

RBKC Partnership of supplementary schools

Westway Development Trust



Westway Development Trust, 40 Years Enhancing Local Lives 1971 - 2011
Enterprise & Opportunity, Health & Wellbeing, Sports & Fitness, Education & Arts
A social enterprise: Registered charity number 1123127; Registered Company number 6475436



Context- prior 2008

- Partnership set up in 2003 with help of a lottery bid. Schools met together regularly.
- WDT mission to help where there are seen to be gaps. Supplementary schools slipped through the net and often found it hard to attract funding.
- RBKC support - 3 schools obtained £5,000 each in grants
- WDT received grant of £20,000 towards resource centre, small library, training and quality assurance

Commissioning

- Decision to put a consortium bid for supplementary schools
- Worked with each school on budget and worked out how much a pupil learning hour was
- Considerable amount of work putting it together
- Bid for so many hours per school.

Consortium bid

- Successful but given a proportion
- Argued target numbers down
- Overall received £65,000 to go direct to 14 schools receiving between £2,036 - £10,061 depending on numbers and times operate
- WDT received same £20 k + £10k for a part-time admin post
- Management costs plus other costs borne by the Trust

Post commissioning

- Set up systems early on for monitoring.
- Response to requirements from RBKC
- Staff experience of heavy monitoring ensured system that would work and show success
- E.g if target was 8 users then ensured 12 users were accounted for. This allowed for absences.
- RBKC residents only.

Post commissioning

- Common registration form with mandatory information.
- Administrator does not accept forms unless filled out properly.
- ICT was an issue. Focus on training on Word and Excel.
- Each year has been better but still not perfect.
- Full time admin needed

What the initial impact of the contract was on consortium members?

- *Something new to every member*
- *Secured our project for 3 years*
- *Safe for school since got the funding*
- *Security and stability*
- *Assisted with gaining additional funding from other sources*
- *Strengthened the partnership*
- *Wider opportunity for all of us*

What the initial impact of the contract was on consortium members?

- *Training and Development of staff and school coordinator*
- *Sharing good practices*
- *Developed strong supportive relationship with other schools across the borough*

Did it create more work for you/consortium, and did you/consortium feel the borough was asking too much for too little?

- Varied according to experience of schools.
- *Not at all as most of the things which is been asked we usually do them such as attendance, and the outcome it help us a lot for our filling records.*
- *Created more experience for me and management and volunteers. Lots of rules. Helped us to get Quality Framework award. When work as a group work better than on your own.*
- *Sometimes there is more paperwork but on general it is worth it as the extra work helps us be more organised and ensure necessary everyday things to be in order*

Did it create more work for you/consortium, and did you/consortium feel the borough was asking too much for too little?

- *As WDT trust is the lead applicant for the contract, the RBKC was asking WDT to provide all sorts of information regarding beneficiaries' numbers and outcome and output. This pressure was passed on to individual members who rely on volunteers to provide all the information required as condition of funding.*
- *There was too much information asked for small amount of Borough financial contribution.*

Did it create more work for you/consortium, and did you/consortium feel the borough was asking too much for too little?

- *The contract did create more work initially in its data collection. The first training with the Borough on data submission was inadequate there was too much to take in a short period of time and data was always lost. The Consortium data collection was much better in the sense that workshops on Excel were put in place for people not familiar with the package, there was a registration form and the supplementary school administrator visited the project to give practical lessons on how the data collection package worked.*
- *It is only the initial setting up of students personal records in September that is time consuming because we have no admin person.*
- *Initially we did consider that there was a lot of work for very little, but after further thoughts, we feel that the experience was positive because it enabled the project's members to develop new skills and look at different ways of assessing and tracking it users. Additional sessions to attend meetings / trainings were created but it was all necessary / opted in by us due to identified need.*

Were there any benefits for service providers?

- *Yes securing a class and a teacher for a project.*
- *Stability*
- *Greater understanding of commissioning requirements.*
- *Developed a better relationship with RBKC Community Education & other sections of the local authority.*
- *Positive for developing good relationships with other funders.*
- *Continuation of the Consortium.*
- *Learning new skills around the importance of data & the project's impact in the community.*
- *Resources*
- *Yes, the policy learning and sharing of ideas has helped us to further strengthen our delivery and also enabled us to understand the wider agenda*

Were there any benefits for users in the change?

- *Stability of classes.*
- *Partnership working with other groups e.g. joint workshops, sport activities for adults and children & competitions.*
- *Tracking.*
- *Consistency of staff members,*
- *Secure Environment (knowing that the classes are not likely to close).*
- *Long term assistant for students who were likely to fail or were failing in mainstream system.*
- *There was more accredited training for young people and parents.*
- *More library/resources e.g. exercise books, pens, pencils, study books etc. All the young people who have left are either in further education or have apprenticeships.*
- *Users are less likely to be tempted into crime and are less likely to become NEETs.*
- *Keep children away from street*

How you/consortium adapted over the years?

- *Joint agreements on programmes for training and other activities.*
- *More groups joining the Consortium.*
- *Making sure all schools have the right policies, staff are CRB checked, and all necessary documentation according to the law (regular risk assessments etc.)*
- *Specific training put in place to reach statutory requirements including as health and safety and Safeguarding*
- *Grown up. More mature. New projects.*
- *I think consortium members adapted the process over the years through partnership work, joint training and sharing of good practices.*

In hindsight, do you/consortium think it has had more of a positive impact or a negative one?

- *I think this contract gave all of us a very good impact of keeping us running in a very positive way of gaining a lot of knowledge and training.*
- *For our group without the Consortium we would not have had the opportunity on a daily basis to meet with so many other supplementary schools in one place and share ideas, knowledge and skills. Also many of our students attend more than one supplementary school which provides the opportunity for schools to work together and develop similar strategies to help those students with special needs or those failing in mainstream school or excluded.*
- *The consortium need to build on the success stories and hard work over the last three years and continue to more Contracts both in the Borough and elsewhere.*
- *I can't manage everything. For me positive. Has helped consistency.*

In hindsight, do you/consortium think it has had more of a positive impact or a negative one?

- *The Consortium/Partnership is a very good ideal and it works well in practice.*
- *Members are given a voice and ideas are acted on, it opens out/offers opportunity for projects to develop and operate good practice.*
- *The training available is tailored to the needs of the partnership members.*
- *The consortium would not work without the employment of a co-ordinator.*

WDT perspective

- Initial impact
- More work
- Benefits for service provider
- More work. Setting up processes
- Yes. Lots. Part of the deal!
- Ensured an infrastructure
- Meetings well attended
- Data collection/partial

WDT perspective

- How adapted?
 - Refined processes
 - Developed new systems
 - e.g this year implemented a registration process
 - Training responsive

WDT perspective

Positive

- Seen as leading the way across London
- Consistency across supplementary schools
- Promotion of supplementary schools
- Stronger together
- Impact
- Safeguarding and H and S

Negative

- Time consuming so narrows other project/work opportunities
- Large group of different small **voluntary** organisations with own identities/personalities
- Can be difficult to get responses
- Changed the nature of the relationship
- Responsibility of the contract
- Position of supplementary schools outside the contract

Debatemate- MSS and BYA



Pimento



The Albanian School -Kosova



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Eritrean Parent and Children's Association



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