



Our Languages: Teachers in Supplementary Schools and their Aspirations to Teach Community Languages

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1. Introduction

Objectives

We were asked to undertake a study that would, with particular reference to the teaching of languages:

1. determine the extent to which teachers in supplementary schools seek to obtain UK Qualified Teaching Status (QTS), and how many of these would then seek to work as teachers in mainstream education (teaching languages or other subjects); and what barriers they have (or perceive they have) to obtaining this.
2. determine the training and other needs that this group might have, either preparatory to one of the existing QTS routes, or possibly through some alternative QTS route, in light of their current qualifications and experience.

2. Literature Review

2.1 Setting up the first Supplementary Schools

The existence of supplementary schools goes as far back as the mid-1800s when a sizeable Italian community was established in Clerkenwell, London with its own church and a hospital (King, 1977a). A leading Republican intellectual Mazzini who helped establish the first Italian school started teaching there in 1837 (Walker, 1982). In Docklands East London, a community school was set up to teach children of the Chinese Dockers (Issa, 2002). The number of supplementary schools increased significantly from 1950s onwards with the arrival of communities from the 'New Commonwealth'. Similarly the first Greek Cypriot School was opened in Kentish Town in London during the same year amid pressures from the Greek Orthodox Church and the Greek Embassy (Tansley, 1986). The first Ukrainian mother tongue school was set up during the 1950s and was well established by the 1960s (Khan, 1980b). The first Turkish school was set up in 1959 to promote 'mother tongue teaching and preservation of the Turkish culture' (Taylor, 1988). Other communities followed. There appeared to be a pattern to setting up supplementary schools: communities would first follow their country folk into the same areas of urban centres and find employment in local economic systems, resulting in increased population within an area. Demands from parents and community members prompted activists within the community to seek ways of establishing a school. The schools for the Bangladeshi and Vietnamese communities during the 1970s are more recent examples.

The Supplementary School Resource Unit estimated that there are about 5,000 supplementary and mother-tongue schools in the UK. One out of five of these schools are found in London (Abdelrazak, 2001; Issa and Williams, 2008 forthcoming).

The role of the supplementary school in education seems to be twofold. First, the huge expansion of this sector may be partly explained by the desire within the Black, Asian and Minority Ethnic communities to maintain their cultural identity by teaching its languages, history of the origin country and dance (Reay and Mirza, 1997, 2005; Mizra and Reay, 2000). Hence, establishment of the schools along community lines, i.e. Albanian, Jewish, Russian, African Caribbean, Somali, Turkish, and Algerian etc.

The setting up of community schools was not only for the maintenance of cultural, linguistic values and ethnic identity (Taylor, 1988). A number of Black supplementary schools were set up as a response to Government policies and so called 'compensatory initiatives' to tackle Black underachievement (Plowden Report, 1967).

2. 2 Types of supplementary schools

As Issa has demonstrated (forthcoming, 2008), there are a variety of broad categories of supplementary schools, with different aims, programmes and probably differently orientated and experienced teachers. All, however, are making a contribution to the education of children, and all represent a feeling of parental dissatisfaction with the provision that the maintained sector offers their children. This has been recognised by the Government: Lord Adonis, Minister for Schools, wrote that:

Supplementary schools make a large but under appreciated contribution to the education system, and to the strength and diversity of our communities. ... I was ... impressed not only by the number and diversity of their schools but equally by the passionate commitment of their leaders and organisers, many of them undertaking the work for little or no remuneration. ... Britain is proud of its diversity, just as our minority ethnic communities are proud to be British. Supplementary schools strengthen and combine these multiple identities.

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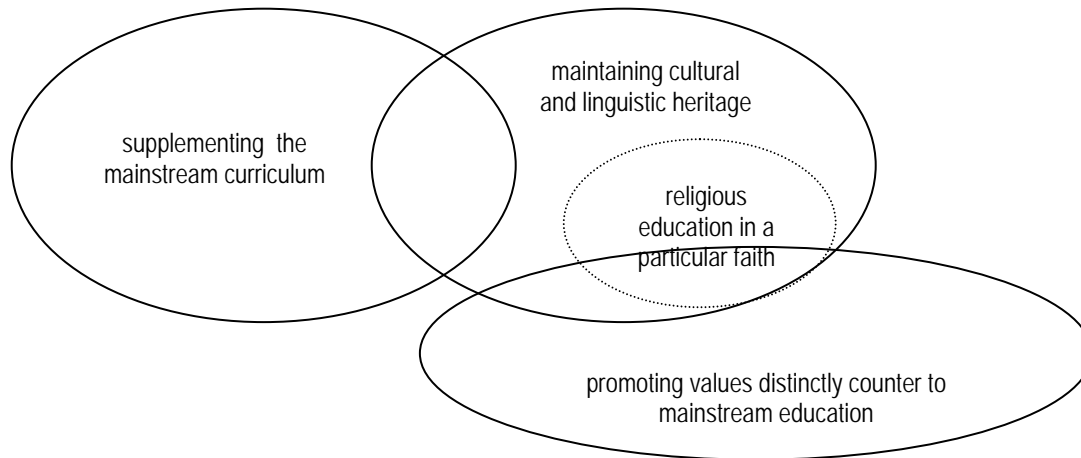
Many pupils clearly benefit from attending supplementary schools. Lord Adonis acknowledged that supplementary schools have raised national educational standards and promoted pupils' British and ethnic identities. "A national survey found that eight out of ten pupils who attended a supplementary school said it helped them with their mainstream school work" (*The Guardian* (Mark Gould), 3 April 2007).

In one particular Turkish supplementary school in north London, 81% of its students passed English, maths and science, including 63% at A grade. Also, a project which involved pupils from 7 supplementary schools in the city of Bristol , reveals a wide gap between children who attended the supplementary schools and those who did not. For example, 75% of those who attended the supplementary schools gained 5 A*-C GCSEs and only three in 10 of those who were not enrolled in any supplementary school obtained similar grades (Bristol City Council, 2005). In a survey of supplementary school pupils' views in England a significant number of pupils indicated that the second most important reason they attended the schools was because it offers them the opportunity 'to understand home culture or to improve a home language' (Strand, 2007, p.13). In Leeds for example 98% of supplementary school pupils in 25 schools learnt community languages (Hall, Ozerk, Zulfiqar, and Tan 2002, p.405).

The categories of supplementary schools that have been identified are not watertight, and Issa suggested that these schools could be categorised into overlapping groups.

1. Schools designed to support children in mainstream educational subjects, where the provision is to raise the level of success in educational attainment. Parents and educators feel that cultural or social factors in mainstream schooling act to inhibit their children realising their full potential, and organise supplementary teaching to support the standard curriculum, or elements of this. It could be hypothesised that most teachers in such schools would be aware of national curriculum requirements, current assessment demands, and have subject knowledge. They would also be preparing their pupils for assessment that will take place in English (other than MFL).
2. Schools designed to maintain cultural and language traditions of a particular community. Parents and educators feel that their children need to be brought up aware of their particular cultural and linguistic heritage. For some parents and teachers, the lack of this background is seen as contributing to underperformance in mainstream education, and supporting the pupil's heritage may give the self-confidence to succeed. Other parents and teachers may simply wish to provide education about the heritage, and not necessarily connect this to educational attainment. It is possible that many teachers in these schools have some awareness of mainstream provision, and perhaps of assessment. Teaching may, in some cases, be in a language other than English, and some teachers may not have a level of English sufficient to teach in English.
 - a. A sub-set of this category would be schools designed to provide purely a religious education (perhaps also associated with the language education necessary to achieve this). Teachers in this category would not need any knowledge of mainstream educational provision or assessment, and where the language of the religion requires a language other than English, will not be teaching in, nor need to be competent in, English.
3. Finally, there may be some schools that are organised to promote educational and other values that are distinctly counter to the values found in mainstream education. Some parents have significant and deep objections to aspects of maintained educational provision, and either elect to wholly educate them outside this (for example, the 'Education Otherwise'/home schooling movement), or to provide supplementary education designed to promote different values. Teachers in these schools might have moral/ideological objections to participating in mainstream education, and may find difficulties if they attempted to do so.

This categorisation could be presented schematically as follows:



2.3 Community languages

One of the original objectives of the supplementary schools was to preserve the cultural identity and heritage of the BME communities and teaching of languages was at the heart of the schools' ethos. There are more than 300 languages spoken in schools in England. Lord Dearing published his consultation report, *Languages Review*, in which he describes community languages as 'national assets'. He went on to highlight the contribution these languages can make to UK education and society. He particularly argued the case for their inclusion in the curriculum:

In our multicultural society there is also a very strong case for major 'community' languages to have a more secure place within the curriculum. (p.41)

The schools inspectorate, Ofsted (2008:24) in a recent report defined 'community languages' as:

'... all languages in use in a society, other than the dominant or national language. In England, where the dominant national language is English, Community languages include Urdu, Panjabi, Somali, Chinese, Polish, Italian and British Sign Language.'

Children using a first language other than English have some important academic advantages as this bilingualism enables children to develop cognitively (Johal, 2004). It can also improve 'intercultural understanding' (Dearing, 2006,

p.30). Thus, some local authorities (LAs) promote teaching of the mother tongue in mainstream schools by recruiting language teachers through the press or “Teach a Friend a Language” (TAFAL) programme (Dearing, 2006, p.31). For example, in the London Borough of Islington where six out of 10 pupils are of a BME origin, the educational authorities established Islington Mother Tongue and Supplementary School (MTSS) services to train mother tongue teachers in supplementary schools. This includes teaching numeracy in the pupils’ first language. In Bristol’s MSSSP study the researchers attributed success to the teachers’ ability to teach bilingually in one of the participating supplementary schools. This enabled them to explain complex concepts to children who have limited understanding of English (Bristol City Council, 2005, p.11). Furthermore, learning in their first language ‘raises their self-esteem, self-respect and strengthens their identities in western culture.’ (Johal, 2004).

Currently students can take GCSE examinations in the following community languages: Arabic, Bengali, Japanese, Mandarin, Punjabi, Turkish, and Urdu (Ofsted, 2008). GCSE entries suggest that languages make up seven out of 10 of the least popular subjects (Ofsted, 2008, p.10). But community languages nevertheless are popular with specific groups, and this has led Ofsted to argue for expansion in GCSEs community languages. However, a lack of qualified teachers, particularly community language teachers, might hinder progress in this area.

2.4 Supplementary school teachers

Many supplementary schools rely on volunteers as teachers. These teacher volunteers could be members of the community, qualified or unqualified teachers or parents of children in their supplementary schools (Johal, 2004). However, there is a caveat in the sense that these community language teachers might not have the right qualifications for recognition in the UK. Most of these teachers might have overseas qualifications and teaching experiences, but have no British qualified teaching status (QTS). The teachers might have refugee backgrounds and their immigration status might have employment and training implications. A report by the Employability Forum (2006) indicated that there could be 1,500 refugee teachers in England. Depending on the country and its education system some of these teachers, the report argues, may be able to acquire QTS. Nonetheless, the Employability Forum report indicated that although there is potential for these teachers to train and obtain QTS depending on their country of origin and its system of education, knowledge of English language could be a barrier for some of these teachers. The Bristol City project recommended that:

Vocational routes for Supplementary School teachers as classroom assistants or as mainstream teachers should be explored. This might include conversion courses for trained teachers whose qualifications are not recognised in the UK’ (Bristol City Council, 2005, p.5).

2.5 Financial Support for Supplementary schools

The initial funding for supplementary schools came from the communities themselves often as donations from parents or community organisations as well the embassies or High Commissions who supported the schools with teachers sent from the 'mother country' (Taylor, 1988). Today more and more schools ask for a small subscription fee from parents to offset their expenses and pay for some of their staff who are not employed directly by the embassies.

In the UK, Government support for supplementary provision began in the early and mid 1970s. The European Economic Community (EEC) urged member states to support the maintenance of mother tongue of migrant children for 'the case of eventual return to the country of origin' (Issa, 2002). In the UK there was initially some Government resistance to this, with claims that minorities in the UK did not have a 'migrant' status, but pressure from Europe and community groups led to the Government revising this position, and several Government funded initiatives to support mother tongue provision followed. The Bradford Mother Tongue Project (1977) and later Linguistic Minorities Project (1985) were examples of this. Some Local Education Authorities provided Mother Tongue support as part of the normal teaching timetable in schools, and in particular the Inner London Education Authority (ILEA) was very active in this field before it was abolished in 1989. Today with the 'marketisation of education' the financial burden of supporting supplementary schools has fallen into the hands of the communities once again as more and more schools are being told by their local education authorities that the premises which they hitherto used for free are now chargeable. Today very few LAs support their local community schools.

3. Methodology

A combination of both quantitative and qualitative methods were used in this research. We have referred above to the diversity of kinds of supplementary schools: the quantitative element of the research enabled some informed judgements to be made about the scale and nature of the needs of these teachers, while the qualitative methods enabled us to capture in greater detail the different discourses that various groups of teachers used about their practice, their ambitions and aspirations, and their understanding of education.

Our study has focused on seven north London local authorities: Kensington and Chelsea, Westminster, Camden, Islington, Haringey, Hackney and Waltham Forest. These local authorities were chosen because of their contiguous nature and because it was felt that the group contained substantial proportions of nearly all the major ethnicities, enabling us to access sufficient potential numbers of different communities. This was not intended to be a representative sample area, but an area that displayed a sufficiently large number of all the major groups. Moreover, it was believed that this area would be particularly well suited to be a recruitment area for any putative course organised at London Metropolitan University.

Table 1 shows the percentage of pupils by ethnicity in primary and secondary education (maintained schools) in five of these seven LAs, compared to all of Inner London and all England levels. These figures suggested that a study of supplementary schools in this area would produce a sufficiently wide range of groups, and generally of sufficient size, to ensure that many types of community would be represented among the schools we found.

Table 1: Primary and Secondary Pupils by ethnicity: England, Inner London, and the Kensington and Chelsea, Westminster, Camden, Islington and Hackney LEAs, January 2007

	Primary			Secondary			Numbers of pupils in 5 LAs
	England	Inner London	5 LAs	England	Inner London	5 LAs	
White British	77.0	21.6	22.6	80.4	22.7	25.9	19,580
Irish	0.4	1.0	1.4	0.4	1.2	1.9	1,340
Traveller of Irish Heritage	0.1	0.1	0.19	0.0	0.1	0.1	130
Gypsy/Roma	0.2	0.1	0.1	0.1	0.1	0.1	40
Any other White background	3.1	10.7	14.7	2.5	9.5	12.7	11,300
White & Black Caribbean	1.2	3.4	3.2	1.0	2.9	3.0	2,560
White & Black	0.4	1.2	1.3	0.3	1.0	1.2	1,030

African							
White & Asian	0.8	0.8	0.9	0.6	0.7	0.9	730
Any other mixed background	1.3	3.8	4.9	0.9	2.9	3.8	3,610
Indian	2.4	2.6	2.1	2.4	3.1	1.9	1,670
Pakistani	3.5	2.8	0.9	2.6	3.2	1.2	820
Bangladeshi	1.5	11.6	8.4	1.0	11.3	7.5	6,550
Any other Asian background	1.1	2.0	1.4	0.9	2.3	1.9	1,320
Black Caribbean	1.4	10.3	8.5	1.3	10.5	7.9	6,760
Black African	2.7	17.1	15.6	2.0	16.7	16.1	12,910
Any other Black background	0.5	3.1	2.4	0.4	2.9	2.2	1,740
Chinese	0.3	0.7	0.7	0.4	1.0	1.0	690
Any other ethnic group	1.2	6.1	10.4	1.0	6.2	9.2	8,100

Source: DCSF: *Schools and Pupils in England: January 2007*; Tables 32 and 33: Maintained primary and secondary schools: number and percentage of pupils by ethnic group

Sampling Method

Having decided upon the local authorities to be sampled, contacts in each authority were approached, either directly through known contacts, or through local authorities' websites, in order to develop a database of all the supplementary schools in each authority. Some local authorities were able to provide more complete lists than others, and the level of accuracy within some of the lists was questionable. This was reflected in the return rates we achieved, and is perhaps an indication of the level of interest the authorities have in their supplementary schools.

From the lists provided by the local authorities or compiled by the research team, a database was developed containing a total of 213 institutions across the seven London boroughs.

Survey packs were sent to the headteacher of each supplementary school on the database. These contained a letter explaining the research, a questionnaire to be filled in by the headteacher and five copies of a teacher questionnaires. Headteachers were requested to complete and return the headteacher questionnaire, and to distribute the other forms to their teaching staff. Headteachers were also asked to request additional forms should they need them. Each survey was provided with a pre-paid envelope in which to return to the questionnaires.

It was hoped that a snowballing technique could also be used in this distribution: those who were sent a questionnaire were invited to identify other supplementary

school teachers whom they knew, and either pass on to them a copy of the questionnaire, or give details so they could be sent a questionnaire, thus increasing the potential numbers of people being reached. However, no requests were received from schools for further questionnaires or for Headteachers' packs.

A trial questionnaire was piloted in December 2007 with a small number of headteachers and teachers in three of the seven local authorities. In light of piloting, minor amendments were made to the questionnaire and the headteachers' packs were sent to schools at the beginning of January 2008, with requests for the surveys to be returned to the research team by the end of January. A reminder was sent to all schools that had not responded at the end of January.

Achieved response rate

The main phase of the research was conducted between January and February 2008. In most teacher surveys, we would anticipate that if 1000 forms are distributed to teachers, we would get about 400 responses. However, in this case we were not distributing the forms directly to teachers (as we had no means of accessing them), but through the headteachers, who became gatekeepers. It is probable that not all headteachers would distribute the forms to their staff. Nor would all schools have as many as five teachers. So it is not possible to calculate how many of our teacher questionnaires reached teachers. There were disappointing numbers of responses to both the teacher and headteacher surveys. The 213 Headteachers' packs sent out to schools led to 20 being returned. We know that some of the addresses we sent packs to were not supplementary schools (about 6 contacted us to report this – a figure that may conceal many more institutions that are not schools; and 16 packs were returned by the post office). So an apparent response rate of just 10% may be an underestimate of the true rate of return. A total of 54 responses were received from teachers, but it is not possible to suggest what response rate this represents: it is certainly more than 5%.

These various responses (headteachers and teachers) between them represent 30 schools in six of the seven local authorities. The teachers responding represented 21 schools, and the headteachers represented 20 schools. Nine schools had responses from both teachers and headteachers. No responses were received from Westminster. However, only four schools were originally identified in the database for this local authority.

	Packs distributed	Responses from Headteachers	Responses from Teachers	Focus Group Participants
Camden	30	1	7	?
Hackney	29	4	10	?
Haringey	28	2	1	-
Islington	60	5	12	-
Kensington & Chelsea	29	1	5	-
Waltham Forest	33	6	17	?

Westminster	4	-	-	-
Missing data	-	-	2	-
Total	213	19	54	16

Issues relating to the low response rate

In our original proposal for this research we suggested some of the potential difficulties in conducting research with supplementary school teachers. The supplementary schools do not, of course, necessarily fall neatly within the confines of individual LAs, so our sample area necessarily has some imprecision. There is no accurate or central register of all supplementary schools, let alone of teachers in these schools. We therefore had to rely on lists provided by local authorities and other contacts working in the supplementary schools. Whilst lists of schools were obtained for each local authority, the extent to which these lists were complete, accurate and up-to-date was questionable. Those local authorities from whom more responses were received tended to be the authorities from whom the most complete lists were received.

Our only way of accessing teachers depended on headteachers passing on the questionnaires to their staff. Head teachers acted as gatekeepers, and we believe that a significant number of them did not pass on the questionnaires requests to teachers to complete. There are likely to have been several reasons for this:

Generally, headteachers are themselves overwhelmed with tasks and requests;

Many heads may wish to protect their staff from additional burdens;

Some headteachers may not have wanted their staff to participate in the research, either because they had misgivings about more of their staff perhaps obtaining QTS; or from concerns that they may lose their staff to mainstream schools;

Some heads see their schools as outside mainstream education, and may not wish their schools to have contact, or assume that the survey was not relevant.

We made a number of phone calls to non-responding headteachers with whom we had some previous contacts to explore their reasons for not responding. We found that, in addition to the responses above, some headteachers had also been confused between this questionnaire and a rather similar survey of supplementary schools carried out previously.

Considering those teachers to whom the questionnaire was circulated, there are a number of reasons why they may not have completed or returned the form:

those teachers who already had QTS may have found the questionnaire to be of less relevance to them, and did not therefore feel the need to respond (although one third of the teachers responding did already have QTS);

some will not have had the time or inclination (as with other surveys, where generally 60% of teachers do not respond to surveys);

some may have had objections to the survey and its intentions;

some teachers will have had suspicions about supplying information of a personal nature.

The questionnaires

Two separate questionnaires were distributed: a Headteacher Survey and a Teacher Survey. These are reproduced in Appendix 1.

The Headteachers' questionnaires consisted of a short two-sided sheet of A4, designed to elicit contextual data about supplementary schools; both about the school itself and about the teachers who worked there. It included questions relating to the size of the school, details about the children and communities it taught, and the languages and curriculum taught at the school. Headteachers were also asked about the number of teachers in the school, the number with QTS, and a set of questions relating to the recruitment and retention of teachers in their supplementary schools.

The Teachers' questionnaires were slightly longer, consisting of a four-sided, folded A3 sheet. It addressed the following areas:

1. Where the individual teaches, what they teach, who they teach, and the extent of their teaching workload
2. Educational background: qualifications, when and where obtained, if QTS is already held; any attempts to gain QTS
3. Desire (or not) to obtain UK QTS; reasons for this
4. Intention/desire to work in maintained schools if QTS obtained? If so, what kind of work would they expect to undertake in a maintained school?
5. Self-identification of further study/qualifications required; whether steps have been taken to begin to acquire these
6. Demographic background data: age, gender, ethnicity, languages spoken and proficiency in said languages, birthplace and nationality

In addition, we also asked if:

- a. the respondent would be interested in being sent details (in the future) of a possible course/courses that might help lead towards QTS?
- b. the respondent would be willing to participate in a focus group to discuss issues raised in the questionnaire?

The questionnaires consisted of a mixture of closed questions, multiple choices (tick box, Likert scales, etc) and open-ended questions that required coding.

Focus Groups

To complement and explore in more detail the data from the two questionnaires, focus groups were held. The participants were self-selecting, having indicated in the Teachers' Survey that they would like to be involved and providing contact details.

Despite the low level of response to the Teachers' Survey, there was great interest from those that did respond to participating in the focus groups. More than two-thirds (34 teachers) indicated that they were prepared to be involved in a group, and all of these were approached by the research team and offered a range of dates, and three focus groups were confirmed.

It had originally been anticipated that only one focus group would be held, but the high numbers of those willing to be involved, coupled with the low level of quantitative data, led the team to organise more than one focus group.

The three focus groups were held at London Metropolitan University in the early evening, with 16 participants (five headteachers and 11 teachers – five of whom were derived from one school). Refreshments were made available at the discussions, and teachers were reimbursed for the cost of their travel to the University. An additional individual teacher interview was also conducted face-to-face. These group members were teaching in supplementary schools in Camden, Islington and Waltham Forest.

The discussion schedule designed for the focus groups covered similar themes to those in the Teachers' Survey and was designed to explore these themes in more detail with the group. Participants were asked about the English educational system (such as what they particularly like/dislike about it, à propos their community) and about the difficulties encountered in seeking QTS.

Analysis

The questionnaire data was inputted into the SPSS analysis package, and was

coded and checked. Frequency counts and cross-tabs were run for both the Teacher Survey and the Headteacher Survey.

The focus group discussions and the interview were transcribed and coded prior to being analysed in detail.

4. Findings from the Research

Both quantitative and qualitative findings from the research are presented in this section. The findings are set out in four sections:

1. the schools and the communities they serve, and headteachers' views of staffing in their schools;
2. the teachers, their educational background, qualifications, experience and aspirations relating to UK QTS;
3. the teachers' languages and capacity, and their desire to teach languages if they obtained QTS;
4. issues relating to obtaining UK QTS, the perceived barriers to this, and any additional skills that teachers may perceive as necessary for them to acquire before obtaining UK QTS.

4.1 Schools and their Communities

The following outlines the key features of the supplementary schools in the sample including school characteristics, the communities they serve and the curriculum covered. It also highlights staffing issues, including the length of time teachers stay at the schools and headteachers' opinions on the recruitment and retention of their staff.

School Characteristics

Survey respondents were given the option of writing the name of their supplementary school at the top of the questionnaire. Most teachers and headteachers did so; only one headteacher and four teachers left this question blank.

Thirty schools were represented by these teachers and headteachers. Eight teachers from one school responded to the Teacher Survey, but this number of teachers from any one school was unusual. We received four responses from teachers in each of two schools; three teachers from each of six schools; two teachers responded from three schools, and just a single teacher responded for each of eight schools.

We had responses from teachers and/or headteachers from six of the seven local authorities sampled. The most responses were from both headteachers and teachers in Waltham Forest (six headteachers and 17 teachers), followed by Islington (six headteachers and 12 teachers). The lists of schools provided to the research team by both these authorities appeared to be particularly complete,

and their accuracy may have helped to ensure a better response rate. No responses were received from Westminster.

Location of school				
	No. teachers	% teachers	No. headteachers	% headteachers
Islington	12	22	6	30
Kensington & Chelsea	5	9	1	5
Camden	7	13	1	5
Hackney	10	18	4	20
Haringey	1	2	2	10
Waltham Forest	17	31	6	30
Westminster	-	-	-	-
Missing	2	4	-	-
N	54		20	

The focus groups consisted primarily of teachers and a small number of headteachers who represented a range of supplementary schools in three of the seven boroughs (Camden, Islington and Waltham Forest).

In the survey, headteachers reported that their schools ranged in terms of size, from those with less than 25 pupils (four schools) to those with more than 100 (five schools). The highest proportion of headteachers reported that the school had 50-100 pupils (eight schools).

School Size		
	schools	%
Less than 25 pupils	4	20
25-50 pupils	3	15
50-100 pupils	8	40
More than 100 pupils	5	25
N	20	

Both the questionnaires asked about the age groups taught in the supplementary schools. All the schools represented by the headteachers taught primary children aged 5-11, and a large majority also taught 11-16 year olds (18 schools). Fewer headteachers reported that their school taught 16-18 year olds (seven schools), and adults or under 5s (four and three schools respectively). Similarly, the majority of teachers reported that they taught 5-11 year olds (44 teachers), while more than half reported that they taught 11-16 year olds (32 teachers). Fewer teachers taught 16-18 year olds, adults and the under 5s. All teachers responded that they taught their pupils in mixed age classes.

Age groups taught by teachers / in the school

	No. teachers	% <i>teachers</i>	No. headteachers	% <i>headteachers</i>
Under 5s	4	7	3	15
5-11 year olds	44	81	20	100
11-16 year olds	32	59	18	90
16-18 year olds	14	26	7	35
Adults	3	6	4	20
<i>N</i>	54		20	

Echoing the findings of the questionnaire data, the focus group participants all reported that they taught both primary and secondary school aged children. All of the focus group participants were now teaching in supplementary schools catering for both primary and secondary aged pupils, but some had specific responsibilities for pupils aged for example, 5-6 or 8-10. These schools had between five to seven teachers, catering for between 60-100 pupils with individual teachers managing classes of 18-20 pupils.

Headteachers were asked to specify how classes were organised in the school. Most reported that their schools taught pupils through a combination of different ways; more than two thirds of headteachers chose more than one option (14 headteachers). The majority of schools grouped children by age (14 schools), while 12 schools grouped (or also grouped) pupils by ability. Half the headteachers reported that children in their schools were taught by language competence.

How classes are organised

	No of schools	% schools
Taught by age	14	70
Taught by ability	12	60
Taught by language competence	10	50
Taught other way	2	10
<i>N</i>	20	

School Communities

The majority of headteachers (14) reported that their school served a particular community. Communities identified by headteachers included:

- Ethiopian Community
- Eritrean Community
- Turkish and/or Kurdish Communities
- Chinese community
- African-Caribbean and other BME
- Hungarian
- Polish

Bangladeshi
 Somali community
 Cabindan [Angolan]
 Greek community
 Schools which served general multi-cultural / inclusive communities, or no particular communities

The communities identified by the headteachers were subsequently coded into seven groups: African; African-Caribbean, Asian, European, Turkish, and those which served no community and stated that they were Multi-cultural or those which stipulated no community. The largest proportion of headteachers responding to the survey came from African schools (six headteachers), followed by those who identified their schools as serving multi-cultural/inclusive areas, or no communities (three for each group). Headteachers representing schools serving the Asian (two), European (three) and Turkish (two) communities also responded to the survey, as did one headteacher from a school serving the African-Caribbean community.

Type of community served by school		
	Number of schools	% schools
African	6	30
African-Caribbean	1	5
Asian	2	10
European	3	15
Turkish	2	10
Multi-cultural	3	15
No community	3	15
N	20	

Focus group participants represented schools serving similarly varied communities. These included schools serving Latin/American (e.g. Columbian/Venezuelan), Ethiopian, Eritrean, Somali, Ghanaian, Sudanese, Pakistani, Asian/Black and Hungarian communities.

Headteachers were also asked about the geographical locations served by their supplementary schools. These were fairly wide ranging, with some restricted to the borough in the which the school was situated, and others serving surrounding boroughs or large areas of London. One headteacher indicated that their school served 'London and the Home Counties'.

Curriculum covered by supplementary schools

Both headteachers and teachers were asked to select from a list which aspects were covered by their school. Similar proportions of headteachers and teachers indicated that their schools broadly taught National Curriculum subjects, mother

tongue and culture and heritage. Approximately three-quarters of both teachers and headteachers (80% and 70% respectively) indicated that their school addressed the National Curriculum.

Mother tongue classes were also covered in more than half the supplementary schools; 59% of the teachers' schools, and 65% of the headteachers' schools. Culture and heritage was covered in approximately two-fifths of the schools (52% teachers and 45% headteachers). Fewer headteachers and teachers reported that Religious Studies was covered in their supplementary schools (15% teachers and 25% headteachers). Other aspects which were covered by the schools included sports, working with parents, emotional literacy, and activities relating to culture such as traditional singing and dancing.

What areas does the school cover?

	No. teachers	% teachers	No. headteachers	% headteachers
National Curriculum	43	80	14	70
Mother Tongue	32	59	13	65
Culture and Heritage	28	52	9	45
Religious Studies	8	15	5	25
Other	14	26	7	35
N	54		20	

Generally, schools covered more than one aspect. Over half of teachers (34 teachers / 63%) reported that their school covered more than one aspect, with 15 teachers reporting that their school covered four to five aspects. Similarly, three-quarters of headteachers reported that their schools covered more than one aspect, with four schools covering four aspects.

Those schools which addressed National Curriculum subjects were the most common. The headteachers were asked to state which subjects were covered in their supplementary schools. All the headteachers who covered the national curriculum reported that their schools taught Maths and English, while two-thirds taught science and a third taught languages.

What areas of the National Curriculum are covered?

	No. headteachers	% headteachers
Mathematics	15	100
English	15	100
Sciences	10	67
Languages	5	33
Other	4	27
N	15	

Teachers were also asked to write in an open question what subjects they taught at their school. Their entries were then coded and analysed. The subjects mentioned by teachers were closely related to the National Curriculum. More than half the teachers reported that they taught languages and maths, a third taught English.

What subject do you teach in your supplementary school?		
	No. of teachers	% teachers
Mathematics	29	54
Sciences	15	28
English	18	33
Languages	30	56
Humanities/ Social Studies	1	2
Religious Studies	4	7
ICT	1	2
Culture and heritage	6	11
Other	9	17
<i>N</i>	54	

Generally, teachers reported teaching a mixture of subjects in their supplementary schools. Almost two-thirds of teachers (33) indicated they taught more than one subject. Seven teachers taught four or five different subjects. A quarter indicated that the only subject they currently teach is Languages or Mother Tongue. 'Other' subjects taught by the teachers included sport, martial arts, dancing, singing, running workshops for parents, and providing confidential advice.

This kind of mixing of types of subjects in supplementary schools was confirmed in the focus group discussions. All of the focus group participants taught a combination of core National Curriculum subjects (English, Mathematics, Sciences), mother tongue classes (e.g. Amharic, Tigrigna, Moru, Hungarian, Somali, Akan and Ga) and cultural/heritage/identity (e.g. home country history, dance, music) in their supplementary schools. A group of Latin/American teachers taught Spanish and Latin American culture. None of the focus group participants specifically mentioned teaching religious studies.

Staffing Issues

The length of time which teachers had worked in their current supplementary schools was varied, although most headteachers reported that their teachers stayed working in the school for at least three years (11 headteachers).

Length of time teachers stay at the school		
	No. headteachers	% headteachers
Less than one year	2	10
1-2 years	4	20
3-5 years	8	40
5 years or more	5	25
Missing	1	5
N	20	

We also asked the teachers how long they had worked in their supplementary schools. The length of time ranged from three months to 26 years. (Mean 7 years, median 4 years.)

Most focus group participants had worked in their supplementary schools for at least a year. One teacher had worked at his school for nine years, until 2006 when the funding for the school 'ran out'. There were several examples of teachers with three or more years experience. Two supplementary school headteachers had been running their supplementary schools for seven or more years.

The Headteacher survey also asked how many teachers worked in their schools. The number of teachers working in any one school ranged from a school with only one teacher to a school with 39 (a mean of nine teachers, median six).

Heads were asked how many of their teachers had QTS. In some schools there were none, while in one school all eight teachers had QTS, and 33 in another (a mean of 4.5 teachers and median of three).

From these two questions, we can calculate the proportion of teachers with QTS in schools. The range was from 0 to 100% (mean 53%, median 41%).

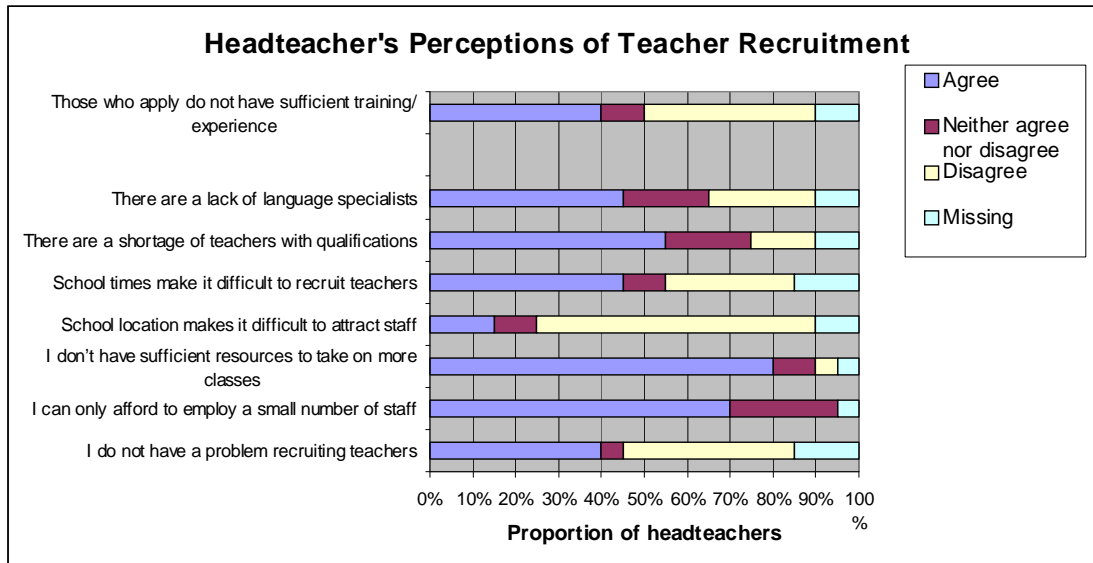
Recruitment and retention of teachers

Headteachers were asked specific questions about the recruitment and retention of teachers in their schools, so that we could better understand staffing issues in supplementary schools. Respondents were asked to indicate whether they agreed, disagreed (or neither) with a range of statements.

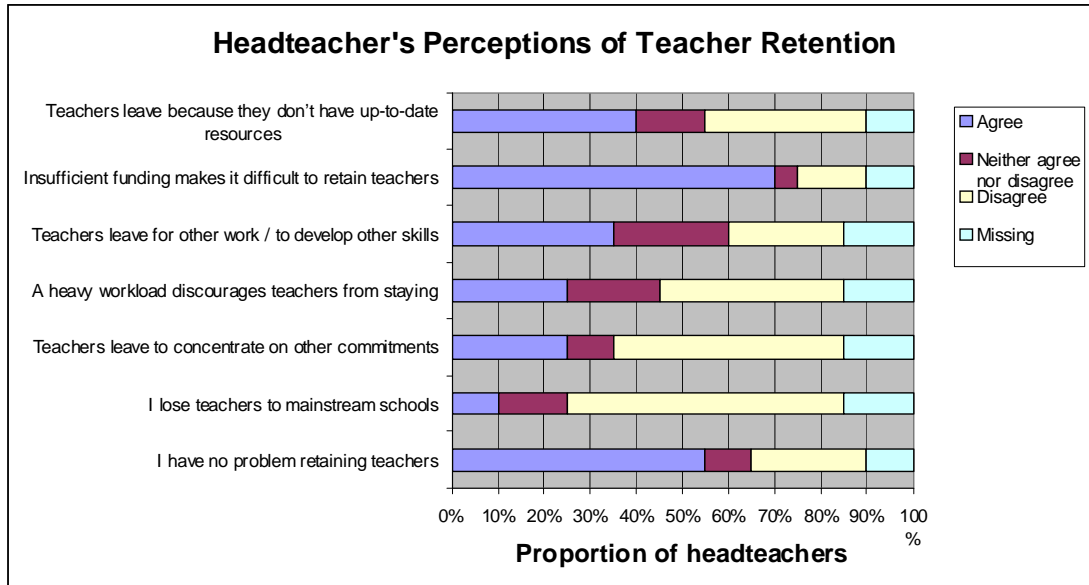
Headteachers were largely divided as to whether they agreed with the statement 'I do not have a problem recruiting teachers'. Respondents were more in agreement with regards to some of the factors which might make recruitment difficult. Resources and funding appeared to be the key issues, with the majority of headteachers agreed with the statements 'I don't have sufficient resources to take on more classes' (16 headteachers) and 'I can only afford to employ a small number of staff' (14 headteachers). Three quarters of headteachers disagreed

that the location of the school made it difficult to attract staff (13 headteachers). However, there was less agreement amongst the headteachers in terms of the impact that school times had on recruiting teachers (nine headteachers agreed).

Three of the statements related to training and qualifications. Whilst equal numbers of teachers agreed and disagreed with the statement ‘Those who apply do not have sufficient training / experience’, more than half of headteachers agreed that ‘There are a lack of teachers with qualifications’ and ‘There is a lack of language specialists’.



Heads were then asked for their perceptions about the retention of teachers in their supplementary schools. More than half (11 headteachers) agreed that they had no problem retaining teachers. The key problem in terms of retaining teachers was funding, with 14 headteachers agreeing that ‘Insufficient funding makes it difficult to retain teachers’. Headteachers largely disagreed that they lost teachers to mainstream schools (12 headteachers), that ‘Teachers leave to concentrate on other commitments’ (ten headteachers), and that ‘A heavy workload discourages teachers from staying’ (eight headteachers). There were mixed responses in relation to the statements suggesting that ‘Teachers leave for other work / to develop other skills’ and that ‘Teachers leave because they don’t have up-to-date resources’.



4.2 Teachers and their Qualifications / Experience

We now examine the broad characteristics of the teachers who responded to the Teacher Survey, looking at their ethnicity, country of origin and nationality, before exploring the teachers in relation to the supplementary schools in which they work – the hours they work, the subjects they teach. We analysed the educational background of these teachers and their qualifications and teaching experience, both from the UK and abroad. Finally, we report the aspirations of the teachers in relation to obtaining UK QTS.

Teacher characteristics

Information was collected from the Teachers' Survey relating to personal characteristics of the sample. There were slightly more women than men in the sample of teachers (24 men to 28 women). This is significantly a greater male population than is seen in the mainstream teaching force working with these age groups. The teachers represented a wide age range; however most of the teachers were aged 30-44 years (which is broadly similar to the mainstream teaching force).

Teachers were asked (in an optional open question) to describe their ethnic background. It was felt that this would be a more appropriate way of asking for this information than to offer the standardised extended categories normally used in the census and elsewhere. It was hoped that in this way we would capture the diversity of ethnicities working in supplementary schools.

The majority of respondents (39 teachers) answered the question. A breakdown of their responses is provided here.

<i>(census category)</i>	<i>(sub-category)</i>	<i>(country)</i>	n	%
	African		4	7.5
	Black African		4	7.5
	African (Nigerian)		1	2
		Eritrean	1	2
		Somali (Black)	1	2
Afro-Caribbean			1	2
Black Caribbean			1	2
		Moroccan	1	2
	North African (Moroccan)		1	2
		Arab	1	2
	British African		1	2
	British Indian		1	2
		Latin American	1	2
		Latino American	1	2
Asian			2	4
	Pakistani		2	4
	Asian Pakistani		1	2
	Bangladeshi		6	11
	Bengali		1	2
	Asian Bengali		1	2
	Asian-Bangladsehi		1	2
		Turkish	3	6
		Turkish Cypriots	2	4
White			2	4
	White Hungarian		1	2
	Hungarian		1	2
	Greek White		1	2
	White European		1	2

The Teacher Survey also asked respondents to state which country they were born in and their nationality. Twenty-seven different countries were represented in the returns, including eight sub-Saharan African countries, one in North Africa, four South American countries, two in the Caribbean, four Asian countries, three eastern European countries, four European countries and the UK. Eighteen different nationalities were identified by the teachers; just under half of the teachers (21) were British citizens.

Teachers and their supplementary schools

Almost all the teachers indicated they taught at their supplementary schools on Saturdays (93%). A much smaller proportion teach at their schools on Sundays and/or after school. Similarly, focus group participants also reported that they

operated mostly only on Saturdays, with one also offering evening sessions two evenings a week.

When do you teach at supplementary school?		
	No. teachers	% teachers
Teach after school	7	13
Teach Saturdays	50	93
Teach Sundays	8	15
N	54	

The Teacher Survey also asked teachers how many hours they taught per week at their schools. This ranged from two (12 teachers) to 12 (1 teacher) hours per week (mean 4 hours per week; median 3 hours).

Teachers' qualifications and experience

Teachers were also asked to indicate the levels of their qualifications and where and when they qualified. Twenty five teachers (46%) had a degree as their highest level of qualification, while 19 (35%) had a post-graduate qualification. A further 32 teachers (59%) indicated that they had a teaching qualification as well. Only four teachers reported having GCSE and A levels or their equivalents as their highest qualification level (7%).

Most teachers with a degree indicated that they had obtained this outside Europe (27 teachers out of 38 who identified the country they received their degree). In contrast, of the 19 teachers who had a post-graduate qualification, 12 obtained this qualification in the UK. The country where teaching qualifications were obtained was more spread out, between those who obtained it in the UK (13 teachers), Europe (four teachers) and the rest of the world (ten teachers). A similar picture can be seen for the country in which GCSEs or their equivalents were obtained. The majority of those teachers who provided details of the level of their qualifications and when they obtained them indicated that they obtained them more than 10 years ago.

The focus group participants consisted of a mixture of qualified teachers (e.g. teaching qualification gained in country of origin – Columbia, Venezuela, Ghana, Ethiopia, Eritrea and one a teaching certificate from the UK) and individuals who had worked as unqualified teachers before coming to the UK. One for example, had a 'high school qualification in teaching'.

In addition to teacher education degrees, some had degrees in art, modern languages, business, humanities and other qualifications gained overseas. One had an engineering degree from the UK, and two had studied other UK courses such as ICT and English, and a further two had completed a course in community language teaching in north London. One is currently undertaking a

counselling course. Some respondents also had a range of postgraduate qualifications obtained in the UK.

Teaching experience outside of the UK

A large proportion of teachers responding to the Teacher Survey indicated they had experience of teaching outside the UK (37 teachers). Those who had teaching experience abroad were asked to indicate the length of this teaching experience: this varied greatly, ranging from 3 months to 30 years. The mean number of years spent teaching was 7.25 years, while the median was 5 years. Teachers indicated having gained their teaching experience in 25 different countries.

Most of the teachers who had experience of teaching abroad had previously worked in primary and secondary schools. A minority had worked in further and higher education, whilst some had worked in the private sector.

Where did you teach?		
	No. of teachers	% teachers
Primary school	17	43
Secondary school	18	46
College	6	15
University	1	3
Other	14	36
<i>N</i>	39	

The majority of teachers indicated that they had previously been teachers in their home country (25 out of 37 teachers). Six had previously been headteachers. Some teachers wrote that they had worked as private tutors abroad.

Teachers who indicated they had teaching experience outside of the UK were also asked what subjects they had previously taught. Almost half had taught languages (24 teachers), while a third had taught mathematics. The languages that teachers had taught when they worked abroad included Arabic, Bengali, Ga (Ghanaian language), Urdu, English, Hungarian, Polish, and Spanish languages.

What subject(s) did you teach?		
	No. of teachers	% teachers
Mathematics	18	47
Sciences	14	37
Languages	24	63
Humanities/ Social Studies	10	26
Religious Studies	11	29
ICT	4	10
Other	3	8
<i>N</i>	38	

Most of the focus group members had experienced working in primary/elementary schools before coming to the UK. The length of overseas teaching experience ranged from one to 17 years.

Two of the African heritage teachers had one and 17 years teaching experience respectively in Ethiopia and Ghana, and both had taught in secondary schools. Only one of these had a teaching degree. A Hungarian heritage teacher had taught Hungarian as a foreign language in Hungary for six years.

Amongst the Latin/American group of teachers one for instance was a qualified geography and history teacher and had taught for two years in a secondary school in Columbia, whilst a primary teacher had taught art and Spanish, and a third teacher had taught modern language in primary school. Only one of the Latin/American teachers did not have a teaching qualification or experience of teaching in her country of origin.

Apart from their teaching qualifications and experience from abroad, a few teachers had experience of working voluntarily and/or in a paid capacity as classroom/teaching assistants in mainstream UK schools. For example, two said:

I'm a graduate from India. I've been living in this country for 19 years and I've worked in several schools as a classroom assistant ... I really enjoyed working with the children (inaudible) I've got a huge experience of working in the classroom one to one with a teacher. (Indian female)

I am teaching Urdu on a voluntary basis (Pakistani female)

One respondent had started to work as a voluntary teaching assistant, then took a teaching assistant course, and said that this helped her gain employment in her daughter's school where she has been working as a teaching assistant for nearly four years. Another respondent had previously worked as a science technician for seven years before embarking on a PGCE course. Working as teaching assistants or technicians had provided this group with insights into the British education system.

One respondent was already enrolled on a PGCE science course.

4.3 Language and capacity

We now analyse the languages taught in the schools, teachers' languages qualifications, and teachers' proficiency in their various languages.

Languages taught in the supplementary schools

The Headteachers' Survey asked respondents to write in an open question the languages taught in their schools. There was a fairly even spread between headteachers who reported that their schools taught community languages (seven schools); English (five schools); and those who taught a mix of community, modern foreign languages and English (seven schools).

Of the 20 schools in the Headteacher Survey, 12 taught English, either alone or in combination with another language. A further 13 other languages were identified as being taught in the supplementary schools. While most headteachers indicated only one language was taught in their school, a minority taught more than one language – four schools taught two languages, while one taught four languages (English, French, Spanish and German).

Teachers' Languages Spoken and Qualifications

Just over half of the respondents to the Teachers' Survey indicated that they were qualified to teach a language (28 out of 54 teachers). Of these, 26 provided further details of the languages they were qualified to teach, identifying 18 different languages. These can be grouped into Modern Foreign Languages; community languages; English; those who indicated they were qualified to teach a mix of MFL, community languages, and/or English; and those who indicated they were qualified to teach other languages such as Latin and ancient Greek.

The majority of those who were qualified to teach languages were qualified to teach community languages (17 teachers, 31%). Five teachers reported that they were qualified to teach a mix of languages (9%), while three teachers responded that they were able to teach English (6%) and two were qualified to teach modern foreign languages (4%). It should be noted that we did not ask teachers to identify their language qualifications. Some teachers indicated that they were qualified to teach a specific community language through them being fluent in it as their first language.

Teachers were also asked about their level of language proficiency, both in English and in any other languages. The great majority of teachers reported that they were at least 'fairly fluent' in speaking English, had 'fair understanding' of reading English, and a 'fair ability' in writing English. Two thirds of teachers reported that they were 'very strong' in reading English, while half were 'very fluent' in speaking, and almost two fifths had 'advanced ability' in writing English.

Three-quarters of teachers spoke more than one language (English). The average number was two languages, although four respondents indicated that they spoke five languages, including English. These teachers spoke mainly a combination of community and modern foreign languages.

Twenty-two different languages were identified by the teachers. The great majority of those languages spoken by the teachers were community languages. These are presented in the table below.

Community Language	Modern foreign language	Other	No. of speakers
		Ancient Greek	1
Amharic			3
Arabic			4
Bengali			8
	French		6
	German		4
Greek			2
Gujerati			1
Hindi			3
Hungarian			3
	Italian		2
		Latin	1
Polish			1
Portuguese			1
Punjabi			1
Russian			1
Serbo-Croat			1
Somali			3
	Spanish		8
Tigrigna			2
Turkish			5
Urdu			7

Focus group participants also spoke a wide range of languages. The 16 focus group participants spoke ten languages, and many were keen to teach languages in the future, should they obtain UK QTS. This will be explored further in the section below.

4.4 Issues around Obtaining QTS

This section explores in more detail teachers' and headteachers' perceptions about obtaining UK QTS, whether they have attempted to gain it in the past, their reasons for seeking to obtain the qualification, the barriers teachers perceive to obtaining it, and any skills or processes which they perceive as necessary to acquire before their obtaining QTS.

Whether they have UK QTS

The Teacher Survey asked whether respondents had obtained UK Qualified Teacher Status. Just under a third of the 52 teachers who responded to the question (16 teachers) indicated they already had UK QTS. Most of those who

have QTS have qualified in the past five years.

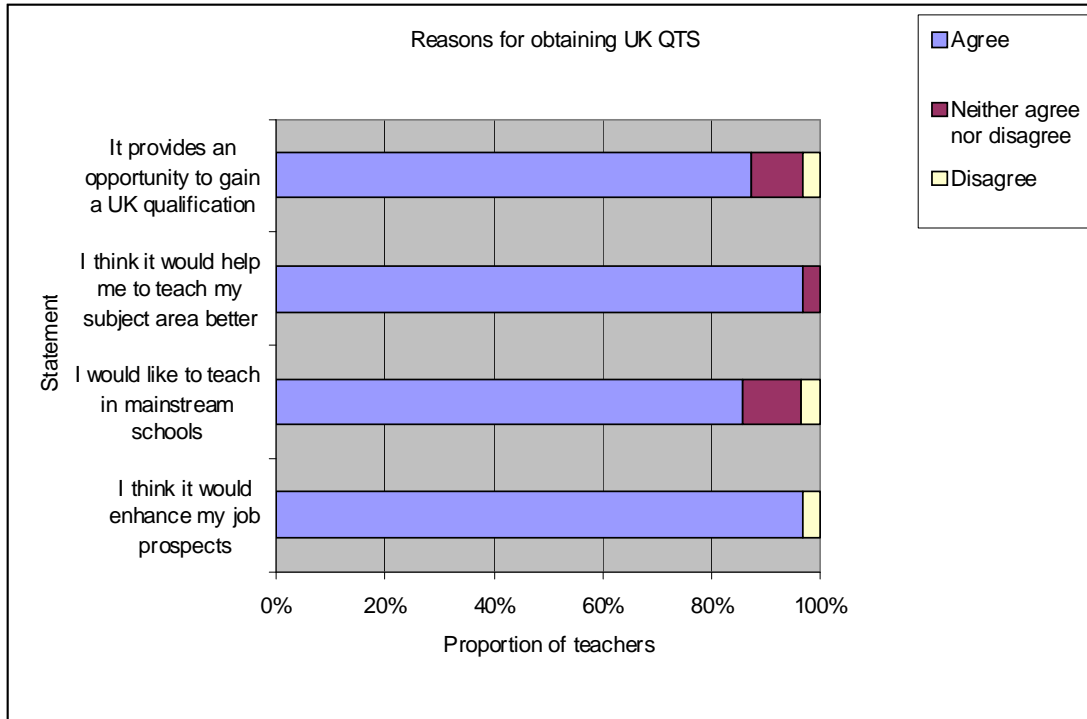
Of the 36 respondents who did not have QTS, 12 had tried to obtain it previously but had failed, as had one focus group participant. She explained that she had previously attempted to gain a place on a PGCE course, but had been unsuccessful. The institution she had initially applied to delayed responding to her application, and by the time she was invited to an interview all the places had been filled; and this was repeated at the subsequent institutions that her application went to. Another respondent had tried to undertake a Registered Teacher Programme, but was unable to find a school that would take him, despite having his overseas qualifications verified by NARIC and having a CRB check which passed him suitable for work in a school.

Aspirations to obtain UK QTS

The Teacher Survey asked respondents if they would like to obtain UK QTS. The majority of teachers who did not already have QTS indicated that they would like to obtain it (32 teachers out of 37). We believe that we were particularly likely to get responses to the questionnaire from teachers anxious to obtain QTS, and that it is unlikely that such a high proportion of all supplementary school teachers are interested in this. Five teachers indicated they would not like to gain QTS; reasons for this included '*I do not have the time*', '*full time work*', '*not available*' and '*because reading in a university*'.

Only one of the focus group participants already had a teaching certificate from the UK. The majority of the other participants wished to pursue a primary or secondary QTS course.

The respondents to the Teacher Survey who said they were interested in QTS were asked to agree, disagree (or neither) with a series of statements about why they wished to obtain the qualification. Nearly all teachers who answered the question agreed that obtaining UK QTS '*would help me teach my subject area better*', and '*would enhance my job prospects*' (28 teachers for both statements). Most teachers also agreed that '*It provides an opportunity to gain a UK qualification*' (27 teachers), and that '*I would like to teach in mainstream schools*' (24 teachers), although slightly fewer teachers agreed with these statements.



In the focus groups, participants also discussed their reasons for pursuing UK QTS. Teachers who attended said that they wished to obtain QTS, so as to enable them to fulfil their ambition of becoming teachers in England. They intended to use their qualification, once gained, to ‘learn more [teaching] skills’ and teach in mainstream schools. For example:

I haven’t had experience in teaching but I really enjoy it and I really like to get a qualification of how to teach in primary school. (Columbian female)

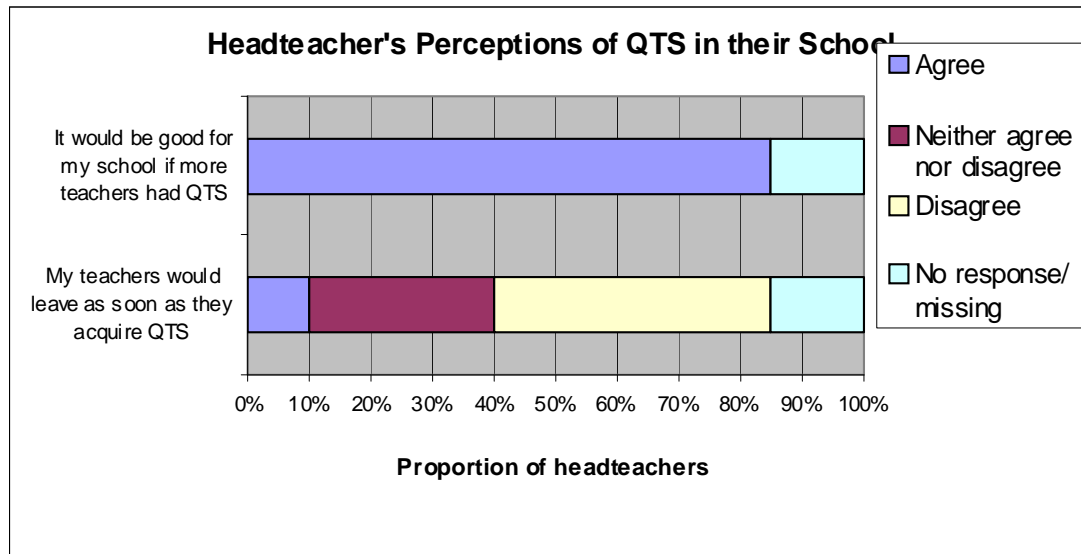
I would like to work in the mainstream ... I used to teach back home primary kids. I have got several other qualifications and I am really interested to do this to learn more skills. (Indian female)

Headteachers perceptions relating to QTS

Headteachers were also asked about their teachers’ aspiration to gain UK QTS. They generally agreed that that their staff would like to gain UK QTS: 13 thought that they would, and four were unsure.

Heads were also asked to agree or not with two statements about their staff obtaining UK QTS. The majority of headteachers agreed ‘It would be good for my school if more teachers had QTS’ (16 headteachers). While no heads disagreed with the statement, three did not answer the question. There was less agreement amongst headteachers with the statement ‘My teachers would leave as soon as they acquire QTS’. Just under half of the heads disagreed (9

headteachers), while five neither agreed nor disagreed. Two headteachers agreed. Again, three respondents did not answer the question.



Five headteachers also attended the focus groups in order to represent the views of teachers in their schools, rather than their own personal views. They were not themselves interested in applying for QTS, but were keen to find out about different routes into teaching and other information which could be passed on to their teachers who had been unable to attend the sessions. There was a feeling amongst these headteachers that it would be a good thing for their staff to gain QTS, although some expressed misgivings that it might result in their teachers leaving for the mainstream.

Teachers' intentions once obtained QTS

The teachers were also asked in what level of schools they would like to teach if they obtained their UK teaching qualification. Secondary and primary schools were most popular, with 14 and 12 teachers respectively choosing these options. Working in early years settings and further education was less popular.

Where do you want to teach?

	No. of teachers	% teachers
Early years settings	6	19
Primary school	12	37
Secondary school	17	53
Further education	13	40
Other	5	16
<i>N</i>	32	

The Teacher Survey asked what subjects these respondents would like to teach, were they to obtain UK QTS in the future. More than two thirds indicated they

would like to teach more than one subject (22 teachers), with most (14 teachers) choosing a combination of two subjects. The most popular subjects selected by teachers that they wished to teach were languages and maths (21 and 20 teachers respectively).

What subject(s) would you like to teach when you have UK QTS?		
	No. of teachers	% teachers
Maths	20	61
Sciences	8	24
Languages	21	64
Humanities/ Social Sciences	6	18
Religious Studies	8	24
ICT	1	3
Other	3	9
<i>N</i>	33	

Only four teachers indicated they would like to teach a language by itself. The great majority of teachers indicated that they would like to teach languages alongside another subject (17 teachers). The most popular subject with which to teach a language was Maths (five teachers), followed by Humanities / Social Science subjects (four teachers). Six teachers indicated they would like to teach languages with more than one other subject; generally a combination of Maths, Science and Humanities / Social Science with a language. Two teachers wished to teach a language alongside Religious Studies. Four teachers were only interested in teaching Maths were they to obtain QTS.

Thirteen teachers provided further details about the languages they would like to teach, were they to obtain QTS. The languages mentioned included both modern foreign and community languages, as well as English: Arabic, Spanish, Amharic, ancient Greek, English, Urdu, Hindi, Punjabi, Hungarian, Bengali and French. Four indicated they would like to teach English were they to obtain QTS.

The focus group participants were also keen to teach languages. For those indicating they wished to teach a community language in mainstream schools, the following languages were given: Spanish (as spoken in Columbia and Venezuela), Hungarian, Urdu, Somali, Amharic, Tigrinya (Eritrean), Moru (a Sudanese language), Akan and Ga (Ghanaian languages). Two teachers suggested combining teaching a community language with another subject (e.g. Spanish with geography and history; or Akan/Ga with citizenship), and one wanted to become a mathematics/physics teacher. One expressed a preference for teaching ICT, English and science and if she taught a language that would be secondary.

However, there was some scepticism as to whether it would be possible to do a

course which would allow them to learn to teach their respective languages in mainstream schools, particularly when the language being offered would be new to schools (e.g. Akan, Hungarian):

I don't think they can manage to find a mainstream school for us to teach Somali (Somali male)

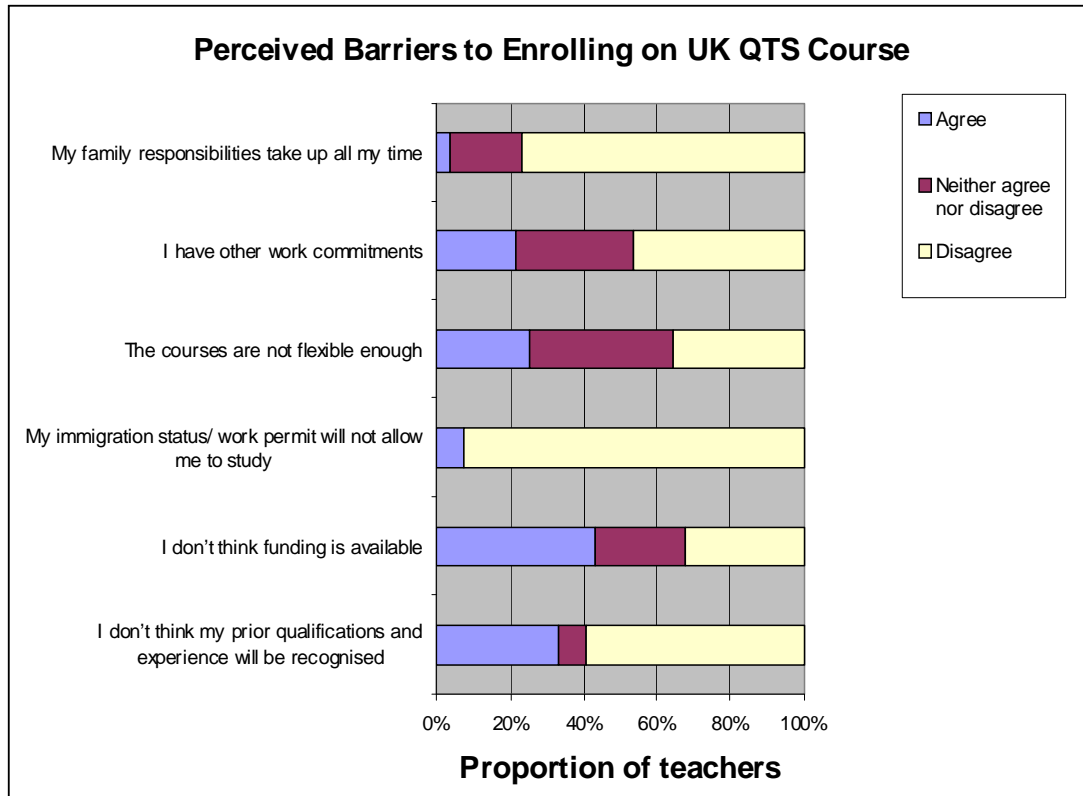
It's the same with Hungarian, how would this fit into mainstream? (Hungarian female)

Three respondents were particularly concerned that preference was being given to financially supporting the funding of QTS community language courses to meet the needs of the Asian (Urdu) and Middle Eastern communities (i.e. Arabic language support), which they felt would diminish the number of places that would be available to gain QTS in other community languages.

QTS Issues - challenges

Issues relating to perceived barriers and additional skills needed before enrolling on a QTS course were also explored in the Teacher Survey. Those teachers who were interested in obtaining QTS were asked to identify any barriers they perceived to their enrolling on a QTS course, and any additional skills they thought might be necessary for them to obtain before starting a QTS course. Teachers were presented with a set of statements relating to the issues involved and asked to indicate their level of agreement.

Teachers generally indicated disagreement with the statements about the barriers presented to them. In relation to the perceived barriers to teachers enrolling on QTS courses. However, the greatest issue appeared to be funding, with 12 out of 28 teachers agreeing with the statement 'I don't think funding is available'. There was less agreement with the statement 'I don't think my prior qualifications and experience will be recognised'; 16 teachers out of 27 disagreed with the statement. The level of agreement to the statements 'I have other work commitments' and 'The courses are not flexible enough' were fairly spread out, showing that while these were issues they were not as important as funding. The majority of respondents did not consider family responsibilities and immigration status an issue, although these issues may not have been applicable to all the respondents.



These barriers were also raised in the focus groups. Funding was considered to be a significant issue by some of these participants, who referred to the cost of undertaking a QTS course. They asked questions such as ‘*How much is it going to be? Is it going to be expensive?*’ and questioned their ability to pay for a QTS course without some form of financial support:

I think the problem for me is the money that I need to do the course of turning teacher because I need to work to pay the rent and that is something that can help me to take the money to pay the course. (Columbian female)

At the moment I am paying my mortgage and I've got kids and it will be very hard for me ... and doing a full-time course. (Venezuelan female)

At the moment I am doing some work, I need it because I need to support my family and so it will have to be side by side. (Ghanaian male)

While family responsibilities were not considered a major issue by teachers responding to the survey, some of focus group participants raised potential problems about how much time they would be expected to give to such a course, given that all currently worked full-time, and needed to be able to work to support their families. The need to work full-time and also working in a supplementary school at the weekend would leave them little time to have access to a school for training:

Because [teachers] work and they don't have time and sometimes you know we have a lot of free training for teachers that come from the council, but the timing is completely ...sometimes it is midday, you know, 1 o'clock and so it is not accommodating for people who work but still want to attend in the evening or the weekend or something like that. And so timing is very important for people working. In my case (Eritrean supplementary school) all the 7 teachers we have they work fulltime Monday to Friday...I wonder also about financial support they know more courses but they need some motivation... (Eritrean male)

Some focus group participants also discussed difficulties related to their UK residency status and whether or not this would prevent them from being able to apply for a course:

I have been living here for two years (Columbian female)

My visa is like a family [visa] (Venezuelan female)

As well as discussing the issues raised in the survey, the focus group discussions also showed that there was much uncertainty about how to apply for a QTS course and what this would entail (e.g. the qualifications needed; UK residency status).

There was also a lack of awareness of and understanding about routes into teaching other than the PGCE (for example, the GTP and RTP routes were not known of), or that there was possible flexibility in studying for the PGCE (for example, part-time study). Besides the costs and the length of time the course would take, respondents who had not worked as classroom assistants in mainstream schools were unclear about how they could find opportunities to volunteer as classroom assistants in schools. One teacher, with an interest with special education needs, was unsure whether she would have to do a course other than the PGCE to qualify as a special education needs teacher, and one queried if it would be possible to just teach Spanish in a primary school. Importantly, one questioned how a QTS course would differ from the one she had completed on community language teaching, which she considered to be 'like a teacher course':

You know you plan lessons, materials, we learn something different every week. It was like a teacher course. I went there every day, we had the computer, we did everything on the course to be a teacher. It was a very, very good course. (Columbian female)

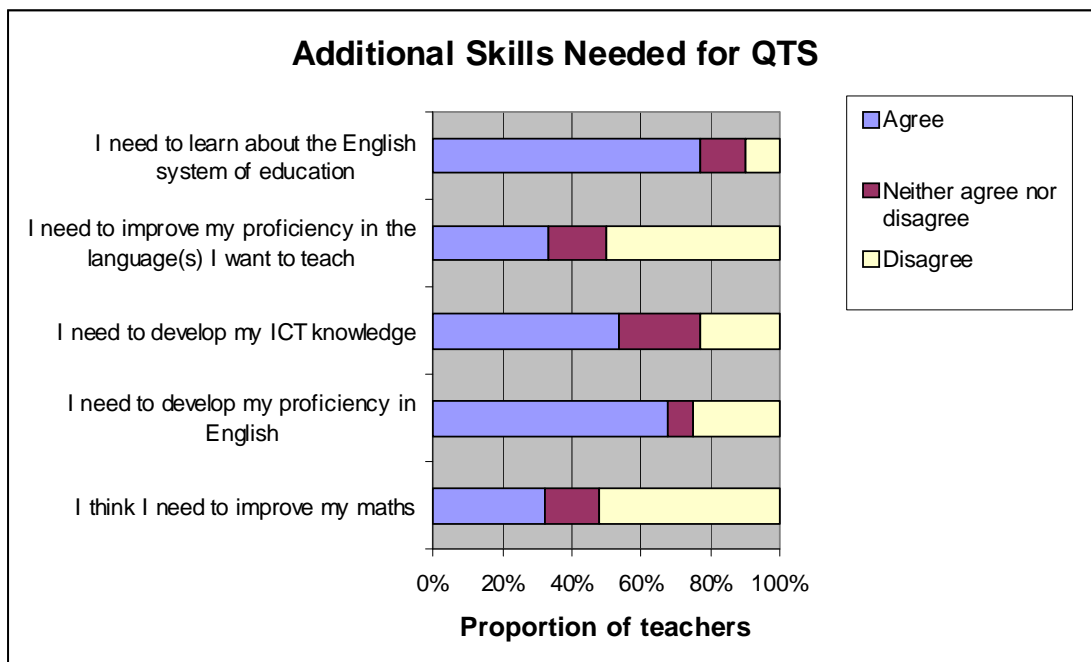
Having undertaken such a course, this respondent was of the view that she already had 'the skills to teach' and the Spanish language competence.

The Teacher Survey also asked what additional skills teachers thought they might need before beginning a QTS course. Whilst teachers appeared to see perceived barriers as less of an issue, the chart below demonstrates that

teachers felt there was a need for them to gain additional skills in a number of key areas. The most prominent need was to learn more about the English system of education, with 23 out of 30 teachers agreeing that this was necessary.

The need for greater language proficiency was also considered an important skill they would need before embarking on a QTS course. A large proportion (19 teachers) agreed with the statement ‘I need to develop my proficiency in English’. Teachers were understandably however more confident in terms of their proficiency in the languages they wished to teach; with half disagreeing that they needed to improve their proficiency.

The need to develop ICT knowledge was also considered necessary; 14 teachers agreed; as was maths, although to a lesser extent, with a third of teachers agreeing that they needed to improve their maths.



The importance of language proficiency can be seen more clearly when examining the need for English proficiency against respondents’ self-reported proficiency. Whilst 11 teachers identified themselves as ‘very fluent’ English speakers, just under half (five teachers) agreed that they needed to develop their proficiency in English; nine out of 16 who were ‘very strong’ at reading English agreed and two out of four teachers who were of ‘advanced ability’ in reading English agreed that they needed to develop their English proficiency. This was borne out by some of the entries to open questions, some of which showed a poor mastery of English.

These possible areas of additional skills were also discussed in the focus groups. For the focus group teachers, one of the main difficulties envisaged in applying

for a QTS course was their level of fluency (written and spoken) in English:

The main problem when people come from a foreign country, mostly people come from Asia, India and Pakistan especially these two countries you know. What the problem is they have when they come ... still they cannot speak good English. (Pakistani male)

A Latin American teacher drew attention to being ridiculed by a group of children (when she 'took a lesson' as a teaching assistant). She complained that the children were '*laughing when [she] didn't pronounce a word properly*'.

Two of the Latin American teachers had taken a British Council English language qualification in the last three years; one at a higher level and one had a 'level one certificate'. Some respondents seemed unaware that there were different English language qualifications (e.g. IELTS - International English Language Testing System, GCSE) they could study in order to gain the required QTS level and/or that they could have their English language competence tested by the institution they applied to study for their QTS. Disquiet was expressed by an Indian teacher who considered herself fluent in written and spoken English (and with an overseas English language qualification) at the need for overseas-qualified people to have to obtain GCSE English because of the lack of recognition given to some overseas qualifications:

I felt really discriminated [against] because they said you have to have a GCSE in English. I've done my engineering in this country what more do you want? I don't want to spend the rest of my life; I'm 43 years old you know, to keep on doing GCSEs and all that. If I was teaching back home but I'm teaching here, and so they are asking all these sorts of questions and they are hindering me. (Indian female)

(All prospective teachers in the UK need such qualifications in English, mathematics and science, but it seems that some supplementary school teachers think that these qualifications are only being demanded of them.)

Similar concerns were echoed by an Ethiopian headteacher who thought the overseas qualification verification process was discriminatory.

There was a further concern that their mathematics qualifications would not be of the required standard to do a QTS course. One had level 2 GNVQ Maths but was also studying for level 3. One was uncertain as to why a mathematics qualification was needed to teach a community language – '*Why do we need maths if we are going to teach Spanish, we don't need maths!*'

While some respondents were concerned about their lack of English language qualifications, there was one teacher who was more concerned as to how someone like herself with '*lots of experience*' but '*no qualifications*' could be enabled to become a mainstream teacher. She confessed to not knowing where to start.

As well as Maths and English, a few respondents identified the need for developing their ICT skills:

We have a computer at home and I am able to use it not as an intermediate person. I'm not that excellent but my children are going to school and they are using the computer. (Ghanaian male)

There was a general consensus that teachers working in supplementary schools intending to work in mainstream schools would need to develop understanding of the British education system, including policies that are used in schools, the different curriculum areas that are taught, how to plan lessons, understanding different ability levels, how to motivate pupils to learn and develop behaviour management skills. For example:

Like planning lessons. I can handle a class I've done it a few times. My head she was telling me the other day she said I will watch you with younger kids and I will assess you. I'm quite confident with children that is no problem at all the only problem is what to teach. I can teach I know how to teach but I don't know what to teach. I would like to know more about the curriculum. And so basically I would like to learn that before I start. (Columbian female)

I think maybe understand [how] the system works here and ... it is a different culture, different kinds of children and so mainly understanding how it works here, how you catch their attention. (Columbian female)

For me it's a problem because we have different age groups you can't make a plan according to ability. We have to teach them and that's the problem we have because there is only one group and they are different ages and a different level you know. (Venezuelan female)

Other challenges discussed by the focus group participants included:

Actual job opportunities once qualified to teach in mainstream schools;

Not having access to a school where experience could be gained as a teaching assistant – one teacher recalled waiting ‘two years’ before being given an opportunity to work as a volunteer at her son’s school; some do not have young children;

Accessing a placement school while doing the PGCE – can all schools support community language placements?

Focus group participants also raised challenges relating specifically to languages. It was felt that accessing appropriate resources may also be dependent on the language competence of the students being taught (e.g. Akan/Ga, Somali, Tigrinya/Tigrigna, Amharic):

It depends on the level of the pupils because to some extent it comes to the basics.

Participants discussed the feasibility of accessing a course to teach community languages and securing mainstream employment. It was felt that this would be more possible for Spanish speakers as schools '*are going to need many [Spanish] teachers to support primary school, many, many teachers*'. (Columbian female)

An even greater challenge would be convincing Spanish-speaking teachers that they need to do not only do a pre QTS course but also a PGCE:

We have the language we know very well the language. It is different when it is not your mother tongue, it would be different if I was going to teach English with my accent and I make many mistakes. But with your language you have your language. (Columbian female)

... We studied it at university we did a lot of courses in Columbia. (Columbian female)

Only one accepted that the skills required to teach Spanish to non-Spanish speakers might be different:

I think it is a little different to teach Spanish to people that speak the language for example if you go to the Latin American School you are teaching children that their first language is Spanish. They just need to know grammar and how to write but they speak Spanish. It is different for children that don't speak the language do you understand what I mean? It's different. (Columbian female)

5. Key findings and recommendations

Our data has been largely gathered from a particular sub-set of supplementary school teachers, and cannot be regarded as an overall portrait of the whole group. We have particularly been able to gather data from

Teachers in schools where the headteacher has been a willing conduit;

Teachers and schools with an interest in both engaging with the UK educational mainstream, and in particular in improving teaching standards;

Teachers with a particular interest in obtaining QTS.

For a significant proportion of these teachers the main issue which has emerged in our survey has been obtaining QTS in the UK. We found a positive correlation between these teacher's reasons for obtaining QTS (to enhance their job prospects) and their desire to work in mainstream schools. About four-fifths of the teachers we received questionnaires from had qualifications to a degree level (80%) from overseas. Two thirds also had some teaching experience from countries overseas. 37% indicated that they had obtained QTS in the UK.

Different routes into teaching were not widely known: many perceived the PGCE as the only route. Only a few of the focus group participants had heard of the Graduate Teacher Programme (GTP), the Registered Teacher Programme (RTP) or the Student Associate Scheme (SAS). In a discussion with a group of six Spanish teachers from a Latin American school and the Director of a supplementary school teacher recruitment agency we found that none of them were aware of the Overseas Trained Teachers scheme (OTT), which would be most suitable for their particular needs. These teachers also only discovered in our focus group that the recruitment agency offered a 'Route to QTS' course, which was followed by school placements organised by the Agency.

There was also little understanding of the basic qualifications now required of all teachers in the UK, such as GCSE standards in English, Mathematics and Science, and basic skills standards. Many supplementary school teachers assumed that these requirements were being demanded only of them, in a discriminatory manner.

We have described these teacher's existing skills and knowledge in languages. These ranged from what is sometimes termed as 'modern foreign' to 'community' languages. More than half of the teachers interviewed (52%) indicated that they were qualified to teach language/s. A total of 16 languages were noted. Many of these language specialist teachers seek to work in primary schools (43%). The Primary Languages Framework, planned to be introduced for KS2 by 2010 might make use of this.

These teachers felt they had much to offer mainstream education. Their expertise in languages was often accompanied with Maths and Science, and some wanted to combine their knowledge of languages with their subject expertise to teach in secondary schools (e.g. Spanish and Science).

Teachers were clear about their own needs. A significant proportion identified proficiency in English, developing their ICT skills and learning about the English/UK Education system as their goals before taking on QTS courses. Our focus group discussions showed that these teachers often sought to work in schools as voluntary workers or assistants until they developed the required skills to teach in mainstream schools.

They identified two key challenges to this:

1. Establishing initial contact with schools: they lacked school contacts.
2. They admitted having insufficient confidence in spoken English to approach mainstream schools.

Overall our research has revealed a vibrant, enthusiastic and committed group of supplementary schoolteachers, eager to contribute to teaching of language and national curriculum subjects in mainstream schools.

Our findings indicate that supplementary schools continue to maintain their strong community links, serving diverse needs of the minority ethnic communities. We have found that in most schools traditional 'mother tongue only' policies were changing to include support in National curriculum subjects, mainly in Mathematics, Science and English. We think this is significant relating to the changing and complex roles of supplementary schools with implications for mainstream schools.

This report highlights particular challenges faced by the head teachers who often have financial constraints on running their schools and maintaining their required level in staff numbers. This has clear implications for future funding of supplementary schools as well LAs and other funding bodies.

Recommendations

The following recommendations are addressed to CILT but we recognise that they will need to work with a range of other organisations in order to implement these, for example the National Resource Centre for Supplementary Education and Empowering Learning. It may be also necessary to enter into discussions with Ofsted, the TDA and the DCSF about aspects of implementing some of these proposals.

- For a significant proportion of teachers the main issue is obtaining QTS in

order to teach in mainstream schools in the UK. Teachers were often given conflicting advice on matters and stayed on some courses much longer than was needed prolonging the process unnecessarily. There need to be joint programmes between all parties - supplementary schools, LAs with support and advice from local and National organisations- to provide training and advice for supplementary school teachers. There are existing agencies already undertaking this work. The expertise within these organisations can be used to support such initiatives.

- Our study shows the need for a pre QTS course which would provide supplementary school teachers wishing to qualify to teach in mainstream schools with appropriate skills and information. Teachers we have interviewed indicated that they would benefit receiving input in the following areas.
 1. Routes into teaching other than the PGCE, for example GTP, RTP, OTT (virtually all respondents appeared to have this need)
 2. Knowledge of the British education system (95%)
 3. Knowledge in ICT (78%)
 4. Improve their skills in English language (%75), Maths (48%) and Science
 5. Develop their skills in teaching community languages

In order to facilitate supplementary school teachers successful participation on such a course the study indicates that funding, for example, in terms of a bursary would be required to help support many of these teachers.

- There needs to be a concerted effort to channel cases through professional organisations that assesses each applicant's need individually, followed by suitable training paths to obtaining QTS. Agencies such as CILT, The National Resource Centre and Empowering Learning can be shown as examples to this.
- There was widespread recognition among supplementary school teachers of limited opportunities in teaching their community languages in mainstream schools. Some teachers expressed their desire to combine their knowledge of languages with their subject expertise in national curriculum subjects. For example 61% expressed their willingness to teach Mathematics while 64% indicated that they would be happy to teach languages. In some secondary schools with a significant number of minority ethnic children, community languages are not being offered. The teachers' expertise could be used to children's advantage by offering the

language as well the national curriculum subject. We recognise that there are training issues for teachers before this could effectively take place. The role of LAs is also crucial in identifying and advising schools accordingly

- Two key issues raised by headteachers were funding and resources in their ability to retain existing supplementary school teachers. There need to be national as well as local initiatives to provide financial assistance to supplementary schools.
- Our findings point to the need for further research at a national level in regional locations to gain further understanding of the needs and aspirations of supplementary teachers wishing to work in mainstream schools. We believe that there will probably be significant regional variations that should be explored and it would be useful to approach a wider range of types of supplementary schools than has proved possible to do in this study. We suggest that we be commissioned to carry out a study in selected urban/regional parts of England.

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Supplementary Schools: Survey of Teachers

The National Resource Centre for Supplementary Education have asked us to find out about the needs of teachers in supplementary schools, and how many wish to obtain UK Qualified Teaching Status (QTS). We would be grateful if you could answer these questions and return the form to us in the FREEPOST envelope provided by **January 25th**.

Your answers will be confidential and anonymous. We hope you are able to complete the questionnaire, but you do not need to respond to any questions you are uncomfortable with.

Section 1: About the school you work in

1. **Name of your school:**

(You do not have to give the name if you do not wish to)

2. **Where is your supplementary school? (please tick):**

Islington Kensington & Chelsea
 Westminster Camden Hackney Haringey Waltham Forest

3. **Which of the following does your school cover? (please tick all that apply):**

National Curriculum Mother Tongue Culture & Heritage Religious Studies Other

4. **What subject(s) do you teach at this school? (please list all that you teach):**

.....

5. **Which age groups do you teach? (choose one or more of the following)**

Under 5 5-11 11-16 16-18 Adults

6. **Do you teach....?**

Boys and girls Boys only Girls only

7. **When do you teach at this school? Please tick all that apply**

After school Saturdays Sundays

8. **How many hours a week do you normally teach at this school?** hours

9. **How long have you taught at this school for?** years

Section 2: About your educational qualifications and experience

10. **What educational qualifications do you have? Please complete the table**

Type of qualification	Tick all that apply	Year obtained	Country obtained
First degree (e.g. B.A., Baccalaureate)			
Post graduate (e.g. Master's, PhD)			
Teaching qualification			
GCSE's/ A levels (or equivalent)			

Other, please specify below (e.g. diploma)

.....

11. Do you hold a UK Qualified Teacher Status (QTS) teaching qualification?

Yes → **What year did you qualify?**

No → **Have you ever attempted to gain QTS?** Yes No

12. Do you have any qualifications to teach language(s)? Yes No

If YES, please indicate the languages you are qualified to teach:

.....

13. Do you have any teaching experience outside of the UK?

No



Yes → **How many years teaching experience do you have?**yrs

14. Please specify which country/countries you gained your teaching experience in:

.....

15. Where did you teach?

Primary school Secondary school College University Other

If other, please give further details:

16. What was your position and responsibility in the school/institution?

Teacher Headteacher Lecturer Other

If other, please give further details:

17. What subject(s) did you teach? Please tick all that apply

Mathematics Sciences Languages Humanities / Social Studies Religious studies ICT Other

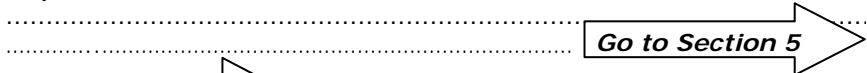
If languages, or other, please give further details:

Section 3: About obtaining UK Qualified Teacher Status (QTS)

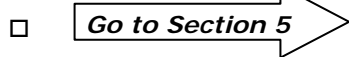
18. Would you like to obtain UK QTS?

Yes Go to Question 19

No Why not?



I already have UK QTS



19. Do you agree or disagree with the following statements about why you are interested in obtaining UK QTS?

	Agree	Disagree	Neither agree nor disagree
I think it would enhance my job prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would like to teach in mainstream schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it would help me to teach my subject area better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It provides an opportunity to obtain a UK qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, please specify

20. Where would you would like to teach in when you obtain QTS

- Early Years' Settings
 Primary schools
 Secondary schools
 Further Education
 Other

21. What subject (s) would you like to teach if you get UK QTS?

- Mathematics
 Sciences
 Languages
 Humanities / Social Studies
 Religious studies
 ICT
 Other

If **languages**, or **other**, please give further details:

Section 4: About additional skills needed to obtain UK QTS

22. To what extent do you agree with the following statements about the perceived barriers to enrolling on a QTS course?

	Agree	Disagree	Neither agree nor disagree
I don't think my prior qualifications and experience will be recognised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't think funding is available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My immigration status/work permit will not allow me to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The courses are not flexible enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have other work commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My family responsibilities take up all my time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other please specify:			

23. Please indicate to what extent you think you need the following additional skills to begin a UK QTS course?

	Agree	Disagree	Neither agree nor disagree
I think I need to improve my maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to improve my proficiency in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to develop my ICT knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to improve my proficiency in the language(s) I want to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I need to learn about the English system of education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, please specify:

Supplementary Schools: Survey of Headteachers

The National Resource Centre for Supplementary Education have asked us to find out about the needs of teachers in supplementary schools. We would be grateful if you could answer these questions and return the form to us by **January 25th 2008**. If you teach in your school, please also complete the **Teacher Survey**.

Your answers will be confidential and anonymous. We hope you are able to complete the questionnaire, but you do not need to respond to any questions you are uncomfortable with.

Section 1: Your School

1. Name of your school:

(You do not have to give the name if you do not wish to)

2. How many pupils are in your school?

Less than 25 25-50 50-100 More than 100

3. Which age groups are taught in your school? *(choose one or more of the following)*

Under 5 5-11 11-16 16-18 Adults

4. How are children taught?

By age By ability Language competence Other

5. Does the school serve a particular community?

Yes Which community?

No

6. Where is your supplementary school? *(please tick):*

Islington Kensington & Chelsea Westminster Camden Hackney Haringey Waltham Forest

7. Which geographical area(s) does your school serve?

8. What language(s) are taught at your school? *Please specify*.....

.....

9. Which of the following does your school cover? *(please tick all that apply):*

National Curriculum Mother Tongue Culture & Heritage Religious Studies Other

If other, please specify:

10. If National Curriculum is taught, which of the following subjects are covered?

Maths English Sciences Languages Other

If other, please specify:

Section 2: Your Teachers

11. How many teachers work at your school?

12. How many of your teachers currently have UK QTS?

13. Do you think any of your teachers who do not have UK QTS would like to gain it in the future?

Yes No Don't know

14. How long do teachers usually teach for at the school?

Less than 1 year 1-2 years 3-5 years 5 years or more

15. To what extent do you agree with the following statements about teacher recruitment to your school?

	Agree	Disagree	Neither agree nor disagree
I do not have a problem recruiting teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are a lack of language specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can only afford to employ a small number of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are a shortage of teachers with qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't have sufficient resources to take on more classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school times make it difficult to recruit teachers because of their work and family commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The location of my school makes it difficult to attract staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Those who apply do not have sufficient training/experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other factors that make recruitment difficult?.....			

16. To what extent do you agree with the following statements about teacher retention in your school?

	Agree	Disagree	Neither agree nor disagree
I have no problem retaining teachers in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lose teachers to mainstream schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers leave to concentrate on other commitments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A heavy workload discourages teachers from staying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers leave to other work, or to develop other skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient funding makes it difficult to retain teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers leave because we do not have up-to-date resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there any other difficulties in retaining staff?			

17. To what extent do you agree with the following statements?

	Agree	Disagree	Neither agree nor disagree
My teachers would leave as soon as they acquire UK QTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It would be good for my school if more teachers had UK QTS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you. Please return your completed questionnaire in the envelope provided to FREEPOST, LON 18903, IPSE, London Metropolitan University, 166-220 Holloway Road, London N7 8DB by 25 January 2008