplementary school sample is not extracted from the wider local authority results and, in addition, there will be pupils attending supplementary schools within the wider local authority peer group who are not included within the supplementary school sample (either because their school or parents were not invited or did not agree to participate).

These issues mean that it is not possible to definitely attribute any differences in pupils' attainment between the supplementary school sample and the local authority cohort to their attendance at the supplementary school. While recognising this limitation, the study presents the findings as a step towards better understanding of the attainment of supplementary school pupils.

## **Findings**

Overall, the supplementary school pupils included in this study do well in comparison to their peer groups in the seven local authority areas. At Key Stage 1, the supplementary school

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<sup>3</sup> As we cannot be confident that it is a random sample, no statistical testing has been undertaken on the data.

sample pupils in three of the seven areas (Coventry, Manchester and Nottingham) outperformed their peers across all four tested subjects (reading, writing, maths and science). At Key Stage 2, the supplementary school sample pupils outperformed their peers in four of the seven areas across both English and maths (Lincolnshire, Manchester, Nottingham and Sheffield). At Key Stage 4, the percentage of pupils in the supplementary school sample gaining 5 GCSEs (A\*– C), including English and maths, exceeded the local authority results in all seven areas, in some cases by a substantial margin – notably in Manchester, Nottingham, Sheffield and Leeds.

This pattern of strong performance is even clearer when the analysis focuses on pupils registered as being eligible for free school meals (FSM), i.e. those pupils most likely to be economically disadvantaged. Due to the smaller number of pupils in the sample, this analysis was only possible at Key Stages 1 and 2. At Key Stage 1 the supplementary school sample pupils eligible for FSM outperformed their peers in the local authorities across all four subjects in all seven areas. Even more impressively, while the supplementary school pupils in five of the seven areas narrowed the attainment gap, in Manchester and Nottingham the supplementary school pupils registered for FSM *closed* the attainment gap – with these pupils outperforming the average attainment for all pupils in their local authorities. At Key Stage 2, the smaller numbers of pupils in the sample registered for FSM necessarily mean the findings are more tentative – where comparisons are possible the supplementary school group narrow the attainment gap and outperform their peers in Manchester, Nottingham and Sheffield across English and maths. In Coventry and Leeds, where the number of pupils in the sample is less than 20 in both cases, the pupils did not outperform their peers.

When focusing on pupils with English as an additional language (EAL), the pupils in the supplementary school sample do well in comparison to their peers (also with EAL) at Key Stage 1. Across six of the seven areas and all four tested subjects, the supplementary school pupils outperform their peers with EAL. In addition, in three of the seven areas the sample pupils with EAL outperform the local authority average for all pupils in reading and writing. In two areas (Manchester and Nottingham), the sample pupils with EAL outperform the local authority average for all pupils across all four tested subjects.

Many supplementary school pupils take advantage of their competence in a first language or ‘community language’ and seek GCSE accreditation. There were GCSE results for 144 supplementary school pupils within the sample, of whom 54, or 38%, achieved an A\*, and 90.3% achieved a pass grade (A\*–C). There is no direct comparator for non-supplementary school pupils, however, the closest published results show that 86% of those taking ‘Other Modern Languages’ in 2011/12 achieved a pass grade in England. In some areas, notably

Nottingham, supplementary schools have a focus on supporting their students to take GCSEs in their 'home' or 'community' languages and these results appear to show that this may be a fruitful avenue for pupil attainment at GCSE.

In this study, fewer than half of the supplementary schools provided national curriculum support (18 of the 52). Where national curriculum support was provided, this tended to coincide with relatively lower pupil attainment. This counter-intuitive finding appears to indicate that the provision of this support may be in direct response to a perceived weakness in these areas.

## **Conclusion**

Through this study we have matched a large number of supplementary school pupils with their educational attainment records, and used these to compare their performance with those of their peers. We have not been able to control the wider range of factors that influence pupils' attainment nor to unpick the duration, frequency and timing of their attendance at the supplementary schools. So, we are not in a position to assert that better attainment by the supplementary school sample pupils can be directly attributed, or is caused by, their attendance at supplementary schools. That said, we believe that supplementary schools are likely to make an important contribution to their pupils' education and academic attainment, and 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 that we have not considered through this research and which are likely to be as important to the pupils themselves. These issues were beyond the scope of this study, but are issues that may benefit from further exploration by others.

The main practical recommendation from this work is for supplementary schools, and their supporters, to continue their work on improving the collection and sharing of data to make it more feasible for them to show robust evidence of their impact.

## **1. Introduction**

This report presents the findings of a study investigating the attainment of supplementary school pupils in England. The project focused on areas outside of London and included pupils from seven local authority areas: Coventry, Leeds, Lincolnshire, Manchester, Milton Keynes, Nottingham and Sheffield. The supplementary school sample of pupils was constructed by inviting all supplementary schools within these local authorities that were at least working towards the NRCSE Bronze Award to participate in the study, and then to provide pupil registration details for the academic year 2011/12 (and in a few cases, earlier years). Pupil characteristics and attainment information for pupils attending the participating supplementary schools within each of the seven local authority areas for the years 2007/08 – 2011/12 were identified from the National Pupil Database and have been compared to the local authority averages for the same time periods. The analysis is based on attainment results from National Curriculum Assessments (commonly referred to as SATs) taken at Key Stage 1 (7yrs), Key Stage 2 (11yrs) and Key Stage 4 (16yrs), as well as progress made between Key Stages 1 and 2. The findings and learning from this work will be of particular interest to those working in education in the seven local authority areas, the supplementary schools themselves and those involved in commissioning or undertaking research with supplementary schools.

## **2. Background**

Supplementary schools, sometimes known as complementary schools, provide part-time educational opportunities for children and young people, primarily from Black, Asian and minority ethnic communities. They commonly offer mother-tongue language classes, faith and cultural studies, activities such as sport, music, dance and drama, as well as supporting National Curriculum subjects. They are established and managed by community members, often on a voluntary basis, and operate from community centres, youth clubs, religious institutions and mainstream schools. While many supplementary schools are small local groups run by parents, others are part of larger organisations that provide a range of services. There are an estimated 3,000–5,000 such schools in England.

While the origins of supplementary schools in the UK date back to the 19<sup>th</sup> Century, their numbers grew considerably during the second half of the 20<sup>th</sup> Century with the arrival of

refugees from Eastern Europe and immigration from Commonwealth countries. In the post-war period, supplementary schools were commonly established to preserve the language, faith and customs of minority ethnic communities. An important driver in the creation of supplementary schools was the experience of discrimination in mainstream education, particularly against African-Caribbean children, from the 1960s onwards (Maylor et. al, 2010). Since then, parents from other Black and minority ethnic communities have set up supplementary schools to enable their children to learn about their cultural heritage, history and language – encouraging them to develop a positive sense of identity and belonging, as well as confidence and self-esteem. Many schools also provide additional tuition for children from migrant families to raise attainment levels in English, maths and science, and help parents to understand the UK education system.

There is relatively little collated information about how supplementary schools operate and who they serve. Maylor et al. (2010) conducted a survey of supplementary schools across England, using data collected by the National Resource Centre for Supplementary Education, and found that the majority of supplementary schools who responded to their survey (60%) supported children from one ethnic community. Approximately half the schools supported children from Asian communities (Indian, Bangladeshi or Pakistani), 38% supported children from Black African communities, 22% from Black Caribbean communities and 22% communities from Europe. Other communities served include Middle Eastern (18% of schools) and South East Asian (14%, including Chinese, Vietnamese and Japanese).

Supplementary schools may teach children from a range of age groups, from pre-school to young adults. The survey found that approximately a third of the schools taught children aged five or under; 88% taught five–eleven year olds; 82% taught 12–16 year olds; 35% 17–18 years olds; and 18% taught pupils aged 18 or over.

This survey also provides some insight into the operation of the supplementary schools. The majority opened on Saturdays (64%), while many also operated during the week, either before or after school, or on Sundays; and in more than half of schools the children attended for 3 or more hours per week. The vast majority, 85%, of the schools operated during term time, while approximately one third operated during school holidays. Pupils most commonly attended the supplementary school for between 2–5 years (45% of schools), while 32% said their pupils attended for more than 5 years and 20% had pupils who attended for less than 1 year. Class sizes in supplementary schools were typically smaller than mainstream schools; 82% had a typical class size of 20 pupils or fewer.

Funding for supplementary schools has generally been short-term and relatively insecure. The majority of those who responded to the Maylor et al. survey received some element of local authority funding, while many also charged student fees. Most schools had at least one teacher, with 78% having at least one volunteer teacher and 62% at least one paid teacher. Most schools had a minimum qualification level required of their teachers which differed according to the school: just over a quarter required a teaching qualification, 33% required a degree or post-graduate qualification and 20% required a qualification below degree level. In most instances, supplementary schools function independently of mainstream schooling, although they may make use of school premises.

At the time of the survey, and during the period of the Labour Government (1997–2010), local authorities in some areas supported supplementary schools, largely through school improvement or ethnic minority achievement funds. The level of support varied widely and was in the form of grants, free-of-charge use of mainstream school buildings, guidance and support from local authority officers, or a combination of these. However, since 2010, this support has been reduced significantly, and in many cases entirely withdrawn. This reduction in funding or support has been challenging for a number of supplementary schools.

### **The National Resource Centre for Supplementary Education (NRCSE)**

The NRCSE provides strategic and practical support for community-led supplementary schools across England, helping to raise their profile, develop partnerships and improve standards of teaching, learning and management. The NRCSE currently has 460 members and hosts a national directory of over 2,500 supplementary schools. It provides advice, guidance and accredited training and facilitates the only nationally recognised quality assurance scheme for all forms of supplementary education.

Other organisations supporting supplementary schools include the National Association of Black Supplementary Schools and local networks such as the Birmingham Supplementary Schools Consortium, Association of Northamptonshire Supplementary Schools or The Partnership for Supplementary Schools in Kensington and Chelsea.

### **Introduction to Paul Hamlyn Foundation (PHF) & interest in this area**

Paul Hamlyn Foundation's main aim is to increase opportunities for people from disadvantaged communities to experience a full quality of life.

The Foundation has funded supplementary schools for 14 years through its Education and Learning Programme, contributing to improvements in the quality of their tuition and range of activities, as well as the development of partnerships with mainstream schools. PHF helped to establish the NRCSE in 2007, providing core funding with the Department for Education and Skills and enabling it to develop its quality assurance scheme.

Following a review of PHF's Education and Learning Programme in 2011, and in response to the increasing pressure on supplementary schools, the Foundation's trustees decided to undertake some additional work to strengthen the sustainability of its grantees and the wider sector, including:

- this research study into the impact of supplementary schools on children's attainment in mainstream education;
- workshops to enable current supplementary school grantees to share good practice and consultancy support for a small number of supplementary school grantees to strengthen their sustainability; and
- a series of case studies of supplementary schools demonstrating relatively strong models for maintaining financial stability.

In 2014, PHF reviewed its funding priorities and will no longer have a specific focus on supplementary education, however it is hoped that these initiatives will provide a legacy for the sector and support its long-term sustainability.

## **Background to this research**

This research builds on previous work commissioned by John Lyon's Charity and the NRCSE. The former focused on the work of supplementary schools in the John Lyon's Charity's beneficial area: – eight boroughs in central and northwest London – and the latter, on the work of supplementary schools in Haringey.

In the John Lyon's Charity's study, 3,391 individual student records for pupils attending 67 supplementary schools were collected, of which 1,532 records were matched to mainstream schools records. This allowed comparison of the supplementary school pupils' attainment with the borough averages (Evans & Vassie, 2012). The Haringey study considered 1,053 pupils from supplementary schools in Haringey of which 502 were matched to their mainstream schools records.

This project was commissioned by the Paul Hamlyn Foundation to follow a similar approach, but with a focus on areas outside London. A short comparison of the findings of these studies is provided in Appendix 4.

### **3. Aim**

The study aimed to investigate the educational attainment of supplementary school pupils' in England, outside London.

In particular, the study explored the following questions:

- Is it possible to see a relationship between the provision of core curriculum support in English, maths and science by the supplementary schools and pupils' attainment in these subjects?
- Is there any evidence that supplementary schools support the closing of the attainment gap, between pupils registered as eligible for free school meals (FSM) and other pupils?
- Is there any evidence that supplementary schools support the attainment of pupils with English as an additional language (EAL)?

### **4. Approach**

The approach to selecting the local authority areas included in the study was agreed between PHF and the researchers. The NRCSE took the lead in liaising with supplementary schools and co-ordinating the return of the data.

#### **Selection of the local authority areas and supplementary schools**

Initially, eight local authority areas were selected to reflect the range of supplementary schools in England, outside Greater London, and to enable the fullest possible return of data.

The following criteria influenced the selection of local authority areas:

1. Those local authorities in the area of study with the highest proportion of their population reporting an ethnicity other than white British in the 2001 census.
2. The number of supplementary schools listed by the local authority.
3. The number of supplementary schools within the authorities that had, independently or with the encouragement of local authority staff, signed up with the National Resource Centre for Supplementary Education (NRCSE) and had either completed or were working towards the Quality Framework Bronze Award – demonstrating that registration details were obtained and registers of attendance were kept.

At this stage, eight local authorities were selected: Coventry, Leeds, Leicester, Lincoln, Manchester, Milton Keynes, Nottingham and Sheffield.

All supplementary schools that had achieved or were working towards at least the Bronze Award in the NRCSE Quality Framework in the targeted local authorities were invited to participate. To encourage participation, all NRCSE members in each local authority were written to by the NRCSE (email and post) and attempts were made by the local NRCSE contacts to establish phone contact with the schools. In addition to the information provided via these routes, presentations about the project were made at supplementary school network meetings, and follow-up phone calls, emails and visits were made to all those schools that expressed interest in participating.

Data were collected from the participating supplementary schools throughout the 2012 summer term. In Nottingham, Lincolnshire and Sheffield comprehensive data were already being collected annually from all supplementary schools in receipt of local authority funding and data protection assurances and consent were already included on pupil registration forms permitting the use of pupil data by funders, including the local authority. In Coventry, the NRCSE's independent Quality Framework mentor<sup>4</sup> had good contact with supplementary schools and was able to gather data from five schools.

At the start of the 2012 autumn term, further visits were made to Manchester, Leeds, Milton Keynes and Leicester since very little data had been supplied in these areas. In each case, presentations were made to the local authority contacts and to supplementary schools to encourage participation, and funds were allocated for additional staff hours to gather the data and provide incentives to those supplementary schools returning data. Schools from within Manchester, Leeds and Milton Keynes returned data by the extended cut-off date in October 2012. Following discussion with the Complementary Schools Co-ordinator in Leicester, it was decided to proceed with the data collected and omit Leicester from the study.

There are a number of potential barriers to supplementary schools' participation in the research; in particular, the lack of administrative capacity. For many supplementary schools the accurate collection and recording of pupil data is difficult, with no paid administrator to facilitate the activity. To try to overcome this, supplementary schools in areas with less local

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<sup>4</sup> NRCSE has a network of accredited mentors who undertake support and assessment of the Quality Framework. Some mentors are funded by the local authority or the voluntary sector and are trained to assess the Bronze Award, others, or 'independent' mentors are able to undertake assessments for the Silver and Gold Awards and may charge a small fee.

authority support were offered small financial incentives to provide data, but this was not taken up by many schools. It is unknown how many schools did not participate simply due to insufficient capacity to collect the data. Concerns about data protection were a further potential barrier to participation and these issues were raised by some schools. In the majority of cases, the NRCSE contact was able to provide appropriate reassurances and data were provided; there were only two schools, both Chinese schools in Leeds, that explicitly chose not to participate due to remaining data protection concerns.

In total, 52 supplementary schools chose to participate in the study of whom 10 had not yet achieved, but were working towards, the NRCSE Bronze Award. Of these 52 schools, 18 provided support to students in the National Curriculum including lessons in English, maths and science.<sup>5</sup>

The implications of this approach are that the supplementary schools included in the study are unlikely to be representative of all supplementary schools in England and indeed that there are likely to be considerable differences across the sampled areas. It is likely that those in a position to return data will be slightly better resourced than other schools and are more likely to be working in ways consistent with the NRCSE quality marks. It may also be the case that supplementary schools in local authority areas where there is a higher number or density of supplementary schools (for example, Manchester, Sheffield and Nottingham), are to some extent different from those supplementary schools in areas where supplementary schools are less common (for example, Lincolnshire). For these reasons the findings are reported separately by local authority area. Further detail about the characteristics of the local authority areas and the numbers of supplementary schools registered with the NRCSE are also reported.

### **Collecting supplementary school pupils' data and matching with the National Pupil Database**

The NRCSE worked with the participating supplementary schools to gain parental consent for the use of the pupils' personal data to permit the matching exercise, and for the subsequent analysis of the anonymised data. Data were initially sought from the supplementary schools for all pupils attending during the school year 2011/12. To boost the

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<sup>5</sup> Information from the NRCSE national database of supplementary schools, further detail about the participating schools is provided in Appendix 1.

sample size, a small number of schools also provided data from students who had left within the period 2007/8 – 2011/12. These pupils were included in the study as they had taken SATs within the time period of interest. There were 137 of these pupil records, representing 3.4% of the final sample.

For the participating students the following information was collected: first name, last name, postcode, date of birth and mainstream school attended (details of the mainstream school was not an essential field, but was collected to support the matching exercise in case of duplicates or slight variations in the spelling of student names). Following the initial data collection, a data improvement exercise was conducted with the supplementary schools to confirm naming conventions, make corrections or to add detail – for example, to look up postcodes where these were missing.

The NRCSE provided the data to DHE Solutions, who conducted a further quality check and data-cleaning process, and arranged the data in a manner suitable for matching. DHE Solutions liaised with both Fischer Family Trust (FFT) and the Department for Education (DfE) to ensure all data protocols were observed, before submitting the dataset to FFT to perform the matching exercise.

FFT identified the unique pupil numbers (UPN) and matched as many records to the School Census and attainment data in the National Pupil Database (NPD) as they were able. The NPD is a pupil level database which includes detailed information about pupils' test and exam results, prior attainment and progression at each key stage for all state schools in England as well as information about their characteristics (from the School Census), such as their gender, ethnicity, first language, eligibility for free school meals, awarding of bursary funding for 16–19 year olds, information about special educational needs and detailed information about any absences and exclusions<sup>6</sup>. Further details about the data fields used in this research are provided in Appendix 3.

Table 1 summarises the final sample of supplementary school pupils' data and the number of pupil records retained for analysis at each stage of the matching process.

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<sup>6</sup> For further information about the NPD and the Student Census see the *National Pupil Database Wiki* (no date) and or *The national pupil database user guide* (DfE, 2013b).

**Table 1**      **Number of supplementary school pupils identified and matched with the National Pupil Database**

	Number of pupils	Attrition at each stage		Retained sample (cumulative)
		n	%	%
Total pupils identified from the 52 selected supplementary schools	4,003			
Supplementary school pupils successfully matched through the National Pupil Database	3,398	-605	-15%	85%
Pupil record included attainment data for at least one of the relevant SATs	2,763	-635	-19%	69%
Pupil record included attainment data for at least one of the relevant SATs between 2007/08 – 2011/12	2,718	-45	-1.6%	68%

In total, 4,003 individual pupil records from 52 supplementary schools within the seven targeted local authority areas were collected and attempts were made to match these with the Student Census data within the NPD. Of these, 3,398 (85%) were successfully matched, 2,763 (69%) had results data, and 2,718 (68%) had results data from the relevant period 2007/08 – 2011/12. The residual 635 records with no test results are a combination of children too young to have sat the Key Stage 1 test (i.e. under 7), or those not resident in England in the relevant test years; for example, arrived aged 8 and not yet aged 11 or arrived aged 12 and not yet aged 16.

Finally, attainment data was compiled for the local authority areas from DfE published statistics, and averages were calculated for the five-year period of interest, 2007/08 – 2011/12. Therefore, the supplementary school pupils' selected through this study form a sub-set of the respective local authority pupil cohort<sup>7</sup> for the period 2007/08 – 2011/12.

### **Data analysis**

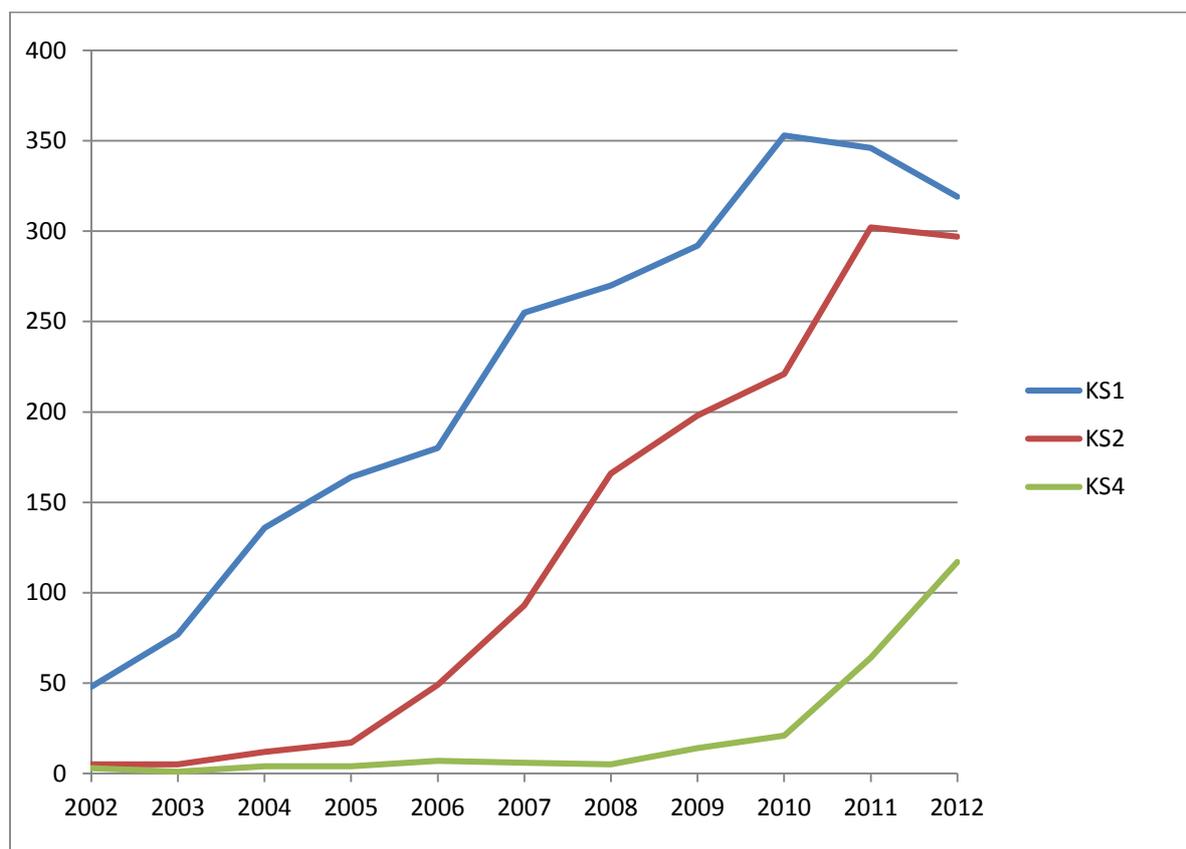
Figure 1 shows the number of key stage assessments taken by supplementary school pupils from the sample over the most recent 10 years (at the time of the matching exercise). The vast majority of pupils' results were from the most recent five academic years (2007/8 –

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<sup>7</sup> This means that a pupil within the supplementary school sample is also included in the wider local authority group.

2011/12). Some supplementary schools also provided attendance records, the majority from the current year, while others went back two to five years. Consequently, throughout the report, comparisons are limited to this five-year period.

**Figure 1 The number of Key Stage Assessments taken in each academic year by pupils within the supplementary school sample**



The five-year period of focus means that a percentage of children who sat Key Stage 1 tests in 2008, will also have results for Key Stage 2 tests in 2012. We can therefore analyse the progress made between these two assessments. Pupils with GCSE results (Key Stage 4) will not have Key Stage 2 tests within this time period, nor will pupils with Key Stage 2 results have Key Stage 4 results, as the gap between the assessments is too long.

Table 2 provides a summary of the final sample presented by local authority area. Table 2 shows that the number of supplementary school pupil details collected in each local authority area varies considerably, with Nottingham collecting 1,120 pupil records of which 942 (84%) were matched and had relevant SAT results, while Milton Keynes collected just 79 pupil records of which 56 (71%) were matched and had SAT results from the period of interest.

**Table 2 Sample summary by local authority area**

Local authority area	Supplementary school pupil records collected	Pupil records matched to the NPD and with SAT results		Pupil records matched and with SAT results from 2007/08 – 2011/12	
		number	%	number	%
Coventry	558	378	68	347	62
Leeds	397	279	70	277	70
Lincolnshire	245	172	70	171	70
Manchester	1,095	581	53	577	53
Milton Keynes	79	57	72	56	71
Nottingham	1,120	942	84	938	84
Sheffield	509	354	70	352	69
<b>Total</b>	<b>4,003</b>	<b>2,763</b>	<b>69</b>	<b>2,718</b>	<b>68</b>

Appendix 1 extends Table 2 to include data at supplementary school level. This shows that the percentage of matched records varies considerably between supplementary schools; with some approaching 100% match including CLASSS (Leeds) 96%; Mrs DS (Manchester) 96%, and SIEVEMK (Milton Keynes) 95%, to Wai Yin (Manchester) with just 31% match and Baltica (Leeds) with just 40%.

The findings below present comparisons between the supplementary school sample (based on the matched records with attainment results for the years 2007/08 – 2011/12) and the wider local authority cohort (based on the average results for the same five-year period 2007/08 – 2011/12). These figures are reported for attainment levels achieved at Key Stage 1, Key Stage 2 and Key Stage 4 assessments, and expected progress between Key Stages 1 and 2, using the standard expected levels of attainment. The levels are:

- Key Stage 1: Level 2 in reading, writing, maths and science
- Key Stage 2: Level 4 in English and maths (progress of 2 levels from Key Stage 1)
- Key Stage 4: 5 GCSE passes, grades A\* – C including English and maths.

The data are also disaggregated to report on variations in ethnicity; registration as eligible for free school meals (FSM), which is commonly used as a marker for economic disadvantage; English as an additional language (EAL); and non-statemented special educational needs (SEN). The corresponding data for the local authorities are based on information published annually by the Department for Education and relate to an average for the five-year period 2007/08 – 2011/12. In addition, a number of the local authorities kindly provided extra information (described in Appendix 2), which allowed for more detailed comparisons for each of the geographical areas by ethnic groups and first languages; these are presented in the second part of the findings.

### **Limitations of the data and approach**

There are a number of implications for interpreting the findings that stem from the study's approach and the data available.

Firstly, data were sought from the supplementary schools for all pupils attending during the school year 2011/12 (and in some instances, earlier years), however, only 28 of the 52 supplementary schools were able to provide attendance data for the pupils in the study. These data were mixed in terms of their completeness: just nine of the schools were able to provide details for all of their pupils. This information was most complete from supplementary schools in Nottingham, while schools in Lincolnshire and Sheffield provided the least. Where the data were available, average attendance varied markedly across the local authority areas with Coventry schools recording 80% attendance, Leeds 84%, and Nottingham and Sheffield 99%. The remarkably high attendance recorded for Nottingham and Sheffield may call into question the accuracy of these data. Supplementary schools were also asked to provide start and finish dates for the pupils and an indication of whether the pupil was currently on the roll; however, again the quantity and quality of the data were poor.

The study was not resourced to undertake any further data collection about the length of time pupils attended the schools, the frequency of attendance, or duration of each session, so it was limited by the quality of the information provided by the schools. It would seem likely that any effects supplementary schools have on pupils would be more marked for those pupils who attended supplementary schools for longer periods, either in terms of the hours per week or the number of terms. There is some evidence to support this hypothesis from the London Borough of Harrow, where efforts have been made to record and analyse attendance for pupils attending 'weekend schools' in the Borough as part of a partnership between the local authority and referring primary schools. Quality assurance and monitoring

of pupil progress is built into the project and the work has shown a positive correlation between attendance and attainment. Pupils achieved progress of up to 4.72 points, more than double the expected level, and those making the greatest progress had 100% attendance or close to it.<sup>8</sup> Unfortunately, it is not possible with the data collected in this study to explore these issues within the sample group.

Secondly, while the sampling frame was all pupils attending the supplementary schools in 2011/12 (and in some instances, earlier years), the attainment data relate to all assessments undertaken by those pupils during the years 2007/08 – 2011/12. Therefore, it is possible that some results for pupils who attended the supplementary school in 2011/12 date from assessments taken prior to their attendance at the supplementary school. Again, the lack of attendance data means that it is not possible to tell how much of a problem this is.

Previous research has explored some of these issues: Maylor et al (2010) undertook a survey of 1,136 supplementary schools in England. They found that 45% of the schools reported that their pupils usually attended for between two and five years, while 32% said their pupils attended for more than five years. In 20% of schools, pupils typically attended for a year or less. In addition, more than half of the schools reported that pupils attended for three or more hours a week; this was true for all age groups (under 5s, 5–11, 12–16 and 17–18). If these patterns were repeated for pupils in the current research, it would seem likely that at least a third of the reported supplementary school pupils' attainment results would date from after they had spent time at the supplementary school.

Finally, individual pupils may not have participated in the study due to a lack of parental consent. This is potentially more of an issue in the areas where there were no arrangements already in place with the local authority for data collection and analysis. This may mean that particular types of pupils are poorly represented in the sample. A number of schools returned only a fraction of the pupil records because of parental choice. It is not clear how much of an issue this is for interpreting the results and to what extent those included in the sample are different to those whose parents did not give consent.<sup>9</sup>

These issues mean that it is impossible to establish 'causality' or to concretely attribute any differences in pupils' attainment between the supplementary school sample and the local

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<sup>8</sup> Unpublished data held and provided by the London Borough of Harrow (personal communication, Joy Collins).

<sup>9</sup> As we cannot be confident that we have a random sample of supplementary school pupils, for the reasons described above, we have not undertaken any statistical testing as this violates the assumptions required for these tests.

authority cohort to their attendance at the supplementary school, rather than to differences in unobserved factors (e.g. pupil motivation or parental attitudes to education). While recognising this limitation, the study presents the following findings and discussion as a step towards better understanding the attainment of supplementary school pupils.

## 5. Findings

The findings are presented in two main sections: firstly, descriptive analysis of the supplementary school sample characteristics and attainment, and secondly, a more detailed presentation of the data for each of the local authority areas.

With regard to interpreting the findings there are a couple of important points to note.

- The supplementary school pupils' attainment results are not extracted from the overall local authority figures, so their attainment is being compared with the attainment of all children in the local authority including themselves. The difference between the supplementary school pupils' attainment and those children not attending supplementary school will therefore appear marginally less than any real difference.<sup>10</sup>
- It is probable that there are supplementary school pupils included in the local authority figures who are not included in the reported supplementary schools sample (for example, because their supplementary school chose not to participate or because the school was not working towards the NRCSE Bronze award). The second section provides more information about the total number of supplementary schools in each local area.

### 5.1 Supplementary school sample pupil characteristics and attainment

More than 4,000 individual supplementary school pupils' details were collected from seven geographical areas in England, making this one of the largest studies of supplementary school pupils undertaken. Of these 2,763 were matched to the pupil's record through the NPD, and 2,718 had key stage assessment results from 2007/08 – 2011/12. For these records, 2,444 included assessment results at Key Stage 1; 1,359 at Key Stage 2; and 220 at Key Stage 4. There were 931 pupil records that included both Key Stage 1 and Key Stage 2 results. Table 3 summarises these figures for each of the local authority areas.

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<sup>10</sup> Presenting the data in this way was decided upon following feedback from local authorities involved in the study.

**Table 3            Supplementary school sample pupil records with attainment results for each of the local authority areas (2007/08 – 2011/12)**

<b>Local authority area</b>	<b>Total pupil records with SAT results</b>	<b>Records with Key Stage 1 results</b>	<b>Records with Key Stage 2 results</b>	<b>Records with Key Stage 4 results</b>
Coventry	347	290	197	55
Leeds	277	270	116	19
Lincolnshire	171	153	69	12
Manchester	577	509	256	45
Milton Keynes	56	45	27	6
Nottingham	938	849	508	66
Sheffield	352	328	186	17
<b>Total</b>	<b>2,718</b>	<b>2,444</b>	<b>1,359</b>	<b>220</b>

### **Supplementary school pupils' characteristics**

Table 4 shows the ethnic breakdown of the sample group: 18% of the pupils were Pakistani followed by two mixed groups which were made up of Eastern Europeans, primarily Polish people, and 'Any other ethnic group' (primarily Arabic people). These were followed by Indian (10%) and Chinese pupils (9%). Just 4% of the sample described themselves as White British.

**Table 4 Ethnicity of supplementary school pupils in the sample<sup>1</sup>**

Ethnic group	Supplementary school pupils in the sample	
	n	%
Asian or Asian British – Pakistani	496	18.0
White – any other White background	440	15.9
Any other ethnic group	402	14.5
Asian or Asian British – Indian	284	10.3
Chinese	259	9.4
Asian or Asian British – any other Asian background	187	6.8
Black or Black British – African	131	4.7
White – British	104	3.8
Mixed – any other mixed background	96	3.5
Black or Black British – Caribbean	49	1.8
Mixed – White and Asian	38	1.4
Black or Black British – any other Black background	32	1.2
Asian or Asian British – Bangladeshi	29	1.0
Other	70	2.5
<i>Unknown</i>	146	5.3
<b>Total</b>	<b>2,763</b>	<b>100</b>

<sup>1</sup> Note that this table includes information for 45 pupils with matched data but whose attainment results are outside the five-year period of interest 2007/08 – 2011/12.

Pupils in the supplementary schools sample spoke 54 different first languages, based on information from the Student Census. Within the sample, approximately 80% of the pupils had English as an additional language. This is more than five times higher than the national average: in 2012, 18% of state funded primary school pupils and 13% of state funded secondary school pupils were known or believed to speak English as an additional language – with an overall national average of 15%<sup>11</sup>. Within the sample, the most common non-English languages spoken were Polish, Arabic, Panjabi, Urdu and Chinese (see Table 5).

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<sup>11</sup> National average calculated from the figures published in Table 5a for England. (DFE, 2012a).

**Table 5 First languages spoken by supplementary school pupils in the sample<sup>1</sup>**

Language	Supplementary school pupils in the sample	
	n	%
Other than English	625	22.6
English	545	19.7
Polish	308	11.1
Arabic	292	10.6
Punjabi	200	7.2
Urdu	132	4.8
Chinese	131	4.7
Believed to be 'other than English'	92	3.3
Tamil	83	3.0
Somali	32	1.2
Hindi	19	0.7
Greek	18	0.7
Other languages	155	5.6
<i>Unknown</i>	131	4.7
<b>Total</b>	<b>2,763</b>	<b>100</b>

<sup>1</sup> Note that this table includes information for 45 pupils with matched data, but whose attainment results are outside the five-year period of interest 2007/08 – 2011/12.

Within the sample, 18% of the pupils were registered as eligible for free school meals (FSM), this compares to 16% of pupils in state-funded secondary schools in England, and 18.2% of state-funded primary and secondary pupils in England<sup>12</sup>. Pupils' eligibility for free school meals is commonly used as a marker for economic disadvantage in educational research. However, it is not a perfect measure. The free school meals marker is not applied automatically and must be claimed by the parents, so there may be some children from low-income families who are technically eligible but who do not claim them and are therefore not *registered* as eligible for free school meals. Throughout this study, where we refer to pupils eligible for free school meals it is important to remember that these are only the registered pupils and there may be others in the sample who are also from low-income backgrounds.

Table 6 shows the percentage of pupils registered as eligible for free school meals across each of the local authority areas. While the overall percentages appear similar, there is considerable variation between areas: in Sheffield, a much higher percentage of

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<sup>12</sup> The figure for state funded primary and secondary pupils also includes maintained nurseries, special schools and pupil referral units in England. Figures published in January 2012, [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219260/sfr10-2012.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219260/sfr10-2012.pdf)

supplementary school pupils were registered as eligible for FSM than the local authority average, whereas in Lincolnshire there were almost no pupils registered as eligible for FSM in the sample.

There is evidence that non-UK born nationals are less likely to claim benefits than UK nationals, for a variety of reasons, and this may also apply to registration for FSM.<sup>13</sup> This may contribute to the low rate of registration for FSM observed in this study for Lincolnshire, and potentially other areas, where the supplementary schools typically serve children from newly arrived communities. In Lincolnshire the percentage of the non-White British population increased from 3% to 7% between 2001 and 2011, and in Boston the percentage of the population identifying as 'White Other'<sup>14</sup> increased from 1.1% in 2001 to 12.5% in 2011, indicating a sizeable recently arrived community (ONS, 2003 and 2012).

**Table 6 Pupils registered as eligible for free school meals (2007/08 – 2011/12)**

Local authority area	Supplementary school sample	Number provided FSM information	SS pupils registered as eligible for FSM		LAA average pupils registered as eligible for FSM
	n	n	n	%	%
Coventry	378	338	52	15.4	21.1
Leeds	279	274	44	16.1	19.2
Lincolnshire	172	166	1	0.6	11.0
Manchester	581	561	120	21.4	35.1
Milton Keynes	57	55	7	12.7	13.7
Nottingham	942	903	133	14.7	20.5
Sheffield	354	349	109	31.2	18.9
<b>Total</b>	<b>2,763</b>	<b>2,646</b>	<b>466</b>	<b>17.6</b>	<b>19.0</b>

Appendix 1 provides further detail about the percentage of pupils registered as eligible for FSM across the individual supplementary schools. It shows that eligibility for FSM varies from nil in some supplementary schools, for example the Polish Saturday Club, Boston, (Lincolnshire) and the Kala Niketan school (Nottingham), up to the majority of students in others, for example GIFT – Manchester (61%) and The Arabic Community school, Sheffield (54%).

<sup>13</sup> See, for example, Fullfact (2012).

<sup>14</sup> 'White Other' excludes White British and White Irish.

The pupils in the sample attend hundreds of individual mainstream schools. The top group of mainstream schools, where 20 or more supplementary school pupils attend, is shown in Table 7. Mainstream schools may benefit from better understanding which of their pupils attend supplementary schools, and the types of out-of-hours learning that they undertake.

**Table 7 Mainstream schools attended by more than 20 pupils from the supplementary school sample**

Local authority area	Mainstream school	Pupils in the supplementary school sample
Nottingham	Nottingham Bluecoat	60
Manchester	Claremont Primary	54
Nottingham	Nottingham Academy	53
Nottingham	Djanogly City Academy	44
Sheffield	Tapton	39
Leeds	Windmill Primary School	38
Nottingham	Robert Shaw Primary School	38
Sheffield	Whiteways	36
Nottingham	Trinity	33
Coventry	St Augustine	32
Coventry	Blue Coat School	30
Sheffield	Byron Wood	28
Sheffield	Pye Bank	26
Lincoln	Park Community School Boston	24
Coventry	Cardinal Newman	24
Manchester	Forest Fields Primary	24
Sheffield	Fir Vale	24
Coventry	Coundon Court	22
Manchester	Trinity High	20

### Attainment at Key Stage 1

At Key Stage 1, pupils are tested across four subjects – reading, writing, maths and science – and are expected to achieve at least level 2 by the end of that stage. Table 8 presents the results of the Key Stage 1 assessments for the pupils in the supplementary schools sample and compares these with the local authority averages.

In three of the seven areas, a higher percentage of the pupils in the supplementary school sample achieved at least level 2 than the local authority area results across all four subjects: Coventry; Manchester; and Nottingham. The results in Sheffield were similar, with a higher

percentage of the supplementary school pupils achieving level 2 across reading, writing and maths, with the results being approximately equal for science.

In two areas, the results for the pupils in the supplementary schools sample were higher or lower than the local authority average across the different subjects: Leeds and Milton Keynes. Only in Lincolnshire were the results for the supplementary school sample lower than the area average across all four subjects.

Overall, the children attending supplementary schools outperform the local authority average in 18 of the 28 comparisons, as presented in Table 8. This table provides a simple comparison and does not take account of the different characteristics of the supplementary school pupils.

**Table 8 Percentage of pupils achieving at least level 2 at Key Stage 1 in the supplementary schools sample and the corresponding local authority areas (2007/08 – 2011/12).**

Local authority area	No. pupils in supplementary school sample	Reading		Writing		Maths		Science	
		Local authority average	Supp. schools average						
Coventry	176	82.0	85.2	77.2	78.4	86.4	89.8	85.2	86.4
Leeds	182	82.4	81.3	78.2	78.6	86.2	89.0	85.4	82.4
Lincolnshire	121	83.8	71.9	80.6	72.7	89.2	88.3	88.4	81.7
Manchester	347	79.6	91.9	75.4	90.5	85.4	94.5	83.4	91.6
Milton Keynes	32	86.2	84.4	81.8	84.4	90.6	87.5	90.0	84.4
Nottingham	529	79.0	88.8	74.6	85.8	85.6	93.0	84.0	90.2
Sheffield	193	81.0	82.9	77.8	81.3	86.6	90.2	84.0	83.9
<b>Totals</b>	<b>1,580</b>	<b>82.0</b>	<b>86.1</b>	<b>77.9</b>	<b>83.6</b>	<b>87.1</b>	<b>91.7</b>	<b>85.8</b>	<b>87.7</b>

Nineteen of the 52 supplementary schools (37%) provided core curriculum support in English, maths or science (EMS). At Key Stage 1, these 19 schools were teaching approximately half the supplementary school students in the sample that sat these assessments. None of the students from Nottingham, and only two students from Milton Keynes, attended supplementary schools providing EMS support. The percentage of pupils that achieved level 2 at Key Stage 1, broken down by whether their supplementary school provided EMS support, is provided in Table 9.

Table 9 shows that there is no evidence that pupils attending a supplementary school that provides EMS support are attaining better results than those attending other supplementary

schools. On the contrary, the table shows that, excluding Nottingham and Milton Keynes, in all local authority areas there was a higher percentage of pupils achieving level 2 in reading, writing, maths and science from the schools *that do not support EMS subjects*. This would suggest that at Key Stage 1, supplementary schools that are supporting EMS are doing so because of an identified weakness within one or more of those subjects.

**Table 9 Percentage of pupils achieving level 2 showing supplementary schools supporting or not supporting the core curriculum subjects, English, maths and science (EMS).**

Local authority area	No. pupils in SS sample	No. pupils in SS with EMS <sup>1</sup>	Reading		Writing		Maths		Science	
			SS with EMS	SS no EMS						
Coventry	176	139	82.7	94.6	76.3	86.5	87.1	100.0	83.5	97.3
Leeds	182	94	70.2	93.2	66.0	92.0	83.0	95.5	72.3	93.2
Lincolnshire	121	95	65.3	96.2	65.3	100.0	86.2	96.2	76.6	100.0
Manchester	347	316	91.5	96.8	89.6	100.0	94.0	100.0	91.1	96.8
Milton Keynes	32	2	x	83.3	x	83.3	x	86.7	x	83.3
Nottingham	529	0	x	88.8	x	85.8	x	93.0	x	90.2
Sheffield	193	147	78.9	95.7	77.6	93.5	87.8	97.8	82.3	89.1
<b>Totals</b>	<b>1,580</b>	<b>793</b>	<b>82.0</b>	<b>90.3</b>	<b>79.3</b>	<b>87.9</b>	<b>89.4</b>	<b>94.0</b>	<b>84.2</b>	<b>91.1</b>

<sup>1</sup>Percentages are not reported where the number of pupils is less than 10.

Table 10 shows the Key Stage 1 results of pupils registered as eligible for FSM. The attainment gap across the seven local authorities averages 11% across the four subjects. This is the difference in the local authority attainment between those pupils registered as eligible for FSM, shown in Table 10, and the overall local authority average, shown in Table 8.

The supplementary school pupils registered as eligible for FSM outperform the local authority average (based on pupils registered as eligible for FSM) in every case. Comparison of Tables 8 and 10 shows that children attending supplementary schools who are registered for FSM at Key Stage 1 have *narrowed* the attainment gap in all four subjects, and in some cases (for example, Manchester and Nottingham) *exceeded* the local authority attainment level for all pupils. A further breakdown of these results for individual supplementary schools is provided in section 5.2 for Coventry, Manchester, Nottingham and Sheffield.

**Table 10 Percentage of pupils registered as eligible for free school meals (FSM) achieving level 2 at Key Stage 1**

Local authority area	No. pupils in SS sample eligible for FSM <sup>1</sup>	Reading		Writing		Maths		Science	
		Local authority	Supp. schools						
Coventry	39	70.6	79.5	63.8	74.4	78.4	84.6	76.8	82.1
Leeds	16	66.8	75.0	61.2	68.8	74.2	81.3	73.0	75.0
Lincolnshire	1	67.0	x	62.6	x	77.2	x	75.8	x
Manchester	75	72.6	86.7	67.8	85.3	80.6	90.7	78.4	85.3
Milton Keynes	2	71.4	x	65.2	x	78.8	x	80.0	x
Nottingham	76	70.7	84.2	65.4	82.9	80.0	90.8	78.6	89.5
Sheffield	58	68.6	72.4	63.4	74.1	76.0	86.2	71.8	81.0
<b>Totals</b>	<b>267</b>	<b>69.8</b>	<b>81.3</b>	<b>64.3</b>	<b>79.8</b>	<b>78.1</b>	<b>88.4</b>	<b>76.7</b>	<b>84.6</b>

<sup>1</sup>Percentages are not reported where the number of pupils is less than 10.

Table 11 shows that 79% of the supplementary school sample pupils had English as an additional language (EAL), and compares their attainment with the local authority EAL attainment. In virtually every case (barring Milton Keynes, reading and science), the supplementary school pupils outperform their local authority comparator group, and in some instances by a considerable margin.

**Table 11 Percentage of pupils with English as an additional language (EAL) achieving level 2 at Key Stage 1**

Local authority area	No. pupils in SS sample with EAL	Reading		Writing		Maths		Science	
		Local authority	Supp. schools						
Coventry	118	78.6	83.1	73.6	74.6	83.0	87.3	80.0	83.9
Leeds	135	72.4	76.3	68.4	74.1	78.0	86.7	74.0	78.5
Lincolnshire	110	62.8	70.0	62.0	70.9	79.0	88.2	70.6	80.0
Manchester	271	77.2	90.4	73.2	90.0	83.0	93.4	79.2	90.0
Milton Keynes	30	85.6	83.3	82.2	83.3	89.8	90.0	86.2	83.3
Nottingham	427	77.8	87.6	74.1	84.3	84.5	92.7	80.7	90.4
Sheffield	173	73.4	82.7	69.2	80.9	78.2	89.6	72.2	82.7
<b>Totals</b>	<b>1,264</b>	<b>75.8</b>	<b>84.2</b>	<b>72.2</b>	<b>81.9</b>	<b>82.7</b>	<b>90.8</b>	<b>78.1</b>	<b>86.3</b>

In most cases the percentage of children with special educational needs (SEN) in the supplementary schools sample is approximately half the average percentage for the local authority area, except for Lincolnshire where it is slightly above the average. Table 12 shows the comparisons between the percentage of children achieving the expected level at Key Stage 1, for children with a SEN but without a statement. (i.e. those eligible for support through School Action & School Action plus), between the supplementary schools sample and the wider local authority area.

**Table 12 Percentage of pupils with non-statemented special educational needs (SEN) achieving level 2 at Key Stage 1**

Local authority area	No. pupils in SS sample with SEN	Reading		Writing		Maths	
		Local authority	Supp. schools	Local authority	Supp. schools	Local authority	Supp. schools
Coventry	23	50.2	56.5	39.0	52.2	61.2	69.6
Leeds	22	47.4	40.9	40.2	31.8	57.6	50.0
Lincolnshire	31	49.4	58.1	43.2	58.1	65.8	74.2
Manchester	42	49.2	69.0	41.0	59.5	62.0	73.8
Milton Keynes	4	54.4	x	42.8	x	68.4	x
Nottingham	76	50.8	65.8	34.8	59.2	63.8	76.3
Sheffield	34	53.0	64.7	46.6	64.7	66.2	91.2
<b>Totals</b>	<b>232</b>	<b>50.6</b>	<b>61.6</b>	<b>41.1</b>	<b>56.5</b>	<b>63.6</b>	<b>74.6</b>

<sup>1</sup>Percentages are not reported where the number of pupils is less than 10.

Table 12 shows that a higher percentage of the supplementary school pupils with SEN achieved level 2, in comparison with the local authority average in all local authority areas, with the exception of Leeds.

## Attainment at Key Stage 2

Science is an optional subject at Key Stage 2 and many schools opt not to test it, therefore the focus of comparison in the following section is based on the results for English, maths and the combination score of English and maths. By the end of Key Stage 2, pupils are expected to achieve at least level 4, and to have increased two levels since Key Stage 1.

Table 13 shows the overall comparison between the supplementary school sample and the local authority average at Key Stage 2.

**Table 13**      **Number and percentage of pupils achieving level 4 at Key Stage 2**

Local authority area	No. pupils in SS sample	English		Maths		English & Maths	
		Local authority	Supp. schools	Local authority	Supp. schools	Local authority	Supp. schools
<b>Coventry</b>	149	79.0	78.6	78.2	81.4	71.2	73.8
<b>Leeds</b>	99	81.3	77.0	78.5	79.5	73.5	72.4
<b>Lincolnshire</b>	59	82.4	83.9	81.2	90.9	75.4	83.6
<b>Manchester</b>	224	77.4	84.0	78.2	87.3	70.8	80.2
<b>Milton Keynes</b>	22	82.2	70.0	80.8	75.0	74.4	65.0
<b>Nottingham</b>	457	77.0	87.4	78.8	87.0	71.5	82.2
<b>Sheffield</b>	174	78.0	74.5	78.0	81.3	70.6	70.9
<b>Totals</b>	<b>1,184</b>	<b>79.9</b>	<b>82.4</b>	<b>79.4</b>	<b>84.9</b>	<b>72.8</b>	<b>78.1</b>

The table shows that on a simple comparison, not taking into account any pupil characteristics, in the majority of cases a higher percentage of the supplementary school pupils achieve level 4 than the local authority average. This pattern can be seen across 14 of the 21 (67%) comparisons. With the exception of Milton Keynes, all the supplementary school groups outperformed the local authority average in maths, while three of seven groups exceed the local authority average in English. The combined English and maths results shows that in five of the seven local authorities, supplementary school pupils outperformed the local authority average.

Nineteen of the 52 Supplementary schools (37%) provided core curriculum support in English, maths or science (EMS). At Key Stage 2, these nineteen schools were teaching 42% of the supplementary school pupils in the sample that sat these assessments. None of the pupils from Nottingham and only 14 from Milton Keynes attended supplementary schools providing EMS support. The percentage of pupils that achieved level 4 at Key Stage 2, broken down by whether their supplementary school provided EMS support, is provided in Table 14.

Table 14 shows, as for the results at Key Stage 1, a higher percentage of pupils attending supplementary schools that did not provide support with the national curriculum subjects tended to achieve level 4 in English and Maths at Key Stage 2, than pupils attending schools that did provide this support.

**Table 14** Number and percentage<sup>1</sup> of pupils achieving level 4 for supplementary schools supporting and not supporting the core curriculum subjects, English & maths

Local authority area	No. pupils in SS sample	No. pupils in SS with EMS	% of. pupils in SS with EMS	English (% achieved level 4)		Maths (% achieved level 4)	
				SS with EMS	SS no EMS	SS with EMS	SS no EMS
Coventry	149	109	73.2	76.2	85.0	80.0	85.0
Leeds	99	60	60.6	64.7	94.4	69.2	94.4
Lincolnshire	59	34	57.6	77.4	92.0	90.0	92.0
Manchester	224	195	87.1	82.1	96.4	85.9	96.6
Milton Keynes	22	14	63.6	61.5	x	69.2	x
Nottingham	457	0	0	x	87.4	x	87.0
Sheffield	174	89	51.1	66.7	82.7	77.4	85.4
<b>Totals</b>	<b>1,184</b>	<b>501</b>	<b>42.3</b>	<b>75.2</b>	<b>87.6</b>	<b>81.0</b>	<b>87.7</b>

<sup>1</sup>Percentages are not reported where the number of pupils is less than 10.

Table 15 shows the Key Stage 2 results for pupils registered as eligible for free school meals (FSM). Lincolnshire had no pupils registered for FSM in the supplementary school sample at Key Stage 2, while Milton Keynes had just three. Where comparisons are possible, in 10 of the 15 cases, the supplementary school pupils registered as eligible for FSM outperform the local authority average. Pupils at supplementary schools in Leeds do not fare as well as the other areas. However, the sample size for Coventry and Leeds is small, so these results should be considered with caution.

**Table 15** Percentage of pupils registered as eligible for free school meals achieving level 4 at Key Stage 2

Local authority area	No. pupils in SS sample eligible for FSM <sup>1</sup>	English		Maths		English & Maths	
		Local authority	Supp. schools	Local authority	Supp. schools	Local authority	Supp. schools
<b>Coventry</b>	19	64.8	63.2	64	63.2	55.4	63.2
<b>Leeds</b>	17	65	52.9	62.5	38.9	54.3	35.3
<b>Lincolnshire</b>	0	63	x	63	x	53.6	x
<b>Manchester</b>	47	69.2	72.3	70.6	84.8	61.2	66.0
<b>Milton Keynes</b>	3	67	x	63.8	x	55.8	x
<b>Nottingham</b>	73	65	76.7	67.8	78.1	57	71.2
<b>Sheffield</b>	48	60.6	70.8	64.2	77.1	52.2	64.6
<b>Totals</b>	<b>207</b>	<b>64.9</b>	<b>70.5</b>	<b>65.1</b>	<b>73.9</b>	<b>55.6</b>	<b>63.8</b>

<sup>1</sup>Percentages are not reported where the number of pupils is less than 10.

## Progress between Key Stage 1 and Key Stage 2

The official target on expected progress states that all children should progress at least two levels between Key Stage 1 and Key Stage 2. Within this study, 931 children had detail that allowed their progress to be measured. Table 16 shows the percentage of children who achieved the expected progress within the supplementary school sample and the respective local authority areas.

In English, a higher percentage of the supplementary school sample achieved two levels of progress than the corresponding local authority in six of the seven areas; the exceptional case is Milton Keynes, where the numbers of supplementary school pupils in the sample is fairly low. In maths, the pattern is similar. However, in this instance the exceptional case is Leeds.

**Table 16 Percentage of pupils achieving two levels of progress between Key Stage 1 and Key Stage 2**

Local authority area	No. pupils in SS sample with results at both Key Stage 1 & Key Stage 2	English		Maths	
		Local authority	Supp. schools	Local authority	Supp. schools
<b>Coventry</b>	108	84.6	88.9	82.0	89.8
<b>Leeds</b>	81	86.8	88.9	83.6	82.9
<b>Lincolnshire</b>	45	83.6	91.1	82.4	95.6
<b>Manchester</b>	169	86.6	89.3	84.6	89.4
<b>Milton Keynes<sup>1</sup></b>	12	82.8	75.0	81.2	91.7
<b>Nottingham</b>	365	83.6	89.3	81.2	88.3
<b>Sheffield</b>	151	83.8	90.1	81.8	86.3
<b>Totals</b>	<b>931</b>	<b>84.5</b>	<b>89.3</b>	<b>82.4</b>	<b>88.4</b>

<sup>1</sup>Percentages for Milton Keynes should be considered with caution as the number of pupils in the sample is small.

The data show that of the 931 supplementary school pupils with results at both Key Stage 1 and 2, the majority either caught up their peers from a lower starting point and achieved the expected level at Key Stage 2, or exceeded level 4 in at least one of the subjects by the end of Key Stage 2.

There were 225 pupils, or 24% of the supplementary school sample, with results for both Key Stage 1 and Key Stage 2, who did not achieve level 2 at Key Stage 1 in English. Of these, 135 (or 60%) made three or four levels of progress to achieve at least the expected level (level 4) by the end of Key Stage 2. In maths, just 109 pupils (12%) did not achieve level 2 at Key Stage 1. Of these, 55 (51.4%) made three or four levels of progress to achieve at least the expected level (level 4) by the end of Key Stage 2.

From the supplementary school pupils with results at both Key Stage 1 and 2, 314 (or approximately one third of them) achieved level 5 or above in English; 385 (41%) achieved level 5 or above in maths; and 227 (24%) achieved level 5 or above in *both* English and maths at Key Stage 2. This can be compared to the figures for England, where the percentage of pupils achieving above the expected level, level 5 or above, in the 2012 Key Stage 2 tests were:

- reading: 48 per cent (up 6 percentage points from 43 per cent in 2011); and
- maths: 39 per cent (up 4 percentage points from 35 per cent in 2011).<sup>15</sup>

These figures show that a substantial proportion of the supplementary school sample were performing well above the expected levels, with their attainment in maths being particularly strong.

## **Attainment at Key Stage 4**

At Key Stage 4, pupils' attainment is assessed on whether they achieve 5 GCSEs (grades A\* – C) including English and maths. Across England in 2011/12, 58.8 per cent of Key Stage 4 pupils in state-funded schools achieved 5 or more GCSEs at grade A\* – C or equivalent, including English and mathematics GCSEs or iGCSEs.<sup>16</sup>

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<sup>15</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219151/sfr33-2012v2.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219151/sfr33-2012v2.pdf) (see p5).

<sup>16</sup>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/219341/sfr02\\_202013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/219341/sfr02_202013.pdf) (DFE, 2013. see p2)

Table 17 shows the percentage of pupils within the supplementary school sample that achieved this level and provides a comparison with the local authority average (2007/08 – 2011/12). In the six areas with sufficient pupil numbers, the supplementary schools sample outperform the local authority area results and in most cases by a substantial margin: Manchester (25.9%), Nottingham (20.3%), Sheffield (18.8%) and Leeds (18.1%).

**Table 17 The number and percentage<sup>1</sup> of pupils achieving five or more GCSEs (including English and maths), grades A\* – C at Key Stage 4 (2007/08 - 2011/12)**

Local authority area	Supplementary School sample with Key Stage 4 results	Pupils achieving five or more GCSEs including English and maths		
		Supplementary school		Local authority
	n	n	%	%
Coventry	55	35	63.6	50.9
Leeds	19	13	68.4	50.3
Lincolnshire	12	9	75.0	58.5
Manchester	45	32	71.1	45.2
Milton Keynes	6	4	x	50.4
Nottingham	66	42	63.6	43.3
Sheffield	18	12	66.7	47.9
<b>Total</b>	<b>221</b>	<b>147</b>	<b>66.5</b>	<b>49.5</b>

<sup>1</sup>Percentages are not reported where the number of pupils is less than 10; the percentage for Lincolnshire should be considered with caution given the small number of pupils in the sample.

In addition to the modern foreign languages offered at Key Stage 4, pupils can opt to take a GCSE in any other language and many pupils take advantage of their competence in a first language, or a language they are familiar with through their own community. This is not a statutory right and not facilitated by all mainstream schools. However, within the areas in this study, this has been a particular focus of work in Nottingham as the local authority officer responsible for supplementary schools facilitated the accreditation of community languages within mainstream schools.

Within the supplementary schools sample, 49% of pupils who sat these 'community language' exams are recorded as having the language as their first language. Table 18 shows the most frequent 'community language' GCSEs taken by pupils in the supplementary school sample and their results.

**Table 18 GCSE results for the most frequent ‘community languages’, within the supplementary schools sample**

Language	Supp. School pupils (n)	Stated as first language (%)	GCSE Grade					% pass (A*-C)
			A*	A	B	C	D - F	
Chinese	35	65	29	3	3			100
Arabic	27	62	8	9	5	1	4	85
Modern Greek	27	9	4	11	6	3	3	89
Polish	22	67	11	9		2		100
Urdu	19	31	1	3	4	5	6	68
Punjabi	14	50	1	5	5	2	1	93
<b>Totals</b>	<b>144</b>	<b>49</b>	<b>54</b>	<b>40</b>	<b>23</b>	<b>13</b>	<b>14</b>	<b>90.3</b>

For the pupils in the sample undertaking a GCSE in a ‘community language’, 38% achieved A\*, while just 9.7% did not achieve a pass grade. This level of achievement can be compared to the results for England, where in 2011/12, 86% of those taking a GCSE in ‘Other Modern Languages’ achieved a pass grade.<sup>17</sup>

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<sup>17</sup> ‘Other Modern Languages’ excludes French, German, Spanish and Italian. This is the closest comparator to ‘community languages’ for which results are published. See table 8 (DfE, 2013a).

## 5.2 Findings by local authority area

### Coventry

Coventry City Council local authority area currently has a compulsory school age population of 45,500 attending 111 schools (including special schools). Of these, 28,300 are primary school age, and 17,200 secondary school age. Within this school age population, 56.7% describe themselves as White British, and 42.9% describe themselves as minority ethnic, including 8.6% Indian; 7.9% Black African; 5.1% White Other and 5.4% Pakistani. In Coventry, minority ethnic populations represent a much higher proportion of the overall school population than in England as a whole, where 27.5% are minority ethnic. The percentage of the school population in Coventry that are Asian – at 19.5% – is almost double the percentage for England as a whole, while similarly the percentage of children identified as Black at 9.5% is approaching double that for England (5.4%).<sup>18</sup>

Across three of the pupil characteristics considered in this study: registration as eligible for free school meals, English as an additional language and special educational needs, the percentage of pupils in Coventry is higher than the percentage for England. In Coventry's primary schools, 22.6% of children are eligible for free school meals (England 19.2%) and 17.5% are eligible at secondary school (England 15.1%). At primary school, 29.8% of pupils have English as an additional language (EAL), compared with England with 18.1%. At secondary school the EAL percentage is 26.9% (England 13.6%). For the school population as a whole, those with SEN form 21.0% in Coventry (England 17.9%) of whom 18.7% are non-statemented, compared with 15.1% for England.<sup>19</sup>

In total, 32 supplementary schools appear on the NRCSE directory in Coventry, of which 20 were registered with the NRCSE<sup>20</sup> and 13 have completed at least one level of the Quality Framework. There is no direct support for supplementary schools from the local authority, although many have received support as community organisations. The 20 registered supplementary schools represent a broad range of minority ethnic groups including Chinese,

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<sup>18</sup> Ethnicity figures for Coventry have been calculated from data published in tables 9a, 9b and 9c (state-funded primary, secondary and special schools) and relate to January 2014, see DfE, 2014.

<sup>19</sup> These statistics are based on the most recent data available, from January 2014 (see Coventry City Council, 2014; DfE, 2014a and Table 17, DfE 2014b).

<sup>20</sup> Details of the registered supplementary schools were provided by the NRCSE from an internal list at the time of the study, as this was more up to date than the information available in the online directory. The total number of supplementary schools in Coventry was taken from the NRCSE's online directory.

Asian, African, Caribbean, Middle Eastern and Central & Eastern Europeans. About 900 pupils attend these schools at any one time. The five supplementary schools that took part in this study represent 25% of the schools registered with the NRCSE and account for 36% of the pupils. The remaining supplementary schools in Coventry, not registered with the NRCSE, support similar minority ethnic groups, with some schools teaching support to the national curriculum, and some teaching culture and religion.

There are 378 pupils in Coventry’s supplementary school sample. Analysis shows that these children attended 93 separate mainstream schools in the Coventry local authority area.

Figure 2 shows the mainstream schools with 10 or more pupils from within the supplementary school sample and their corresponding supplementary schools. In some cases there is a one-to-one relationship between mainstream and supplementary schools, such as Cardinal Newman and Sree Bharathalaya, while other mainstream schools have pupils from a mix of supplementary schools e.g. Coundon Court.

**Figure 2 Mainstream schools in Coventry attended by 10 or more pupils within the supplementary school sample and the corresponding supplementary schools**

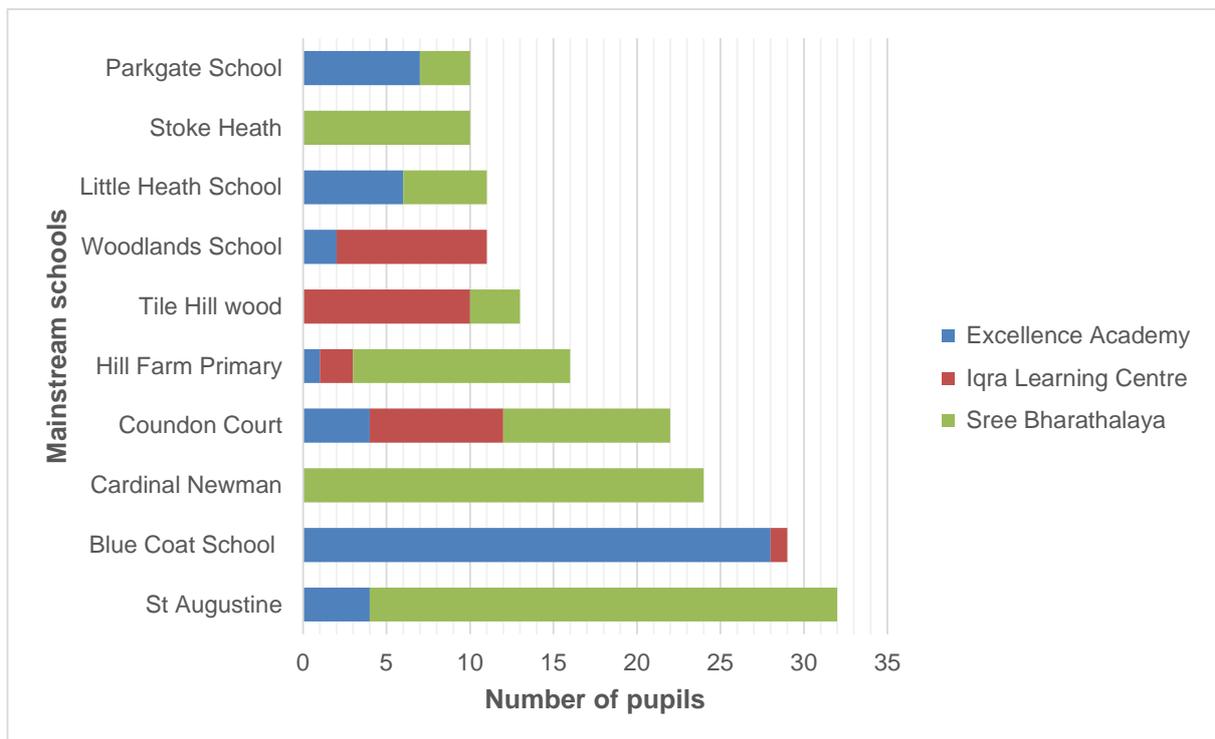


Table 19 shows the attainment levels relating to individual supplementary schools at each key stage, as well as progress between Key Stage 1 and Key Stage 2.

**Table 19 Percentage of pupils achieving the expected attainment level at each key stage assessment for each of the supplementary schools in Coventry**

Coventry supplementary schools	Curriculum Support (English, Maths, Science)	Key Stage 1					Key Stage 2		
		Number of pupils	Reading	Writing	Maths	Science	Number of pupils	English	Maths
Excellence Academy	EMS	44	75.0	72.7	84.1	79.5	32	74.2	67.7
Greek School		28	92.9	85.7	100	96.4	21	76.2	76.2
Iqra Learning Centre	EM	29	86.2	86.2	89.7	82.8	20	89.5	89.5
Nanaksar Gurdwara		9	100	88.9	100	100	19	94.7	94.7
Sree Bharathalaya	EMS	66	86.4	74.2	97.9	86.4	57	72.7	83.6
<b>Coventry supplementary schools</b>		<b>176</b>	<b>85.2</b>	<b>78.4</b>	<b>89.8</b>	<b>86.4</b>	<b>149</b>	<b>78.6</b>	<b>81.4</b>
<b>Local authority (2007/08 – 2011/12)</b>			<b>82.0</b>	<b>77.2</b>	<b>86.4</b>	<b>85.2</b>		<b>79.0</b>	<b>78.2</b>

Coventry supplementary schools	Curriculum Support (English, maths, science)	Progress Key Stage 1–2			Key Stage 4	
		Number of pupils	2 levels progress English	2 levels progress maths	Number of pupils	5+ GCSEs inc. English & maths
Excellence Academy	EMS	26	76.9	76.9	17	64.7
Greek School		16	75.0	81.3	16	81.3
Iqra Learning Centre	EM	19	94.7	94.7	5	80.0
Nanaksar Gurdwara		17	94.1	94.1	2	100
Sree Bharathalaya	EMS	30	100	100	15	33.3
<b>Coventry supplementary schools</b>		<b>108</b>	<b>88.9</b>	<b>88.4</b>	<b>55</b>	<b>63.6</b>
<b>Local authority (2007/08 – 2011/12)</b>			<b>84.6</b>	<b>82.0</b>		<b>50.9</b>

Overall, Table 19 shows that the supplementary school pupils in Coventry outperform the local authority, except in Key Stage 2 English where the percentage of pupils achieving the expected level is a fraction below the local authority. Progress for the supplementary school pupils between Key Stage 1 and Key Stage 2 overall in English outperforms the local authority. The figures show that the Excellence Academy pupils' results are not as strong as the other supplementary schools, with attainment levels below the local authority at every comparison point, with the exception of Key Stage 4. However, within our sample more than half the children from the Excellence Academy are eligible for FSM (see Table 20).

Table 20 shows that when comparing the results of children eligible for free school meals at Key Stage 1, the two supplementary schools with ten or more pupils, the Excellence Academy and Sree Bharathalaya, mostly outperform the local authority results for children eligible for FSM, except in science where Excellence Academy lags very slightly.

**Table 20 Percentage of pupils eligible for free school meals achieving level 2 at Key Stage 1 for each of the supplementary schools in Coventry<sup>1</sup>**

Coventry supplementary schools	Key Stage 1					
	pupils eligible for FSM (n)	pupils eligible for FSM (%)	Reading	Writing	Maths	Science
Excellence Academy	23	52.3	72.4	70.0	79.3	75.9
Sree Bharathalaya	12	18.1	100	92.3	92.3	100
<b>Coventry supplementary schools</b>	<b>39</b>	<b>22.2</b>	<b>79.5</b>	<b>74.4</b>	<b>84.6</b>	<b>82.1</b>
<b>Local authority area</b>			<b>70.6</b>	<b>63.8</b>	<b>78.4</b>	<b>76.8</b>

<sup>1</sup> Results are only reported for Key Stage 1 as the sample size is very small at Key stages 2 and 4. Only the supplementary schools with more than 10 pupils eligible for FSM with Key Stage 1 results are included individually. The Greek School, Nanaksar Gurdwara and Iqra Learning Centre each had less than 10 pupils, their results are included in the Coventry supplementary schools figures.

Figure 3 shows the ethnic make-up of the supplementary school sample from Coventry. Half the group are Asian, and there is no representation from Chinese pupils.

**Figure 3 Pupil ethnicities from the Coventry supplementary school sample**

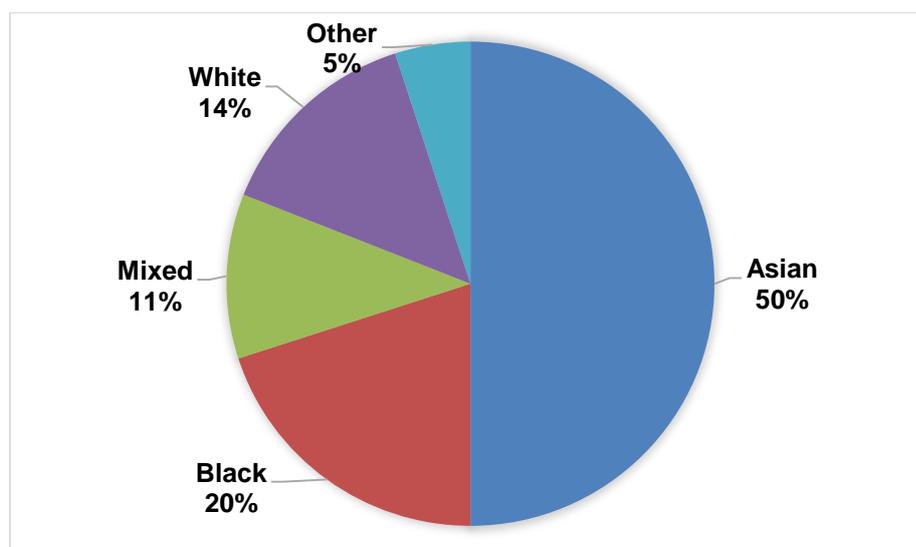


Table 21 shows that there are large differences in the attainment of the different ethnic groups within the local authority area. Looking at all pupils in the area at Key Stages 1 and 2, a higher percentage of pupils with Indian ethnicity attain the expected level than the local authority average (for all ethnicities). A lower percentage of pupils with Pakistani or Black Caribbean ethnicity attain the expected level. For pupils with Tamil ethnicity the percentage is higher in maths and Key Stage 1 reading, but lower in other subjects.

**Table 21 Percentage of pupils in Coventry achieving the expected attainment level at Key Stage 1 and 2, for the most common ethnic groups**

Ethnic groups		Key stage 1					Key stage 2		
		Number of pupils	Reading	Writing	Maths	Science	Number of pupils	English	Maths
Indian	SS sample	17	88.2	82.4	91.2	94.1	23	90.5	85.7
	Local authority		90.2	86.0	91.0	89.7		85.5	83.3
Pakistani	SS sample	19	78.9	83.9	90.3	x	14	85.7	92.9
	Local authority		80.2	75.0	84.7	81.5		74.8	72.5
Black Caribbean	SS sample	12	75.0	75.0	83.3	83.3	16	81.3	75.0
	Local authority		77.0	74.3	79.8	85.3		76.0	64.4
Tamil	SS sample	51	88.2	74.5	74.5	86.3	41	75.0	87.5
	Local authority		84.3	77.1	89.3	84.8		75.7	86.5
<b>Local authority area total (all ethnicities)</b>			<b>82.0</b>	<b>77.2</b>	<b>86.4</b>	<b>85.2</b>		<b>79.0</b>	<b>78.2</b>

The difference in attainment for the supplementary school sample groups in comparison to their ethnic peer group is most obvious at Key Stage 2. At Key Stage 1, the supplementary school sample outperforms their peer group in eight instances. In contrast, at Key Stage 2 – with the exception of the Tamil sample's English attainment, – a higher percentage of the supplementary school sample achieve the expected level than their peer group in all cases. This indicates that many supplementary school pupils caught up with their ethnic peer group during Key Stage 2. Attainment among these groups varies greatly, with the Pakistani supplementary school pupils' Key Stage 2 maths results showing that 20.4% more achieved the expected level than their ethnic peer group, while the Tamil pupils' Key Stage 1 maths sample group lags behind their wider ethnic peer group by nearly 15%.

## Leeds

Leeds City Council local authority area currently has a compulsory school age population of approximately 118,000 attending 282 schools (including special schools, PRU's and independent schools). Of these, 67,881 are primary school age, and 44,420 are secondary school age. Within this school age population, 71% describe themselves as White British, and 28.1% describe themselves as minority ethnic, including 6.4% Pakistani; 5.6% Black; 5.1% Mixed; and 3.2% White Other. In Leeds, the minority ethnic populations at 28.1% represent a fractionally higher percentage of the overall school population than for England as a whole, where 27.5% are minority ethnic. Notable variations include the Asian school population at 11.5%, and specifically the Pakistani community at 6.4%, forming a larger part of the school population than for England as a whole (10% Asian and 4% Pakistani).<sup>21</sup>

Overall, 20.2% of school pupils in Leeds are registered as eligible for free school meals (FSM); this is slightly above the national average. In Leeds' primary schools, 21.1% of pupils are eligible for FSM (England 19.2%) and 18.8% are eligible at secondary school (England 15.1%).

The percentage of primary and secondary school pupils in Leeds that have English as an additional language is broadly similar to the percentage for England as a whole. At primary school, 18.1% of the children have English as an additional language, the same as the rest of England. At secondary school, the EAL rate is 13.0%, fractionally lower than England at 13.6%.

The percentage of pupils in Leeds with special educational needs at primary school is 16.7% (England 17.9%), of whom 15.0% are without statements compared to 15.1% for England.<sup>22</sup>

There are 45 supplementary schools supported by the local authority in Leeds. This support has been provided by a part-time supplementary school mentor directly employed by Leeds Children Services and includes facilitating access to mainstream schools and community premises. Support has been reduced since 2012, but the mentor was still in place at the time data were collected for this study.

The NRCSE had registered 39 supplementary schools in Leeds at the time of the study, 25 of which had completed at least one level of the Quality Framework. They represent a broad range of minority ethnic groups including Pakistani, Arabic, Chinese, Asian, African,

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<sup>21</sup> Ethnicity figures for Leeds have been calculated from data published in tables 9a, 9b and 9c (state-funded primary, secondary and special schools) and relate to January 2014, see DfE, 2014.

<sup>22</sup> See table 17, DfE 2014b.

Caribbean, Middle Eastern and Central and Eastern Europeans. About 2,100 pupils attend these schools at any one time. The six supplementary schools that took part in this study represent just 15% of the schools registered with the NRCSE and 19% of the pupils. Three of these six participating schools provide support to the national curriculum, as do 23 (59%) of the 39 registered with the NRCSE. A further 18 supplementary schools are not registered with the NRCSE in Leeds, but appear on the NRCSE Directory of Supplementary Schools.<sup>23</sup>

The supplementary school sample in Leeds includes 279 children and young people. Analysis shows that the pupils attend 141 separate mainstream schools in the Leeds area. Figure 4 shows the top mainstream schools attended by 8 or more pupils from within the supplementary school sample and the corresponding supplementary schools. Many of the mainstream schools have a number of pupils from a particular supplementary school.

**Figure 4 Mainstream schools in Leeds attended by eight or more pupils within the supplementary school sample and the corresponding supplementary schools**

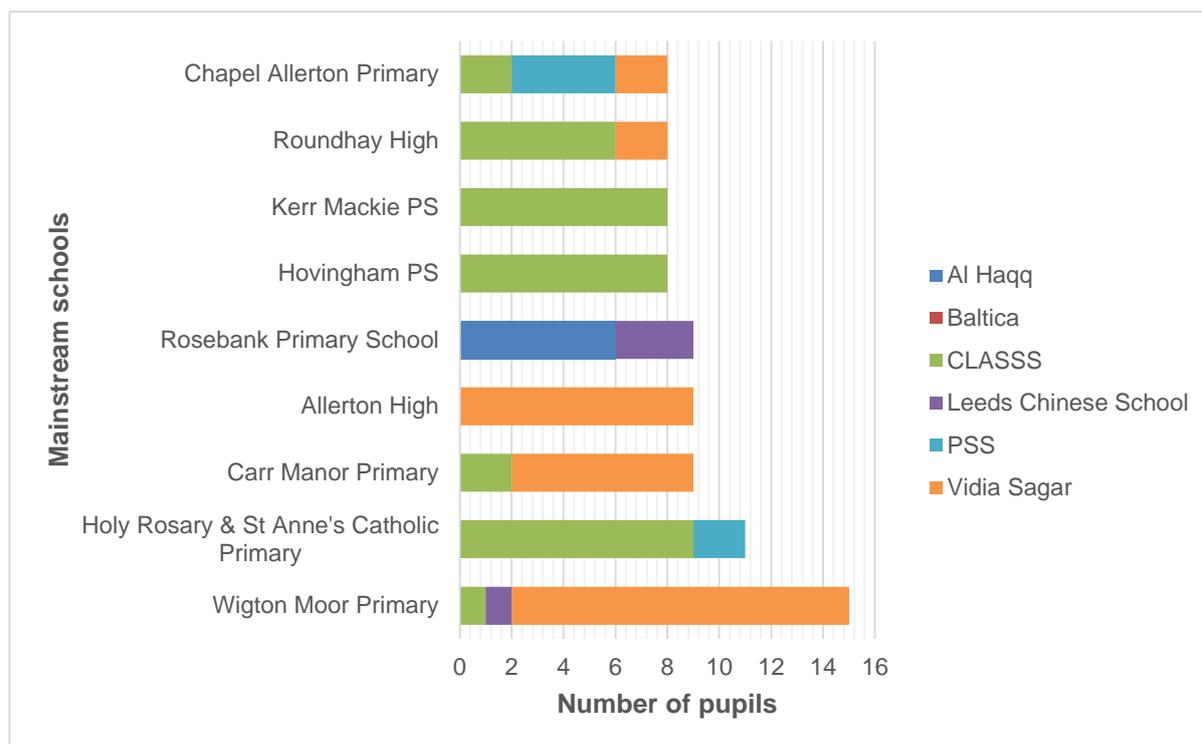


Table 22 shows the attainment levels of each supplementary school at each key stage, as well as progress between Key Stage 1 and Key Stage 2.

<sup>23</sup> Details of the registered supplementary schools were provided by the NRCSE from an internal list, as this was more up to date than the information available in the online directory. The total number of supplementary schools is taken from the NRCSE's online directory.

**Table 22 Percentage of pupils achieving the expected attainment level at each key stage assessment for each of the supplementary schools in Leeds<sup>1</sup>**

Leeds supplementary schools	Curriculum Support (English, maths, science)	Key Stage 1					Key Stage 2			Progress Key stage 1 – 2		
		n	Reading	Writing	Maths	Science	n	English	Maths	n	2 levels progress English	2 levels progress maths
Al Haqq	EMS	5	x	x	x	x	27	57.9	50.0	19	68.4	50.0
CLASSS	EMS	34	79.4	67.6	76.5	73.5	20	73.7	84.2	19	89.5	84.2
Leeds Chinese School		44	90.9	90.9	95.5	90.9	21	94.7	94.7	19	100.0	94.7
PSS	E	55	61.8	63.6	85.5	69.1	13	61.5	76.9	8	x	x
Vidia Sagar		36	100.0	97.2	97.2	100	18	94.1	94.1	16	93.8	100.0
<b>Leeds supplementary schools</b>		<b>182</b>	<b>81.3</b>	<b>78.6</b>	<b>89.0</b>	<b>82.4</b>	<b>99</b>	<b>77.0</b>	<b>81.7</b>	<b>81</b>	<b>88.9</b>	<b>82.9</b>
<b>Local authority</b>			<b>82.4</b>	<b>78.2</b>	<b>86.2</b>	<b>85.4</b>		<b>81.3</b>	<b>78.5</b>		<b>86.8</b>	<b>83.6</b>

<sup>1</sup>Results for individual supplementary schools are only reported where there are 10 or more pupils at a particular key stage. Therefore, the Baltica supplementary school is excluded, as are the results at Key Stage 4.

Table 22 shows that the Leeds Chinese school and Vidia Sagar pupils more commonly achieve the expected level of attainment, in comparison with Al Haqq, CLASSS and PSS. The Leeds Chinese School and Vidia Sagar do not provide curriculum support.

Figure 5, below shows the ethnic make-up of the sample group from Leeds, using the DfE's broad ethnic categories.

**Figure 5 Pupil ethnicities from the Leeds supplementary school sample**

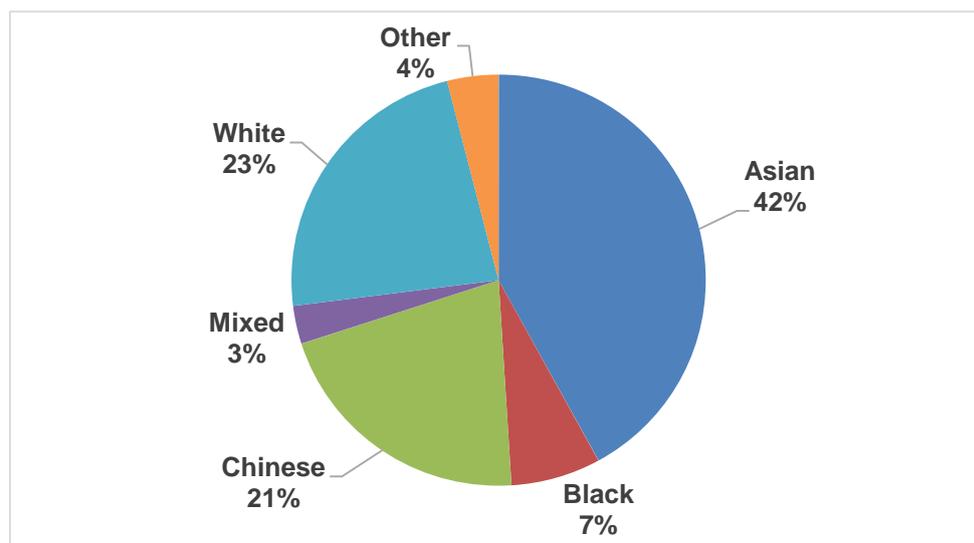


Table 23 disaggregates these broad categories and shows attainment levels of the largest single ethnic groups at Key Stage 1 and Key Stage 2.

At Key Stages 1 and 2, both Indian and Chinese pupils in the local authority area cohort outperform the local authority area average (for all ethnicities). However, the performance of the Indian and Chinese pupils in the supplementary school sample is even stronger still, with over 90% achieving the expected level across all subjects at both assessments. For the Pakistani pupils in the supplementary school sample, the results are closer to those of the wider Pakistani cohort within the local authority and in all instances are below the local authority average. The supplementary school sample pupils within the ethnic category 'Any other White background' exceeded the performance of the wider local authority 'Any other White background' cohort at Key Stage 1 in all subjects.

**Table 23 Percentage of pupils in Leeds achieving the expected attainment level at Key Stage 1 and 2, for the most common ethnic groups**

Leeds		Key Stage 1 (% achieved level 2)				Key Stage 2 (% achieved level 4)		
Ethnic groups		Number of pupils	Reading	Writing	Maths	Number of pupils	English	Maths
Asian or Asian British – Indian	SS sample	37	100.0	94.6	97.3	19	94.4	94.4
	Local authority		91.2	88.7	92.8		88.5	82.9
Asian or Asian British – Pakistani	SS sample	22	81.8	68.2	77.3	26	72.7	69.6
	Local authority		76.1	71.0	78.9		73.4	69.1
Chinese	SS sample	42	90.5	90.5	95.2	19	94.1	94.1
	Local authority		84.6	84.0	88.0		82.3	91.8
White – any other White background	SS sample	42	64.3	66.7	85.7	7	x	x
	Local authority		52.0	50.2	68.7		62.3	73.3
<b>Local authority area total (all ethnicities)</b>			<b>82.4</b>	<b>78.2</b>	<b>86.2</b>		<b>81.3</b>	<b>78.5</b>

## Lincolnshire

Lincolnshire local authority area currently has a compulsory school age population of approximately 102,300 attending 357 schools (including academies and special schools). Of these 53,648 (52%) are primary school age, and 46,665 are secondary school age.

As a shire county, Lincolnshire has a much lower schools minority ethnic population when compared with the overall minority ethnic school population of England, which stands at 27.5%. Within Lincolnshire's school age population, 10% are minority ethnic. This varies dramatically within the county, with the Boston district school age population comprising 25% minority ethnic, while the North Kesteven district figure is just 5%<sup>24</sup>. The main minority ethnic groups in Lincolnshire schools are: 'Any Other White Background', 5.6%; White & Black Caribbean, 0.4%; White and Asian, 0.4%; and Indian, 0.4%.<sup>25</sup>

In Lincolnshire primary schools, 13.3% of children are registered as eligible for free school meals (England 19.2%), and 9.8% of pupils are eligible at secondary school (just two thirds the percentage for England at 15.1%).

The percentage of pupils in Lincolnshire that have English as an additional language is considerably lower than for England as a whole. In Lincolnshire, 8.2% of children at primary school have English as an additional language, compared to England with 18.1%. At secondary school the EAL rate is 5.5% (England 13.6%).

The percentage of pupils with special educational needs (SEN) is 18.6% (England 17.9%), of whom 15.6% are without statements compared to 15.1% for England.<sup>26</sup>

Fourteen supplementary schools were registered with the NRCSE in Lincolnshire, of which 10 had completed at least one level of the Quality Framework. They represent a range of minority ethnic groups, including Polish – which is the most common with four separate schools – and Lithuanian, Chinese, Tamil and Asian. About 400 pupils attend these schools at any one time. The five supplementary schools that took part in this study represent 36% of the schools registered with the NRCSE. Three of these five participating schools provide support to the national curriculum, as do five (45%) of the 14 registered with the NRCSE. A

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<sup>24</sup> <http://www.research-lincs.org.uk/UI/Documents/LRO-schools-population-char-BME-012014.pdf>

<sup>25</sup> Ethnicity figures for Lincolnshire have been calculated from data published in tables 9a, 9b and 9c (state-funded primary, secondary and special schools) and relate to January 2014, see DfE, 2014.

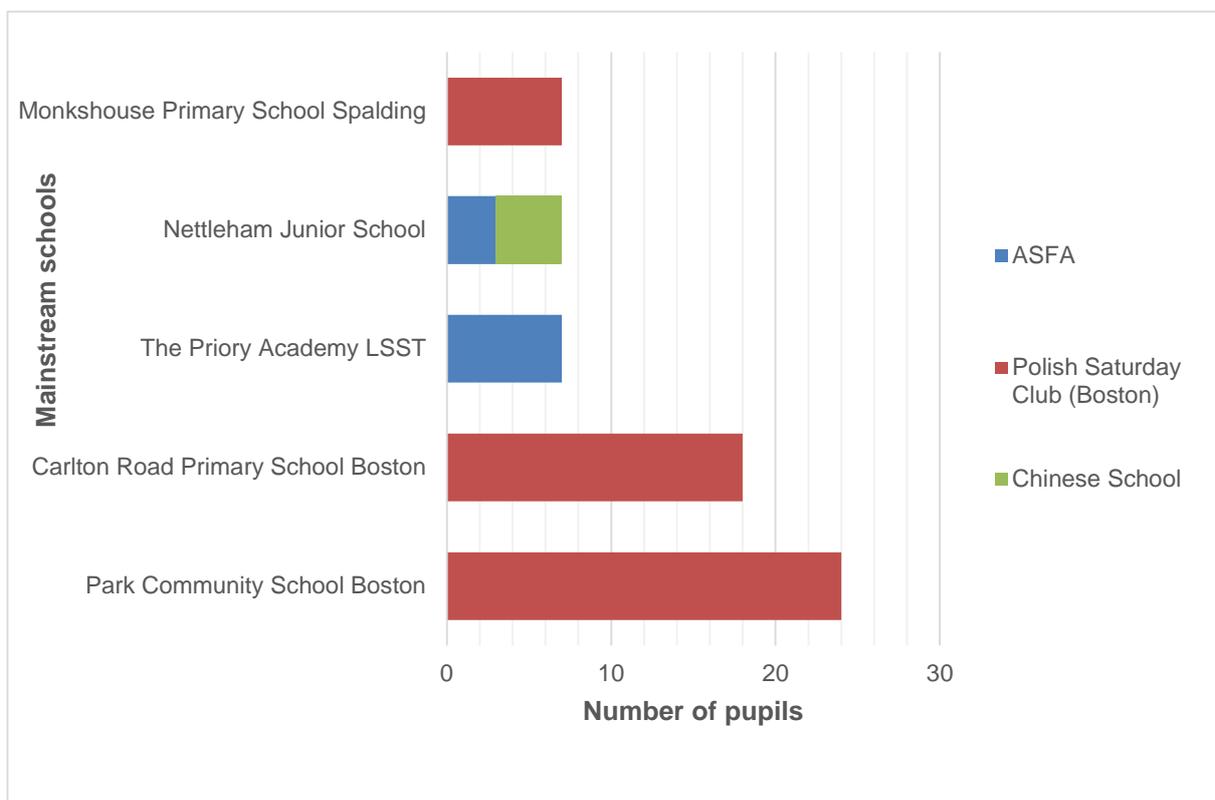
<sup>26</sup> See table 17, DfE 2014b.

further five supplementary schools not registered with the NRCSE in Lincolnshire appear on the NRCSE Directory of Supplementary Schools.

The local authority commissioned the NRCSE to support the development of a partnership of supplementary schools in 2010/11, including training to encourage schools to keep accurate data and obtain parents' permission to share this data with funders where appropriate. Since 2011, the local authority's Ethnic Minority and Traveller Achievement Service has been trying to maintain its support for supplementary schools but has found it difficult to get schools to work together because of the physical distance between them. Staff capacity is also stretched due to their responsibility to support increasing numbers of pupils from migrant backgrounds in mainstream schools.

The supplementary school sample includes 172 pupils from Lincolnshire. Analysis shows that they attend 100 separate mainstream schools throughout Lincolnshire. Figure 6 shows the mainstream schools most commonly attended by the sample group and the corresponding supplementary schools. It appears to be the case that pupils from a particular mainstream school will commonly attend a particular supplementary school.

**Figure 6 Mainstream schools in Lincolnshire attended by seven or more pupils within the supplementary school sample and the corresponding supplementary schools**



<sup>1</sup> LPS and the New Tamil School are not shown as there were no mainstream schools hosting their pupils that had 3 or more pupils within the sample.

**Table 24 Percentage of pupils achieving the expected attainment level at each key stage assessment for each of the supplementary schools in Lincolnshire<sup>1</sup>**

Lincolnshire supplementary schools	Curriculum Support (English, maths, science)	Key Stage 1					Key Stage 2			Progress Key Stage 1 – 2		
		n	Reading	Writing	Maths	Science	n	English	Maths	n	2 levels progress English	2 levels progress Maths
<b>ASFA</b>		21	95.2	100.0	95.2	100.0	19	94.7	89.5	15	93.3	86.7
<b>LPS</b>	S	14	78.6	78.6	85.7	85.7	2	x	x	2	x	x
<b>Polish Saturday Club (Boston)</b>	EM	67	59.7	61.2	83.3	72.7	25	77.3	85.7	16	93.8	56.3
<b>Lincoln Chinese School</b>	M	14	78.6	71.4	100.0	85.7	7	x	x	7	x	x
<b>Lincolnshire supplementary schools</b>		<b>121</b>	<b>71.9</b>	<b>72.7</b>	<b>88.3</b>	<b>81.7</b>	<b>59</b>	<b>83.9</b>	<b>91.3</b>	<b>40</b>	<b>91.1</b>	<b>95.6</b>
<b>Local authority</b>			<b>83.8</b>	<b>80.6</b>	<b>89.2</b>	<b>88.4</b>		<b>82.4</b>	<b>81.2</b>		<b>83.6</b>	<b>82.4</b>

<sup>1</sup> Results for individual supplementary schools are only reported where there are 10 or more pupils at a particular key stage. Therefore, the New Tamil School and results at Key Stage 4 are excluded.

Table 24 shows the percentage of pupils achieving the expected attainment levels from each supplementary school at Key Stage 1 and Key Stage 2, as well as progress between Key Stage 1 and Key Stage 2. When disaggregated to the level of the supplementary school, there were no schools with more than 10 pupils that had relevant GCSE results, therefore Key Stage 4 is not reported in the table. The results for the two schools with sufficient numbers for analysis<sup>27</sup> show particularly strong performance for pupils in their progress in English between Key Stages 1 and 2, with over 93% pupils achieving 2 levels progress.

The largest minority ethnic group in the Lincolnshire cohort was ‘White Other’. The vast majority of these were Polish (as defined by their main home language). Table 25 compares attainment levels of Polish pupils in the sample with Polish pupils in the wider local authority at Key Stages 1 and 2.

**Table 25 Percentage of pupils in Lincolnshire achieving the expected attainment level at Key Stage 1 and 2, for the most common first language group: Polish**

Lincolnshire		Key stage 1 (% achieved level 2)					Key stage 2 (% achieved level 4)		
First language		Number of pupils	Reading	Writing	Maths	Science	Number of pupils	English	Maths
Polish	SS sample	65	67.2	69.2	87.7	75.4	22	78.3	86.4
	Local authority		56.5	54.9	77.4	64.3		59.6	74.4
Local authority area total (all ethnicities / languages)			83.8	80.6	89.2	88.4		82.4	81.2

The table shows that a higher percentage of children with Polish as a first language in the supplementary school sample attain the expected level at Key Stage 1 and 2 across all subjects, than the wider local authority Polish language peer group; in some cases by a substantial margin. In Key Stage 2 maths, the supplementary school sample also outperforms the local authority average.

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<sup>27</sup> ASFA and Polish Saturday Club (Boston).

## Manchester

Manchester City Council local authority area<sup>28</sup> currently has a compulsory school age population of approximately 66,250 attending 170 schools (including special schools). Of these 42,900 are of primary school age, and 23,330 are secondary school age. Within this school age population, 42.5% describe themselves as White British and 56.3% as minority ethnic, including 15.2% Pakistani; 10.3% Black African; 7.8% Mixed Background and 5.0% White Other. In Manchester, minority ethnic populations represent a much higher proportion of the overall school population than England as a whole, where 27.4% are minority ethnic. The Asian school population in Manchester, at 21.4%, is more than double the percentage for England, while Black children make up 15.3% of the school population, almost three times the percentage for England.<sup>29</sup>

Across three of the pupil characteristics considered in this study: free school meals (FSM), English as an additional language (EAL) and special educational needs (SEN), the percentage of pupils in Manchester is higher than the percentage for England. In Manchester primary schools, 32.6% of children are registered as eligible for FSM (England 19.2%) and 32.3% at secondary school (England 15.1%). Similarly, a higher percentage of pupils in Manchester have EAL than for England as a whole, 37.2% at primary school have EAL compared with England, 18.1%. At secondary school, the EAL rate is 28% (England 13.6%). 19.6% of pupils in Manchester have an SEN compared with an England average of 17.9%; 17.7% of pupils have SEN without a statement compared with 15.1% for England.<sup>30</sup>

Manchester City Council has been at the forefront of initiatives to support supplementary schools and officers from the Council were involved in the development of the Quality Framework from 2006. There are 21 supplementary schools supported by the local authority, 18 of which have completed at least one level of the Quality Framework. The Manchester International New Arrivals, Travellers & Supplementary Schools team provides a range of support and there are well-established partnerships with Manchester Metropolitan University. The supplementary schools have been required to submit pupil data for several years and are used to collecting and recording information about their pupils.

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<sup>28</sup> Information about the Manchester context has been provided by Leonie Allerton, Manchester Performance, Research and Intelligence Team. Personal Communication.

<sup>29</sup> Ethnicity figures for Manchester have been calculated from data published in tables 9a, 9b and 9c (state-funded primary, secondary and special schools) and relate to January 2014, see DfE, 2014.

<sup>30</sup> See table 17, DfE 2014b.

In total, 79 supplementary schools appear on the NRCSE directory and 38 Supplementary schools were registered with the NRCSE in Manchester at the time the data were collected. These represent a range of minority ethnic groups including Chinese, Asian, Arabic, African, and Central and Eastern European. About 2,300 pupils attend these schools at any one time. The nine supplementary schools that took part in this study represent 24% of the schools registered with the NRCSE. Seven of the nine participating schools provide support to the national curriculum, as do 14 (37%) of the 38 schools registered with the NRCSE.

With 581 pupils attending 330 separate mainstream schools, Manchester is the second largest cohort in the sample group. Figure 7 shows the mainstream schools most commonly attended by the sample group and the corresponding supplementary schools. Many of the top mainstream schools appear to have an association with one or two particular supplementary schools. Two of the 17 mainstream schools listed have pupils attending just one of the supplementary schools and six of the 17 have pupils attending two of the supplementary schools.

**Figure 7 Mainstream schools in Manchester attended by 10 or more pupils in the supplementary school sample and the corresponding supplementary schools**

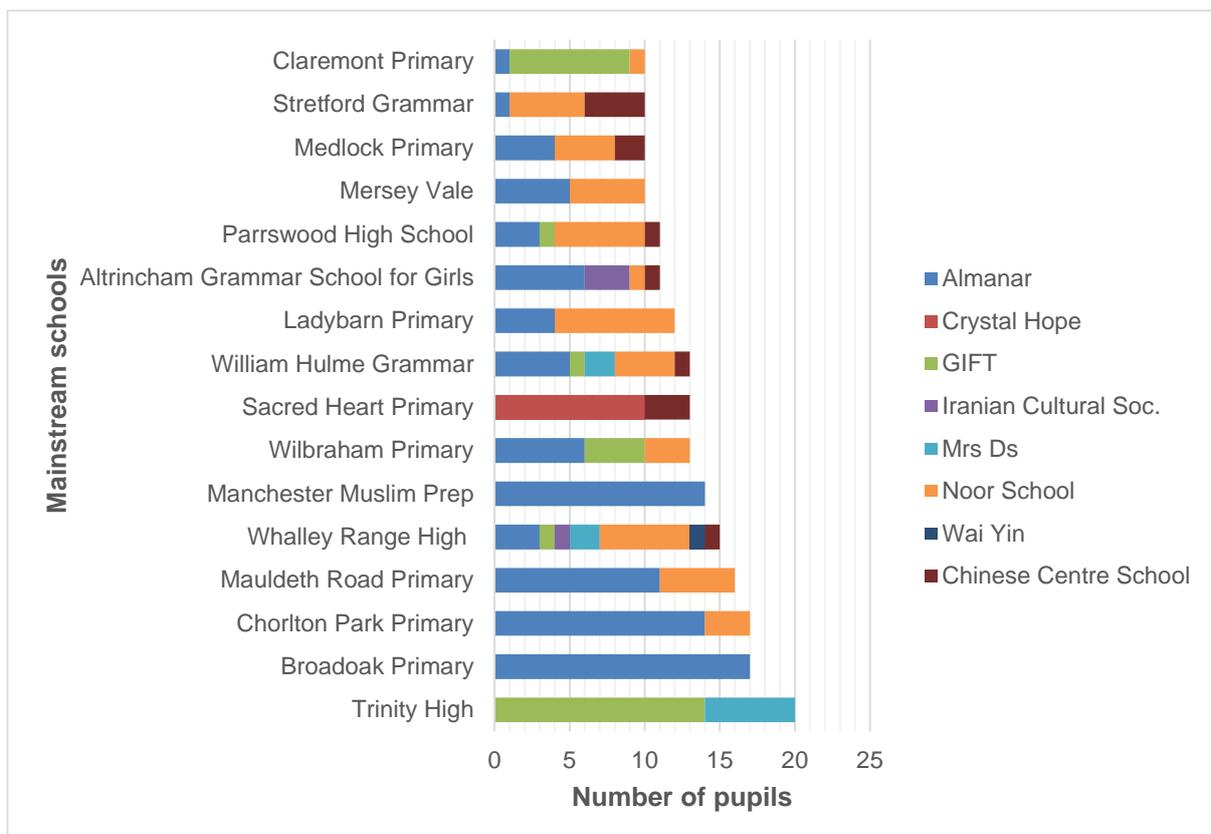


Table 26 shows attainment levels at each key stage, as well as progress between Key Stage 1 and Key Stage 2 for the Manchester cohort. It highlights that the attainment of pupils in the Manchester supplementary schools is outstanding, in that the local authority average is exceeded in virtually every case. In most instances, the Manchester supplementary school sample results also outperform the other six areas in this study.

**Table 26 Percentage of pupils achieving the expected attainment level at each key stage assessment for each of the supplementary schools in Manchester<sup>1</sup>**

Manchester	Curriculum support (English, maths, Science)	Key Stage 1					Key Stage 2			Progress Key Stage 1 - 2			Key Stage 4	
		n	Reading	Writing	Maths	Science	n	English	Maths	n	2 levels progress English	2 levels progress maths	n	5+ GCSEs incl. English & maths
Almanar	MS	116	93.1	91.4	93.1	90.5	41	84.6	87.2	35	94.3	94.3	8	x
Crystal Hope	MS	10	100	80.0	100	90.0	6	x	x	2	x	x	0	x
GIFT	EM (KS2)	26	100	88.5	96.2	100	27	84	80	25	76	84	0	x
Iranian Cultural Society		19	94.7	100	100	94.7	14	92.9	100	12	100	91.7	1	x
Mrs Ds	EM	2	x	x	x	x	21	94.7	78.9	18	83.3	72.2	2	x
Noor School		80	88.8	88.8	96.3	91.3	54	77.4	88.7	36	91.7	91.7	4	x
Ukrainian Saturday School		12	100	100	100	100	15	100	93.3	11	90.9	100	0	x
Manchester Chinese Centre School	EM	80	90	91.3	92.5	91.3	44	82.5	90	30	93.3	93.3	30	73.3
<b>Manchester supplementary schools</b>		<b>347</b>	<b>91.9</b>	<b>90.5</b>	<b>94.5</b>	<b>91.6</b>	<b>224</b>	<b>84.0</b>	<b>86.4</b>	<b>169</b>	<b>89.3</b>	<b>89.4</b>	<b>45</b>	<b>71.1</b>
<b>Local authority</b>			<b>79.6</b>	<b>75.4</b>	<b>85.4</b>	<b>83.4</b>		<b>77.4</b>	<b>78.2</b>		<b>86.6</b>	<b>84.6</b>		<b>45.2</b>

<sup>1</sup> Results for individual supplementary schools are only reported where there are 10 or more pupils at a particular key stage. Therefore, Wai Yin supplementary school is not listed.

When considering pupils registered as eligible for FSM, the three schools with sufficient numbers to warrant analysis – Almanar, GIFT and Noor School – show variation in achievement at Key Stage 1. GIFT shows exceptionally high results (in some cases more than 20% higher than the local authority average) and Noor School exceeds in all subjects, while Almanar exceeds in reading and writing but lags in maths and science.

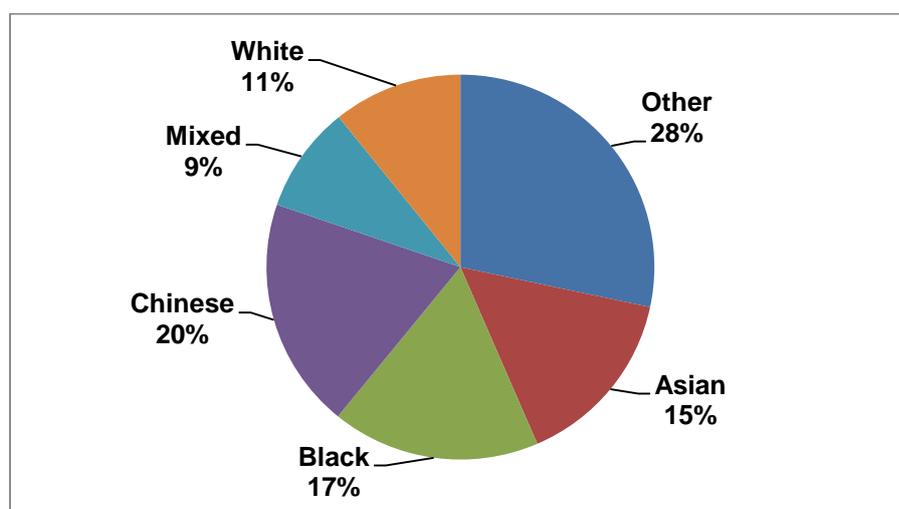
**Table 27 Percentage of pupils registered as eligible for free school meals achieving level 2 at Key Stage 1 for each of the supplementary schools in Manchester<sup>1</sup>**

Manchester supplementary schools	Pupils eligible for FSM (n)	Pupils eligible for FSM (%)	Reading	Writing	Maths	Science
Almanar	22	19.0	81.8	77.3	77.3	59.1
GIFT	19	73.1	100	89.5	94.7	100
Noor School	17	21.3	76.5	82.4	100	94.1
Manchester supplementary schools	75	21.6	86.7	85.3	90.7	85.3
Local authority Area			72.6	67.8	80.6	78.4

<sup>1</sup> Results for individual supplementary schools are only reported where there are 10 or more pupils registered for FSM with results at Key Stage 1. Therefore, the following supplementary schools are not reported individually, but their pupils are included in the Manchester supplementary schools total: Crystal Hope; Iranian Cultural Society; Mrs Ds; Ukrainian Saturday School; Manchester Chinese Centre School and Wai Yin.

Figure 8 shows the ethnic make-up of the target group from Manchester, using the DfE's broad ethnic categories.

**Figure 8 Ethnicity of pupils in the Manchester supplementary school sample**



The most common ethnicities within the Manchester sample are disaggregated. Their attainment is shown in Table 28, and is compared with their ethnic peer group within the local authority as a whole. In almost every case, the supplementary schools outperform the local authority within these specific ethnic groups (the only exception is Key Stage 1 maths for pupils of Chinese ethnicity). Similarly, in all but one case, the supplementary school pupils also outperform the local authority average for all ethnic groups (the single exception is 'any other ethnic group', Key Stage 2 English).

**Table 28 Percentage of pupils in Manchester achieving the expected attainment level at Key Stage 1 and 2, for the most common ethnic groups**

Manchester		Key stage 1				Key stage 2		
		(% achieving level 2)				(% achieving level 4)		
Ethnic group		Number of pupils	Reading	Writing	Maths	Number of pupils	English	Maths
Chinese	SS sample	59	84.7	86.4	88.1	30	82.1	92.9
	Local authority		78.2	77	89		80.3	89
Black or Black British – African	SS sample	39	100	87.2	97.4	32	86.2	82.8
	Local authority		80.9	76.2	84.8		76.1	76.4
Any other ethnic group	SS sample	105	89.5	89.5	93.3	57	74.1	88.9
	Local authority		68.8	65.4	80.3		69.9	78.8
Asian or Asian British – Pakistani	SS sample	28	100	100	100	15	85.7	78.6
	Local authority		80.4	75.5	83.5		76.6	76.4
Asian or Asian British – any other Asian background	SS sample	30	86.7	83.3	93.3	10	90	90
	Local authority		83.3	79.3	86.5		80.5	81.1
Black or Black British – Caribbean	SS sample	5	x	x	x	17	94.1	88.2
	Local authority		79.5	77.1	84.1		75.3	73.4
White – any other White background	SS sample	8	x	x	x	12	100	91.7
	Local authority		80.3	72.7	87.4		69.3	69.1
<b>Local authority total (all ethnicities)</b>			<b>79.6</b>	<b>75.4</b>	<b>85.4</b>		<b>77.4</b>	<b>78.2</b>

## Milton Keynes

Milton Keynes local authority area currently<sup>31</sup> has a compulsory school age population of approximately 44,430 attending 114 schools (including academies and special schools). Of these, 24,777 (55.8%) are of primary school age, and 17,615 are secondary school age. Within this school age population, 62.3% describe themselves as White British, and 36.2% describe themselves as minority ethnic. This includes 10.2% Black African; 10.1% Asian; and 4.9% 'Any other white'<sup>32</sup>. Milton Keynes minority ethnic populations represent a higher proportion of the overall school population than England as a whole (27.4%). The Black African school population in Milton Keynes is threefold the percentage of England as a whole, while children with 'Mixed' ethnicity also form a larger percentage than for England (6.4% in Milton Keynes, compared to 4.8% in England), whereas the Pakistani population form a smaller percentage (2.8% compared to 4.0% in England).<sup>33</sup>

The percentage of children registered as eligible for FSM in primary schools in Milton Keynes is 12.8% and in secondary schools, 11.8%; both considerably lower than for England as a whole.

A slightly higher percentage of pupils have EAL in Milton Keynes, 24.9% at primary school, compared to England 18.1%; and similarly at secondary school, 18.7% (England 13.6%).

In Milton Keynes 18.7% pupils have SEN (England 17.9%); in total 15.7% of pupils have SEN without a statement compared to 15.1% for England.<sup>34</sup>

The NRCSE directory lists 23 supplementary schools in Milton Keynes, 17 of which are registered with the NRCSE, representing a range of minority ethnic groups. Many describe themselves as serving Muslim communities, with no particular cultural or ethnic focus. Others supplementary schools cater for Polish and Indian children, or cater generally for BME students. About 650 pupils attend these schools at any one time. The three supplementary schools that took part in this study represent 18% of the schools registered with the NRCSE in Milton Keynes and 12% of the pupils. One of the three participating schools provides support to the national curriculum, and just four of the 17 registered with the NRCSE provide this support.

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<sup>31</sup> Data relate to 2014.

<sup>32</sup> 'Any other White background' excludes British, Irish, Traveller of Irish heritage and Roma/Gypsy.

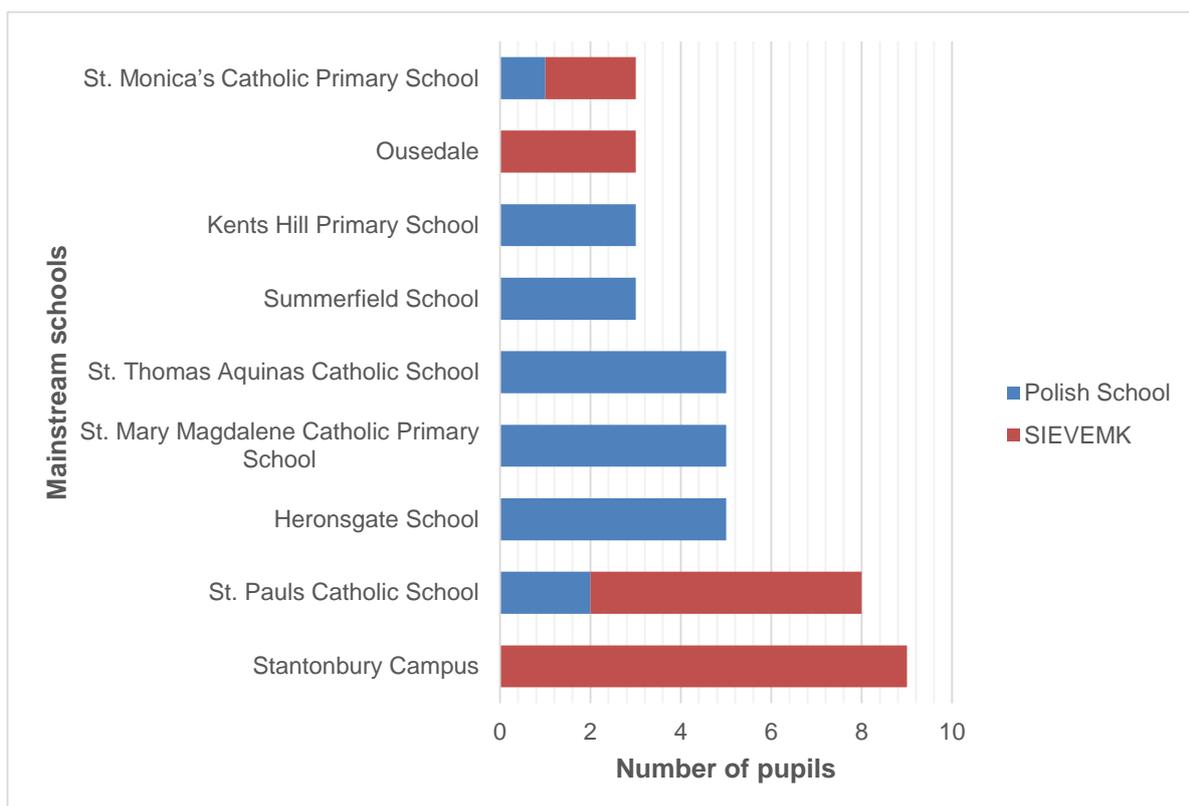
<sup>33</sup> Ethnicity figures for Milton Keynes have been calculated from data published in tables 9a, 9b and 9c (state-funded primary, secondary and special schools) and relate to January 2014, see DfE, 2014.

<sup>34</sup> See table 17, DfE 2014b.

Milton Keynes has recently started a programme of support for its 60 supplementary schools<sup>35</sup> and is also working with new communities keen to establish educational provision for their children. Teacher training is being provided for the schools and the Ethnic Minority Achievement Service has been working to raise awareness with mainstream schools. The supplementary schools that provided data for this study were relatively small and the larger, predominantly faith-based schools were unsure of the need to share data. Therefore, the number of pupil records submitted for this study was low.

The supplementary school sample from Milton Keynes included 57 pupils from 9 mainstream schools. Figure 9 shows the mainstream schools attended by three or more pupils within the sample and the corresponding supplementary schools.

**Figure 9 Mainstream schools in Milton Keynes attended by three or more pupils in the supplementary school sample and the corresponding supplementary schools<sup>1</sup>**



<sup>35</sup> This figure includes a number of faith schools; these schools have not always been identified as supplementary schools.

<sup>1</sup> The Middle Eastern School is not shown as there were no mainstream schools hosting their pupils that had three or more pupils within the sample.

Table 29 shows the attainment of sample pupils at each supplementary school at Key Stage 1 and Key Stage 2. As the number of pupils in the sample with recorded progress between Key Stage 1 and 2 or with GCSE results is less than 10, these results are not included in the table. Due to the small number of pupils when disaggregated to school level, all the figures should be read with caution.

At Key Stage 1, a higher percentage of the Polish School pupils achieved the expected level than the local authority average in writing. However, a lower percentage of these pupils achieved level 2 in the other subjects tested: reading, maths and science. At Key Stage 2, a lower percentage of SIEVEMK pupils achieved level 4 than the local authority average across both subjects. This supplementary school provides curriculum support in English and maths, and results would seem to be consistent with the hypothesis that this support is provided in response to a perceived weakness.

**Table 29 Percentage of pupils achieving the expected attainment level at each Key Stage 1 and 2 assessment for each of the supplementary schools in Milton Keynes**

Milton Keynes supplementary schools	Curriculum Support (English, maths, science)	Key stage 1					Key Stage 2		
		Number of pupils	Reading	Writing	Maths	Science	Number of pupils	English	Maths
Polish School		30	83.3	83.3	86.7	83.3	6	x	x
SIEVEMK	EM	2	x	x	x	x	14	61.5	69.2
<b>Milton Keynes supplementary schools</b>		<b>32</b>	<b>84.4</b>	<b>84.4</b>	<b>87.5</b>	<b>84.4</b>	<b>22</b>	<b>70</b>	<b>83.3</b>
<b>Local authority area</b>			<b>86.2</b>	<b>81.8</b>	<b>90.6</b>	<b>90</b>		<b>82.2</b>	<b>80.8</b>

<sup>1</sup> Results for individual supplementary schools are only reported where there are 10 or more pupils at a particular key stage. Therefore, the Middle Eastern supplementary school is excluded.

## Nottingham and Nottinghamshire

The comparative figures for Nottingham throughout this document reflect the supplementary school sample: 70% attended Nottingham City area mainstream schools and 30% schools in Nottinghamshire. Therefore, both local authority areas are briefly described.

The Nottingham City local authority area currently has a compulsory school age population of approximately 41,760 attending 100 schools (including academies and special schools). Of these 26,700 (64%) are primary school age, and about 15,000 are secondary school age.

As with other areas in this study, Nottingham's minority ethnic populations represent a much higher proportion of the overall school population than England as a whole: 52.1% describe themselves as White British, and 47.1% describe themselves as minority ethnic (England, 27.5%). This includes 11.4% Pakistani; 3.6% Black Caribbean; 4.9% Black African; and 5.6% 'Any other White background'<sup>36</sup>. The Asian school population in Nottingham (16.9%) forms a considerably larger percentage than for England as a whole (10%), while the percentage of Black children, at 10.0%, is approaching double the percentage for England (5.4%).<sup>37</sup>

A substantially higher percentage of children in Nottingham are registered as eligible for FSM, in comparison to England as a whole. In Nottingham primary schools, 32.6% of children are eligible for FSM (England 19.2%) and 31% at secondary school (more than double the percentage for England at 15.1%).

Similarly, a higher percentage of pupils in Nottingham have EAL than for England as a whole: 27.8% of children at primary school in Nottingham (England, 18.1%); and at secondary school the EAL rate is 25.5% (England 13.6%).

In Nottingham 19.6% of all pupils have a SEN (England, 17.9%); 18.1% are non-statemented, compared with 15.1% for England.

Nottinghamshire local authority area is substantially larger than the City of Nottingham area with 107,100 compulsory school aged children attending 349 schools (60,177 at primary school and 46,920 at secondary school). Less than half the percentage of children are

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<sup>36</sup> 'Any other White background' excludes British, Irish, Traveller of Irish heritage and Roma/Gypsy.

<sup>37</sup> Ethnicity and EAL figures for Nottingham and Nottinghamshire have been calculated from data published in tables 9a, 9b and 9c, 10a & 10b (state-funded primary, secondary and special schools) and relate to January 2014; see DfE, 2014.

eligible for FSM (primary 15.1% and secondary 13.4%) when compared to the City. Nottinghamshire's relative ethnic population is also substantially smaller than the city area, with 87.7% describing themselves as White British and 11.3% as minority ethnic, which includes 3.6% Mixed, 3.0% 'Any other White background', and 2.6% Asian. Similarly, a smaller percentage of children have English as an additional language (primary 5.5% and secondary 4.2%). Overall, 15.3% of pupils in Nottinghamshire have a SEN, slightly below the average for England (17.9%).<sup>38</sup>

The NRCSE had registered 21 supplementary schools in Nottingham at the time the data were collected, of which 18 had completed at least one level of the Quality Framework. They represent a broad range of minority ethnic groups including Pakistani, Indian, Arabic, Eastern European and Russian. About 2,000 pupils attend these schools at any one time. The 13 supplementary schools that took part in this study represent 62% of the schools registered with the NRCSE and 56% of the pupils. None of the participating schools provide support to the national curriculum, and just 4 of the 21 supplementary schools registered with the NRCSE provide this support. A further 20 supplementary schools not registered with the NRCSE in Nottingham appear on the NRCSE Directory of Supplementary Schools. These are from similar minority ethnic groups, with some schools teaching support to the national curriculum, and some teaching culture and religion.

Like Manchester, Nottingham City Council has been at the forefront of initiatives to support supplementary schools and still has a council officer responsible for supporting them. In Nottingham, the focus for supplementary schools has been the teaching of community languages and the entry of pupils into language GCSEs. Supplementary schools in the City have been required to submit pupil data for several years and are used to collecting and recording this information.

With 942 pupils from 89 mainstream schools, Nottingham is the largest group in the supplementary school sample. Figure 10 shows the substantial number of mainstream schools with 10 or more pupils attending a supplementary school. Additionally, it shows the overlap these schools have with the 13 supplementary schools. Many of the top mainstream schools appear to have a sizeable number of pupils from one particular supplementary school. For example, Nottingham Academy has 42 pupils attending Windmill supplementary

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<sup>38</sup> See table 17, DfE 2014b.

school or Greenfields Community School has 19 pupils attending Meadows Muslim supplementary school.

**Figure 10 Mainstream schools in Nottingham and Nottinghamshire attended by 10 or more pupils in the supplementary school sample and the corresponding supplementary schools**

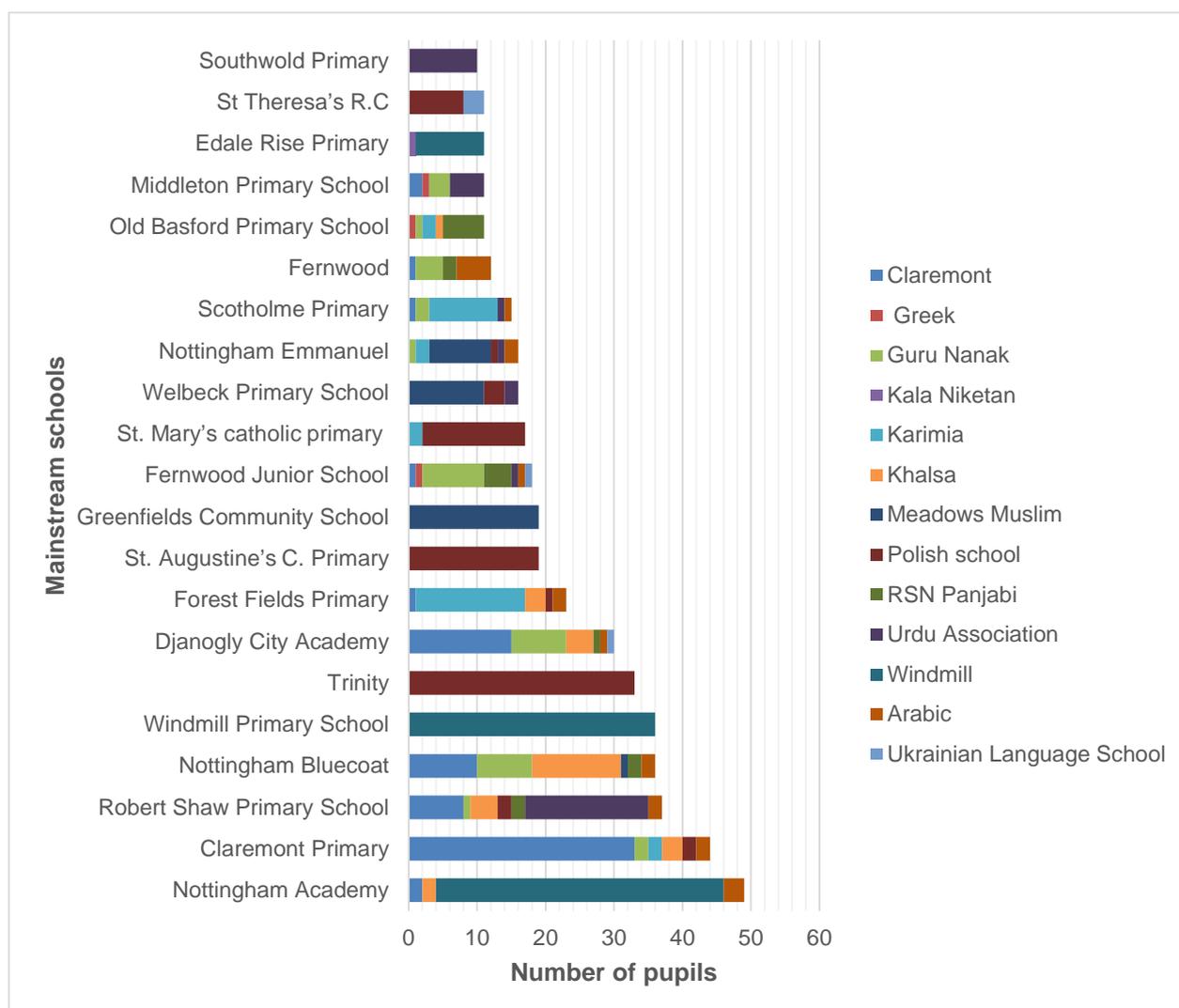


Table 30 shows the attainment levels of each supplementary school in the sample at each key stage, as well as progress between Key Stage 1 and Key Stage 2.

Eight of the 13 supplementary schools in the sample have a higher percentage of pupils achieving the expected level across all reported subjects in Table 30 than the local authority as a whole. At Key Stage 1, the only schools that did not outperform the local authority in all subjects were Karimia (maths and science) and Windmill (science). At Key Stage 2, the only school that did not outperform the local authority average was Windmill. In terms of progress between Key Stage 1 and 2, a higher percentage of pupils from Windmill (as well as the

majority of other supplementary schools) achieved 2 or more levels of progress than the local authority cohort as a whole.

**Table 30 Percentage of pupils achieving the expected attainment level at each key stage assessment for each of the supplementary schools in Nottingham<sup>1</sup>**

Nottingham	Key stage 1					Key stage 2			Progress Key Stage 1 - 2			Key Stage 4	
	n	Reading	Writing	Maths	Science	n	English	Maths	n	2 levels progress English	2 levels progress maths	n	5+ GCSEs incl. English & maths
Claremont	50	90.0	86.0	92.0	88.0	50	82.6	83.0	46	80.4	83.0	6	x
Greek	23	100	95.7	100	100	21	90.5	95.2	17	88.2	88.2	5	x
Guru Nanak	46	97.8	97.8	100	95.7	50	97.9	93.6	43	93.0	95.3	8	x
Kala Niketan	26	92.3	92.3	96.2	92.3	21	95.0	95.0	14	78.6	92.9	2	x
Karimia	31	83.9	80.6	80.6	80.6	32	92.9	82.1	27	92.6	81.5	4	x
Khalsa	31	93.5	87.1	87.1	90.3	33	93.3	93.3	30	96.7	90.0	5	x
Meadows Muslim	39	92.3	82.1	94.9	94.9	22	86.4	86.4	20	80.0	85.0	0	x
Polish school	111	79.1	77.3	90.1	86.5	82	85.5	84.2	43	93.0	93.0	19	68.4
RSN Panjabi	21	95.2	95.2	95.2	100	15	100	92.9	13	100.0	84.6	2	x
Urdu Association	40	92.5	87.5	92.5	95.0	50	79.2	84.0	41	90.2	87.8	7	x
Windmill	53	81.1	77.4	94.3	83.0	42	75	77.5	40	87.5	82.5	5	x
Arabic	41	90.2	95.1	97.6	92.7	32	86.2	89.7	24	91.7	91.7	3	x
Ukrainian Language School	17	100	88.2	94.1	88.2	7	x	x	7	x	x	0	x
<b>Nottingham(shire) supplementary schools total</b>	<b>529</b>	<b>88.8</b>	<b>85.8</b>	<b>93</b>	<b>90.2</b>	<b>457</b>	<b>87.4</b>	<b>87.2</b>	<b>365</b>	<b>89.3</b>	<b>88.3</b>	<b>66</b>	<b>63.6</b>
<b>Local authorities comparator</b>		<b>79</b>	<b>74.6</b>	<b>85.6</b>	<b>84</b>		<b>77</b>	<b>78.8</b>		<b>83.6</b>	<b>81.2</b>		<b>43.3</b>

<sup>1</sup>Percentages are not reported where the number of pupils at a particular Key Stage assessment is fewer than 10.

<sup>2</sup> The local authorities' comparator figure is calculated from the two local authorities: Nottingham (70%) and Nottinghamshire (30%) to reflect the percentage of pupils within the supplementary school sample.

**Table 31 Percentage of pupils registered as eligible for free school meals (FSM) achieving level 2 at Key Stage 1 and level 4 at Key stage 2, for the supplementary schools in Nottingham<sup>1</sup>**

Nottingham	Key Stage 1						Key Stage 2		
	Pupils eligible for FSM (n)	Pupils eligible for FSM (%)	Reading	Writing	Maths	Science	Pupils eligible for FSM (n)	English	Maths
Claremont	10	20	90.0	90.0	90.0	100.0	12	75.0	83.3
Meadows Muslim	10	25.6	100.0	80.0	90.0	90.0	4	x	x
Urdu Association	11	27.5	81.8	81.8	81.8	81.8	10	80.0	90.0
Windmill	17	32.1	70.6	70.6	88.2	82.4	18	55.6	61.1
Arabic	10	24.4	70.0	80.0	90.0	80.0	11	72.7	72.7
Nottingham(shire) supplementary schools total	76	14.4	84.2	82.9	90.8	89.5	73	76.8	78.1
Local authorities comparator <sup>2</sup>		20.5	70.7	65.4	80.0	78.6		65.0	67.8

<sup>1</sup> Results for individual supplementary schools are only reported where there are 10 or more pupils registered for FSM with results at Key Stage 1 or 2, therefore the following supplementary schools are not reported individually, but their pupils are included in the supplementary schools total: Greek, Guru Nanak, Kala Niketan, Karimia, Khalsa, Polish School, RSN Panjabi, Ukrainian Language School.

<sup>2</sup> The Local authorities' comparator figure is calculated from the two local authorities: Nottingham (70%) and Nottinghamshire (30%) to reflect the percentage of pupils within the supplementary school sample.

Out of the 13 supplementary schools included in the study in Nottingham, just 5 had 10 or more pupils eligible for FSM within the sample at Key Stage 1. Table 31 shows that Claremont, Meadows Muslim and Urdu Association exceed the local authorities' comparator results in all four subjects, while Windmill and Arabic schools exceed in most subjects but marginally lag in reading. At Key Stage 2, just four schools have sufficient numbers of pupils eligible for free school meals to include their results: Claremont, the Urdu Association and Arabic school exceed the local authorities comparator in both English and maths, while Windmill lags somewhat in both subjects.

Within the supplementary school sample, nearly two thirds of pupils are of Asian ethnicity, with a further quarter being White – predominantly Eastern European (see Figure 11).

**Figure 11 Pupil ethnicities from the Nottingham supplementary school sample**

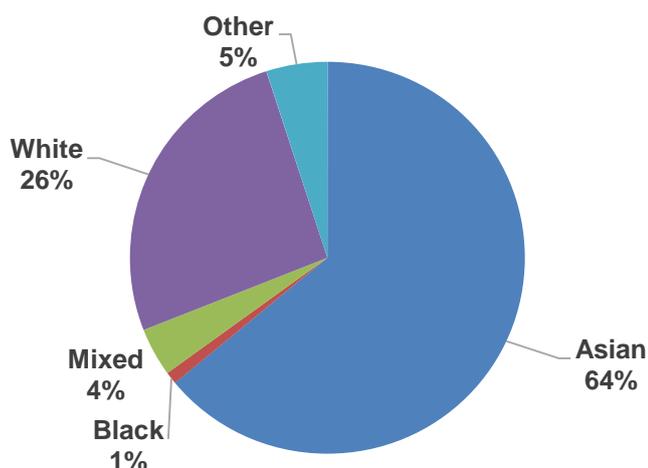


Table 32 disaggregates these broad categories and shows attainment levels of the largest single ethnic groups at Key Stage 1 and Key Stage 2.

**Table 32 Percentage of pupils in Nottingham achieving the expected attainment level at Key Stage 1 and 2, for the most common ethnic or first language groups<sup>1</sup>**

Nottingham (shire)		Key Stage 1 (% achieving level 2)				Key Stage 2 (% achieving level 4)		
Ethnic groups / First language groups		Number of pupils	Reading	Writing	Maths	Number of pupils	English	Maths
Asian or Asian British – Pakistani	SS sample	211	87.7	82.5	91.5	192	81.9	81.9
	Local authority		80.8	74.8	83.5		76.8	76.7
Asian or Asian British – Indian	SS sample	107	95.3	93.5	95.3	100	95.7	92.4
	Local authority		91.4	88.8	93.5		86.2	87.6
White – any other White background	SS sample	126	82.4	79.2	91.3	94	85.2	85.2
	Local authority		65.6	63.5	78.9		62.9	73.3
Any other Asian background	SS sample	13	100.0	100.0	100.0	3	x	x
	Local authority		83.3	79.4	90.3		75.5	84.6
Any Other Ethnic Group	SS sample	21	90.5	95.2	100.0	21	90.5	95.2
	Local authority		71.5	69.0	81.9		78.9	83.8
White other – First Language = Polish	SS sample	86	76.4	75.3	91.0	69	82.4	80.1
	Local authority		62.4	62.2	79.0		67.6	71.2
<b>Local authorities' comparator total (all ethnicities)</b>			<b>79.0</b>	<b>74.6</b>	<b>85.6</b>		<b>77.0</b>	<b>78.8</b>

<sup>1</sup> Percentages are not reported where the number of pupils is less than 10.

<sup>2</sup> The local authorities' comparator figure is calculated from the two local authorities: Nottingham (70%) and Nottinghamshire (30%) to reflect the percentage of pupils within the supplementary school sample.

Analysis of the Nottingham cohort by ethnicity shows remarkable attainment levels when compared with the same ethnic groups in the local authority areas. Table 32 shows that all the main ethnic groups represented in the supplementary school sample outperform the same ethnic groups within the local authority areas, and the local authorities' comparator overall. This includes 'Indian' and 'Any other Asian background', both of whom are high-achieving groups within the local authority areas. EAL students whose first language is Polish, are included in the table as Polish represents the largest language group from the 'any other white' ethnic group category. Again, this group outperforms its peers within the local authority areas, and in most instances the local authorities' comparator overall.

## Sheffield

There are approximately 71,000 school age children living in Sheffield attending 138 schools (as at September 2014) in the primary phase (including nursery), 26 schools in the secondary phase (including one UTC<sup>39</sup>), 10 special schools and one pupil referral unit.

Levels of deprivation in Sheffield are highly polarised across the city. Around 35% of school age children live in neighbourhoods among the 20% most deprived in England and around 22% of children live in neighbourhoods amongst the 20% least deprived in England. It is estimated that there were 26,480 children (0–18) living in relative poverty (with an income below 60% of average household income) in Sheffield in 2011. The polarised nature of deprivation across the city means that large numbers of children eligible for FSM are concentrated within a relatively small number of schools. In 2013, 20% of the city's primary schools contained 50% of pupils eligible for free school meals, whereas the 40% of schools with the lowest numbers of children eligible for FSM account for only 10% of the FSM population.

The number and percentage of pupils registered for FSM have both increased since 2009. In 2014, 23% of pupils in primary schools and around 18% of pupils in secondary schools were registered as eligible for FSM. Primary and secondary rates of claiming FSM have increased by around 3 percentage points, which represents an additional 2,500 school-age pupils claiming FSM between 2010 and 2014. The increase in Sheffield exceeds the national increase, where the percentage of pupils claiming free school meals has increased by less than 1 percentage point over the same time period.

Sheffield has an increasing number of newly arrived pupils. It is estimated (in May 2014) that approximately 1,500 school-age children have arrived in the city within the last two years. This is particularly evident in the primary phase, as the majority of newly arrived children tend to be in the younger age groups. It is estimated that 224 children in the 2014 Key Stage 1 cohort were new arrivals to the city and had joined the English schooling system for the first time during Key Stage 1.

Sheffield has a high proportion of children who do not have English as a first language (around 20% compared to around 16% nationally) and this will continue to increase with increasing numbers of newly arrived children. The number of school-age children with EAL has increased by around 3,000 between 2010 and 2014.

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<sup>39</sup> University Technical College

For primary age pupils, 21% have SEN (January 2014) with 1% of pupils having a statement of SEN. For secondary age pupils, 23% of pupils have SEN (January 2014) with 2% of pupils having a statement of SEN.

With regard to ethnicity, 66% of primary pupils are White British; the four largest minority ethnic groups are Pakistani, Black African, Mixed White and Black Caribbean, and White East European. In secondary schools, 73% of pupils are White British; the four largest minority ethnic groups are Pakistani, Black African, Mixed White and Black Caribbean and White Gypsy/Roma.<sup>40</sup>

In recent years, Sheffield City Council's support for supplementary schools has been significantly reduced and support for mother-tongue schools has been taken on by Languages Sheffield, partly through the development of the Home Languages Accreditation (HoLA) project. This project has provided excellent support to mother-tongue schools and had a significant impact on brokering partnerships between mainstream and supplementary schools. Pupil data is collected by the project and the schools are used to maintaining accurate records and understand the need for data sharing to evaluate impact.

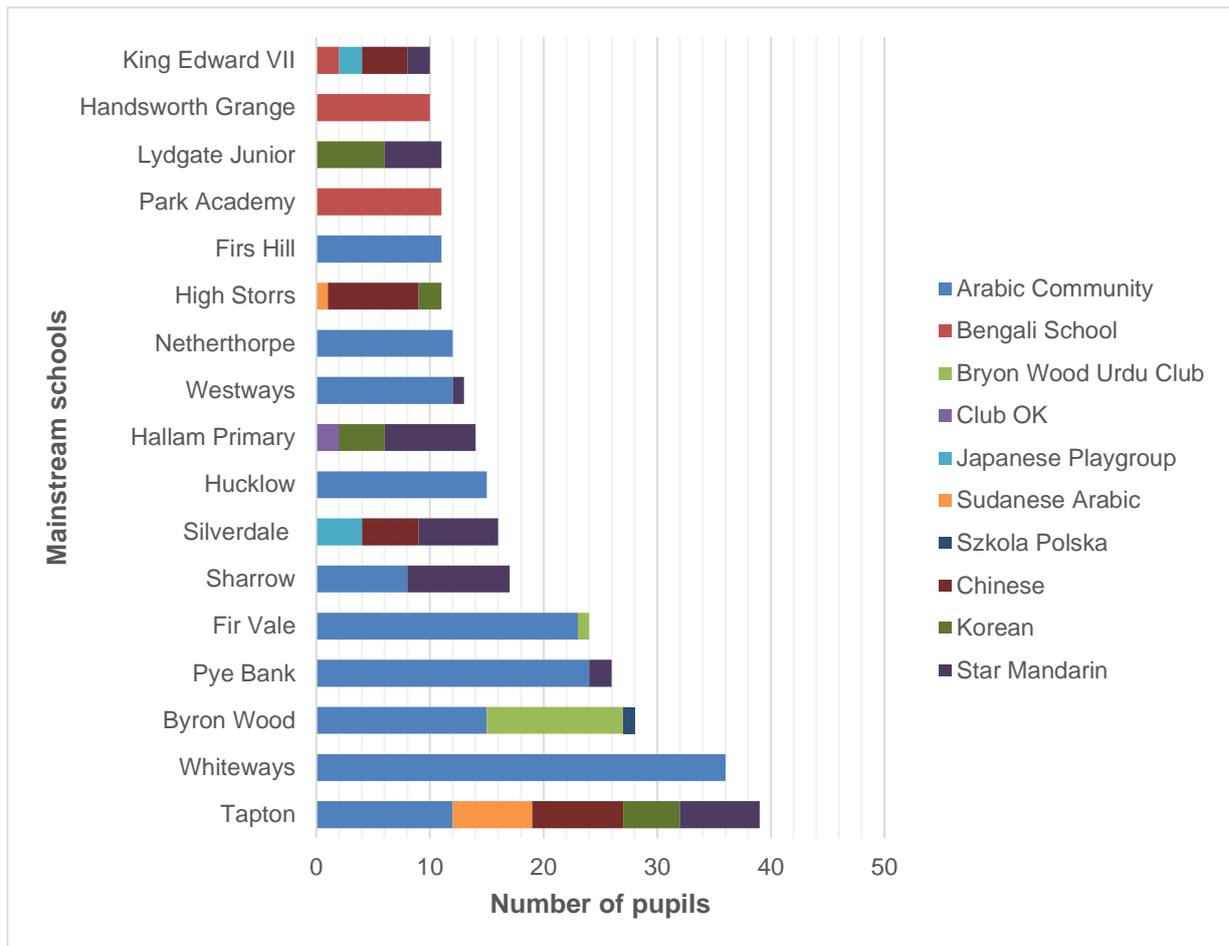
There are 66 Sheffield supplementary schools listed on the NRCSE directory. At the time the data were collected, there were 21 supplementary schools registered with the NRCSE, representing a broad range of minority ethnic groups including African, Middle Eastern, Pakistani, Other European and Russian. About 1,320 pupils attend these schools at any one time. The 11 supplementary schools that took part in this study represent 52% of the schools registered with the NRCSE and 39% of the pupils. Two of the participating schools provide support to the national curriculum and, in total, six of the 21 registered with the NRCSE also provide this support.

The sample group from Sheffield included 354 pupils from 99 mainstream schools. Figure 12 lists all the mainstream schools with 10 or more pupils from the supplementary school sample, and their corresponding supplementary schools. Approximately half of the mainstream schools listed have a substantial number of pupils from one particular supplementary school, commonly the Arabic Community supplementary school or, in two cases, the Bengali School.

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<sup>40</sup> Information about the Sheffield context has been provided by Kate Wilkinson, Sheffield City Council (CYPS–CCS Team). Personal Communication.

**Figure 12 Mainstream schools in Sheffield attended by 10 or more pupils within the supplementary school sample and the corresponding supplementary schools<sup>1</sup>**



<sup>1</sup> The Greek School is not included in the table as none of their pupils in the sample attended one of the listed mainstream schools.

Table 33 shows the attainment levels of each supplementary school at each key stage, as well as progress between Key Stage 1 and Key Stage 2.

**Table 33 Percentage of pupils achieving the expected attainment level at each key stage assessment for each of the supplementary schools in Sheffield**

Sheffield	Curriculum Support (English, maths, science)	Key Stage 1					Key Stage 2			Progress Key Stage 1–2		
		n	Reading	Writing	Maths	Science	n	English	Maths	n	2 levels progress English	2 levels progress maths
Arabic Community	M	112	73.2	71.4	83.9	76.8	67	64.1	71.9	60	89.8	80.3
Bengali School		2	x	x	x	x	22	71.4	72.7	20	95.0	85.7
Bryon Wood Urdu Club		10	100.0	100.0	90.0	80.0	1	x	x	1	x	x
Szkola Polska		12	91.7	83.3	100.0	83.3	1	x	x	1	x	x
Chinese		8	x	x	x	x	42	90.0	95.0	39	94.9	94.9
Sheffield Star Mandarin	S	35	97.1	97.1	100.0	100.0	22	75.0	95.0	15	86.7	93.3
Sheffield supplementary schools		<b>193</b>	<b>82.9</b>	<b>81.3</b>	<b>90.2</b>	<b>83.9</b>	<b>174</b>	<b>74.5</b>	<b>82.9</b>	<b>151</b>	<b>90.1</b>	<b>86.3</b>
Local authority area			<b>81.0</b>	<b>77.8</b>	<b>86.6</b>	<b>84.0</b>		<b>78.0</b>	<b>78.0</b>		<b>83.8</b>	<b>81.8</b>

<sup>1</sup> Only the supplementary schools with 10 or more pupils with results at a particular key stage are reported separately in the table. Therefore, five supplementary schools are not listed: Club Ok, SH Japanese Playgroup, SH Sudanese Arabic, Greek School and Sheffield Korean. However, their results are included within the Sheffield supplementary school totals.

Many of the Sheffield supplementary schools have small numbers of pupils that participated in the study, so their attainment is not reported. The Arabic Community supplementary school has the largest number of pupils in the sample. However, at Key Stage 1 and 2 the percentages of pupils from the Arabic Community school achieving the expected levels are lower across all subjects than the other supplementary schools in the sample, and the wider local authority average. That said, pupils at this school appear to have made steady progress between these two assessments, particularly in English; and these results are put in context when the high proportion of pupils eligible for FSM is noted.

The Arabic Community School, with nearly half the pupils in the sample eligible for FSM, is the only supplementary school in Sheffield with sufficient numbers to warrant analysis. The results of these pupils exceeds the local authority results (pupils eligible for FSM) in all subjects and by a substantial margin in writing, maths and science.

**Table 34 Percentage of pupils registered as eligible for free school meals (FSM) achieving level 2 at Key Stage 1 for each of the supplementary schools in Sheffield<sup>1</sup>**

Sheffield	Key Stage 1					
	Pupils eligible for FSM (n)	Pupils eligible for FSM (%)	Reading	Writing	Maths	Science
Arabic Community	53	47.3	69.8	71.7	84.9	79.2
Sheffield supplementary schools	58	18.9	72.4	74.1	86.2	81
Local authority area		31.2	68.6	63.4	76	71.8

<sup>1</sup> Results for individual supplementary schools are only reported where there are 10 or more pupils eligible for FSM with results at Key Stage 1, but pupils from other schools are included in the supplementary schools total.

Figure 13 shows the ethnic make-up of the sample group from Sheffield, using the DfE's broad ethnic categories. The large percentage of 'Other' ethnicities is due to the relatively large Arabic ethnic group in the sample.

**Figure 13 Pupil ethnicities from the Sheffield supplementary school sample**

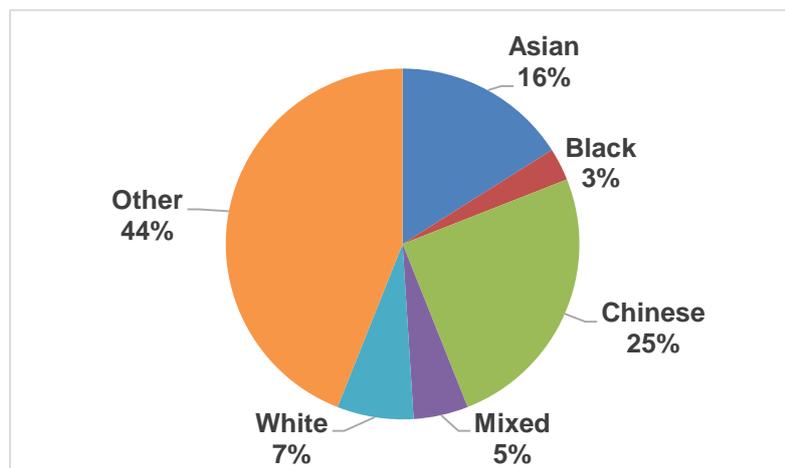


Table 35 shows the attainment of the largest Sheffield ethnic and first language groups. There is considerable overlap between the groups identified in the table as ‘first language = Bengali’ and ‘ethnicity = Bangladeshi’, particularly at Key Stage 2

For the group with Arabic as a first language, the supplementary school cohort’s results are considerably better than the results for their language peers in the wider local authority. Even though the percentage of pupils achieving the expected level is still less than the local authority average overall, the supplementary school pupils have closed a considerable portion of this attainment gap.

**Table 35 Percentage of pupils in Sheffield achieving the expected attainment level at Key Stage 1 and 2, for the most common ethnic or first language groups**

Sheffield		Key stage 1 (% achieving level 2)			Key stage 2 (% achieving level 4)		
Ethnicity or first language		Number of pupils	Reading	Writing	Maths	Number of pupils	English & maths
Ethnicity: Asian or Asian British – Bangladeshi	SS sample	2	x	x	x	21	60.0
	Local authority		59.4	47.2	57.1		51.3
First Language = Arabic	SS sample	119	75.2	73.3	84.8	64	61.0
	Local authority		53.4	42.5	59.7		42.7
First language = Bengali	SS sample	6	x	x	x	21	69.9
	Local authority		58.8	47.4	58.1		46.2
<b>Local authority total (all ethnicities)</b>			<b>81.0</b>	<b>77.8</b>	<b>86.8</b>		<b>70.6</b>

## 6. Discussion and conclusions

Throughout this study we have matched a large number of supplementary school pupils with their educational attainment records, and used these to compare their performance with those of their peers. We have not been able to control for the range of wider factors that influence pupils' attainment, nor to unpick the duration, frequency and timing of their attendance at the supplementary schools. So, we are not in a position to assert that better attainment by the supplementary school sample pupils can be directly attributed, or is caused by, their attendance at supplementary schools. That said, we believe that supplementary schools are likely to make an important contribution to their pupils' education and academic attainment, and with that in mind these findings show some evidence that their contribution is 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 that we have not considered through this research and which are likely to be as important to the pupils themselves. These issues were beyond the scope of this study, but are issues that may benefit from further exploration by others.

Overall, the supplementary school pupils included in this study do well in comparison to their peers in the seven local authority areas. At Key Stage 1, the supplementary school sample pupils in three of the seven areas (Coventry, Manchester and Nottingham) outperformed their peers across all four tested subjects (reading, writing, maths and science). At Key Stage 2, the supplementary school sample pupils outperformed their peers in four of the seven areas across both English and maths (Lincolnshire, Manchester, Nottingham and Sheffield). At Key Stage 4, the percentage of pupils in the supplementary school sample gaining 5 GCSEs (A\*–C), including English and maths, exceeded the local authority results in all seven areas, in some cases by a substantial margin, notably in Manchester, Nottingham, Sheffield and Leeds.

This pattern of strong performance is even clearer when the analysis focuses just on pupils eligible for FSM, i.e. those pupils most likely to be economically disadvantaged. Due to the smaller number of pupils in the sample, this analysis was only possible at Key Stages 1 and 2. At Key Stage 1, the supplementary school sample pupils eligible for FSM outperformed their peers in the local authorities across all four subjects in all seven areas. Even more impressively, while the supplementary school pupils in five of the seven areas narrowed the attainment gap, the supplementary school pupils eligible for FSM in Manchester and

Nottingham *closed* the attainment gap, with these pupils outperforming the average attainment for all pupils in their local authorities. At Key Stage 2, the smaller numbers of pupils in the sample eligible for FSM necessarily mean the findings are more tentative – where comparisons are possible, the supplementary school group narrow the attainment gap and outperform their peers in Manchester, Nottingham and Sheffield across English and maths.

When focusing on pupils with EAL, the pupils in the supplementary school sample do well in comparison to their peers (also with EAL) at Key Stage 1. Across six of the seven areas, and all four tested subjects, the supplementary school pupils outperform their peers with EAL. In addition, in three of the seven areas the sample pupils with EAL outperform the local authority average for all pupils in reading and writing, and in two areas (Manchester and Nottingham) the sample pupils with EAL outperform the local authority average for all pupils across all four tested subjects.

Many supplementary school pupils take advantage of their competence in a first language or ‘community language’ and seek GCSE accreditation. There were GCSE results for 144 supplementary school pupils within the sample, of whom 54 (or 38%) achieved an A\* and 90.3% achieved a pass grade (A\*–C). There is no direct comparator for non-supplementary school pupils. However, the closest published results show that 86% of those taking ‘Other Modern Languages’ in 2011/12 achieved a pass grade in England. In some areas – notably Nottingham – supplementary schools have a focus on supporting their students to take GCSEs in their ‘home’ or ‘community’ languages and these results show that this may be a fruitful avenue for pupil attainment at GCSE.

Fewer than half of the supplementary schools in this study provided national curriculum support (18 of the 52). Where national curriculum support was provided, this tended to coincide with relatively lower pupil attainment, which appears to indicate that the provision of this support may be in direct response to a perceived weakness in these areas. This explanation seems more likely than the alternative possibility: that provision of support to the national curriculum does not support mainstream attainment. Testing this hypothesis is beyond the scope of this study, but may be helpful for future research to consider.

Another factor that we can consider is the pupils’ prior attainment. For the group with results at both Key Stages 1 and 2, the research shows that of the 225 pupils that did not achieve level 2 at Key Stage 1, 60% had made up 3 or 4 levels of progress to achieve at least level 4 by Key Stage 2 in English and 51% in maths. This is an impressive achievement, and it would seem likely that supplementary schools played a role in this progress.

In conclusion, there is therefore some evidence that supplementary schools may contribute towards pupils attainment, and that this evidence is strongest where it is possible to control for some of the pupils' wider characteristics including their eligibility for FSM or EAL. That said, it is important to remember that supplementary schools and the pupils that they serve are very diverse. So, while the evidence is promising for the supplementary schools' contribution in the aggregate, it will also be instructive for supplementary schools and local authorities to have a clearer sense of these impacts at a local level.

## 7. Implications for policy, practice and research

Evidencing the impact of supplementary schools on pupils' attainment is challenging, in large part because of the lack of administrative capacity and systems, resulting in a lack of suitable data within supplementary schools. The data collection aspect of this project was far more onerous than was originally envisaged. While work is already underway in this area, and there are pockets of good practice, there are clear opportunities for supplementary schools and their supporters to develop this area of their practice to make it easier for them to develop evidence of their impact.

Supplementary schooling may be an effective way of supporting disadvantaged pupils, for example those eligible for FSM, to close the attainment gap with their peers. The evidence from this analysis was promising, and this could be an area for further exploration by policy makers, researchers and indeed mainstream schools looking to support these pupils.

There is increasing recognition by education policy makers that 'character' and the skills, behaviours and attributes associated with it are important to underpin success in school and work<sup>41</sup>. There is a gap in the evidence as to how supplementary schools may play a role in the development of these attributes and limited evidence on their wider effects on pupils' confidence and well-being. This is a clear opportunity for further research.

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<sup>41</sup> See for example, <https://www.gov.uk/government/news/england-to-become-a-global-leader-of-teaching-character>

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## Appendix 1

Further details about the supplementary schools in each of the local authority areas

Supplementary school	Numbers collected	Numbers matched with results	Percentage matched with results	Main ethnicities	Key stage(s) taught	National curriculum (English, maths, science)	Percentage eligible for FSM
<b>Coventry</b>							
Excellence Academy	123	93	76	Black African & Caribbean	1–5	E, M, S	35
Greek School	130	88	68	Other white (Greek)	1–5		5
Iqra Learning Centre	83	47	57	Pakistani, Arabic	F–4	E, M	9
Nanaksar Gurdwara	63	27	43	Indian	1–5		4
Sree Bharathalaya	159	123	77	Asian/Indian, Somali	1–5	E, M, S	12
<b>Coventry totals</b>	<b>558</b>	<b>378</b>	<b>68</b>				<b>9.4</b>
<b>Leeds</b>							
Al Haqq	55	42	76	Pakistani	1–5	E, M, S	51
Baltica	20	<sup>42</sup> 8	40	Other White (Russian)	F–2		0
Community Leeds After School Study Support (CLASS)	55	53	96	Pakistani, Caribbean	1–3	E, M	23
Leeds Chinese School	85	60	71	Chinese	1–5		10
Polska Szkoła Sobotnia	115	66	57	Other white (Polish)	F–5	E	6
Vidia Sagar	67	50	75	Indian	1–4		2
<b>Leeds totals</b>	<b>397</b>	<b>279</b>	<b>70</b>				<b>21.6</b>

<sup>42</sup> Where 10 or fewer records exist, analysis will only be included at a composite level.

Supplementary school	Numbers collected	Numbers matched with results	Percentage matched with results	Main ethnicities	Key stage(s) taught	National curriculum (English, maths, science)	Percentage eligible for FSM
<b>Lincolnshire</b>							
Arabic school for all	59	44	75	Other ethnic group/ mixed	1–5		0
Lincoln Chinese school	32	18	56	Chinese	1–5	M	6
Lincoln Polish School	36	15	42	Other white (Polish)	F–3	S	0
New Tamil School	20	13	65	Asian (Tamil)	1–5		0
Polish Saturday Club Boston	98	82	84	Other white (Polish)	1–4	E, M	0
<b>Lincolnshire Totals</b>	<b>245</b>	<b>172</b>	<b>70</b>				<b>0.1</b>
<b>Manchester</b>							
Almanar	351	156	44	Other ethnic group/ Asian	1–5	M, S	18
Crystal Hope	36	16	44	Black African	F–5	M, S	27
Grace Incorporation Faith Trust (GIFT)	69	50	72	Black African	2–4	E, M	61
Iranian Cultural Society	37	32	86	Other ethnic group/ Asian (Iranian)	1–5		7
Manchester Chinese School	270	149	55	Chinese	1–5	E, M	7
Mrs D's	24	23	96	Black African/ Caribbean	2–4	E, M	52
Noor School	237	125	53	Other ethnic group/ mixed	1–5		25
Ukraine Saturday	58	26	45	White British	N/K		15
Wai Yin	13	4	31	Chinese	N/K	E	0
<b>Manchester Totals</b>	<b>1,096</b>	<b>581</b>	<b>53</b>				<b>20.8</b>

Supplementary school	Numbers collected	Numbers matched with results	Percentage matched with results	Main ethnicities	Key stage(s) taught	National curriculum (English, maths, science)	Percentage eligible for FSM
<b>Milton Keynes</b>							
Middle Eastern School	5	4	80	mixed	N/K		0
Polish School	52	32	62	Other white (Polish)	F-3		3
SIEVEMK	22	21	95	Black African	2-5	E, M	30
<b>Milton Keynes totals</b>	<b>79</b>	<b>57</b>	<b>72</b>				<b>18.5</b>
<b>Nottingham(shire)</b>							
Claremont	111	94	85	Pakistani, Afghan & Kashmiri	F-5		20
Greek	55	48	87	Greek	N/K		7
Guru Nanak	125	97	78	Indian (Punjabi)	N/K		7
Kala Niketan	61	43	70	Indian (Hindu)	F-4		0
Karimia	69	56	81	Pakistani	1-4		18
Khalsa	70	61	87	Indian (Sikh)	1-5		5
Meadows Muslim	56	50	89	Pakistani	1-4		22
Nottingham Arabic	86	69	80	Other ethnic group/mixed	1-5		27
Nottingham Ukranian	25	20	80	Other white/white British	F-4		15
Nottingham Polish school	217	192	88	Other white (Polish)	1-5		1
RSN Panjabi	39	33	85	Indian (Punjabi)	1-4		13
Urdu Association	103	89	86	Pakistani, Asian (Urdu)	1-5		24
Windmill association	103	90	87	Pakistani, Indian	1-4		38
<b>Nottingham(shire) totals</b>	<b>1,120</b>	<b>942</b>	<b>84</b>				<b>16.7</b>

Supplementary school	Numbers collected	Numbers matched with results	Percentage matched with results	Main ethnicities	Key stage(s) taught	National curriculum (English, maths, science)	Percentage eligible for FSM
<b>Sheffield</b>							
Arabic Community	256	165	64	Any other ethnic group, Yemeni (Arabic)	1-5	M	54
Bengali school	31	24	77	Bangladeshi	N/K		39
Bryon Wood Urdu Club	13	11	85	Pakistani	N/K		0
Club OK	10	7	70	Other white (Russian)	F-2		14
Sheffield Chinese	50	47	94	Chinese	1-5		15
Sheffield Greek School	2	2	100	White other (Greek)	F-5		0
Japanese playgroup	6	4	67	Any other ethnicity (Japanese)	F-4		0
Sheffield Korean	22	13	59	Any other Asian background	N/K		0
Szkola Polska	14	12	86	Other white (Polish)	1-5		0
Sheffield Star Mandarin	94	61	65	Chinese	1-4	S	3
Sudanese Arabic	11	8	73	Asian/Black African	1-4		25
<b>Sheffield totals</b>	<b>509</b>	<b>354</b>	<b>70</b>				<b>29</b>
<b>Grand totals</b>	<b>4,003</b>	<b>2,763</b>	<b>67</b>				

## Appendix 2

Additional data provided by the local authorities in the study.

Local authority	Extra detail provided
<p><b>Coventry</b> (Key Stage 1 reading, writing, maths &amp; science Key Stage 2 English, maths)</p>	<p>Ethnicity = Asian or Asian British – Indian, Asian or Asian British – Pakistani, Black Caribbean, First language = Tamil</p>
<p><b>Leeds</b> (Key Stage 1 reading, writing &amp; maths Key Stage 2 English, maths)</p>	<p>Ethnicity = Asian or Asian British – Indian, Asian or Asian British – Pakistani, Chinese, White – any other White background</p>
<p><b>Lincolnshire</b> (Key Stage 1 reading, writing, maths &amp; science Key Stage 2 English, maths)</p>	<p>First language = Polish</p>
<p><b>Manchester</b> (Key Stage 1 reading, writing &amp; maths Key Stage 2 English, maths)</p>	<p>Ethnicity = Black or Black British – African, any other ethnic group, Asian or Asian British – Pakistani, Asian or Asian British – any other Asian background, Black or Black British – Caribbean, White – any other White background</p>
<p><b>Nottingham</b> (Key Stage 1 reading, writing &amp; maths Key Stage 2 English, maths)</p>	<p>Ethnicity = Asian or Asian British – Pakistani, Asian or Asian British – Indian, White – any other White background, Any other Asian background, Any Other Ethnic Group. First language = Polish</p>
<p><b>Sheffield</b> (Key Stage 1 reading, writing, maths Key Stage 2 English, maths)</p>	<p>Ethnicity = Asian or Asian British – Bangladeshi First Language = Arabic, Bengali</p>

## Appendix 3

Summary of the data tables provided by the Fisher Family Trust to DHE Solutions.

Data item	Source	NPD field name	Comments
<b>Link from pupil to supplementary school</b>			
Person Identifier	FFT		Generated by FFT exclusively for this project
Supplementary school name	Paul Hamlyn Foundation		
Supplementary school LA code			
<b>KS4 pupil level data (for academic years 2009/10 to 2011/12)</b>			
Person Identifier	FFT		Generated by FFT exclusively for this project
Academic Year	Census	ACADYR	From main institution spring census at end of KS4
SEN provision		SENProvision	Provision types under the SEN Code of Practice
Free School Meals		FSMeligible	0 = false, 1 = true
Language group		LanguageGroupMinor	Derived from Language using DfE look up tables.
Ethnic group		EthnicGroupMinor	Derived from Ethnicity using DfE look up tables
Indicator – Number of passes at A*–C (equivalents included)	KS4	PASS_AC	
Indicator – Achieved 5A*–C (GCSE only) including English and maths		GLEVEL2EM	
5+A*–C including English and maths value-added from Key Stage 2 to Key Stage 4	FFT		Using school extended (SX) contextual value-added model
<b>KEY STAGE 2 pupil level data (for academic years 2009/10 to 2011/12)</b>			
Person Identifier	FFT		Generated by FFT exclusively for this project
Academic Year	KEY STAGE 2	ACADYR	From main institution spring census at end of KEY STAGE 2
KEY STAGE 2 English		KEY STAGE 2_EN	
KEY STAGE 2 Maths		KEY STAGE 2_MA	
KEY STAGE 2 Science		KEY STAGE 2_SC	
English fine grade value added from KEY STAGE 1 to KEY STAGE 2	FFT		Using school extended (SX) contextual value added model

Date item	Source	NPD field name	Comments
Maths fine grade value added from KEY STAGE 1 to KEY STAGE 2			
Science fine grade value added from KEY STAGE 1 to KEY STAGE 2			
Average level fine grade value added from KEY STAGE 1 to KEY STAGE 2			
<b>KEY STAGE 1 pupil level data (for academic years 2009/10 to 2011/12)</b>			
Person Identifier	FFT		Generated by FFT exclusively for this project
Academic Year	KEY STAGE 1	ACADYR	From main institution spring census at end of KEY STAGE 1
Speak and Listening Level		KEY STAGE 1_SPEAKANDLISTEN	
Reading Level		KEY STAGE 1_READING	
Writing Level		KEY STAGE 1_WRITING	
Average Reading and Writing Level		KEY STAGE 1_READWRIT	
Maths level		KEY STAGE 1_MATHS	
Overall level for Science		KEY STAGE 1_SCIENCE	
<b>GCSE Examination results (for pupils at end of KS4 in academic years between 2009/10 to 2011/12)</b>			
Person Identifier	FFT		Generated by FFT exclusively for this project
Exam Year	KS4	EXAMYEAR	Academic year in which exam was taken
Qualification and Assessment Code		SUBLEVNO	
LEAP subject mapping/LDCS code		MAPPING	
Qualification Number		GNUMBER	
Grade/Level		GRADE	

## Appendix 4

### Comparison of this study with findings from previous work in the John Lyon's Charity's beneficial area and the London Borough of Haringey

During 2012, similar studies on the attainment of supplementary school children were conducted focusing on the London Borough of Haringey and John Lyon's Charity's beneficial area (a cluster of eight London boroughs). The supplementary school sample for the John Lyon's Charity's study relates to the four-year period 2008–2011 and for the London Borough of Haringey study the four years 2009–2012. Table A4.1 provides a summary of some of the key characteristics of pupils within the study samples.

**Table A4.1 Characteristics of the supplementary school samples across the three studies**

Study name	% registered as eligible for FSM	% eligible for FSM in the relevant local authority areas	% minority ethnic	% EAL speakers	Main ethnicities
Paul Hamlyn Foundation (PHF)	18%	19%	96%	79%	Pakistani, Polish, Indian, Chinese, Black African.
John Lyon's Charity	48%	29%	98%	88%	Black African, particularly Somali, Moroccan, Kosovan, Eastern European, Afghan, Iranian.
Haringey	50%	32%	75%	91%	Turkish, Chinese, Kurdish, Somali, Bangladeshi.

The ethnic make-up of the three sample groups varies substantially. The PHF study sample group consists of high numbers of Asian children, particularly Pakistani and Indian, and this contrasts with the John Lyon's Charity study, where the majority of pupils were from African countries and Haringey, where many were from the Middle and Far East.

The PHF and John Lyon's Charity studies have a higher proportion of minority ethnic pupils within the samples than the Haringey study does and the PHF study has more pupils who have English as their first language, when compared to the other two studies. A much higher

proportion of Haringey pupils described their ethnicity as White British, even though the majority did not have English as their main home language.

The PHF study sample has a notably small percentage of pupils registered as eligible for FSM, lower even than England as a whole. This is a very different picture compared to the other two studies, with both the John Lyon’s Charity and the Haringey samples having approximately half the sample eligible for FSM. It could be that the PHF sample is more representative of the wider population of supplementary school pupils. However, it could also be that FSM pupils are under-represented in this study, perhaps due to reluctance by some parents whose children are eligible for FSM to put forward their child’s details or to claim this benefit.

**Table A4.2 Comparison of the supplementary school sample sizes and attrition across the three studies**

	Initial sample, pupil details collected from supplementary schools (n)	Number and % matched to school census		Number and % matched to NPD/pupil attainment records	
<b>Paul Hamlyn Foundation</b>	4,003	3,398	84.9%	2,763	69.0%
<b>John Lyon’s Charity</b>	3,391	1,660	49%	1,532	45.2%
<b>Haringey</b>	1,053	502	47.7%	498	47.3%

Across the three studies the sample sizes vary. The largest matched sample both in terms of actual numbers and the percentage that was maintained during the matching process was from the Paul Hamlyn Foundation study (see Table A4.2). In both London studies, just under half of the original data was matched to the pupils’ mainstream educational attainment records. This is explained by a much greater proportion of children from London boroughs attending supplementary schools in a borough that is different to their mainstream school; this is much less common in areas outside London.<sup>43</sup>

The London boroughs in the two comparator studies have a higher number of supplementary schools per head of population than the areas in the PHF study. For example

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<sup>43</sup> John Lyons study – Evans & Vassie.

the London Borough of Brent with a school population of 48,000 has 85 supplementary schools registered on the NRCSE database (i.e. 1 school for each 565 school children), while Coventry with a school population of 45,500 has just 31 schools registered: 1 per 1,468 head of school age population. Within the PHF study, Manchester had the most supplementary schools per head of school age population with 78 schools for a population of 66,250 i.e. 1 per 849 pupils, compared to Lincolnshire with a school age population of 102,300 and with just 13 supplementary schools – a ratio of 1 to 7,869 pupils.

**Table A4.3 Attainment at Key Stage 1 (percentage of pupils achieving level 2 or higher) across the three studies**

	Number of pupils in SS sample	Reading		Writing		Maths		Science	
		Local authority average	SS average						
<b>Paul Hamlyn Foundation</b>	1,580	82.0	86.1	77.9	83.6	87.1	91.7	85.8	87.7
<b>John Lyon's Charity</b>	1,295	83.3	79	80.7	76	85.4	86	-	-
<b>Haringey</b>	407	81	77.1	77	69	86	84.8	84	80.5

The Paul Hamlyn Foundation study consistently shows higher attainment within the supplementary schools group than the local authority comparator group across all subjects at Key Stage 1, on average by around 4 percentage points. In contrast the results within the two London studies lag behind their local authority averages: by an average 2.8 percent (John Lyon's) and 4.2 percent (Haringey). This may be due to the ethnic composition of the studies as discussed above. The PHF study supplementary schools cohort has a relatively higher proportion of children from minority ethnic backgrounds who tend to be high achievers within the authority (e.g. Chinese and Indian), and this has an effect on the group when looking at it as a whole. Disaggregation into ethnic groups or pupils eligible for FSM reveals a more nuanced picture of peer group performance.

**Table A4.4 Attainment at Key Stage 2 (percentage of pupils achieving level 4 or higher) across the three studies**

	Number of pupils in SS sample	English		Maths		English & Maths	
		Local authority average	SS average	Local authority average	SS average	Local authority average	SS average
<b>Paul Hamlyn Foundation</b>	1,184	79.9	82.4	79.4	84.9	72.8	78.1
<b>John Lyon's Charity</b>	625	82.8	78	81.5	78	-	-
<b>Haringey</b>	199	81	73.4	79	75.8	73	67

The picture at Key Stage 2 is similar to that for Key Stage 1, when the three study groups are considered as a whole. Again, the supplementary school sample from the PHF study outperforms the local authority averages across English and maths, by an average of 3.9%. Again, both the London studies show the supplementary school samples' results lagging behind the local authority averages, in the John Lyon's Charity study by 4.15% and in the Haringey study by 5.4%.

**Table A4.5 Attainment of pupils eligible for free school meals, Key Stage 1 results**

	Number of pupils in SS sample	Reading		Writing		Maths		Science	
		Local authority	SS						
<b>Paul Hamlyn Foundation</b>	267	69.8	81.3	64.3	79.8	78.1	88.4	76.7	84.6
<b>John Lyon's Charity</b>	616	74.7	76	69.8	72	77.9	84	-	-
<b>Haringey</b>	203	76	76.1	70	71.4	82	86.2	79	81.1

When focusing on the pupils within the three studies' samples who are eligible for FSM, the supplementary school sample pupils consistently outperform their local authority area peers

at Key Stage 1. Pupils in the PHF study outperform their peers by a bigger margin than in the other studies: both a higher percentage of pupils in the PHF supplementary school sample achieve level 2 than in the other studies, but also the performance of their peer group in the local authority is lower than the comparator groups in the London studies (see Table A4.5)

**Table A4.6 Attainment of pupils eligible for free school meals, Key Stage 2 results**

	Number of pupils in SS sample	English		Maths		English & Maths	
		Local authority	SS	Local authority	SS	Local authority	SS
<b>Paul Hamlyn Foundation</b>	207	64.9	70.5	65.1	73.9	55.6	63.8
<b>John Lyon's Charity</b>	293	73.7	76	71.1	72	-	-
<b>Haringey</b>	102	75	69.6	72	75.5	64	62

At Key Stage 2, children eligible for free school meals show a similar pattern to those in Key Stage 1, with the PHF study supplementary school pupils exceeding the local authority results by some margin; the John Lyon's Charity's results exceeding by a lesser margin, while Haringey lags in English, but exceeds in maths. Again the comparator local authority results are lower in the Paul Hamlyn Foundation study than in the London Borough studies (see Table A4.6).

In all three studies, the percentage of children progressing 2 levels between Key Stages 1 and 2 was higher in the supplementary school sample than in the wider local authority peer groups. It reinforces the findings from both the PHF and John Lyon's Charity's studies that attendance at supplementary school may contribute towards children catching up with their peer groups during this period (see A4.7).

**Table A4.7 Progress between Key Stages 1 and 2, percentage of pupils progressing 2 levels**

	Number of pupils in SS sample with results at both KS1 & KS2	English		Maths	
		Local authority	SS	Local authority	SS
<b>Paul Hamlyn Foundation</b>	931	84.5	89.3	82.4	88.4
<b>John Lyon's Charity</b>	568	89	90.7	87	88.4
<b>Haringey</b>	181	87.8	90.3	83	87.5

Table A4.8 shows that for the main ethnic or home language groups in each of the studies, in most instances the sample pupils outperform their peers.

**Table A4.8 Comparison of Key Stage 1 results for significant ethnic and main home language groups within each study.**

KS1	Number of pupils in SS sample	Reading		Writing		Maths		Science	
		Local authority	SS	Local authority	SS	Local authority	SS	Local authority	SS
<b>Paul Hamlyn (Pakistani)</b>	291	80.33 <sup>44</sup>	88	75.1	83.8	83.9	90.7	81.5 <sup>45</sup>	87.6
<b>Paul Hamlyn (Polish)</b>	238	59.7 <sup>46</sup>	73.1	58.6	73.1	78	89.1	64 <sup>47</sup>	80.7
<b>John Lyon's (Black African)</b>	118	81.2 <sup>48</sup>	81.4	75.0	75.4	83.8	88.0	82.9	84.7
<b>John Lyon's (Somali)</b>	187	69 <sup>49</sup>	70.6	63	65.2	79	80.7	N/K	76.9
<b>Haringey (Turkish)</b>	95	64.9 <sup>50</sup>	65.3	56.6	54.7	74.4	77.9	N/K	70.5
<b>Haringey (Kurdish)</b>	37	67.3	62.2	63.8	64.9	78.7	81.1	N/K	78.4

<sup>44</sup> Average derived from Coventry, Manchester & Nottingham provided statistics

<sup>45</sup> Average derived from Coventry provided statistics

<sup>46</sup> Average derived from Lincolnshire & Nottingham provided statistics

<sup>47</sup> Average derived from Lincolnshire provided statistics

<sup>48</sup> Average of John Lyon's boroughs 2008–2011 Ethnicity = Black

<sup>49</sup> 2007 average for all London boroughs – source report – *Raising Achievement of Somali pupils - Good Practice in London Schools*: Lambeth Research and Statistics Unit, 2008

<sup>50</sup> Haringey provided statistics

# Paul Hamlyn Foundation

Paul Hamlyn (1926–2001) was a publisher, businessman and philanthropist who was concerned about social injustice and disadvantage – particularly as it affected children and young people, and those ‘outsiders’ seeking to integrate into British society. In 1987 he set up the Paul Hamlyn Foundation for general charitable purposes, and on his death he bequeathed the majority of his estate to the Foundation, making it one of the UK’s largest independent grant-making organisations.

The mission of the Foundation is to maximise opportunities for individuals to realise their potential and to experience and enjoy a better quality of life.

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