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SURVEYING THE VIEWS OF PUPILS ATTENDING SUPPLEMENTARY SCHOOLS IN ENGLAND

ABSTRACT

Supplementary schooling broadly refers to extra schooling organised by and for particular ethnic groups outside of mainstream provision. This is the first study to systematically explore the attitudes of pupils attending supplementary schools in England, and is the largest ever UK study of supplementary schools and their pupils. 772 pupils aged 5-16 years attending 63 supplementary schools in four major cities in England completed a questionnaire to determine their attitudes to mainstream and to supplementary school, their attitudes to and self-evaluation of their achievement in reading and mathematics, their attitude to learning and learning activities, their reasons for attending supplementary school and their likes and dislikes about supplementary school, as well as other pupil background data.

Pupils attending supplementary schools experience extremely high levels of educational disadvantage that are well above the national average. Pupils were very positive in their attitudes to supplementary school, and from age 7 upwards were significantly more positive about supplementary school than they were about mainstream school. Pupils valued gaining general support for their educational improvement, a deeper understanding of their home language or culture, specific help with learning English and mathematics, help with other mainstream school work, social activities, using computers and ICT, and the positive support of their supplementary school teachers. The pupils who had been attending a supplementary school the longest had the highest scores for attitudes to learning and learning activities, and attitudes to and evaluation of their achievement in maths. However further research is needed to identify any causal linkage between supplementary schooling and education related outcomes.

SURVEYING THE VIEWS OF PUPILS ATTENDING SUPPLEMENTARY SCHOOLS IN ENGLAND

INTRODUCTION

Supplementary schooling broadly refers to extra schooling organised by and for particular ethnic groups outside of mainstream provision. These schools are organised mainly on Saturdays, hence are also sometimes called Saturday schools, but can be held on Sundays or weekdays before or after mainstream school. Most schools are run for three to four hours a week in youth clubs, community centres, places of worship and state-maintained schools. In general supplementary schools are non profit making organisations, frequently registered as charities, that often rely on enthusiastic and dedicated volunteers and on the generosity of funders to operate. They may differ in size from 10 to 300 or more pupils, and in the subjects they teach or the activities they engage in. No one knows the number and size of supplementary schools in the UK, there exist no official records or national surveys of such schools. While supplementary schools are as diverse as the communities they serve, Abdelrazak (2000) argues that most of them do not differ in their fundamental aims, which can be summarised as: (i) developing the minority ethnic child's cultural identity, self-esteem and confidence; and (ii) promoting the achievement of minority ethnic children in state-maintained schools. For a review of the history of supplementary schools readers are referred to Matheson (1995), Richards (1995) , Sewell (1996) Reay & Mirza (1997) and Rutter (1978).

The British Education Index (BEI) and the Education Resources Information Centre (ERIC) electronic databases were searched to ascertain the research evidence in relation to these outcomes¹. In both BEI and ERIC articles are indexed by subject headings and *Supplementary Education* exists as a main term. The scope (definition) of the term is defined as: "*Education provided outside the normal school curriculum, usually to enable an individual to develop an increased knowledge of the religion or culture of his/her ethnic group, or to develop some special skill (Note: do not confuse with 'Remedial Education' or 'Special Educational Needs').*"

A search on “Supplementary Education”, limited to articles published in the last ten years generated only nine references from BEI; clearly there is little UK research in this area. A similar search of the US ERIC database revealed 314 references. However the majority of these related to Supplementary Instruction (SI). These are predominantly programmes for ethnic minority undergraduates in US universities and bear little relation to Supplementary Education in terms of the schools who are the focus of this research². A further search for ‘supplementary education’ excluding ‘instruction’ found only 55 references. There were no articles giving any evaluation of the impact of supplementary education in terms of pupils’ educational outcomes or attitudes.

In sum, there is little published research on supplementary education in the UK, supporting the observation of Bastiani (2000) that “there is very little literature and no hard evidence (especially systematic comparative data) on the topic of supplementary schools as such” (p10). There are no large scale quantitative studies, and no previous research at a national level.

The present study

This study was funded by the Centre for British Teachers (CfBT) and African Schools Association (ASA) as one part of the evaluation of the Supplementary School Support Service (S4). At the time of the research, S4 was a one year pilot project, funded by the Department for Education and Skills (DfES). The service aims were to:

- Contribute to raising the achievement of ethnic minority pupils in National Curriculum subjects;
- Promote co-operation between mainstream and supplementary schools;
- Build the management capacity of supplementary schools;
- Share good practice between supplementary schools.

The service offered a total of £600,000 in grant funding in 2001/02 to organisations that ran supplementary schools. Grants were available to community organisations in Bristol, Birmingham, London or Manchester that provided learning activities in English for ethnic minority pupils. All supplementary schools that received grants were included in the research project.

The present research was not intended to evaluate the overall aims of the support service, as listed in the bullet points above. Rather the specific aim of the research was to gather evidence, through a large scale survey, of pupils' views and attitudes to mainstream and supplementary education provision, their attitudes to and self-evaluation of their achievement in the core subjects of reading and mathematics, their views of learning and of themselves as learners, their reasons for attending supplementary school and their likes and dislikes about supplementary school provision.

METHOD

Pupil questionnaire

A survey of existing attitude measures for school age pupils revealed no questionnaire that addressed all the areas described above. A specific questionnaire was therefore developed for the project. The questionnaire covered six broad areas:

- Attitudes to mainstream school - 5 statements;
- Attitudes to supplementary school - 5 statements;
- Attitudes to reading – 5 statements;
- Attitudes to mathematics - 5 statements;
- Attitudes to learning - 10 statements;
- The reasons pupils attended supplementary school and what they liked and disliked about supplementary school.

The questions asked pupils to rate how they felt about each of the 30 statements on a five point scale ranging from 'strongly agree' through to 'strongly disagree'. In order to avoid response bias, positively and negatively worded statements were intermingled throughout the questionnaire. Tutors were asked to complete some demonstration questions with the class so that pupils understood the format of the questions. They were also asked to stress that the questions were asking the pupils how they felt about the question and that there were no right or wrong answers. Tutor feedback indicated the questionnaire took around 15 minutes to complete, that there were no significant difficulties in administering the questionnaire, no inappropriate questions

and that there was wide support for the project (See Strand 2002 for a detailed analysis of tutor feedback on the questionnaire and its administration).

Factual information on each pupil was also collected including their name, date of birth, the name of their Saturday school, the date they completed the questionnaire, how long they had attended supplementary school and the number of books in their home.

Distribution of the questionnaires and sampling strategy

The questionnaires were sent out to schools as and when they were awarded grants from the supplementary school support service. Questionnaires were distributed to 72 schools and returns were received from 63 schools (88%). The study employed a sampling strategy by asking supplementary schools to identify 10 named pupils to participate in the research and to obtain permission from parents/carers for their participation. The purpose of the sampling strategy was to avoid overburdening schools with the administrative requirement to complete a large number of questionnaires. However schools had the option to use the questionnaire with more than the 10 nominated pupils if they chose to. Schools were required to send the names of the nominated pupils, and the parental permissions, to the supplementary school support service before the questionnaires were completed.

RESULTS

Description of the sample

Questionnaires were returned for 772 pupils attending 63 supplementary schools in four major geographical regions on England. In the event the vast majority of schools (53 schools or 84%) returned between 7 and 15 questionnaires. Five schools returned less than 7 questionnaires and 5 returned more than 15 questionnaires.

The mean age of the sample was 12:1 with a standard deviation of 34 months i.e. two thirds of pupils fell in the age range 9:03 - 14:11. A breakdown by key stage is given in Table 1.

Insert Table 1 about here

The sample comprised 52% girls and 48% boys. The majority of pupils (60%) were from the London region. This reflects both the greater population density in London, and also the greater number of supplementary schools in London per head of population. 17% of pupils attended schools in Birmingham, and 11% in each of Bristol and Manchester.

Pupils were asked how long they had been attending supplementary school. The results are presented in Table 1. A large proportion (35%) had only started attending supplementary school in the last six months. However one-fifth (20%) had been attending supplementary school for more than three years.

Pupils were asked to report the approximate number of books (excluding magazines, newspapers or any school books) in their home. This measure has been used in many international studies as a proxy indicator for the educational level of the home. This data (see table 1) can be contrasted against two other large national datasets. First, the same question was used by the National Foundation for Educational Research (NFER) in a national survey of the attitude to school of over 2,274 Year 6 and Year 7 pupils in England and Wales in summer 1995 (Keys, Harris and Fernandes, 1995). The sample of schools were stratified by size (in terms of number of pupils), type of school (Infant, Junior, Comprehensive, Other Secondary, Independent), region (North, Midlands, South) and type of Local Education Authority (LEA) (metropolitan or non-metropolitan) to be representative of the national population. Second, the question was again used in the national evaluation of the first 25 study support summer schools funded by the DfES in summer 1999 (Mason et. al., 2000). The NFER administered pre and post course attitude questionnaires to 1,409 pupils attending these summer schools. The target groups for the summer schools were “underachievers, those with special needs or those considered socially disadvantaged” (Mason et. al., 2000, page vi).

The results from the three studies are compared in Figure 1. It can be seen that

around 42% of the supplementary school sample reported 25 or less books in the home, compared to 29% of the summer school sample and 16% of the national sample. Equally, only 25% of the supplementary school sample reported more than 100 books in the home, compared to 39% of the summer school sample and 57% of the national sample. It is apparent that the supplementary school sample are substantially more disadvantaged on this measure, compared both to the national sample and to the summer school sample.

Insert Figure 1 about here

Attitude questions

The results are reported in two forms. First, the simple percentage of pupils making each response to each item is reported, together with an aggregate figure for those who 'strongly agree/agree', and for those who 'disagree/strongly disagree', with each item. Second, 'total scores' are created by scoring each response from 5 for 'strongly agree' through to 1 for 'strongly disagree'. Where agreeing with the statement indicated a negative evaluation (e.g. I am bored in lessons) these scores are reversed so that a score of 5 is given to 'strongly disagree' and 1 to 'strongly agree'. Higher scores therefore indicate more positive evaluations. The scores are then averaged for each pupil and for each section of the questionnaire.

Attitudes to mainstream and supplementary school

Table 2 gives the results for the ten questions related to attitudes to school. Overall, pupils were very positive about supplementary school. A total of 84% reported supplementary school helped them with their (mainstream) school work, 84% said they got on well with the supplementary school teacher, 75% said the work they did at supplementary school was interesting, 74% reported that they were happy when they were at supplementary school and 70% disagreed with the statement that I am bored at supplementary school.

Insert Table 2 about here

Pupils were also positive in their attitudes to mainstream school. Thus 79% reported they were happy at school, 79% reported that they go on well with their teachers, 77% reported that on the whole they liked school, 71% found the work they did in lesson interesting and 50% disagreed with the statement I am bored in lessons.

Total scores were calculated for the eight common items across the two scales (I am happy..., I am bored..., the work is interesting..., I get on well with my teachers). This revealed that pupils were significantly more positive about supplementary school than about mainstream school ($t=9.00$, $df=680$, $p<.001$). This can be seen in Figure 2 which plots the mean total scores together with 90% confidence bands for attitudes to mainstream and supplementary school by age group. Only at KS1 (age 5-7) do the confidence bands overlap, indicating that from age 7 upwards pupils were significantly more positive about supplementary school than they were about mainstream school. There is also evidence that the linear decreasing trend with age is significant for attitudes to mainstream school but not for attitudes to supplementary school, indicating that the gap between the two widens with age. This is discussed further in the section on regression analyses.

Insert Figure 2 about here

Attitudes to reading and mathematics

Table 5 gives the results in relation to reading and mathematics. Pupils were generally positive in their attitudes to both reading and maths. In relation to reading, 83% of pupils liked reading, 83% reported that if they got stuck on a word they could usually work it out, 75% considered themselves good readers, 73% disagreed with the statement 'the books I read in class are too hard' and only 44% would rather do other things than reading. Similarly for mathematics 77% liked maths and sums, 72% thought they were good at maths and sums, 71% used maths to help them outside of school and only 37% would rather do other things than maths. Overall the responses to maths were less positive than the equivalent questions for reading. For example 20% thought that maths and sums were hard, compared to only 11% who considered the books they read were too hard.

Insert Table 3 about here

Attitudes to learning and learning activities

Detailed responses to each question are given in Table 4. Pupils showed strong support for lessons where they could work with their friends (90%), talk about their ideas (85%) or be involved in practical activities such as making something (85%). There was a less positive rating for lessons where pupils worked on their own, although 50% still reported they liked such lessons.

Insert Table 4 about here

Questions 4.1 to 4.6 were aggregated to create an total score for 'attitude to learning'. This incorporated an affective component ("I work as hard as I can in class, I like having problems to solve"), a self-evaluation of the pupil's learning and problem solving skills ("I know how to be a good learner, I'm not very good at solving problems, when given new work I feel confident I can do it") and a measure of global self-esteem ("I feel good about myself"). The results are discussed more fully below.

Regression analyses

Multiple regression analyses were completed to look at the independent effect of age, sex and length of attendance at supplementary school on each of the five total scores (attitudes to supplementary school, attitudes to mainstream school, reading, mathematics and attitudes to learning). The full results table are presented in Table 5.

Insert Table 5 about here

Age

Only one coefficient for age achieved statistical significance, and that was a trend for older pupils to report less positive attitudes to mainstream schools ($p < .01$).

Interestingly age was not significantly associated with attitudes to supplementary school. While there was also a downward trend with age, older pupils did not have

significantly less positive attitudes to supplementary school than their younger peers. These results were presented earlier in Figure 2. It appears that the gap between attitudes to mainstream and supplementary schools increases across the age bands. This suggests that supplementary schools may be particularly effective in continuing to motivate and engage older pupils, who may become disaffected with mainstream school.

Sex differences

There were no significant sex differences in attitudes to mainstream school, attitudes to supplementary school, or in attitudes to learning and learning activities. There were however significant overall sex differences in attitudes to reading ($p < .01$) and maths ($p < .01$).

For the reading questions, t-tests revealed significant sex differences in responses to questions 3.1 and 3.3. These two questions ask about children's **enjoyment** of reading: girls liked reading more than boys (90% vs. 78% agree/strongly agree) and girls were less likely to want to do other things than reading (34% vs. 50% agree/strongly agree). Questions 3.2, 3.4 and 3.5, which asked children to judge **how good they were** at reading, did not indicate any significant sex differences.

For the mathematics questions, t-tests revealed a small but significant sex difference on questions 3.6 and 3.7. Boys were more likely than girls to report that they liked maths and sums (77% vs. 72% agree/strongly agree), and that they were good at maths and sums (71% vs. 66% agree/strongly agree).

These outcomes reflect stereotypical differences in relation to reading and mathematics. Boys like reading less than girls and are more likely to want to do things other than reading, supporting research suggesting boys are less enthusiastic about reading than girls (Millard, 1997; Powney, 1996). Conversely, more boys than girls report they like maths and sums, and boys are also more confident they are good at maths and sums, supporting research suggesting girls tend to underestimate their abilities in mathematics (OFSTED, 1996). These differences in attitudes may be associated with the sex differences in educational attainment reported both in England (OFSTED, 1996) and the United States (e.g. Cole, 1997).

Associations with length of attendance at supplementary school

The regression analyses allowed the influence of length of attendance to be assessed while controlling for effects associated with sex and age. Three dummy variable were created to contrast those who had been coming to supplementary for less than 6 months against those who had been attending for 6-12 months, more than 1 but less than 3 years and 3 or more years. The results show significantly higher scores for attitudes to maths for those who had attended for 1-3 years ($p<.01$) or 3 or more years ($p<.05$), and on attitudes to learning and learning activities for those who had attend for 3 or more years ($p<.05$). Pupils who reported they had attended a supplementary school for less than 6 months had the least positive attitudes and those who reported they had attended a supplementary school for more than 3 years the most positive attitudes. These results are illustrated in Figure 3.

Insert Figure 3 about here

Reasons for attendance and likes/dislikes about supplementary school

Why do pupil's attend supplementary school?

Pupils were asked why they attended supplementary school. They were offered five possible reasons (see Table 6) and a sixth option to supply 'any other reason'. Pupils were allowed to tick more than one box so the totals sum to greater than 100%. The most frequently chosen reason for attending supplementary school was to get extra help in things that pupils found difficult. This was cited by over one-third (68%) of all pupils. However, it was also notable that a significant minority (27%) attended supplementary school "to do more of the things they felt they were good at". Around one-third (35%) reported that they attended because their parents wanted them to, and 29% because it was fun. 20% attended because their friends were there.

Insert Table 6 about here

There are interesting differences in the reasons pupils give for attending

supplementary school depending upon their age. Thus the proportion of pupils attending to get extra help in things they find difficult increases systematically with age from 55% at KS1 (age 5-7) to 75% at KS4 (age 14-16). Similarly the proportion attending because their parents want them to, decreases from 49% at KS1 to 30% at KS4. The proportion attending because it is fun reduces in a similar fashion from 47% at KS1 to 27% at KS4. These results may indicate pupils taking greater ownership of their learning as they grow older, including realising their own need for additional support in specific areas.

169 pupils (22%) supplied an 'other reason' for attending supplementary school. These reasons were coded into six categories, as shown in Table 7. The table gives examples of pupil responses for each category to illustrate the basis of the categorisation. The most frequent reasons given for attending supplementary school were categorised as general educational improvement, mentioned by 39% of the 169 pupils responding to the question. The next most frequent set of reasons were to understand home culture or to improve a home language (21%). The third most frequent category of responses were improvement of English or mathematics (12%) closely followed by help with mainstream school (11%). Lastly, for a smaller proportion of pupils their reasons related to general fun/enjoyment (7%) and to the opportunity to undertake other specific activities such as dance, drawing or sport (6%).

Insert Table 7 about here

What do pupils like/dislike about supplementary school?

Pupils were asked the open ended question "What do you most like about supplementary school?". An analysis of responses generated 12 response categories³. Because pupils frequently gave more than one reason/activity which they liked about supplementary school, a pupil's response could be coded into more than one category. Thus there were a total of 947 coded responses from the pupils. A detailed breakdown of responses by category is given in Table 8. The most frequent responses were categorised as general learning, accounting for 20% of responses. This included any response related to learning other than to specific subjects which were included in a separate category. The next most frequent set of reasons related to

social activity and meeting friends (15%), followed by learning particular National Curriculum subjects (13%), specific help with mainstream school (10%), learning home language/culture (10%), their teachers (10%), using computers and ICT (6%), the general qualities of the school (6%), specific activities and sports (5%) and the benefits of small classes (2%).

Insert Table 8 about here

A similar analysis was completed for the question “Tell us anything you do not like about supplementary school”. Again, an analysis of responses generated 12 response categories and, because pupils frequently gave more than one aspect they did not like, each pupil's responses could be coded into more than one category. A total of 667 responses were coded. A detailed breakdown of responses by category is given in Table 9. The most frequent response was that there was nothing the pupils disliked, accounting for 29% of the responses. Where pupils did report there was something they disliked, this most often related to the organisation and/or the curriculum of the schools, such as the timing of activities and types of activities. Specific subjects were also mentioned quite frequently, as were the school social environment, the lack of difficulty in the work provided, poor resources, poor physical environment and aspects of the teaching. Similar issues would be raised by pupils about mainstream schools so these comments should not be taken as specific to supplementary schools.

Insert Table 9 about here

DISCUSSION

This is the first UK study to have sampled so widely the views and attitudes of pupils attending supplementary schools. Pupils were very positive in their attitudes to supplementary schools; they were happy, interested in their lessons, got on well with their teachers and reported that supplementary school helped them with their mainstream school work. Overall, their attitude to supplementary school was more positive than their attitude to mainstream school. Attitudes to mainstream school

deteriorated with age, but this trend was not significant for attitudes to supplementary school. The gap between attitudes to mainstream and supplementary schools appeared to widen across the age groups. Supplementary schools may therefore be particularly effective in continuing to motivate and engage older pupils who may become disaffected with mainstream school.

We cannot discount the possibility of selective bias in our sample. It would have been preferable to randomly select pupils for inclusion in the study. However this was difficult in practical terms since supplementary schools are typically community groups rather than schools in the mainstream sense, so they often do not formal pupil rolls from which to select, attendance is typically only for a few hours a week and of course attendance is optional not mandatory. Schools were also reluctant to seek permission from all parents seeing this as onerous. As a compromise, the schools were required to send the names of the nominated pupils, and the parental permissions, to the supplementary school support service before the questionnaires were completed. This prevented schools selecting only pupils who had given positive responses to the questionnaire, although the possibility for selective bias has to be recognised. However it was stressed to schools that this was not a 'high stakes' evaluation of the individual schools but an attempt to get a picture on the views and attitudes of the student body in general.

Pupils engaged in a wide range of learning activities at their supplementary schools, and particularly valued the opportunities for general educational improvement, gaining a deeper understanding of their home language or culture, specific help with learning English and mathematics, help with mainstream school work, social activities, using computers and ICT and the positive support of their supplementary school teachers. There is therefore considerable overlap in the aims of mainstream and supplementary schools, and much to be gained through closer liaison between the two sets of organisations (Abdelrazak, 1999; Bastiani, 2000).

Pupils provided sometimes incisive feedback on what they liked\disliked about their supplementary schools. For examples one pupil commented "I think the teachers should teach in a different way. Instead of reading books and answering questions we should do group activities that include speaking out loud. This would give us more

confidence and this would improve our speaking skills” (see Strand, 2002, p21). Another stated “sometimes I don’t like the Saturday school because the stuff we are learning is too easy and I know it already”. Most of the responses were similarly constructive and much can be gained by supplementary schools in listening to and acting on such pupil feedback. Supplementary schools might also consider using other sections of the questionnaire as part of a process of self-evaluation, assessing pupil attitudes across a wide range of outcomes. The large amount of data collected in this study gives a sound comparative base for schools to evaluate the attitudes of their own pupils against a large sample of pupils from other supplementary schools⁴.

Supplementary schools serve inner city communities and pupils who on average are more likely to experience high levels of material and social disadvantage. The current research provides empirical data to demonstrate this in relation to the number of books in the home. Levels of disadvantage on this measure exceed not only the national average but also the average for the population selected for the evaluation of study support summer schools, which was particularly targeted at those considered socially disadvantaged (Mason et. al., 2000). Financial support for supplementary schools is therefore consistent with other government policies such as Sure Start and the New Deal for Communities that target resources specifically to support the education of disadvantaged pupils.

Study support, of which education in supplementary schools can be considered a part, has been a significant area of growth in recent years. There is some evidence that study support - in the form of summer schools, lunch hour and after-school clubs, mentoring programmes and other activities centred around the mainstream school - has a positive impact on attitudes (Yip, 1997; Milar, 1997; Sharp et al, 1999; Mason et. al. 2000) and that study support “would seem to have a particular role in helping children from disadvantaged backgrounds and those needing additional support with their learning” (Sharp et. al., 1999). In contrast, there is no robust evidence for a positive effect of supplementary school provision on pupil attitudes or attainment (Bastiani, 2000).

The current research indicates that pupils who had attended supplementary schools the longest had the most positive attitudes to learning and learning activities and

attitudes to and evaluation of their achievement in maths. However we cannot draw any causal conclusions from this data. It is possible that the pupils who have attended supplementary school for longer periods differ on other (unmeasured) variables from those who do not. For example pupils who are dissatisfied with education may be more likely to drop out from supplementary school at an earlier stage, causing a selective bias in those who remain longer in the supplementary schools. Further longitudinal research will be necessary to ascribe such outcomes directly to the influence of the supplementary school *per se*. However the results do suggest that further research is warranted. We hope the DfES continue to fund the supplementary schools support service, and the communities, families and pupils they support.

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TABLES

TABLE 1: Description of the sample

Variable and level	Frequency	Percent
Age range		
Key Stage 1 (age 5 - 7)	53	7.6
Key Stage 2 (age 7 - 11)	264	30.2
Key Stage 3 (age 11 - 14)	239	34.2
Key Stage 4 (age 14 - 16)	196	28.0
Total valid responses	699	
Length of attendance		
Less than 6 months	250	35.0
About 6 to 12 months	124	17.4
More than 1 year but less than 3 years	192	26.9
3 or more years	148	20.7
Total valid responses	714	
Number of books in the home		
None or very few (0-10 books)	125	16.9
Enough to fill one shelf (11-25 books)	188	25.5
Enough to fill one bookcase (26-100 books)	235	31.8
Enough to fill two bookcases (101-200 books)	92	12.5
Enough to fill three or more bookcases (>200)	98	13.3
Total	738	

TABLE 2: Attitudes to mainstream and supplementary school

About your school	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Agree total	Disagree total
Q1.1 I am happy when I am at school	31%	48%	14%	5%	3%	79%	7%
Q1.2 I am bored in lessons	5%	17%	28%	36%	14%	22%	50%
Q1.3 On the whole I like school	28%	49%	15%	5%	3%	77%	8%
Q1.4 The work I do in lessons is interesting	25%	46%	20%	5%	4%	71%	9%
Q1.5 I get on well with my teachers	37%	43%	16%	3%	2%	79%	5%
Q2.3 I am happy when I am at Saturday school	30%	44%	19%	5%	2%	74%	7%
Q2.4 I am bored at Saturday school	5%	7%	18%	42%	27%	12%	70%
Q2.1 Saturday school helps with school work	49%	35%	10%	3%	3%	84%	6%
Q2.2 Work I do at Saturday school is interesting	31%	44%	19%	5%	1%	75%	6%
Q2.5 I get on well with my Saturday school teacher	47%	37%	14%	2%	1%	84%	2%

Note: All figures have been rounded to whole numbers so totals may vary by up to 1% point.

TABLE 3: Attitudes to reading and mathematics

About reading and maths	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Agree total	Disagree total
Q3.1 I like reading	45%	38%	9%	6%	3%	83%	8%
Q3.2 I think I am a good reader	37%	38%	19%	4%	1%	75%	6%
Q3.3 I'd rather do other things than reading	18%	26%	27%	18%	11%	44%	29%
Q3.4 If I get stuck on a word I can usually work it out	30%	52%	13%	3%	2%	83%	5%
Q3.5 The books I read in class are too hard	5%	6%	16%	39%	34%	11%	73%
Q3.6 I like maths and sums	40%	36%	11%	6%	7%	77%	13%
Q3.7 I am good at maths	31%	41%	19%	6%	4%	72%	10%
Q3.8 I would rather do other things than maths	16%	20%	26%	21%	16%	37%	38%
Q3.9 I think maths and sums are hard	7%	13%	24%	32%	23%	20%	56%
Q3.10 I use maths to help me outside of school	30%	41%	17%	7%	6%	71%	13%

Note: All figures have been rounded to whole numbers so totals may vary by up to 1% point.

TABLE 4: Attitudes to learning and learning activities

Attitudes to learning and learning activities	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Agree total	Disagree total
Q4.1 I work as hard as I can in class	42%	44%	10%	3%	1%	87%	4%
Q4.2 I know how to be a good learner	36%	47%	14%	3%	1%	82%	3%
Q4.3 I'm not very good at solving problems	6%	19%	32%	31%	12%	25%	43%
Q4.4 When given new work, I feel confident I can do it	28%	47%	19%	5%	2%	75%	7%
Q4.5 I like having problems to solve	25%	32%	24%	13%	7%	56%	20%
Q4.6 I feel good about myself	42%	44%	11%	3%	0%	87%	3%
Q4.7 I like lessons where I can work with my friends	56%	34%	6%	3%	1%	90%	4%
Q4.8 I like lessons where I can work on my own	19%	35%	20%	17%	10%	54%	27%
Q4.9 I like lessons where we talk about our ideas	45%	40%	9%	5%	1%	85%	6%
Q4.10 I like lessons where I can make something	50%	35%	10%	4%	1%	85%	5%

Note: All figures have been rounded to whole numbers so totals may vary by up to 1% point.

TABLE 5: Regression coefficients and significance levels from multiple regression analyses

	Attitudes to mainstream school		Attitudes to supplementary school		Attitudes to reading		Attitudes to maths		Attitudes to learning	
Variable	coeff.	sig.	coeff.	sig.	coeff.	sig.	coeff.	sig.	coeff.	sig.
Constant	4.33		4.37		3.94		3.92		3.97	
age (months*100)	-0.30	<i>p<.01</i>	-0.15	<i>ns</i>	-0.12	<i>ns</i>	-0.18	<i>ns</i>	-0.06	<i>ns</i>
Sex (girls)	-0.01	<i>ns</i>	0.07	<i>ns</i>	0.15	<i>p<.01</i>	-0.17	<i>p<.01</i>	-0.01	<i>ns</i>
6-12 months	-0.15	<i>ns</i>	-0.15	<i>ns</i>	0.07	<i>ns</i>	0.07	<i>ns</i>	0.05	<i>ns</i>
>1 but <3 years	-0.06	<i>ns</i>	-0.06	<i>ns</i>	-0.07	<i>ns</i>	0.23	<i>p<.01</i>	0.09	<i>ns</i>
3+ years	0.00	<i>ns</i>	-0.07	<i>ns</i>	0.02	<i>ns</i>	0.21	<i>p<.05</i>	0.13	<i>p<.05</i>

Note: Interactions between these variables were explored but did not prove statistically significant. They are therefore excluded from the table.

TABLE 6: Reasons for attending supplementary school by age group.

I come to Saturday school.....	Key Stage				All age groups
	KS1	KS2	KS3	KS4	
	(5-7)	(7-11)	(11-14)	(14-16)	
to get extra help in things I find difficult	55%	64%	69%	75%	68%
because my parents want me to	49%	43%	29%	30%	35%
because it's fun	47%	31%	25%	27%	29%
to do more of the things I'm good at	28%	25%	29%	26%	27%
because my friends are here	15%	18%	20%	18%	20%
other reason (see text)	26%	25%	21%	22%	22%

TABLE 7: Reasons for attending supplementary school (open ended question)

Category	N	%	Typical comments
General educational improvement	66	39.1%	<ul style="list-style-type: none"> • My teacher helps me with things I cannot do and I learn something extra when I am there. • Family say I need more confidence. • Because I want to learn more and understand things which are difficult for me. • I can learn things that I've never learned before. • Got excluded from last school. • It will help me and this is good because it's free! • Because I love my work, it is things I have done before but I still get better.
To understand home culture / improve home language	36	21.3%	<ul style="list-style-type: none"> • To learn Vietnamese (my own language). • To study my mother tongue and to learn African history. • Learn more about Urdu and do GCSE. • To help me read and write in Arabic.
Improve mathematics and English	20	11.8%	<ul style="list-style-type: none"> • Because I want to be better at maths mostly. • I want to learn more English and learn more about study. • To improve more at maths and English.
Help with mainstream school	19	11.2%	<ul style="list-style-type: none"> • Makes me have more confidence with subjects I have difficulty with. • It helps you so when you go back to school you know more. • Help with my GCSE coursework. • For teachers to check my homework done from my mainstream school. • Get some more education for SATS. • So I pass my 11+. • Because I need to get ready for my 11+.
Fun, enjoyment, social activity	11	6.5%	<ul style="list-style-type: none"> • It's like one big family. • To socialise. • Because it gets me out of the house and I enjoy it. • I like playing with my friends.
Other specific subjects and sport	10	5.9%	<ul style="list-style-type: none"> • dance or dancing, drawing, football

TABLE 8: What I most like about supplementary school.

Category	N	%
General learning (subject not specified)	190	20.1%
Social life, friends	140	14.8%
Particular National Curriculum subjects	126	13.3%
Help with mainstream school	97	10.2%
Home language / culture	93	9.8%
Teacher/s	91	9.6%
Computers / ICT	58	6.1%
School organisation	56	5.9%
Specific activities	35	3.7%
Sports	16	1.7%
Small classes	16	1.7%
Everything	12	1.3%
Nothing	3	0.3%

TABLE 9: Things I do not like about supplementary school.

Category	N	%
Nothing	193	28.9%
Organisation / curriculum	112	16.8%
Time it happens	54	8.1%
Subject/s	52	7.8%
School social environment	50	7.5%
General work	50	7.5%
Poor resources	42	6.3%
School physical environment	35	5.2%
The teacher/s	26	3.9%
Loss of friends / social life or activities	21	3.1%
Bullying	11	1.6%
Getting into trouble	10	1.5%

FIGURE CAPTIONS

FIGURE 1: About how many books are there in your home?: Comparison of supplementary school sample with two other large datasets.

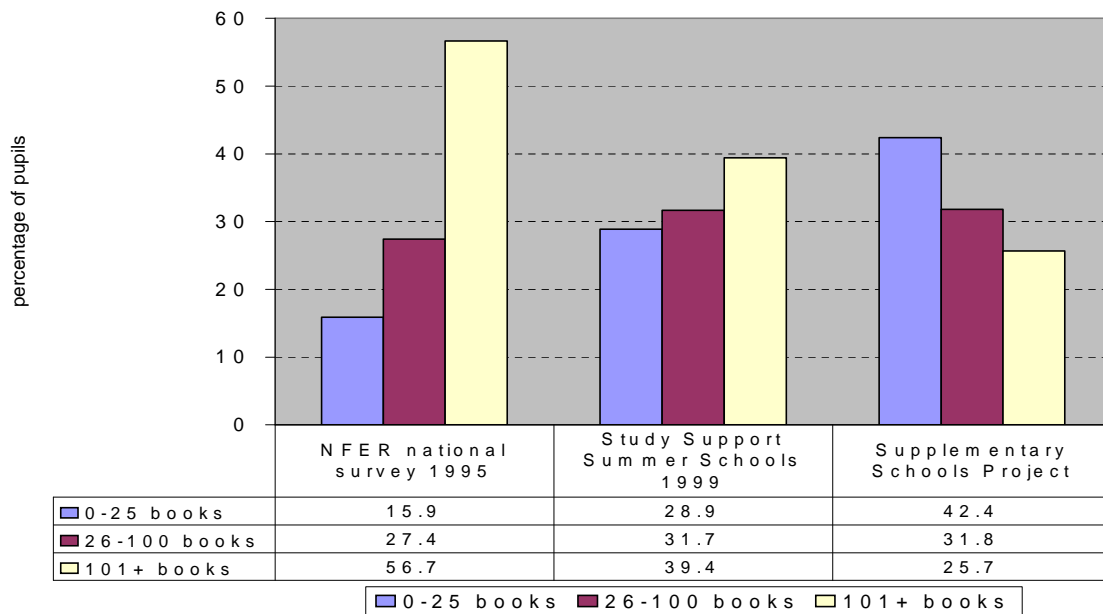


FIGURE 2: Attitudes to school total scores by key stage of pupils.

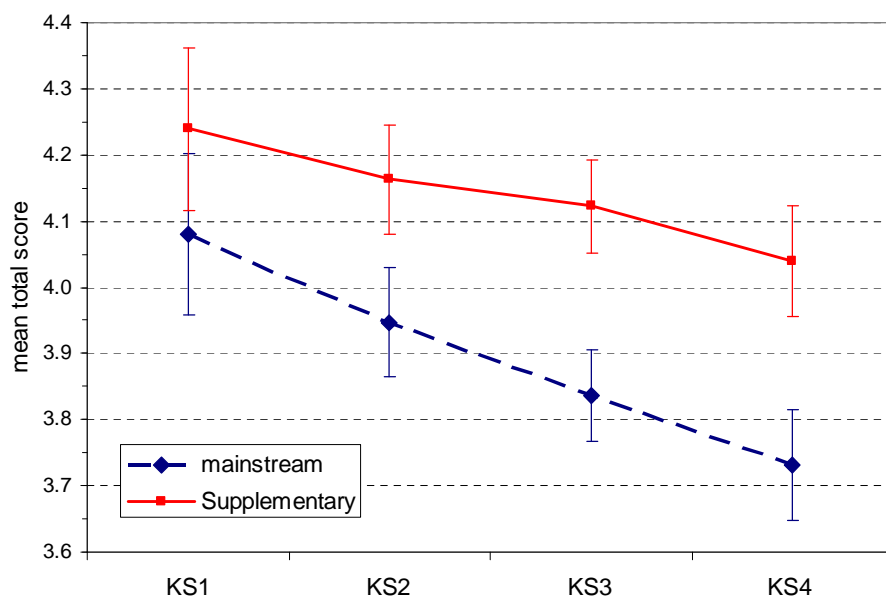
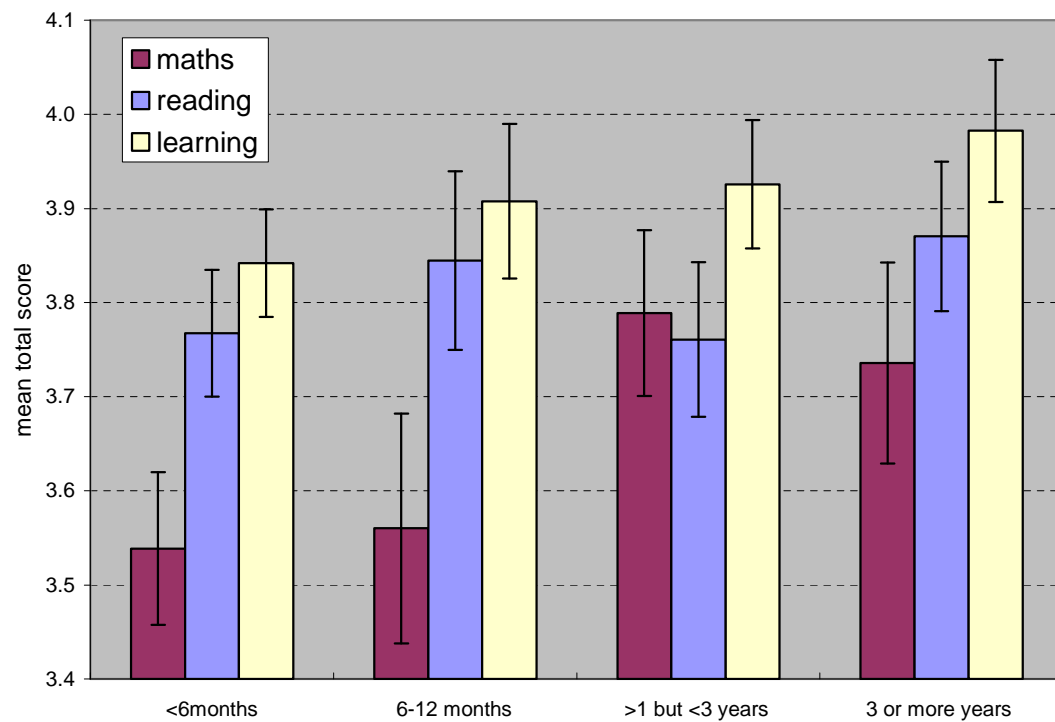


FIGURE 3: Reading, maths and attitudes to learning scale scores by length of attendance at a supplementary school.



FOOTNOTES

1. The BEI provides references to 350 British and selected European English-language periodicals in the field of education and training. ERIC is the world's largest source of education information, containing more than one million abstracts of documents and journal articles on education research and practice, and is sponsored by the US Department of Education.
2. For an excellent review of the scope, content and effectiveness of Supplementary Instruction programmes see Congos & Schoeps (1993).
3. Examples of pupils' responses coded into each category, demonstrating the basis of the categorisations, are given in Strand (2002).
4. Supplementary schools should feel free to use only some of the questions, or to add other questions they feel are particularly pertinent to their specific contexts.

