

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

# Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils

Guidance for developing inclusive practice

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



# **Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils**

**Guidance for developing inclusive practice**

First published in 2008

Ref: 00043-2008BKT-EN

## **Disclaimer**

The Department for Children, Schools and Families wishes to make it clear that the Department and its agents accept no responsibility for the actual content of any materials suggested as information sources in this publication, whether these are in the form of printed publications or on a website.

In these materials icons, logos, software products and websites are used for contextual and practical reasons. Their use should not be interpreted as an endorsement of particular companies or their products.

The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

<b>Contents</b>	<b>page</b>
<b>Using the guidance materials</b>	<b>3</b>
<b>Structure of the document</b>	<b>5</b>
<b>Overview of discussion activities</b>	<b>6</b>
<b>Introduction</b>	<b>8</b>
<b>References and useful resources</b>	<b>12</b>
<b>1. Developing an inclusive ethos</b>	<b>14</b>
<b>2. Curriculum, learning and teaching</b>	<b>19</b>
<b>A. An inclusive curriculum</b>	<b>20</b>
<b>B. Partnership teaching through coaching</b>	<b>24</b>
<b>C. Focusing on language for learning</b>	<b>28</b>
<b>3. Parents and the community</b>	<b>32</b>
<b>Appendix 1</b>	
Brief descriptions of the Pakistani, Bangladeshi, Somali and Turkish communities in Britain	<b>37</b>
<b>Appendix 2</b>	
Involving parents and carers in their child's education: progression grid	<b>41</b>
<b>Table 1a–d</b>	
Every Child Matters: Inclusive practices grid	<b>46</b>
<b>Handouts</b>	<b>56</b>
<b>Glossary</b>	<b>62</b>

2 **The National Strategies | Secondary**  
Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils

## Using the guidance materials

### Notes for school leaders

This guidance document has been informed by:

- academic research;
- strategies that have been found to make a difference to Pakistani, Bangladeshi, Somali and Turkish heritage pupils in schools that demonstrate effective practice in their inclusion of Muslim pupils, and promote high standards of academic attainment for the target groups of pupils.

### The guidance materials

*Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils* is intended to be used with the *Management guide* booklet to support school senior leaders in developing a strategic approach to raising the attainment of the pupils of Pakistani, Bangladeshi, Somali and Turkish heritage pupils in their schools. Through a focus on key elements of effective inclusive practice, self-evaluation and targeted action, this guidance gives an emphasis to identifying the needs of and providing support to Muslim pupils.

The *Management guide* (00069-2007BKT-EN, published in March 2007) aims to support school leaders in their use of self-evaluation to identify areas of strength and areas for development across four key priority areas: leadership and management; tracking and monitoring; learning and teaching; parents and the community. It contains a school self-evaluation grid referenced to these areas.

This guidance document, *Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils: Guidance for developing inclusive practice*, is divided into three main sections:

- 1. Developing an inclusive ethos**
- 2. Curriculum, learning and teaching**
- 3. Parents and the community**

Each section includes some introductory information followed by discussion activities for use by senior and middle leaders. These build on the self-evaluation findings of the *Management guide* and can provide a starting point for identifying future actions which will then be developed and embedded into whole-school practice as part of school improvement planning.

The sections are designed to be used selectively depending on the priorities identified by the school. Each section can stand alone and they are not intended to be sequential. The structure shown on page 5 is intended to support senior leaders map their way through a possible training and development programme.

#### 4 The National Strategies | Secondary

Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils

The **accompanying DVD data disc** can be used alone or with the guidance booklet. It is referenced at certain points in the text to support the discussion activities and to exemplify the experience of schools developing effective inclusive practice for target group pupils.

The materials can be used by the following:

- **School leadership teams** (SLTs) who can use the guidance to further develop their whole-school plans for improvement through working parties, whole-school development days, twilight sessions or staff meetings. The guidance materials provide an opportunity to review, evaluate and identify next steps linked to the school's self-evaluation in the *Management guide*:  
[www.standardsdcsf.gov.uk/secondary/keystage3/downloads/ws\\_attain\\_000690](http://www.standardsdcsf.gov.uk/secondary/keystage3/downloads/ws_attain_000690)
- **Middle leaders** who can use selected materials as part of subject or year-team meetings.
- **Teaching staff** who can use them to further their own professional development.

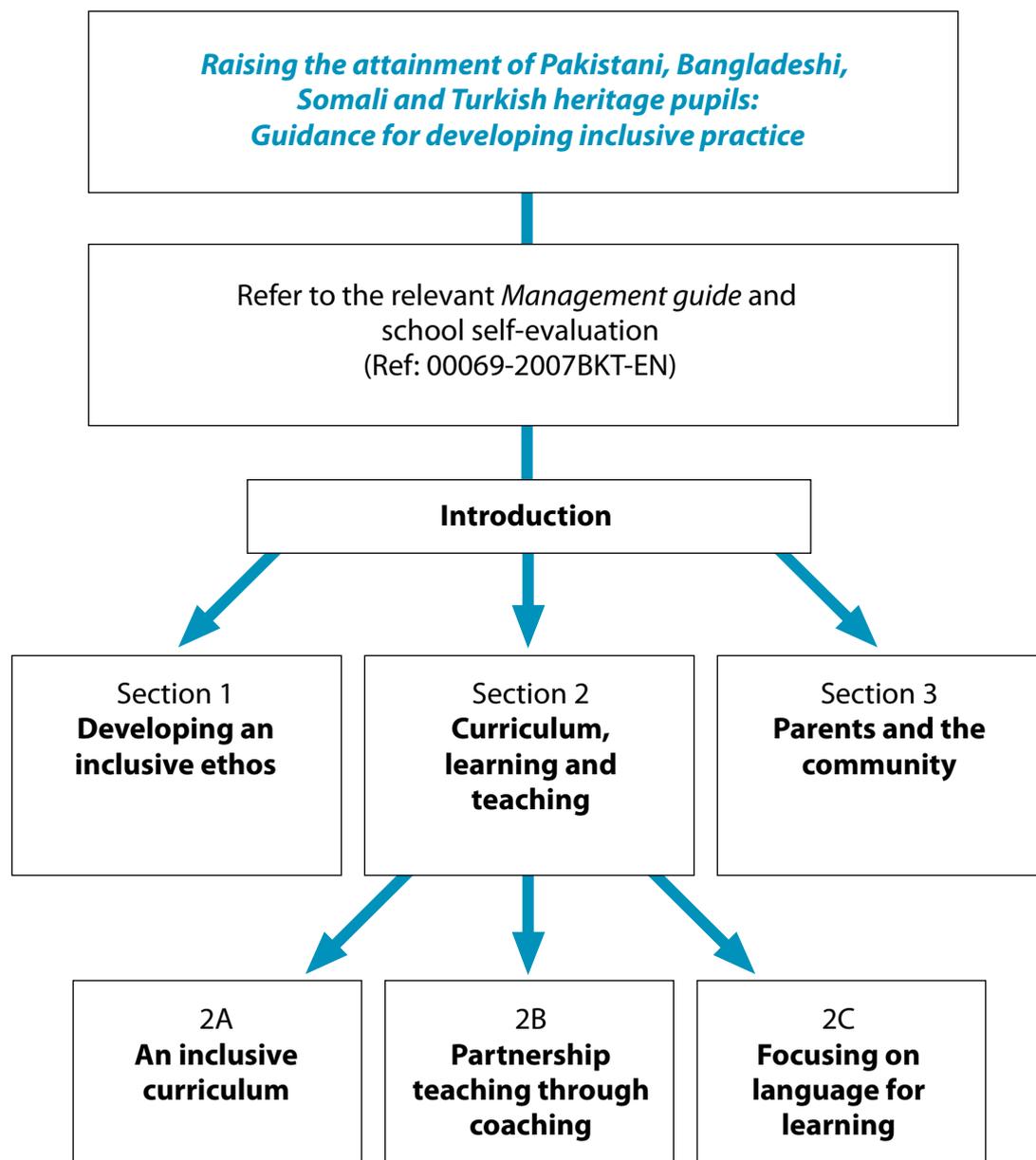
At the end of each section there are opportunities to reflect on and evaluate current practice, and review what could be done differently through short discussion activities and practical suggestions.

#### Action point

Before using the guidance senior leaders will need to :

- complete the self-evaluation grid in the *Management guide*;
- identify priorities for their school;
- agree a timeline for tackling the priorities.

## Structure of the document



## Overview of discussion activities

		Target audience	Resources
<b>Section 1: Developing an inclusive ethos</b>			
<b>Discussion activity 1a</b> Page 16	<b>Leadership and management: developing an inclusive ethos</b>  <i>The vision and inclusive philosophy of the headteachers from two very successful schools is presented. It also includes a contribution from a training outreach mentor from one of the schools.</i>	Senior leaders	DVD Clip 1 4 minutes Handout 1a Table 1
<b>Discussion activity 1b</b> Page 17	<b>Every Child Matters: inclusive practice</b>  <i>How schools can achieve an inclusive school for all pupils, with a particular focus on Muslim needs.</i>	Senior leaders	Handout 1b (i) Handout 1b (ii)
<b>Discussion activity 1c</b> Page 18	<b>School and the community</b>  <i>Consideration is given to how members of staff work together to build relationships with the community.</i>	Senior and middle leaders	DVD Clip 2 4.5 minutes
<b>Section 2: Curriculum, learning and teaching</b>			
<b>2A An inclusive curriculum</b>			
<b>Discussion activity 2A a</b> Page 23	<b>How inclusive is your curriculum?</b>  <i>Curriculum areas are reviewed to promote cultural understanding and diversity.</i>	Senior and middle leaders	Handout 2A (i) Handout 2A (ii)
<b>Discussion activity 2A b</b> Page 23	<b>Sensitive issues in the curriculum</b>  <i>Reflecting on sensitive issues in the curriculum in relation to Pakistani, Bangladeshi, Somali and Turkish pupils.</i>	Senior and middle leaders	

<b>2B Partnership teaching through coaching</b> (These discussion focuses are interlinked and are intended to be used together)			
<b>Discussion activity 2B a</b> Page 26	<b>Partnership teaching through coaching</b> <i>A deputy headteacher, an EMA teacher, and an advanced skills teacher discuss how they used the partnership teaching model in their school.</i>	Middle leaders and teachers	DVD Clip 3 4 minutes
<b>Discussion activity 2B b</b> Page 26	<b>Joint planning session and post-lesson review</b> <i>A model of an effective joint planning session to identify key features of partnership teaching and of the review process, essential in effective coaching.</i>	Middle leaders and teachers	DVD Clip 4 2 minutes DVD Clip 5 3 minutes
<b>2C Focusing on language for learning</b>			
<b>Discussion activity 2C</b> Page 31	<b>Focusing on language for learning</b> <i>A language analysis of pupils' performance in a subject area and how this can be used to improve learning and teaching in the classroom.</i>	Middle leaders and teachers	DVD Clip 6 3 minutes 6 minutes
<b>Section 3: Parents and the community</b>			
<b>Discussion activity 3a</b> Page 33	<b>Parents and the community</b> <i>How two schools engage with parents and the wider community from the perspective of a range of stakeholders.</i>	Senior and middle leaders	DVD Clip 7 7 minutes Handout 3
<b>Discussion activity 3b</b> Page 35	<b>Community mentoring</b> <i>How a school has involved mentors from the community to raise pupils' attainment.</i>	Senior and middle leaders	DVD Clip 8 2 minutes

## Introduction

### Key aims

The *Management guide* and guidance materials are premised on the following set of key aims:

- To ensure that the educational aspirations of Pakistani, Bangladeshi, Somali and Turkish communities and their children are realised.
- To raise the attainment of pupils of Pakistani, Bangladeshi, Somali and Turkish heritage and narrow the achievement gap.
- To support the development of inclusive approaches to learning and teaching.
- To strengthen school partnerships with parents and the community to improve the learning of pupils.

These are linked to the key principles underpinning the Government's education and inclusion agendas.

### Every Child Matters

Inclusion lies at the heart of Every Child Matters (The Children Act 2004). This identifies five outcomes for children and young people:

- **Be healthy:** emotional health and well-being.
- **Stay safe:** from bullying, racism and discrimination.
- **Enjoy and achieve:** personal and social development; maximise educational achievement at secondary school.
- **Make a positive contribution:** engage as a citizen in decision-making; support the community and environment; develop self-confidence; deal successfully with significant life changes and challenges.
- **Achieve economic well-being:** engage in further and higher education, employment or training at school leaving; live in households free from low income.

These reinforce the Government's drive to improve educational outcomes for all pupils through high expectations, backed with appropriate support and intervention to reduce inequalities.

### Who are our target pupils?

In this guidance, the pupils referred to are those of Pakistani, Bangladeshi, Somali and Turkish origin, living in Britain and being educated in British schools. It is important that schools know, understand and respect the range of different cultures, histories, experiences and needs of their pupils; they are not a homogenous group. The notes in [Appendix 1](#) give a brief context for these communities as part of British society.

Although the uniting factor is their Muslim faith, like all pupils, these groups also have a range of identities which combine to make them the individuals they are. The recent *Curriculum Review: Diversity & Citizenship* (2007) reflects that:

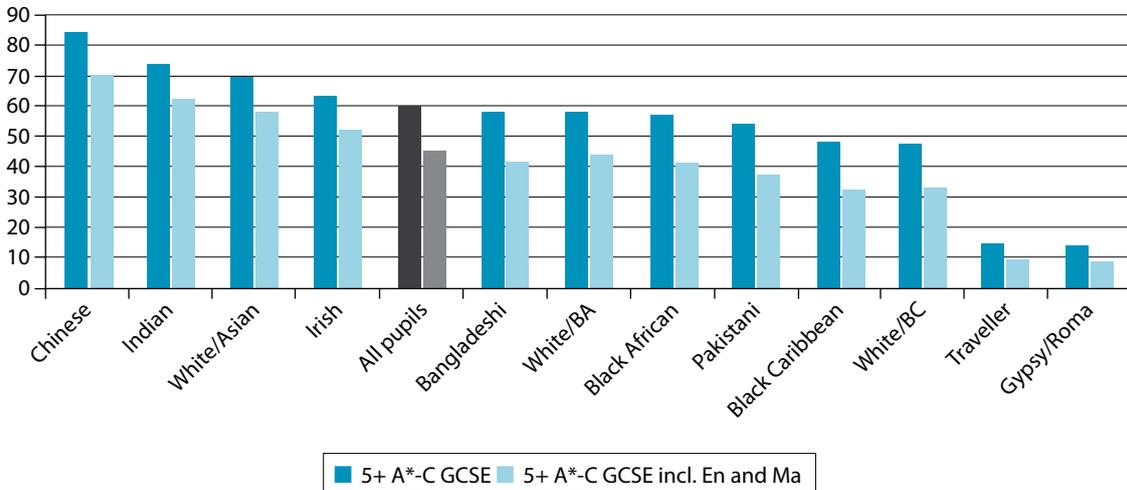
*While it is important to understand a pupil's religion, culture and ethnicity in order to appreciate more fully who they are, it is simplistic to define them merely by one of these alone.*

Promoting inclusion and tackling under-performance are important aspects of the Secondary National Strategy for school improvement.

### Current patterns of under-performance

The current ethnicity data provides some indication of the variation in attainment levels of different ethnic groups. Nationally, pupils of Pakistani and Bangladeshi heritage under-perform when compared to other groups in England and Wales, for example Indian and Chinese pupils. There is also local evidence showing significant under-performance of Somali and Turkish heritage pupils in some local authorities (LAs) and schools.

The gap in attainment between many pupils from these heritage groups and the national average is marked by the time pupils reach the end of Key Stage 2 and widens throughout Key Stages 3 and 4. Although average attainment is rising for Pakistani and Bangladeshi pupils, and some pupils from these groups can and do attain at the highest level, 2007 GCSE data presents a stark picture of under-attainment, particularly when the English and mathematics results are factored in at 5 A\*-C. This highlights the need for targeted intervention programmes to close these gaps.



Whereas some minority ethnic pupils who are learning English as an additional language (EAL) are performing well, there is clearly a visible attainment gap for certain groups of pupils such as those of Pakistani, Bangladeshi, Somali and Turkish heritage.

*The gaps persist in part simply because they are difficult to rectify: the factors that contribute to them are complex and inter-related. These include individual attitudes, beliefs and expectations of pupils, parents and teachers. Closely linked to these are deep-seated social challenges, such as urban regeneration, economic development and migration*

*However, the gaps also persist because, for too many pupils, school does not engage them or equip them with the skills they need.*

*2020 Vision: Report of the Learning and teaching in 2020 Review Group (C. Gilbert, 2007)*

## Making effective use of data

Underpinning all work in raising the attainment of all Black and Minority Ethnic (BME) groups, and closing the performance gaps, is the effective use of data within the school. All school senior and middle leaders have an important duty to interrogate, interpret, disseminate and use school data to tackle under-performance of particular groups of pupils and secure improvements. This has to be an integral part of the school improvement process. Intervention strategies need to be implemented to address particular needs, and targeted to help close the attainment gap of particular under-performing groups of pupils.

The questions most schools ask about their school data are often the obvious ones.

- How good are we?
- How good can we be?

However, the challenge is to interpret this data wisely to inform improvement, particularly in learning and teaching. School senior and middle leaders have to be able to target the factors which impact variously on different groups of pupils within their school. A generic approach to intervention will not always have the same desired outcome. To ensure that the effective use of data is made, further key questions must be asked:

- Are the school's standards high enough for pupils from all backgrounds?
- How does the school use *Raise-online* to support the process of monitoring, challenging and supporting the performance of pupils from all ethnic groups?
- Does the school have prior attainment data for all pupils? If not, how is baseline information established?
- If there are gaps in the performance of Pakistani, Bangladeshi, Somali or Turkish heritage pupils what intervention strategies is the school putting in place to tackle this under-performance?
- How appropriate or effective are the strategies for these pupils?
- Is attendance and exclusion data also monitored by ethnicity?

Reflective schools are rarely complacent. They are aware of the progress pupils make as well as raw attainment levels. They seek continuous improvement by using rigorous tracking and monitoring data to review and adapt their practice. They know which pupils are under-performing, and which interventions are being effectively used to address this.

## Personalising learning

It is important that personalising learning initiatives meet the particular needs of minority ethnic pupils. Such pupils are part of the school's community and their learning needs must therefore inform curriculum design, support the development of quality first teaching, and influence any additional support offered. It is vital that planning and provision improves daily learning and teaching in mainstream classes, and does not just rely on additional provision.

## Key features of effective schools

Schools that are effective in raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils have the following features in common. They:

- identify where pupils from Pakistani, Bangladeshi, Somali and Turkish communities are under-achieving;
- strengthen the use of data to inform learning and teaching;
- target appropriate support;
- develop inclusive learning and teaching approaches;
- build effective whole-school structures and systems that focus on under-achieving groups as part of a whole-school improvement strategy;
- ensure school senior leaders take a lead in the monitoring and evaluation of impact on pupils' learning and attainment;
- embed coaching as a means of professional development to support partnership teaching and to bring about improvements in learning and teaching;
- plan regular opportunities to enlist pupils' view on learning and what the school can do to improve practice;
- strengthen the work with parents and the community to support the learning of their children.

## References and useful resources

### References

- Coles, M. and Chivers, P. (2003) *Education and Islam: developing a culturally inclusive curriculum*, Leicester: School Development Support Agency
- Department for Education and Skills (2004) *Involving Parents, Raising Achievement* (Ref: PICE/IPRA). London: Department for Education and Skills
- Department for Education and Skills (2005) *Aiming High: Guidance on the assessment of pupils learning English as an additional language* (Ref: 1469-2005DOC-EN) London: Department for Education and Skills
- Department for Education and Skills (2006) *Ethnicity and Education: the evidence on minority ethnic pupils aged 5-16* (Ref: 0208-2006) London: Department for Education and Skills
- Department for Education and Skills (2007) *Diversity and the curriculum* (Ref: 00045-2007DOM-EN) London: Department for Education and Skills
- Enneli, P. Modood, T. and Bradley, H. (2005) *Young Turks and Kurds: a set of invisible disadvantaged group*, North Yorkshire: Joseph Rowntree Foundation
- Gilbert, C. (2007) *2020 Vision: Report of the Learning and teaching in 2020 Review Group*
- Halstead, J.M. (2003) 'British Muslims and Education', In Choudhury (ed.) (2004) *Muslims in the UK: Policies for Engaged Citizens* EUMAP UK: Open Society Institute
- Khalili, Nasser D. (2005) *The timeline history of Islamic Art and Architecture*, Worth Press, ISBN 1-903025-17-6
- Office of Standards in Education (2004) *Achievement of Bangladeshi heritage pupils*, HMI 513, London: Office of Standards in Education
- Office of Standards in Education (2003) *Writing in English as an additional language at Key Stage 4 and post-16*, HMI 1094, London: Office of Standards in Education
- Office of Standards in Education (2000) *Evaluating educational inclusion*, HMI 235, London: Office of Standards in Education
- Office of Standards in Education (1999) *Raising the attainment of minority ethnic pupils*, London: Office of Standards in Education

## Useful resources

Secondary National Strategy (2007) *Assessing pupils' progress in English*  
(Ref: 1789-2005-CDO-EN)

Secondary National Strategy (2007) *Assessing pupils' progress in mathematics*  
(Ref: 00007-2007DOM-EN)

Secondary National Strategy (2006) *Coaching in secondary schools* DVD-ROM  
(Ref: 0115-2006DVD-EN)

Secondary National Strategy (2005) *Leading in Learning: developing thinking skills at Key Stage 3* (Ref: 0034-2005G)

Secondary National Strategy (2004) *Literacy and Learning* (Ref: 0651-2004G)

Secondary National Strategy (2005) *Materials for school: Involving parents, raising achievement.* (Ref: PICE/IPRA)

Secondary National Strategy (2005) *Middle leaders' self-evaluation guide*  
(Ref: 2076-2005DCL-EN)

Secondary National Strategy (2005) *Tracking for success* (Ref: 1545-2005FLR-EN)

Secondary National Strategy (2004) *Tackling underperformance: a guide to school leaders*  
(Ref: 0758-2004G)

Secondary National Strategy (2003) *Sustaining improvement: a suite of modules on coaching, running networks and building capacity* (Ref: 0565-2003G)

[www.1001inventions.com](http://www.1001inventions.com)

## 1. Developing an inclusive ethos

### Key principle

Schools should ensure that their learning environment fosters the educational aspirations of Pakistani, Bangladeshi, Somali and Turkish communities in closing attainment gaps.

### General principles of effective inclusive practice

An educationally inclusive school can be defined as:

*A school in which learning and teaching, achievement, attitudes and well-being of every young person matter.*

*Evaluating educational inclusion* (Ofsted, 2000, HMI 235)

Inclusive schools share a set of common characteristics with good schools. These are schools in which Bangladeshi, Pakistani, Somali and Turkish heritage pupils flourish and which allow pupils to attain well academically and play a full part in the life of the school. These schools are well regarded and respected within their communities.

### Characteristics of inclusive schools

- They are well led with a focus on high expectations on the part of teachers and pupils.
- There is effective use of attainment and progress data informing efficient and rigorous tracking of pupil progress.
- Teaching provides support and challenge for the pupils, recognising and overcoming the barriers to learning.
- A culture of mutual respect for pupils' cultures, religions and languages is reflected in the school's curriculum, resources, communications, procedures and practices.
- Parents and the community are actively involved in the life of the school and parents are aware of strategies to support their children's learning.

### Community cohesion

From September 2007, schools have a new duty to promote community cohesion. Every school, whatever its intake and wherever it is located, is responsible for educating children and young people who will live and work in a country which is diverse in terms of culture, faith, ethnicity and social backgrounds. Through **community cohesion**, schools will be contributing towards a society in which:

- there is a common vision and sense of belonging held by all communities;
- the diversity of people's backgrounds and circumstances is appreciated and valued;
- similar life opportunities are available to all;
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

## Race equality

Effective schools will be actively involved in implementing the Race Relations (Amendment) Act 2000 and have policies for equal opportunities and race equality, which are positively promoted, adhered to by all staff and regularly reviewed. Effective inclusive practice helps schools to meet their requirements under the Act. The impact of these policies can be seen and experienced in the ethos, curriculum and life of the school. There are opportunities for pupils and staff to actively engage in discussion about their cultural and personal identities.

In enacting the policy there is a need for strong leadership to ensure that race equality impacts on raised attainment through:

- identification of under-achieving groups through collection of appropriate contextual data;
- use of data and more finely tuned analyses of existing tracking data;
- use of data to raise expectations and inform planning at classroom level;
- focused intervention and close monitoring of the progress of the target group of pupils;
- the harnessing of EAL expertise within the mainstream in terms of academic language demands, possibly through coaching or partnership teaching;
- development of subject teaching skills through existing Secondary National Strategy packages such as *Assessment for Learning (AfL)*, *Literacy and Learning*, *Access and Engagement*.

## Identity and respect

In schools which create an ethos of respect for Pakistani, Bangladeshi, Somali and Turkish heritages amongst others, pupils experience a greater sense of belonging and of being valued. In an atmosphere focused on emotional health and well-being, pupils are able to enjoy learning and achieve in an environment of mutual trust. This avoids social exclusion which can result from institutionalised racism, a lack of understanding or mis-information.

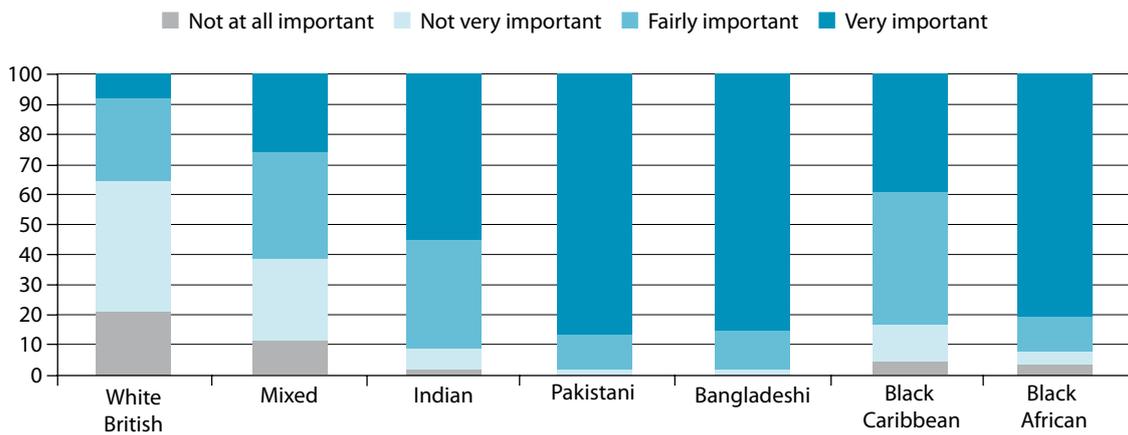
In inclusive schools, opportunities are created to explore cultural, religious and personal identity and for learning and teaching about aspects of all cultures. Developing staff and pupils' awareness of aspects of the rich Islamic heritage and culture, as well as the nature and causes of Islamophobia and racism, can promote greater understanding in terms of respect for the Muslim heritage.

## The importance of religion in pupils' lives

*Ethnicity and Education: the evidence on minority ethnic pupils ages 5-16 in 2006* (0208-2006DOM-EN) highlighted the fact that religion plays an important part in the lives of many young people from Indian, Pakistani, Bangladeshi, Caribbean and African communities.

Whilst less than 10% of pupils of White British background said religion was very important to them and 67% said that religion was not very important, almost all Pakistani and Bangladeshi pupils interviewed said they were Muslim (99%) and the vast majority (over 85%) of pupils within these two groups said religion was very important to them.

Schools should respect this factor when working to raise the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils. As in faith schools, this emphasis can contribute significantly to the moral climate of a school, encouraging high standards of respect and behaviour which are upheld by the religious belief systems of pupils' families and community groups. The bar chart below illustrates pupils' views of the relative importance of religion in their lives.



## Discussion activity 1a

### Leadership and management: developing an inclusive ethos

#### DVD clip 1 (4 minutes)

#### Handout 1a can be used to record your responses

- A. Before watching DVD clip 1, *Key features that contribute to an inclusive ethos*, consider which key aspects of current practice in your school support an inclusive ethos.

The DVD clip highlights the vision, and inclusive philosophy, of headteachers from two very successful schools and includes a contribution from a training outreach mentor from one of the schools.

- B. Whilst watching the DVD clip, consider the key features that contribute to an inclusive ethos within the two schools. Which of the key features identified are the most effective in making the schools particularly inclusive for Pakistani, Bangladeshi, Somali and Turkish heritage pupils?
- C. Which of these key features could you implement easily in your school to make a difference to the target group?
- D. Agree on at least one action you could take to enhance practice in your school.

In **Table 1a-d** on page 44-55, *Every Child Matters: How to achieve an inclusive school for all pupils, with a particular focus on Muslim needs*, some examples of good practice in schools are exemplified. These identify how effective inclusive schools demonstrate the link between the five Every Child Matters outcomes and the four key priority areas in the *Management guide*: leadership and management; tracking and monitoring; learning and teaching; parents and the community.

Using **Discussion activity 1b**, school leaders can work with staff to identify what features provide evidence against the self-evaluation grid.

In Table 1a-d, characteristics identified as **core** elements of good inclusive practice for **all pupils** are listed at the top of each table. Below this, examples of successful approaches pertinent to the inclusive education of **Muslim pupils** are indicated in blue.

### Discussion activity 1b: Every Child Matters: inclusive practice

Refer to **Table 1a-d** (*Every Child Matters: How to achieve an inclusive school for all pupils, with a particular focus on Muslim needs*)

Using **Handout 1b (i)**:

- A. Select one of the four key priority areas and identify on **Handout 1b (i)** which elements of inclusive practice are well established in your school.
- B. What is the evidence that supports this for Pakistani, Bangladeshi, Somali and Turkish heritage pupils at your school? You will find some examples in the blue section of **Table 1a-d**.
- C. Identify two or three key actions your school can take in order to develop aspects of inclusive practice.
- D. Consider how each stakeholder group is involved and encouraged to contribute their views? **Use Handout 1b (ii)** to make notes. Stakeholder groups include:
  - pupils
  - parents
  - staff
  - governors
  - others

- 18 The National Strategies | Secondary  
Raising the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils

### Discussion activity 1c: School and the community

#### DVD clip 2 (4.5 minutes)

This DVD clip, *School and the community*, shows a Year 8 learning coordinator, a home school liaison officer and an inclusion coordinator talking about effective pastoral care in their school. This is followed by the headteacher and the home-school liaison officer discussing the importance of working together as a team and with parents.

A. Whilst watching the DVD, you may wish to pause to consider:

- What are the important features of the relationships developed?
- What are the benefits of working in this way?
- What issues could arise?

B. After watching the clip consider:

- How does your school work as a team to build relationships with the community?
- How does your school work with the home-school liaison officer or equivalent?
- What more could your school do to strengthen these links between staff and the community?

## 2. Curriculum, learning and teaching

### Key principle

Pakistani, Bangladeshi, Somali and Turkish heritage pupils need quality first teaching to enable them to access the curriculum in order to raise their achievement and close attainment gaps.

Pupils and parents from minority ethnic backgrounds feel that the media sometimes presents a negative, stereotypical image of their culture. Successful schools are creative in their attempts to reverse these perceptions. They are sensitive to the identities of pupils and make efforts to include the histories, languages, religion and cultures of all their pupils in the curriculum. They also acknowledge that many Pakistani, Bangladeshi, Somali and Turkish heritage pupils are pupils with English as an additional language and that teaching will need to include a focus on specific language features in order to help pupils express their learning in ways that maximise attainment.

Quality first teaching is crucial to raising the attainment of all pupils. High quality, inclusive teaching is supported by effective whole-school policies and frameworks, clearly targeted on all pupils' needs and prior learning. Effective schools use a 'wave model' approach, (details of the wave model are given in the *Management guide*), to plan, design and tailor effective appropriate provision for their pupils. This guidance focuses on further developing 'Wave 1' and 'Wave 2' intervention approaches through looking at three key areas: the curriculum offer; partnership teaching through the coaching model; language for learning.

This section is divided into three parts:

- A. An inclusive curriculum**
- B. Partnership teaching through coaching**
- C. Focusing on language for learning**

## 2A. An inclusive curriculum

### Key principle

Pupils need opportunities to see the diversity of their cultural and religious heritages, histories and languages reflected in the curriculum.

### Leadership challenges

In effective schools, the senior leadership team:

- deems under-performance of any pupil group unacceptable;
- gathers evidence of under-performance systematically;
- challenges middle leaders and individuals to identify, and act upon, what needs to take place to improve attainment;
- regularly audits the curriculum offer to ensure that it is appropriate for the needs of their pupils and reflects a full range of cultural and religious heritages.

In *British Muslims and Education* (Choudhury 2004) Halstead recommended that two things need to happen for Muslim pupils to develop their Islamic identity whilst still embracing their British citizenship:

1. A curriculum with a more global focus.
2. The inclusion of Muslim contributions to European learning and culture within the curriculum.

Ofsted (*Achievement of Bangladeshi heritage pupils*, 2004) also noted that attempts by schools to make the curriculum more inclusive have been appreciated by pupils, helping them to better understand their cultures. However, Ofsted noted that pupils also wanted lessons which were relevant to them as British minority groups.

In 2006, the Department for Education and Skills (DfES) undertook a review of diversity and citizenship in the curriculum. The review, led by Sir Keith Ajegbo, examined the provision of a diverse curriculum in primary and secondary schools in England. The report, *Diversity and Citizenship Curriculum*, published in January 2007, makes a series of recommendations aimed at promoting diversity across the school curriculum and the content of the curriculum for citizenship education. This includes a new element entitled 'Identity and Diversity: Living Together in the UK' to promote an understanding of modern British cultural and social history.

Key recommendations suggest that:

- More work is needed through the curriculum to enable pupils to understand the plurality of groups in Britain, including those from Welsh, Scottish and Northern Irish backgrounds.
- In order to effectively acknowledge diversity in Britain, the curriculum needs to provide further discursive resources to promote 'collective identities' and to challenge ideologies that construct the nation and national identities in ways that exclude minority ethnic groups.

- Often when diversity and ethnicity were referred to this almost exclusively focused on minority ethnic groups and their cultures. White ethnicity and the extent of diversities (including White British) within this were not considered.

Schools have a responsibility to recognise the complexities of living in a multicultural society whilst ensuring there is the right balance in addressing pupils' needs so that no group of pupils feels alienated.

### Case study: Auditing option choices

An inner city 11–18 comprehensive school with 1200 pupils on role has 90% of pupils who are from Black and minority ethnic backgrounds, of whom 65% are bilingual and predominantly of Bangladeshi heritage. The proportion of pupils eligible for free school meals (FSM) is 62%.

In this school a senior leader monitors option choices by ethnic group. A report back to the senior leadership team on the under- and over-representation of certain pupil groups in some subjects has prompted various initiatives to bring about change in raised expectations and attainment.

For example, in history, where the language required was perceived to be difficult for advanced EAL learners, the school provided additional language support. The history department has altered their learning and teaching styles to increase the amount of oral work in class, and introduced collaborative activities that require pupils to work more actively with others on text.

The department has also reviewed their curriculum offer and now includes units of work that reflect the Muslim heritage of many pupils at the school.

As a result of both initiatives, more Bangladeshi pupils are opting to take the subject at Key Stage 4 and results have improved for all pupil groups.

### How inclusive is your curriculum offer?

In all curriculum areas there are opportunities to engage pupils in discussion by including aspects which show respect for their cultural and personal identities; opportunities to teach and learn about the nature of racism and about the principal actions and measures required to build greater racial justice. Building in opportunities for pupils to speak about their experiences, and to listen to those of others, is an essential part of developing pupils' self esteem and confidence to voice, reflect on and accept opinions expressed by their peers.

#### Some examples of recommended approaches to develop an inclusive curriculum

- Encourage the use of community languages by having a greater focus on speaking and listening.
- Use resources which promote linguistic and cultural diversity.
- Develop lessons and displays which reflect the different languages/cultures within the school.
- Use examples of creativity, achievement, invention etc., from a wide range of cultures in every subject.

- Consider how the experiences, cultures and traditions of Pakistani, Bangladeshi, Somali and Turkish heritage pupils can be incorporated into the curriculum, for example using experiences from extended trips abroad in geography lessons; use of multicultural texts; opportunities to link with schools abroad through video links with schools in Kashmir or Somalia.
- Encourage positive enquiry, discussion and debate by giving space on the curriculum for the histories of the ethnic groups represented in the school.
- Design 14–19 pathways to maximise achievement in a broad curriculum, where effective differentiation and EAL strategies are employed.
- Use Muslim connections where possible, for example in teaching calligraphy, mathematics, design technology, music, art and religion.

*Achievement of Bangladeshi heritage pupils, Ofsted, 2004*

### Case study: Art

One department decided that they could enhance the art curriculum through the following actions taken from the book referenced below. Their departmental handbook now includes the following:

- Making reference to, and discussing, excellence in a range of different cultural traditions, wider than those exemplified in Western art and artefacts.
- Stressing cross-cultural influences and borrowed elements.
- Identifying common themes, concerns and strivings in different traditions, reflecting shared human values.
- Ensuring a range of multicultural resources and displays.
- Visiting artists – painters, photographers, potters, sculptors, printmakers – from a range of cultures and traditions.
- Using art to explore social and political issues.
- Opportunities for pupils to express their own sense of personal and cultural identity through art.

Adapted from Coles, M. and Chilvers, P. (2003) *Education and Islam: developing a culturally inclusive curriculum*

In the recent secondary curriculum review, the Qualifications and Curriculum Authority (QCA) states that the curriculum

***... is based on a statement of values that include valuing ourselves, our relationships with others, and the society and environment in which we live. The school curriculum should reflect and promote these values.***

The QCA curriculum site provides case studies and good ideas for curriculum planners (senior and subject leaders) to review and refresh their curriculum. It also provides guidance on how enterprise, cultural understanding and diversity can provide a rich context for learning across all subjects. For further information visit [www.qca.org.uk](http://www.qca.org.uk).

### Discussion activity 2A a: How inclusive is your curriculum?

- How are pupils helped to see the links between their work in different parts of the curriculum? **Handout 2A (i)** can be used by senior and pastoral leaders to review ALL subjects across one year group.
- Do all subject teachers feel the Key Stage 3 (or Key Stage 4) curriculum offers, contributes to and reflects the ethnic and cultural diversity of the school community?
- Identify a single curriculum area and review how this subject may promote cultural understanding and diversity. **Handout 2A (ii)** can be used by senior and subject leaders to review with staff one subject across a year or key stage.

### Sensitive areas of the curriculum

#### Considering the specific needs of Pakistani, Bangladeshi, Somali and Turkish pupils and parents in some subject areas

Halstead (2003) states that there are some subject areas where schools need to be sensitive to the specific needs of pupils and their families of particular faiths. For example, for pupils of the Muslim faith, sensitivity needs to be applied to the following areas in particular:

- **Sex education:** many parents withdraw their children from these classes, believing the values on which it is based are contrary to Islamic teaching. Single-sex classes may be needed for Muslim pupils, and schools will need to check any materials used for any content that could be seen as sinful or immodest by Muslims. Schools need to be very clear about their PSHE policies and ensure that parents know their rights in this area.
- **Music, dance, art and the performing arts:** the depiction of inanimate objects is discouraged in Islam, and the tradition of music making within some Muslim families may be constrained by local culture or religious interpretation. Some parents from Pakistani, Bangladeshi, Somali and Turkish communities may not fully understand, and appreciate, the full content and demands required in particular subjects. For example, some parents may associate 'dance' with pop videos on television and do not feel it is an important and worthwhile subject to study. It is therefore important to share the schemes of work with parents, for example what is meant by dance in the curriculum?

*When considering subjects like art, drama and PE more information to parents about course demands and sensitivity to cultural differences may enable more keen pupils to pursue these subjects.*

*Raising the attainment of minority ethnic pupils (Ofsted, 1999)*

### Discussion activity 2A b: Sensitive issues in the curriculum

Identify the curriculum areas where your school needs to apply particular sensitivity.

- How does your school deal with some of these sensitive issues in relation to Pakistani, Bangladeshi, Somali and Turkish heritage pupils?
- How do you encourage parents and pupils to contribute their views in this area?
- What more could your school do to inform parents about the curriculum?

## 2B. Partnership teaching through coaching

### Key principle

Coaching is an effective model of continuing professional development (CPD) because it enables teachers to reflect and to drive their own improvement in changing classroom practice.

In addition to considering the inclusivity of the curriculum offer, learning and teaching practice in mainstream classrooms must improve in order to maximise the attainment of Pakistani, Bangladeshi, Somali and Turkish heritage pupils. An appropriate pedagogy will include methodologies and activities which address their particular needs. Academic language development is one of the key needs for these pupil groups in order that they can demonstrate their understanding of mainstream subjects. Many teachers need support to incorporate this into their teaching. One way of offering this support and development is through a coaching model within partnership teaching.

### Coaching

Coaching is a model of professional development designed to support and accelerate teachers' learning and provides a very effective form of CPD for changing classroom practice. It enables teachers to reflect with insight on their own practice, and drive their own improvement, rather than simply respond to the judgements of others. It provides ongoing collaborative support for processes such as planning, trialling, reviewing and evaluating lessons with the objective of enhancing learning. When teachers implemented partnership teaching using a coaching model, they found that it had a significant impact on classroom practice and on pupil attainment throughout the school.

Coaching can occur in a wide range of forms and contexts, but the particular form of coaching that was found effective for ethnic minority pupils was where two teachers, one a core subject specialist teacher and the other an Ethnic Minority Achievement (EMA) teacher or EAL specialist teacher, worked in partnership. The core subject teacher contributes subject expertise and the EMA/EAL teacher contributes pedagogical expertise on teaching bilingual pupils. This partnership teaching model has been successful in improving learning and teaching, and in accelerating the attainment of all pupils within the class.

The sustained involvement of the SLT is important to the success of the teaching partnership. It is helpful if members of the leadership team are actively involved and meet with the participating teachers throughout the process.

The *Coaching in secondary schools* DVD-ROM (DfES 0115-2006DVD-EN) provides guidance on the essential role of a coach, and how to use a coaching model of professional development within your school.

### Working in partnership

The following processes support effective partnership teaching.

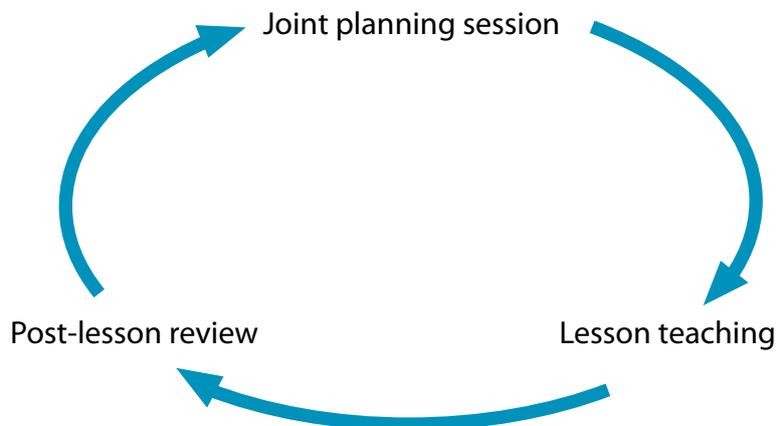
- Define the specific learning and teaching focus. For example:
  - developing aspects of literacy, in particular, speaking and listening and writing;

- strengthening aspects of the teaching repertoire, such as questioning, explaining and modelling;
  - extending active learning strategies;
  - working with EAL learners, particularly more advanced learners of English.
- Identify the participating teachers.
  - Select the class or teaching group.
  - Secure planning time to facilitate the partnership.
  - Make arrangements for monitoring and evaluating impact.
  - Plan the extension of the partnership teaching to other teachers and subjects.

It is helpful to think of partnership teaching as a cycle. The partnership teaching cycle includes the three elements of the familiar **plan, teach** and **review** model:

- A joint planning session.
- A taught lesson.
- A post-lesson review.

### The partnership teaching cycle



Research is clear that significant change in a classroom takes time and is ensured by ongoing collaboration. Real change is far more likely to occur if the cycle is repeated two or three times. You will need to consider this when you plan your partnership cycles.

The next three activities follow on from each other and therefore need to be developed together.

### Discussion activity 2B a: Partnership teaching through coaching

#### DVD clip 3 (4 minutes)

Watch the DVD clip on *Partnership teaching through coaching – a model of working*. The assistant headteacher, the EMA teacher and the advanced skills teacher discuss how they used the partnership teaching model in their school.

Consider:

- What was the impact of this form of professional development?
- What areas could be developed in the short term in relation to partnership teaching?
- What areas could be developed in the longer term?

### Discussion activity 2B b: Joint planning session and post-lesson review

#### DVD clip 4 (2 minutes)

The following two activities will be most useful when participating teachers and classes have been identified.

#### Planning

Watch the DVD clip *Partnership teaching through coaching – planning lesson*, of the joint planning session, which shows how two teachers plan their first partnership lesson. Andy and Terry are planning a mixed-ability Year 8 geography lesson that they will teach in partnership, with a focus on developing 'active engagement' strategies.

**Note the background clips showing how the tasks engaged pupils with the lesson.**

#### Post-lesson review

Reflecting on and evaluating practice are key aspects of the partnership teaching and coaching process.

After a lesson has been jointly taught, participating teachers need to reflect carefully on what worked well, what to change and what the next steps are.

At this stage the science teacher (Terry) gives feedback to the partner subject teacher (Andy). The conversation should make the partner subject teacher feel comfortable and at ease. It is developmental and encourages both teachers to think about next steps.

*If you would like to see longer clips from the lesson these are available on the accompanying DVD data disc.*

### DVD clip 5 (3 minutes)

In pairs, with one person observing the DVD in the role of a specialist EMA teacher and the other person observing the role of the partner subject teacher, watch the DVD clip *Partnership teaching through coaching – post-lesson review* and identify:

- In what instances, does the coach attend to small details, as well as the big picture?
- How the EMA teacher coach facilitates the conversation to focus on accelerating progress.
- How the skills of the geography teacher are enhanced by the coaching process.

### Case study: Partnership teaching

An inner city 11–18 comprehensive has approximately 1700 pupils on roll with 121 teachers and 80 support staff. Of its pupils 95% are bilingual, predominantly of Pakistani heritage. The proportion of pupils eligible for FSM is 54%. Approximately a fifth of pupils have special educational needs (SEN).

The school decided to develop partnership work, initially focusing on developing literacy in science. The first partnership work was between the EAL advanced skills teacher and the head of science. Having seen significant improvements in the results, the senior management team then decided to embed the work across the rest of the science department using the same partnership teaching model. The impact of using partnership teaching was significant enough to develop it into a whole-school approach to professional development to improve attainment.

Both Key Stage 3 and GCSE results have seen a steady rise over the last few years. The school believes that it is due to the impact of partnership teaching in school.

## 2C. Focusing on language for learning

### Key principle

Language acquisition and language learning promote cognitive and academic development. Academic English needs to be taught across the curriculum.

### EAL learners

The majority of Pakistani, Bangladeshi, Somali and Turkish heritage pupils will have been born and fully educated in the UK, yet are still considered as advanced learners of EAL, because English is a language they speak in addition to one or more other languages used at home or in the community. For example, some pupils will speak European languages as a result of their families living and working in Europe en route to settling in England. Some may be literate in these languages. It is now widely accepted that bilingualism confers intellectual advantage and should be encouraged. Bilingualism is an asset.

English as a second language (ESL) was the terminology most often used in the UK until the late 1980s and is still used in educational research. The term EAL is now used more frequently in recognition of the fact that many of the pupils in our schools are not **bilingual** but **multilingual**, for example Panjabi speakers who also speak Urdu, Turkish speakers who also speak German.

Bilingual is the term often used as a shorthand description for pupils learning EAL. Strictly speaking, it does not take account of the multilingualism mentioned above, but is generally regarded as acceptable. The term does not presume any equivalent level of fluency or literacy in any language. The following definition is provided in the DfES 2005 *Aiming High* document:

***Bilingual here is taken to mean all pupils who use or have access to more than one language at home or at school – it does not necessarily imply full fluency in both or all languages.***

*Aiming High: Guidance on the assessment of pupils learning English as an additional language, 2005 (Ref: 1469-2005DOC-EN).*

### Social and academic English use

Many schools currently undertake detailed analysis of pupils' subject knowledge. It is often assumed that pupils who under-perform do so because of the lack of subject knowledge. However for many Pakistani, Bangladeshi, Somali and Turkish heritage pupils, the reason for under-performance is due to lack of academic English which limits their written expression of subject knowledge.

For many pupils, their use of and exposure to English occurs mainly at school or in everyday functional situations. Whilst they appear orally fairly fluent, this often masks a lack of understanding of the breadth and range of formal expression in English. It may be difficult for some teachers to understand that pupils who appear to speak English 'fluently' have gaps in their comprehension and use of more formal or academic language, which affects their written performance in examinations and at higher levels of study. However, this is true for advanced EAL learners (and also for many pupils whose first language is English).

The higher order language skills needed to perform well across the curriculum cannot be taught separately from the concepts which are being developed within the subject. The nature of the concepts and subject language which teachers seek to develop within quality first teaching in the mainstream classroom are critical. We cannot assume that all pupils learning EAL will simply 'acquire' this language. Thus it is important to identify the language functions that exist in each subject area and to develop strategies which support pupils to develop their literacy skills, particularly in writing, so that they can demonstrate what they have learned. These strategies need to be built into curriculum delivery across the whole school. As Dr Lynne Cameron suggests in her research:

*Improving writing would have an impact across the curriculum... Furthermore the relationship of writing with thinking and with reading suggests that all three need to be addressed in an integrated way in any scheme for improvement.*

*Writing in English as an additional language at Key Stage 4 and post-16, HMI 1094, March 2003.*

Current views on what is effective practice with more advanced EAL learners would suggest the following principles:

- Careful collection of data to identify under-performing learners of EAL from the beginning of Key Stage 3.
- Use of data at classroom level to influence planning and raise expectations.
- Establishment of effective partnerships with parents to raise the attainment of these pupils.
- Strategic allocation of EMA support to curriculum areas where pupils learning EAL are attaining less well.
- A change in focus for EMA staff away from direct individual support for pupils and towards a partnership model involving curriculum revision and professional development through coaching.
- An alignment of EMA and strategy work to focus on school improvement activities to raise the attainment of more advanced learners of EAL.

### Question level analysis

One useful means of developing increased awareness amongst subject teachers is to use pupils' written responses, including practice exams to identify gaps in comprehension. A detailed analysis of the questions that pupils find difficult along with the language needed to make a correct response is an invaluable tool to inform planning for learning and teaching in mainstream subjects. This analysis involves looking at the language used in exam questions to identify the use of instruction words and other academic language structures that may confuse pupils. It is important to ensure high cognitive challenge whilst supporting language development. Furthermore, a teacher discussion about whether pupils can demonstrate this understanding through questioning in lessons can show clearly if there is a language or knowledge barrier to their achievement of higher levels in exam conditions. This information then needs to be used when planning lessons, so that pupils have the opportunity to see, hear, orally rehearse and use academic language to develop confidence when writing.

### Work sampling – writing analysis

A second method of deciding what aspects of language need to be developed within subjects is to use a writing analysis on a sample of pupils' writing. This is best done in partnership with EMA specialist colleagues. It will help teachers pinpoint what skills pupils need to develop in order to express their knowledge and understanding at the higher levels. In turn, teachers can select aspects at text and sentence level to select as a focus for curricular target-setting and specific teaching within subject lessons. For further support with this you may wish to consider other guidance materials:

- *Assessing pupils' progress in English*, Secondary National Strategy, 2005 (Ref: 1789-2005CDO-EN).
- *Assessing pupils' progress in mathematics*, Secondary National Strategy, 2007 (Ref: 00007-2007DOM-EN).
- *Literacy and learning*, Secondary National Strategy, 2004 (Ref: 0651-004G).

### Quality first teaching

Teachers who have adopted strategies to incorporate a more explicitly taught focus on language within their lessons have found that it has benefited all pupils in the class. It has helped to raise attainment levels for EAL learners and also enhanced levels of written expression for others.

## Discussion activity 2C: Focusing on language for learning

### DVD clip 6 (3 minutes followed by 6 minutes)

The DVD clip, *Question level analysis*, shows a group of teachers discussing the findings of a **question level language analysis** of a science national test paper, which they then use to inform their teaching.

Watch the discussion of a **question level language analysis** of pupils' work, the subsequent planning and lesson. This will be shown in two separate clips.

After watching part one of the clip, take a few minutes to think about what the implications are for your subject.

Now continue to watch the rest of the DVD, identifying language for learning.

- Look again at the language of a typical test/exam question in your subject that causes pupils difficulty. Consider:
  - What language would pupils need to know to understand the question?
  - What language structures would they need to use to maximise their marks?
- Think of two strategies or activities that could be used in a lesson to teach this language. Discuss one of these activities with other groups. Consider:
  - How will an analysis of your pupils' performance in tests/exams inform teaching?
  - How will the findings of this type of analysis be built into your subject schemes of work?
  - What are the implications of how you assess pupils' work in the future?

For further activities on question level analysis refer to the DVD data disc:  
*Focusing on language for learning, Question level language analysis: Activity 2.*

### 3. Parents and the community

#### Key principle

Parents, carers and families are the first educators of their children within the community and all are co-investors with schools in raising attainment.

#### Involving parents

The British education system is very different from the ones in the countries from which the parents of Pakistani, Bangladeshi, Somali and Turkish heritage pupils originate. For example, in many educational systems it is common for pupils not to proceed into the next year, or grade, until they pass the end-of-year test. In the UK, pupils of the same age continue through the school, regardless of ability. Parents can therefore often assume that their children are doing well in schools because they have moved on to the next year group, which may not always be the case.

Parents from many countries, particularly those from rural areas, have not traditionally engaged in school activities, for example parents' evenings and other social events. Many feel inadequate believing that they do not have much to contribute. The responsibility is left to the school as parents respect that they are the professionals who will know what to do. The notion of partnership, and understanding that they have an important role to play in supporting their child's education, needs to be developed. Due to language barriers many parents rely on their child for any school information.

Involving parents and the wider community is important if young people are to be successful at school. Pupils are more engaged when their school reflects their broader life experience, and where clear and positive communication between their parents, their teachers and their community is visible in everyday school life. Inclusive schools know and understand the needs of their pupils, their parents and the communities they come from and take practical steps to address those needs.

The DfES publication *Involving Parents, Raising Achievement* (2004) identifies the following key research findings:

- Children of parents who take an active interest in their schooling progress 15% more in mathematics and reading between the ages of 11 and 16 than other children.
- Gains in achievement that stem from parental involvement tend to be permanent.
- In schools with matched intakes, those that do best have, among other things, strong links with parents and families.
- Family influences have a more powerful effect on pupils' attitudes and achievements than either neighbourhood or school, even when these are added together.
- Much of the variation in achievement of 14-year-olds in English, mathematics and science is due to home factors.
- Between the ages of 5 and 16 children spend only 15% of their lives in school.

School senior leaders play a key role in involving parents. They communicate a clear vision of inclusion through parental involvement to all stakeholders and ensure that this message is explicit at all levels of school life. Furthermore, they are clear about how good links with parents/carers impact on pupils.

School senior leaders provide practical opportunities for parental and community involvement to happen, such as parents' evenings or the employment of staff to work with the community. This helps to create a school environment that mirrors the needs and desires of its pupils, and supports parental/community initiatives by providing facilities or expertise from school. It may be helpful to consider how the strategic management of this work can be developed under the following headings:

- Improving the information flow.
- Seeking views and changing practice.
- Sustaining momentum – embedding the partnerships.

Effective leadership ensures the success of all such initiatives.

In effective schools, staff, pupils and parents work together and each are clear about how they can maximise pupil progress. Parents are encouraged to participate in the life of the school and opportunities are provided for them to learn how to support their children's learning. Expertise available in the community is drawn upon and used to inspire and motivate pupils. In this way, the school and the community support each other with the success of the child at the heart of all they do.

Schools can also be at the centre of a community and can play an essential role in bringing disparate communities together. Schools can lead the way in providing lifelong learning for the community, as well as for the pupils, leading to greater empowerment and confidence of that group and a stronger sense of well-being and aspiration on the part of their children.

### Discussion activity 3a: Parents and the community

#### DVD clip 7 (7 minutes)

The DVD shows two schools' engagement with parents and the community from the perspective of a range of stakeholders.

Before watching the DVD clip, *Parents and the community*, use **Handout 3** to note:

- How you currently involve Pakistani, Bangladeshi, Somali and Turkish parents and the community in your school.

Now watch the DVD clip. Consider:

- What further actions might strengthen links with parents and the community?
- Identify three priorities to inform future planning.

You may also find it useful to refer to **Appendix 2** *Involving parents and carers in their child's education: progression table* (Ref: 1715-2005PD3-EN) which shows good practice for all parent partnership initiatives.

## Case studies: Working with parents and the community

### Examples of current best practice from effective schools

#### ***Ways of involving Pakistani, Bangladeshi, Somali and Turkish parents in your school***

- Employing a respected member of the community to liaise with parents.
- Providing opportunities to talk to parents and listen to their concerns, for example community-specific parents' evening.
- Translating key school documents into other languages.
- Regular communication with parents/carers about 'good news', not just issues.
- Recruiting and retaining high quality Pakistani, Bangladeshi, Somali and Turkish staff.
- Involving parents/carers in celebrating Eid or Iftari.
- Having Pakistani, Bangladeshi, Somali and Turkish parents as governors.

#### ***Ways of working with parents and the community to support their children's learning***

- Explaining National Curriculum levels and GCSE grades, showing them the level their children are currently working at and the next steps for the children's learning.
- Demonstrating examples of the types of activities their children do at school so they feel informed.
- Providing activities for parents to support their child at home, for example dual language copies of support materials available to all children.
- Liaising with and supporting home language complementary classes so they know what children are studying in school.

#### ***Ways of involving different communities in school life***

- Working closely with mosques/madrasas and supplementary schools.
- Creating a community forum in school.
- Using members of the community as mentors.
- Using positive role models in the community in assemblies, work placements, governing bodies.
- Offering school premises for community activities, such as supplementary schools.

## Community mentoring

One way that schools can draw on the expertise of the community is through mentoring programmes. Mentoring can be used to link pupils to role models with whom they can identify, to raise aspirations and to have a direct impact on raising achievement. Successful mentoring programmes are focused on academic progress, have a clear rationale, allow pupils to discuss and overcome barriers to achievement and are rigorously monitored for impact.

Some key features of successful mentoring:

- The focus should be on academic mentoring – helping pupils overcome barriers to progress, setting them challenging but realistic targets, developing them as successful pupils so that they have the skills, confidence and self-esteem to continue to succeed, and supporting them in self-assessment and tracking their own progress across all areas of learning.
- All mentors need to be trained – to be an effective academic mentor requires an understanding of the academic issues so that the mentor can offer practical support and guidance.
- Ideally local community mentors should be seen also as members of the school community, a point emphasised by the lead mentor in the school featured on the DVD. Pupils knew they could make contact with him at school as well as seeing him in an important and influential role in the community.

Implementing these key features will ensure that mentoring is valued and given credibility by the pupils themselves. If, at the same time, mentors can provide inspiring, and aspiring, role models from pupils' own communities they will have even greater value.

### Discussion activity 3b: Community mentoring

#### DVD clip 8 (2 minutes)

Before watching the DVD clip, *Involving the community through mentoring programmes*, which shows how a school has involved mentors from the community to raise pupils' attainment, consider the following:

- What forms of mentoring does your school currently offer?
- What, in your view, are the principles of good mentoring programmes?
- How far have your mentoring programmes involved members of the communities represented in your school?

Watch the DVD clip, *Involving the community through mentoring programmes*, and consider:

- What value do community mentors add to raising pupils' academic achievements?
- What aspects of mentoring could you develop? Who would need to be involved and what specific actions you would need to take?

This guidance shows how schools have created a range of opportunities to engage and work with parents and community groups that go way beyond simply sharing information. Levels of involvement, and the routes by which parents and carers become involved, vary widely: from parents and members of the local community employed as academic mentors to encouragement to attend curriculum learning programmes. Schools have used a range of strategies to strengthen their partnerships with parents including developing translated information handbooks and regular newsletters. These help to keep parents better informed but, more importantly, offer opportunities to join in and contribute to activities and school life. Ultimately, the underlying aim of all these activities is to secure and deepen parents' and carers' commitment to their child's learning in school and in the community and in doing so, to raise attainment.

## Appendix 1

### Brief descriptions of the Pakistani, Bangladeshi, Somali and Turkish communities in Britain

#### The Pakistani community

The partition of India in 1947 led to the creation of Pakistan, including East Pakistan. In 1971 East Pakistan became independent as Bangladesh. Migration from Pakistan to Britain started in the 1950s in response to labour shortages after the Second World War. Young men, often from rural communities, came as economic migrants to work in factories with a view to returning home as more wealthy people. The four major areas of settlements were London, the West Midlands, Yorkshire and the Humber and the North West.

In the 1960s and 1970s migration to Britain increased as men brought over their families to join them. In Britain their families could enjoy a higher standard of living, better education and could help in family businesses, such as grocery stores and restaurants. Some second and third generation children have done well educationally and a growing number are becoming professionals, such as lawyers, doctors and teachers. By the year 2001, 55% of the Pakistani population was British born.

Religion forms a very important aspect of the Pakistani community's life. The religious needs of the Muslim community in Britain were initially satisfied through mosques that were adapted from private housing and as the community grew, mosques were purpose built to give religious instruction to the young and to teach Arabic.

Urdu is the main language spoken by Pakistanis and has a high status. Some speak Panjabi. Pashto is a minority language, more commonly used in Afghanistan. Mirpuri is spoken by migrants from the rural Mirpur area of Kashmir.

#### The Bangladeshi community

Although there were some earlier seamen who settled in Britain, migration from Bangladesh began in the late 1950s and early 1960s, somewhat later than migration from Pakistan. These were mostly men from the rural north eastern region of Sylhet who came in the hope of eventually returning home. They found unskilled and often poorly paid work in factories and lived in overcrowded sub-standard accommodation; many supplemented their income by working in restaurants. By the late 1970s, recession closed many of the factories and many Bangladeshis, with contacts in the restaurant trade opened their own restaurants to cater for the growing taste in 'Indian' food. Even today many of the so called Indian restaurants are actually Bangladeshi owned.

A large number of Bangladeshi migrants settled in East London, where they also found work in the garment industry; others settled in the textile areas of the North West and the Midlands. Bangladeshi men did not bring their families to Britain until the 1980s, much later than Pakistani men. Today, about three-quarters of Britain's Bangladeshis live in the East London borough of Tower Hamlets.

In 2001 just over half (52%) of Bangladeshis living in the UK were born in Bangladesh and 45% in Britain.

Most (92%) Bangladeshi adults classify themselves as Muslim, a similar proportion to that among Pakistani British. Sylheti is the language spoken by many Bangladeshis in Britain. It differs from Bengali, the standard written language in Bangladesh.

Recent surveys show that the Bangladeshi group is one of the most deprived communities, with up to 68% living on low income and 40% of the men unemployed. Free school meals (FSM) data also offers an indicator of deprivation. Between 50–60% of Bangladeshi pupils are eligible for FSM at each key stage. Like most other immigrant groups, Bangladeshi parents see educational achievement as a means to better job opportunities and greater social status.

There is some evidence that children from the Bangladeshi community are now beginning to improve their educational achievement and are engaging successfully in business and professional careers.

### The Somali community

Somalis came to Britain as early as the end of the 19th century as workers on ships, and then more came during the two World Wars. Most settled in the ports of London, Cardiff and Liverpool and later, cities like Sheffield and Manchester. Somaliland, a former British protectorate, is now independent and relatively stable. It was from the late 1980s that many refugees, who fled the civil war between the government army and rebels, arrived from northern Somalia, the former Italian colony. As the war spread during the 1990s, a large number of refugees from all parts of Somalia arrived in Britain. Since then Somali migrants have moved here after a period spent in European countries such as Holland, Sweden, Denmark, Finland, and Norway where they had previously lived as refugees. Some have also lived in the Gulf States and arrive as literate in Arabic.

Somalis are split into many clans and sub-clans, and family membership of a particular clan continues to play an important part in Somali culture and politics. Due to this and the effects of the civil war, there are still tensions within the community in Britain which mean that different groups will not willingly mix. The impact of the war within Somalia also means that educational opportunity for many has been severely disrupted. An appreciation and sensitivity to such factors would be helpful when settling a Somali pupil into school, fostering friendships between individuals and when working with groups of parents.

Somali is the common language spoken; however various dialects are spoken by different clans. It has a strong oral tradition as the written form of the language was agreed only in 1972. Prior to this, culture, history and religion was passed on orally, often through story telling. Somalis are practising Muslims and much of the children's previous schooling will have been based on the Koran.

## The Turkish and Kurdish communities

The Turkish and Kurdish communities are amongst Britain's smaller ethnic minority groups and there is very little research evidence on how they are adapting to their lives in Britain. The wider Turkish community constitutes three main groups: Turkish Cypriots, Turkish mainlanders and Kurdish. Their patterns of migration and settlement into Britain vary. In 2001 it was estimated that there were around 180000-200000 Turkish speakers in Britain, a number which has increased to possibly 400000.

Turkish Cypriots migrated to Britain during the 1950s and early 1960s. They came from rural agricultural backgrounds with little or no English and very little formal education. The majority came to Britain as a direct result of political events in Cyprus and chose Britain because of the colonial link and good employment opportunities. Some regarded it as an opportunity to earn money and then return to Cyprus within a few years. The majority found jobs in catering and the textile industries and most households increased their earnings by both partners working very long hours. Many saved to buy their own businesses and moved to areas that offered better housing. Very few returned to Cyprus.

In the 1970s another group of Turkish Cypriots came to Britain as refugees because of the war on the island. Some of these settlers came for educational purposes and eventually took up professional positions. Although there are small Turkish communities scattered in Manchester, Edinburgh and the Midlands, the majority initially settled in Euston and Camden town and then moved to Haringey and Enfield. Many young Turkish Cypriots in Britain today classify themselves as British born third or fourth generation Turkish Cypriots. Many speak English and Turkish, but this is developing into a new dialect which is a cross between the two.

The majority of Turkish mainland settlers came between the 1960s and the 1980s following military coups in Turkey. The migration to Britain was part of a wider migration pattern to Europe for both political and economic reasons. Initially the men arrived on their own and later brought their wives and children. They settled and worked in areas where there were already small Turkish Cypriot businesses and soon began to start up businesses of their own.

The Kurds from Turkey arrived in the late 1980s and early 1990s, mostly as political refugees and seeking asylum in Britain (some more recently arrived Kurdish pupils are from Iran and Iraq). Many Kurdish families settled in Haringey and Hackney and used their family and friends to network and to buy their own businesses together such as shops and restaurants. They often speak both Turkish and Kurdish, but for many Kurds in Britain today, learning Kurdish is an important part of their identity as education in their first language has previously been denied to them.

Many parents, from all three groups, are keen for their children to attend supplementary school to continue to learn their mother tongue and to study Turkish/Kurdish culture and heritage. Most Turkish Cypriots identify themselves as different from Turkish mainlanders and prefer to make that distinction. Similarly the Kurdish community prefer not to be classified as Turkish.

Research in one North London borough found that Turkish speaking families were on average more likely to be unemployed and living in rented accommodation. In all categories of social deprivation (FSM indicator, unemployment and housing) the Kurdish community had higher levels of deprivation than the Turkish and Turkish Cypriot communities.

*... the Kurds as the newest migrant group, suffer the highest levels of disadvantage in their lives, in part linked to the refugee status of many of them; whilst the longest settled group, the Turkish Cypriots, are the least disadvantaged.*

*Young Turks and Kurds: a set of invisible disadvantaged groups, 2005*

The vast majority of the Turkish and Kurdish communities are Muslim. The degree of practice differs from family to family. Although tied very closely to self-identity and culture many Turkish Cypriots are less likely to be practising Muslims than the Turkish mainlanders and Kurdish communities. Young people interviewed recently (*Young Turks and Kurds, 2005*) tended not to identify with the Muslim community although some did see religion as an important aspect of their identity.

## Appendix 2

### Involving parents and carers in their child's education: progression grid

Features	Stages of development			
	Focusing	Developing	Establishing	Enhancing
Organising structures and policies	<p>The pastoral structure is well represented within the staffing structures and key personnel are known to parents and carers.</p> <p>Policy and practice is documented and new staff are briefed on practice as part of their induction programme.</p> <p>Home-school contracts are issued as pupils join the school.</p>	<p>A member of the senior leadership team (SLT) is identified to lead the work.</p> <p>A policy is available for all staff and parents and carers.</p> <p>Teaching and non-teaching staff work together to improve parental and carer engagement.</p> <p>Home-school contracts are in place and staff are aware of the content.</p>	<p>There is an identified SLT lead who oversees the implementation of a comprehensive policy, including monitoring, evaluation and action planning.</p> <p>Parental and carer engagement is seen as an important whole-school issue and all staff recognise the contribution that can be made to the school's continuing improvement.</p> <p>Home-school contracts are actively used as a basis for discussion between teachers and parents and carers.</p>	<p>The involvement of parents and carers has a high profile within the SLT.</p> <p>The school is actively pursuing the extended school agenda.</p> <p>The views of parents and carers are actively sought to inform the development and evaluation of the school improvement plan.</p> <p>New staff are offered the support of a mentor when making first contact with parents and carers.</p> <p>Home-school contracts are reviewed and updated in the light of feedback from parents and carers on the contracts' usefulness.</p>

Stages of development				
Features	Focusing	Developing	Establishing	Enhancing
Making contact	<p>Non-teaching staff regularly contact parents and carers to check on the reasons for a child's absence.</p> <p>Information arising from these contacts is shared routinely with teaching staff.</p>	<p>Contact with parents and carers is made for both positive and negative reasons.</p> <p>Commendations and good progress is shared, as is, for example, non-attendance at parents' and carers' meetings.</p> <p>Parents and carers are given a named contact with whom they are able to discuss any issues arising.</p>	<p>Contact with parents and carers is planned to ensure that a balance is struck between providing information and gaining feedback on a range of relevant issues.</p>	<p>Two-way dialogue between parents and carers and the school characterises the contact made on a range of academic, pastoral and social issues.</p> <p>Parents and carers know who to talk to when responding to requests or when raising issues and receive timely and appropriate responses.</p>
Providing information	<p>General information for parents and carers is positive and upbeat, focusing on information about the school and pupils' successes, and is shared through termly newsletters.</p> <p>Parents and carers are made aware of their child's academic performance through the annual report.</p> <p>Advice and support is available on request.</p>	<p>Parents and carers receive information through regular newsletters and the school's website.</p> <p>They are encouraged to respond so that the quality of the information provided can be continually reviewed and improved.</p> <p>Regular written reports communicate a range of information, including their child's progress and targets for the future, and opportunities are provided for discussion with the child's teachers.</p>	<p>Parents and carers know that their child's attainment and progress are regularly assessed.</p> <p>The school offers a range of communication methods for parents and carers and they respond positively.</p> <p>The school is exploring other possibilities, such as developing a learning community through the use of community partners.</p> <p>Parents and carers are actively involved in the target-setting process, which forms part of the reporting system.</p>	<p>Parents and carers are encouraged to contribute to the regular communication process and to offer suggestions for future collaboration.</p> <p>Parents and carers are integral to the target-setting process, which forms part of the reporting system, and attend regular progress review meetings.</p>

Stages of development				
Features	Focusing	Developing	Establishing	Enhancing
	Ensuring effective transition	Parents and carers of incoming pupils receive an information pack which, as well as providing general information about the school, includes basic information about approaches to teaching and learning.	Parents and carers of incoming pupils are given a range of helpful information and the opportunity to meet with the form teacher and a member of the SLT prior to the new term.	<p>Parents and carers are seen as an integral part of the transfer process.</p> <p>A wide range of events ensure that parents, carers and learners meet the form teacher and SLT so they are fully informed and prepared for transfer.</p> <p>They receive a wide range of information, including details of the school's approach to teaching and learning and associated expectations.</p> <p>They are given information on their child's social and academic progress early in Year 7.</p>

Stages of development				
Features	Focusing	Developing	Establishing	Enhancing
Engaging active involvement in teaching and learning	Some parents and carers offer to help with school events and work in classrooms on a voluntary basis.	Guidance is given as to how parents and carers can support their child with their learning. Some parents and carers access learning opportunities (e.g. ICT for beginners) at the school. Increasing numbers of parents and carers attend parenting classes.	There is an expectation that parents and carers will actively support their child in their learning and a range of guidance is provided to facilitate this. Parents and carers work in classrooms to support pupils' learning. Lifelong learning, as a part of the school improvement plan, is an increasing priority and a wide range of opportunities for parents and carers is provided.	Parents and carers are aware of the school's aims for teaching and learning and how they can support their child's learning. The school has a wide range of guidance and activities to support parents and carers in this work. Parents and carers constitute the main sources of mentoring. A parents' and carers' forum provides informal advice and information about local employment. Significant numbers of parents and carers take up accredited courses in a range of vocational and leisure activities offered by the school.

Stages of development				
Features	Focusing	Developing	Establishing	Enhancing
Organising productive meetings	<p>There is a well-established programme of parents' and carers' meetings.</p>	<p>Meetings have a clear purpose and specific pupils and their parents or carers are invited as appropriate.</p> <p>Increasing numbers of parents and carers attend parenting classes.</p> <p>A range of activities is organised throughout the year by the Parents' Association.</p>	<p>The programme of meetings includes events such as curriculum evenings through which parents and carers can gain a real insight into classroom activity.</p> <p>Parents who cannot attend significant meetings are followed up.</p> <p>A range of activities is jointly organised throughout the year by parents and carers and teachers, extending beyond purely social activities.</p> <p>Parents and carers who need support benefit from a multi-agency approach.</p>	<p>The school operates an open-door policy.</p> <p>Parents and carers are welcomed to a wide range of events and activities, including those related to the curriculum as well as those of more general interest.</p>
Ensuring a welcoming school environment	<p>The visitors' car park and pedestrian access to the school reception is clearly signed.</p> <p>The reception area displays pupils' work.</p> <p>The school is used by some parents and carers for evening classes and sports activities.</p>	<p>The school provides a private space for confidential interviews with parents and carers.</p>	<p>The use of the school as an after-hours facility is very popular.</p>	<p>Parents and carers make good use of the facilities and the extended school has full enrolment in after-hours programmes.</p> <p>The school is seen as a valuable resource for learning and social/sporting activity.</p>

**Every Child Matters:****Table 1a****How to achieve an inclusive school for all pupils, with a particular focus on Muslim needs**

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<b>1a: Leadership and management</b>	<ul style="list-style-type: none"> <li>School policies on bullying, anti-racism and equality are actively monitored and updated regularly.</li> <li>Recruitment positively contributes to the school's ethos and culture.</li> <li>Opportunities to address emotional health and well-being are embedded.</li> </ul>	<ul style="list-style-type: none"> <li>There are high expectations of behaviour together with consistent procedures for rewards and sanctions.</li> <li>Effective transition and induction arrangements are made for both pupils and parents.</li> <li>An environment is created where pupils feel safe to speak to staff.</li> <li>Pupils have clear guidance on how to deal with racist and bullying incidents.</li> <li>Discrimination is tackled openly.</li> </ul>	<ul style="list-style-type: none"> <li>The impact of the Race equality policy is measured in terms of pupil achievement data.</li> <li>Pupil achievement data is readily available, is shared and regularly discussed by middle managers.</li> <li>Professional development of staff is linked to the identified needs of groups of under-achieving pupils.</li> <li>There are clear procedures for involving parents and carers in their children's learning.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership is proactive and supports the belief that it can make a difference to all pupils.</li> <li>The school's inclusive culture is reinforced through the curriculum and assemblies.</li> <li>Resource materials are vetted for stereotypical or negative content.</li> <li>The school considers and utilises the contributions from pupils' activities outside school.</li> <li>The school networks with other successful inclusive schools.</li> </ul>	<ul style="list-style-type: none"> <li>The school articulates strong commitment to principles of social justice.</li> <li>The school curriculum and activities match pupils' and parents' aspirations and meet local employment needs.</li> <li>Option choices and advice are related to career aspirations.</li> <li>Pupils are supported in acquiring skills such as leadership and working in teams.</li> <li>Mentors from the local community help pupils to achieve their potential and act as role models.</li> </ul>

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<p><b>1a: Leadership and management</b></p>	<ul style="list-style-type: none"> <li>● Pupils are actively involved in the development and implementation of school policies on anti-bullying and equality.</li> <li>● There is an active school council that informs school policy and practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities are planned for members of the school community to feedback on aspects of learning and teaching.</li> <li>● There is efficient identification of, and provision for, additional educational needs.</li> <li>● Resources are deployed to maximise achievement.</li> <li>● Senior leadership team and teachers have a complete understanding of the attainment gap and work to increase pupils' rates of progress.</li> <li>● Pupils enjoy being part of the school community with both peers and teachers, where they have a strong pupil voice.</li> </ul>	<ul style="list-style-type: none"> <li>● All members of the school community are involved in the school's self-evaluation process.</li> <li>● Pupils' spiritual, moral, social and cultural development is recognised.</li> <li>● Pupils are consulted on school issues and contribute to change.</li> <li>● Pupils are involved in decision-making processes, for example staff interview panels.</li> <li>● There is a culture of mutual respect between staff and pupils, and honest and open communication.</li> </ul>	<ul style="list-style-type: none"> <li>● Links are made with service providers and employers to extend pupils' aspirations.</li> </ul>	

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<p><b>1a: Leadership and management</b></p>	<ul style="list-style-type: none"> <li>● Prayer facilities are provided to support spiritual well-being.</li> <li>● Wudu (ablution facilities) are provided.</li> <li>● Halal food is available in the cafeteria.</li> <li>● The uniform policy is adapted for Muslim pupils, including appropriate dress for physical education (PE).</li> <li>● Guidance is given on staying healthy during exams, particularly during the period of Ramadan.</li> <li>● Facilities are provided where pupils can break their fast during Ramadan.</li> <li>● Packed lunches (to take home) are provided for pupils who are entitled to free school meals (FSM) and are fasting.</li> </ul>	<ul style="list-style-type: none"> <li>● Muslim pupils feel safe to express their religious and cultural views in an atmosphere of mutual respect.</li> <li>● High priority is given to strengthening self-esteem and self-confidence to counteract negative Muslim images in the media.</li> <li>● Effective induction and support is provided for ethnic minority staff.</li> <li>● Respected local leaders from the Muslim community contribute to school life, for example by acting as an academic mentor for Muslim pupils.</li> </ul>	<ul style="list-style-type: none"> <li>● The school ensures a range of Muslim pupil voices contribute to school policy and practice.</li> <li>● The school enables EAL support to be a strong part of mainstream provision.</li> <li>● The school invests in the professional development of staff to know and understand the communities represented by pupils' ethnicity, culture, faith, language etc.</li> <li>● The school celebrates Eid ul-Fitr, Eid ul-Adha, Ifthari.</li> <li>● Opportunities to develop understanding and respect for each other through resources, assemblies, PSHE, etc., are welcomed and used frequently.</li> </ul>	<ul style="list-style-type: none"> <li>● The school ensures Muslim pupils have posts of responsibility, for example, school council, prefects, anti bullying working party.</li> <li>● Positive role models are used from the business community in assemblies, the curriculum, and in work placements.</li> <li>● The school celebrates diversity as well as shared similarities.</li> <li>● The recruitment and retention of high quality Black and minority ethnic staff is given priority.</li> <li>● Good relationships with local Imams are developed.</li> <li>● A separate translated newsletter for each community is written.</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership vision extends beyond the school into the wider community.</li> <li>● Governing bodies are representative of the wider school community.</li> <li>● The school council and other representative groups reflect the whole school community.</li> <li>● Conscious efforts are made to raise Pakistani, Bangladeshi, Somali and Turkish heritage pupils' expectations, widen participation in further and higher education and promote non-stereotypical career choices.</li> </ul>

Table 1b

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<p><b>1b: Tracking and monitoring</b></p>	<ul style="list-style-type: none"> <li>The well-being of all pupils is monitored.</li> <li>The different needs of Pakistani, Bangladeshi, Somali and Turkish pupils in school are identified.</li> <li>The school knows how many pupils may be fasting during Ramadan.</li> </ul>	<ul style="list-style-type: none"> <li>The school actively seeks the views of pupils and parents to gauge how safe pupils feel from bullying, harassment and racism.</li> <li>The school monitors racist incidents, exclusions for bullying and racism.</li> <li>A range of data is regularly collected and evaluated, including attendance, punctuality and exclusion data.</li> <li>The school monitors and improves the quality and appropriateness of displays, educational visits and curriculum and library resources.</li> </ul>	<ul style="list-style-type: none"> <li>Data is analysed in detail and used effectively to identify under-achieving groups, by considering a range of factors including ethnicity, EAL, SEN, gender.</li> <li>School systems and structures facilitate the sharing of information and use of data at whole-school, departmental and teacher level to inform planning and teaching and to maximise pupil progress.</li> <li>Teachers are aware of individual pupil progress and use local and national expectations to raise achievement.</li> <li>Systems are in place to set targets, monitor and track pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>The extent to which the pupil makes a positive contribution to the community is evaluated.</li> <li>Pupils are involved in setting their individual targets and take responsibility for their progress.</li> <li>Pupils and parents understand what pupils need to do to make progress.</li> <li>Pupils' participation in extra-curricular activities is monitored by ethnicity.</li> <li>Parental participation at different events is monitored.</li> <li>High quality displays celebrate success and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>The school talks to pupils to gather information about their expectations and future aspirations.</li> <li>The school works closely with the careers service to ensure stereotypical career choices are challenged.</li> <li>Pupils' attendance and involvement with complementary activities outside school, and how it may be impacting on the pupils' overall development, is monitored and shared with all staff.</li> <li>Community mentors are involved in setting goals for pupils once a term.</li> </ul>

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<p><b>1b: Tracking and monitoring</b></p>			<ul style="list-style-type: none"> <li>Tracking procedures include monitoring the impact of setting arrangements, option choices and examination entries.</li> <li>Diversity in the curriculum is monitored.</li> <li>A robust framework exists for monitoring Pakistani, Bangladeshi, Somali and Turkish heritage pupils' attainment, progress, attendance and exclusions.</li> <li>Senior leaders have secure ways of reinforcing high expectations of Pakistani, Bangladeshi, Somali and Turkish heritage pupils such as aspirational target-setting.</li> </ul>	<ul style="list-style-type: none"> <li>The school acknowledges Pakistani, Bangladeshi, Somali and Turkish heritage pupils' contributions in and out of school.</li> <li>Involvement of Pakistani, Bangladeshi, Somali and Turkish heritage pupils in extra-curricular/ gifted and talented enrichment activities is monitored.</li> </ul>	

Table 1c

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<p><b>1c: Learning and teaching</b></p>	<ul style="list-style-type: none"> <li>The school ensures full access to the curriculum that will foster good health.</li> <li>Pupils' emotional and social development is catered for.</li> <li>Sensitivity is shown with regard to pupils' moral, religious and cultural background when teaching sex education, food technology, for example menu choices, Ramadan, and knowledge of the PE curriculum, to maximise pupil involvement and physical well-being.</li> <li>The school actively involves Muslim pupils in extra-curricular and enrichment activities.</li> </ul>	<ul style="list-style-type: none"> <li>Standards of classroom behaviour are high and there is a culture of mutual respect.</li> <li>Teachers ensure the classroom environment is, and feels, safe.</li> <li>The school uses restorative justice approaches, for example peer mentors, to mediate in disagreements.</li> <li>Peer support teams are developed to work with tutors.</li> <li>A broad PSHE programme, which includes and reflects Pakistani, Bangladeshi, Somali and Turkish heritage pupils' needs, is developed.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have equality of access to a broad and balanced curriculum.</li> <li>Mutual respect is a key priority for all, both teacher/pupil and pupil/pupil.</li> <li>The school establishes effective teacher/peer academic mentoring systems.</li> <li>Staff work in partnership to ensure that standards of learning and teaching are high in all curriculum areas.</li> <li>Challenging targets are set to take into account the need for accelerated progress.</li> </ul>	<ul style="list-style-type: none"> <li>All staff feel confident and equipped to plan for, and teach, pupils with diverse needs to ensure they maximise progress for all pupils.</li> <li>The curriculum reflects pupils' culture, backgrounds and experiences; consequently, they are enthusiastic and engaged with their learning.</li> <li>Pupils' contributions are valued, so that they feel confident, enthusiastic and willing to take risks.</li> <li>Pupil consultants are recruited to get feedback on what they enjoy in their lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop skills which contribute to their social and economic well-being.</li> <li>The school audits opportunities for work-related learning in curriculum areas.</li> <li>Appropriate extra-curricular activities and work experience placements that meet the needs of the Muslim pupils are organised.</li> <li>Community business leaders are identified in the area who can serve as mentors to pupils.</li> <li>Muslim girls are encouraged to play a full role and consider a variety of professional careers.</li> </ul>

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<p><b>1c: Learning and teaching</b></p>		<ul style="list-style-type: none"> <li>The school identifies and plans opportunities for structured discussion, which include an exploration of the Muslim perspective on issues, for example, by discussing contrasting perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment for Learning (AFL) strategies are used to support pupils' learning in the classroom, particularly the use of peer and self-assessment.</li> <li>The school experience and curriculum are adapted at appropriate points to meet pupils' needs.</li> <li>Heritage languages in the curriculum are included where possible.</li> <li>The school offers a flexible curriculum and extra-curricular activities to cater for needs (after school and Saturday classes might be difficult to attend).</li> </ul>	<ul style="list-style-type: none"> <li>Examples of Islamic contributions to knowledge/history in the curriculum are included (e.g. the contribution of Islam to science, mathematics, art, design).</li> <li>Self-esteem and confidence is built by identifying particular strengths of pupils.</li> <li>Opportunities are created to discuss difficult moral issues.</li> <li>Opportunities are provided to share language knowledge, for example, 'Teach a friend a language', (TAFAL), drawing on the languages of the school – Panjabi, Urdu, Turkish, Arabic, Somali, Bengali.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities to link with schools abroad are created, for example, video links with schools in Kashmir or Somalia.</li> </ul>

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<p><b>1c: Learning and teaching</b></p>			<ul style="list-style-type: none"> <li>● Effective 14–19 pathways are designed to maximise achievement across a broad curriculum, ensuring that effective differentiation/ EAL strategies are employed.</li> <li>● Islamic connections are included where possible, for example in teaching calligraphy, music, art, religious education.</li> </ul>	<ul style="list-style-type: none"> <li>● Opportunities are provided for all beginner teachers and learning support staff to complete courses on teaching ethnic minority pupils, for example, Open College Network accredited course.</li> </ul>	

Table 1d

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
<p><b>1d: Parents and the community</b></p>	<ul style="list-style-type: none"> <li>The senior leadership team's vision for the school is understood by all staff, pupils, parents and the wider community.</li> <li>The school has a clear vision on how to communicate with and involve parents.</li> <li>Parental participation is valued.</li> <li>There is a high expectation that parents attend key meetings.</li> <li>The school considers faith needs when organising parents' evenings or extra-curricular activities during Ramadan; adjust the timing of meetings and appointments.</li> <li>Sensitivity is given to issues like older boys and staff going to the mosque at lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>The school has an active parents' association with representatives from all communities.</li> <li>Staff have clear guidelines on contacting parents.</li> <li>The school gives clear guidance and reassurance to parents on participation in extra-curricular activities and school trips.</li> <li>The school has an induction programme for parents from specific communities.</li> <li>Respected members of the community are employed to liaise between home and school.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at parents' evenings is monitored by ethnicity and followed up where necessary.</li> <li>There is regular communication with parents about 'good news', for example good news postcards.</li> <li>Active steps are taken to involve 'hard-to-reach' parents.</li> <li>Parents are able to access resources to support their child's learning, for example ICT packages and websites.</li> <li>There is active celebration of pupil achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Parental views are regularly sought through consultation meetings and questionnaires.</li> <li>Parents are actively involved in key aspects of school life for example as governors, teaching assistants, and with curriculum activities.</li> <li>Develop positive relationships with pupils and their parents (key to positive behaviour and regular attendance).</li> <li>Parents are given formal opportunities to influence the calendar of meetings and the theme of those meetings.</li> <li>Parents receive termly feedback on pupil progress.</li> </ul>	<ul style="list-style-type: none"> <li>The school has an active link with community organisations and local businesses.</li> <li>Protocols have been established for partnership with outside agencies.</li> <li>Partnerships with outside organisations are effective in raising attainment.</li> <li>Parents are supported to become economically active, for example by offering in-school or after-school classes or clubs; English language; support services; childcare provision.</li> <li>The school builds on family knowledge, business and enterprises.</li> </ul>

ECM	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic well-being
	<ul style="list-style-type: none"> <li>Home visits are planned to strengthen relationships between home and school.</li> <li>The school offers its premises for community events.</li> </ul>	<ul style="list-style-type: none"> <li>The school liaises closely with parents and the community, for example, changes in the curriculum (may include dress codes, curriculum content, etc., to reflect the community).</li> <li>Recognise and celebrate pupil achievements in all their forms, including achievement at out of school activities, local Mosques, madrasas and supplementary schools.</li> <li>The school celebrates Eid, Ifthari, and invites parents to get involved.</li> </ul>	<ul style="list-style-type: none"> <li>The school works closely with local mosques, madrasas and supplementary schools.</li> <li>A community forum, representing all communities and faiths, is organised and consulted regularly.</li> <li>Representation of Pakistani, Bangladeshi, Somali and Turkish parents and communities are sought on the governing body.</li> <li>The school works with older siblings to support pupils' learning at school.</li> <li>Former pupils used as positive role models or mentors.</li> </ul>	<ul style="list-style-type: none"> <li>Community organisations are involved in assemblies, charity events, mentoring programmes.</li> <li>Effective partnerships with Pakistani, Bangladeshi, Somali and Turkish communities are created.</li> </ul>	

**Handout 1a: Leadership and management: Developing an inclusive ethos**

Key features in your school that currently contribute to developing an inclusive ethos.	Key features from the DVD that contribute to making the two schools particularly inclusive for Pakistani, Bangladeshi, Somali and Turkish heritage pupils	Key features you could implement easily in your school to make a difference to the target group
<b>Agreed action:</b>		

**Handout 1b (i): Every Child Matters: inclusive practice**

Write down which elements of inclusive practice are well established in your school under the headings below.

What is the evidence that supports this for **Pakistani, Bangladeshi, Somali and Turkish heritage** pupils?

Leadership and management	Tracking and monitoring	Learning and teaching	Parents and community
Evidence	Evidence	Evidence	Evidence

**Key actions**

- 
- 
-

**Handout 1b (ii): Every Child Matters: inclusive practice**

Consider how each stakeholder group is involved and encouraged to contribute their views.

Pupils	Parents	Staff	Governors	Other stakeholders

**Handout 2A (i): Curriculum Review: Senior or middle leaders**

This review sheet allows senior, subject or pastoral leaders to consider where the cultural and religious heritage of **Pakistani, Bangladeshi, Somali and Turkish heritage** pupils is reflected in ALL subjects across one year group.

**Year group:**

	English	maths	science							
<b>Subjects:</b> The culture and heritages of Pakistani, Bangladeshi, Somali and Turkish pupils are <b>well reflected</b> in these units of work.										
<b>Subjects:</b> Pakistani, Bangladeshi, Somali and Turkish pupils' heritage <b>needs developing</b> in these units of work.										



**Handout 3: Parents and the community**

1. Using the table below indicate how you currently involve Pakistani, Bangladeshi, Somali and Turkish parents and the community in your school.

Organising structures and policies	Making contact	Providing information	Ensuring effective transition	Engaging active involvement in learning and teaching	Organising productive meetings	Ensuring a welcoming environment

**Key actions**

- 
- 
-

## Glossary – a guide to acronyms

<b>AfL</b>	Assessment for learning
<b>BME</b>	Black and minority ethnic
<b>DCSF</b>	Department for children, schools and families
<b>DfES</b>	Department for Education and Skills
<b>EAL</b>	English as an additional language
<b>ECM</b>	Every Child Matters
<b>EMA</b>	Ethnic minority achievement
<b>EMAS</b>	Ethnic Minority Achievement Service
<b>ESL</b>	English as a second language
<b>FSM</b>	free school meals
<b>HMI</b>	Her Majesty's Inspectorate
<b>KS3</b>	Key Stage 3
<b>KS4</b>	Key Stage 4
<b>MEA</b>	minority ethnic achievement
<b>OFSTED</b>	Office for Standards in education
<b>PSHE</b>	personal, social and health education
<b>QCA</b>	Qualification and Curriculum Authority
<b>QLA</b>	question level analysis
<b>RRAA</b>	Race Relations (Amendment) Act
<b>SLT</b>	senior leadership team
<b>SMT</b>	senior management team



Copies of this publication may be available from:  
[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

You can download this publication and obtain further information at:  
[www.standards.dcsf.gov.uk/](http://www.standards.dcsf.gov.uk/)

Copies of this publication may be available from:

DCSF Publications  
PO Box 5050  
Sherwood Park  
Annesley  
Nottingham NG15 ODJ  
Tel 0845 60 222 60  
Fax 0845 60 333 60  
Textphone 0845 60 555 60  
email: [dcsf@prolog.uk.com](mailto:dcsf@prolog.uk.com)  
Please quote ref: **00043-2008BKT-EN**

[ISBN: 1-84478-682-X]

Audience: Local authority and school strategy and inclusion managers  
Date of issue: 03-2008

© Crown copyright 2008  
Published by the Department for Children, Schools and Families

Extracts from this document may be reproduced for non-commercial research, education or training purposes on the condition that the source is acknowledged as Crown copyright, the publication title is specified, it is reproduced accurately and not used in a misleading context.

**The permission to reproduce Crown copyright protected material does not extend to any material in this publication which is identified as being the copyright of a third party.**

For any other use please contact  
[HMSOlicensing@cabinet-office.x.gsi.gov.uk](mailto:HMSOlicensing@cabinet-office.x.gsi.gov.uk)  
[www.opsi.gov.uk/click-use/index.htm](http://www.opsi.gov.uk/click-use/index.htm)

**80% recycled**  
This publication is printed on 80% recycled paper

 **recycle**  
When you have finished with this publication please recycle it

department for  
**children, schools and families**