

MTO PERSIAN SCHOOL

Supplementary Schools Promoting Equal Opportunities,
valuing diversity and contributing to Community Cohesion

It is widely acknowledged that supplementary/complementary schools can have a positive contribution to:

- raising achievement,
- engaging parents in school and learning,
- keeping students safe and positively involved,
- supporting the national curriculum,
- providing language teaching and exam success,
- reinforcing positive identities.

However, the positive role supplementary/complementary schools have in Promoting Equal Opportunities, and contributing to Community Cohesion is not something that is emphasized nearly enough. Supplementary schools have long played an important role in easing the integration of communities; particularly those newly arrived in the UK.

Community Cohesion policies, as defined by the government's Neighbourhood Renewal Unit in 2005, aim to build communities in which all people from different backgrounds and circumstances;

- have a common vision and a sense of belonging
- value diversity • are offered similar life opportunities
- experience strong and positive relationships - in workplaces, at schools and within neighbourhoods.

The work of supplementary schools presents a further opportunity to create links between communities and facilitate cross-community events and projects.

There is a plethora of laws, policies and procedures to help promote equality of opportunity, community cohesion and valuing diversity. However, many of these are aimed at public bodies.

NRC Quality Framework demands supplementary schools not just have an Equal Opportunity Policy, but to implement and review it regularly.

DO

Equal Opportunity Policy is not for decoration. Make sure your staff, MC members, parents and students are aware of it. Review it every year Incorporate EOP into your school's Code of Conduct

Have robust, but fair procedures in tackling those who contravene your EOP

Make sure you use materials and resources that are suitable for children living in the UK, a multi cultural, multi racial country. Adapt materials and resources shipped from your country of origin. Make them suitable.

Make sure children from different backgrounds at your school mix together. Encourage learning of each other's culture

Tackle citizenship issues in assemblies. Have regular visiting speakers from LA's and other agencies

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Celebrate your history and achievements

Forge good partnership with local mainstream schools. Encourage them to facilitate your schools to take part in their celebratory events. Offer them help in tackling challenging cultural issues

Consider 'twinning' with a supplementary or/and mainstream school. Have regular joint activities, exchanges

Know your local community. Find out about different supplementary schools and discuss how you can work together. Get involved in important local bodies, e.g youth panels, CVSs, LA Safeguarding Boards, etc.

DON'T

Don't be afraid of challenging those who contravenes the EOP, school code of conduct and other policies promoting EOP

Don't shy away from discussing difficult, awkward issues.

Don't make assumptions. Investigate complaints properly, using your complaints procedures. Get help if you are not sure how

Make sure your celebrations are inclusive. Do not have any elements which could exclude certain section of your school community

Don't use overtly nationalistic, chauvinistic educational materials and resources.

A Freedom of Information (FOI) request and disclosure about community cohesion.

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From:

[Department for Education](#)

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Community cohesion

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Details

- Date requested: 31 January 2011
- Publish date: 28 February 2011
- Updated: 17 May 2011

Request

Can the department disclose details of the evidence which proves that the removal of the need to inspect community cohesion will have no impact on children from BME groups or on children that live in areas of deprivation?

Can it also provide evidence which proves that the removal of the need to inspect community cohesion will have no impact on children who attend schools where the community is predominantly white British?

Release

It is important to note that while the explicit duty on Ofsted to report on schools' contribution to community cohesion is to be removed, community cohesion will remain within the scope of inspection. In addition, the duty on schools to promote community cohesion remains in place.

The Education Bill takes forward the proposals for reforming inspection that were set out in the Schools White Paper that was published in November last year. It redefines the high level reporting areas that the Chief Inspector must cover in all school inspections. It is intended that inspections will be focused around four core areas, pupils' achievement, the quality of teaching, leadership and

management, and pupils' behaviour and safety.

The Bill sets out two particular considerations which will underpin Ofsted's reporting on those four core areas. Both of these are relevant to community cohesion and equality of opportunity for pupils.

Firstly, Ofsted will be required to consider the spiritual, moral, social and cultural development of pupils. This will provide an opportunity, where appropriate, for schools to demonstrate and inspectors to consider how wider links with the community contribute to pupils' development in these areas.

Secondly, Ofsted will be required to consider how well the school meets the needs of the range of pupils at the school. Inspectors will therefore need to ask themselves whether the school is meeting the needs of, for example, girls and boys, pupils from different ethnic communities, those eligible for free school meals and the pupil premium, those who are disabled or have special educational needs, and looked after children.

More generally, the government's inspection reforms are aimed at increasing the impact that inspection has on raising standards and improving provision for all pupils.

The government believes that there remains an unacceptable gap in achievement for different groups of children, including those from certain minority ethnic backgrounds, economically disadvantaged pupils and other vulnerable groups. Tackling this is a priority within the Government's education reform programme, including the planned changes to school inspection.

Ofsted, along with other public bodies, is subject to the requirements of the Equality Duty, the aim of which is to embed equality considerations into the day to day work of public bodies, so that they tackle discrimination and inequality and contribute to making society fairer. The proposed schools inspection arrangements will be consistent with this.

Published 28 February 2011

Related content

[School performance measures](#)

Performance tables: approved qualifications, discount codes, interpreting data. Primary school accountability, Progress 8 and Attainment 8.

- [School performance tables: how to interpret the data](#)
- [School performance tables: how we report](#)

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[School performance tables: how to interpret the data](#)

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Details

This guide covers factors that can affect data in the [school performance tables](#).

Use the guide if you're:

- a parent, to compare your child's performance and achievements to others in the school, college, local authority or England as a whole
- a school governor, to improve school performance
- in DfE or a government body, monitoring educational standards in England
- in Ofsted, assessing school or college standards
- in Ofqual, looking for evidence as part of a review to set and maintain standards
- a local authority looking for evidence to hold a school to account

- a school:
 - looking for data to evaluate your school's performance against national standards
 - carrying out analysis or self-evaluation
- a researcher analysing school data results

Published 31 March 2016

Last updated 25 January 2018 [+ show all updates](#)

Related content

[School performance measures](#)

Performance tables: approved qualifications, discount codes, interpreting data. Primary school accountability, Progress 8 and Attainment 8.

- [School performance tables: how we report the data](#)

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- [School performance measures:](#)

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[School performance tables: how we report the data](#)

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Details

This guide explains how we use data in the [school performance tables](#) to compare schools' and colleges' performance over time and to national averages.

