

Education for Muslim Girls in Contemporary Britain:
Social and Political Dimensions.

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APPENDIX I

LEA survey 1986



Authority	Dress	Diet	Religious Education	Sex Education	Mother-tongue Teaching	Approaches for Voluntary Schools	Other
Barnet L.B	No response	No response	Pre-1975 R.E. Syllabus	No response	No response	No response	-
Bedfordshire C.C	Decided by school	Suitable for Muslims. Halal Meat	Multifaith R.E. Syllabus	Decided by school	Not policy but available few schools	No approach made	Policies for a multicultural community 1983. Schools free for educational purposes Concessionary rates for religious worship on Fri. Sat. or Sun.
Berkshire C.C	Heads encouraged to allow girls to dress as appropriate to culture	Muslim diet available Not halal meat.	Multifaith R.E. syllabus	Decided by school within authority guidelines on social and personal education	Policy in support of bi-lingualism in all schools. Urdu 'O' level available in several schools.	No formal approaches made.	Schools let free evenings and weekends for religious instruction and language teaching. Education for Racial Equality General Policy adopted Jan. 1983.
Birmingham MDC	Decided by schools. All allow Shalwar and qamiz	Vegetarian option	Multifaith R.E. syllabus	Decided by schools who are aware of need for sensitivity	-	None made but negotiations with Muslim Liaison Committee	Education for a multi cultural society - Report on the response from schools 1987

Authority	Dress	Diet	Religious Education	Sex Education	Mother-tongue Teaching	Approaches for Voluntary Schools	Other
Bolton MDC	Discretion schools	Introduction halal food being considered	No RE Syllabus	No policy	Being explored	None made	No policy to let schools for religious instruction. Policy document Multi-cultural guidelines for schools
Bradford MDC	Suitable clothing allowed and in PE and swimming	Halal meat available twice a week where demand	Multifaith R.E. syllabus	Discretion of head teacher	Available to 'O' and 'A' level	Muslim Parents Association applied for five schools-rejected. One private and 2 LEA girls schools	Schools let free between 4-6 p.m. Multicultural education policy.
Brent LB	Most allow trousers. Considered as adoption for policy.	Halal meat explored.	Multifaith R.E. syllabus	Parents advised in advance. Entitled to withdraw children.	8 teachers in primary school teach through Urdu and Gujarati.	Application for Islamic Primary School	Premises free for language teaching. Education for a Multi cultural Democracy.
Buckinghamshire D.C.	Discretion head. No policy	Vegetarian. Halal meat considered	Revision syllabus pre-1975 considered	Discretion head. No policy	Urdu some primary schools & 'O' level in one school. Punjabi speaking ancillary and nursery teachers.	No approaches	Discretion heads to make premises available

Authority	Dress	Diet	Religious Education	Sex Education	Mother-tongue Teaching	Approaches for Voluntary Schools	Other
Bury MDC	No policy but girls wear trousers	Alternative protein dishes available	Multifaith R.E. syllabus	Heads discretion	One high school asked to consider introduction of Urdu.	No approaches	Use premises one school but founded due to internal Muslim disagreements
Calderdale MDC	Heads discretion	Diet for Muslims available but not halal meat	Cheshire R.E. syllabus adopted	Parents advised in advance. Entitled to withdraw.	None available although application for 2 teachers under Section 11.	Not been 'finally' approved	No policy to make premises available.
Coventry MDC	Trousers of uniform colour for girls	Vegetarian meals available	No R.E. Syllabus	Obligatory - Parents with problems talk to head	Supported within curriculum and through voluntary schemes.	No approaches made	Premises let at concessionary rates. Position statement on Race Relations April 1980
Derbyshire County Council	Traditional dress in school colours permitted	Alternative menus provided	No R.E. Syllabus	Part of health education. Parents may withdraw children	Punjabi and Urdu available in curriculum some schools. Supported through free provision of premises and voluntary groups	No approaches made but request for establishment of county of county girls school	No policy on making premises available. Multicultural education and the education of ethnic minority groups. Feb 1982
Ealing LB	Discretion heads feelings of Muslim girls considered	Vegetarian menus offered	Pre 1975 R.E. Syllabus	Discretion heads but advised to notify parents	Community languages taught by pool of specialist teachers	No approaches made	Individual schools make premises available. Council lets at concessionary rates for cultural activities

Authority	Dress	Diet	Religious Education	Sex Education	Mother-tongue Teaching	Approaches for Voluntary Schools	Other
Haringey LB	Requests for suitable uniform and PE & swimming dealt with sympathetically	Vegetarian alternative menus offered	Pre 1975 R.E. Syllabus	Parents may withdraw children	Bilingualism is County policy	Unaware of any approach	Letting arrangements for religious instruction. Anti-racist policy & racism in schools circulated to all teachers
Hounslow LB	Decided by school Unaware of any complaint	Menus provide variety of choice	Pre-1975 R.E. Syllabus	-	Part of curriculum where demanded	No approaches made	Muslim girls attend two secondary girl schools. Premises available for religious instruction
Kent CC	-	Respond to dietary requests	1976 Cheshire R.E Syllabus	Responsibility heads - Notify parents sensitive issues who may withdraw children	Being evolved through liaison with voluntary language centres	No approaches made. Multi-cultural inspector and resources centre with 4 advisory teachers	Separate religious instruction possible but not requested. Heads sympathetic Two days off for festivals.

Authority	Dress	Diet	Religious Education	Sex Education	Mother-tongue Teaching	Approaches for Voluntary Schools	Other
Kirklees MDC	Discretion school & special arrangements for swimming & PE for secondary girls	Alternative menu available Not halal meat	West Riding of Yorkshire R.E Syllabus of 1966 adapted through publication R.E. handbook 1980	Sensitivity shown towards pupils backgrounds	Urdu available as alternative modern language in 4 high schools. Considering extending this and mother tongue teaching in reception classes	Approach from London mosque	Premises free for educational purposes. No formal policy on racism but inservice training stresses pluralism and equal opportunity
Lancashire CC	Discretion heads	Special menus in areas high muslim attendance	Pre-1975 R.E Syllabus	Sensitivity to home background	Controlled by heads Proposed working party may advise county-wide development	Unaware of any approaches. Independent Muslim girls school 1984 receive help to approach DES	No policy on premises Anti-racism incorporated in service training. Multicultural advisor
Leicestershire CC	Guidelines issued	Alternative menu not halal meat	Pre-1975 R.E. Syllabus about to be revised	Parents advised. Right to withdraw children	In few schools to be extended. Bilingual teachers in nursery and reception classes	No approaches as far as aware - Independent Muslim school Leicester	Guidelines on use premises. 'Report on Working Party on Multicultural Education adopted as policy 1985

Authority	Dress	Diet	Religious Education	Sex Education	Mother-tongue Teaching	Approaches for Voluntary Schools	Other
Manchester MDC	Heads advised to take account customary dress requirements.	Vegetarian meals Question halal meat raised by Muslim community	Multifaith R.E. syllabus adopted 1986	Discretion school advised to notify parents	8 community language teachers. 10 full time bilingual teachers at nursery and reception classes.	Informal enquiries late 1982. NO formal approach made	Heads arranged for imams to take religious services Statement. Multi-cultural education adopted 1982. Anti-racism statement being developed.
Rochdale MDC	Allow girls wear trousers	Vegetarian halal meat available	New R.E. Syllabus about to be published	Provided upper schools not stated whether right of withdrawal	3 teachers of Urdu work in upper schools & available at 'O' level. 1 part-time Urdu and 1 Bengali to be appointed. 4 voluntary organisations teach mother tongue with public funding.	No approaches made.	Policy statement supporting multi-cultural education circulated 1982. Premises let 4-6pm during week. No known letting for Muslims religious instruction
Sandwell MDC	Aware of requirements and for swimming and PE	Working party investigating	No RE Syllabus	Advise sensitivity. Some schools allow withdraw	Punjabi, Urdu, Hindu, Bengali to 'O' & 'A' level. Team teachers teach mother tongue in voluntary classes	No policy. Requests dealt with as arise.	Premises available for educational purposes. Education for multi-racial Sandwell in short policy statement.

Authority	Dress	Diet	Religious Education	Sex Education	Mother-tongue Teaching	Approaches for Voluntary Schools	Other
Sheffield MDC	Uniform not compulsory. Concessions for PE and swimming	Trial halal meats offered in one primary school	New multifaith R.E. Syllabus about to be adopted	Heads asked to deal sensitively with requests to withdraw children	4 mother tongue teachers recently appointed for Urdu and Bengali	Approaches in past but negotiations with community leaders led to acceptable changes. No current approaches.	Premises free for religious instruction Education in Multicultural Sheffield adopted as policy
Strathclyde Regional Council	Uniform not compulsory	Vegetarian alternative native meals	-	Part health education programme	Grant aid to organisations providing mother tongue teaching	-	Premises available for religious instruction. Authority against racism and supports multi culturalism
Surrey CC	Discretion school	Diet ethnic groups considered	Children may be withdrawn. Pre-1975 syllabus	Discretion school parents informed of school policy	Not in curriculum but premises let for this purpose	No approach made	Policy to encourage equal opportunities
Taneside MDC	Religious requirements accounted for.	Experimental vegetarian meals at schools		Arrangement take account of religious sensitivities	Encouraged and help provided for curriculum development	Not an issue at present	Premises available with agreement governors. Statement on multi racial education adopted 1983

Authority	Dress	Diet	Religious Education	Sex Education	Mother-tongue Teaching	Approaches for Voluntary Schools	Other
Walsall MDC	Discretion of head	Alternative native diets available	Syllabus under consideration	Responsibility of school	Weekend classes in Urdu, Gujarati, Hindu Punjabi and Bengali for adults and children	Preliminary discussions but no firm approach	Premises free for Qu'ran classes. Policy documents multi-cultural education adopted 1982 & 84
Waltham Forest LB	Discretion of school	Alternative native diets & halal meat under consideration	Revision R.E. Syllabus initiated	Children may be withdrawn	Urdu 5 senior high schools. Plans for extensions	Tentative enquiries made	Premises free for Qu'ran classes. Policy document on multi-racial education adopted 1983
Wolverhampton MDC	Girls allowed to wear traditional dress in school colours	Alternative vegetarian menu	Multifaith R.E. syllabus in preparation	Discretion of school. No complaints raised.	Largest mother tongue teaching programme in country available to any child.	No approaches but right is recognised.	Premises free for religious and language introduction Staff given relevant training. Authority committed to equal opportunities.

APPENDIX II

Honeyford, Dewsbury and Cleveland.

The Honeyford Affair

In Bradford, the Honeyford Affair of 1984 gave expression to, and was the inevitable result of, these debates. During its course this affair raised the issues of racism, free speech, teacher accountability and multiculturalism which ensured that these issues could not be avoided. The repercussions of the affair continued to affect Bradford's political and educational life for many years afterwards and ensured that the central question of how to deal with minority groups who assert that their educational needs cannot be met in a multicultural situation was well and truly exposed.¹ Both educationalists and the media responded with a plethora of texts which addressed a further fundamental question viz:- 'are Muslims entitled to state support for separate schools that can meet their needs, or are they compelled to endure these needs not being catered for because they are judged as being contrary to the principles of the larger society or contend with individual freedom?' (Durham, 1989; Fletcher, 1989; Judd, 1989; Troyna and Carrington, 1987; Walkling and Brannigan, 1986).

It was at this time that the Bradford Muslim Girls' Community school was established (September 1984)

¹For a full discussion of the Honeyford Affair see Halstead, (1988), Education, Justice and Cultural Diversity, an examination of the Honeyford Affair, 1984-1985.

adding to the eight Muslim private schools that the DFE knew of in 1983 (Taylor and Hegarty, 1985). Their existence reflected the fact that events like those in Bradford had ensured that Muslim pressure groups were fully aware of all the provisions of existing legislation and it was in Bradford that Muslims tested the extent and limits of their powers.

The Dewsbury and Cleveland Cases.

Two major incidents illustrate some of the difficulties and complexities which unfold when the educational system impinges on questions of parental rights, 'race', culture and religion. To date parental choice based on the desire to maintain a religious or cultural tradition is not illegal but opinions are sharply divided as to its acceptability. The Dewsbury and Cleveland cases are noteworthy for in both these instances anti-racists refused to concede that 'culture' could mean anything other than colour and are therefore strongly opposed to parental choice on this basis.

The first incident was in Dewsbury in 1987, when 22 parents refused to send their children to the school selected by Kirklees LEA. They wanted their children to attend a school with predominantly white children in preference to Headfield School with 80 per cent Asian

children on roll. They claimed that their objection was a matter of culture and was not based on racist grounds. They were supported both by Ray Honeyford and the Bradford Muslim Parents Association (MPA) who felt that the Dewsbury parents were asking for the same consideration for their culture as Muslim parents had long been seeking for theirs.

Ironically opponents of the Dewsbury parents used the support of the MPA as a pivotal reason both for resisting the Dewsbury parents, and parental choice more generally. The refusal of these parents to send their children to a school where the great majority were of a different faith and ethnic origin would, they believed, stimulate counter demands from Muslim organisations to establish their own voluntary aided or grant maintained schools (Midgeley, 1988; Naylor, 1988 and Tomlinson, 1989). After a year of legal action Kirklees LEA concluded that it had not correctly followed certain statutory requirements and the children were admitted to their preferred school.

The defeat of Kirklees council was regarded as a vindication of those white and Muslim parents who make 'legitimate demands for separate schools and distinctive education' (Naylor, 1988). Writing in his capacity of Secretary of the Parental Alliance for Choice in Education (PACE) Naylor asserted that the

white parents were only objecting to a 'particular brand of multiculturalism and the nature of Headfield's curriculum'.

The Cleveland Case

The second relevant incident has become known as the Cleveland case and arose at the same time in November 1987. A mother requested that her daughter be transferred to a different primary school stating as her reason:-

'I think it is a very good school but I don't think that it's right that she comes home singing in Pakistani'

(Manuel, 1991)

It appeared to Cleveland LEA that the basis for this request was racist, contravening sections 1(1)(a) and 1(2) of the Race Relations Act but that the Education Acts of 1980 and 1981 made it clear that they should comply with the parental request. Also in evidence was the fact that section 6 of the 1980 Education Act did not permit them to take the parental reason for the transfer into consideration. They acted on the advice of their own legal department to approve the change of school but asked the Commission for Racial Equality to investigate the other relevant legal issues.

The legal wranglings which ensued were long and complex. The Secretary of State's view was that the relevant sections of the Education Act over-rode

Section 18 of the 1976 Race Relations Act, giving a clear indication of an order of priority emerging between the conflicting principles in this complex area. In November 1991 the High Court ruled that a parent's right to choice of schools takes precedence over race relations legislation. The Commission for Racial Equality launched an appeal (Pyke, 1991).

APPENDIX III

List of Muslim schools.

Muslim Schools

*There are currently 21 full-time Muslim schools or pre-schools in England, the details of which are as follows (details supplied by the school and not independently verified; schools marked with an * after their name have failed to supply updated information after repeated requests, and the information given was collected as much as three years ago):*

BATLEY, Zakariya Muslim Girls High School, 111 Warwick Road, Batley, West Yorkshire WF17 6AJ, Tel: 0924-444 217, secondary girls' school, opened in 1982, 131 pupils, 5 full-time teachers, 4 part-time teachers, school fees 7,00 per week, final registration in 1985

BIRMINGHAM, Darul Uloom Islamic High School, 521 Coventry Road, Small Heath, Birmingham B10 0LL, Tel: 021-772 6408, 021-773 7706, Fax 021-773 4340, secondary boys' school, opened in 1985, 72 pupils, 17 teachers, school fees £250,00 per annum (boarding £780,00 per annum)

BIRMINGHAM, Al-Hijra School, Midland House, Hob Moor Road, Small Heath, Birmingham B10 9AZ, Tel: 021-766 5454, Fax 021-766 8556, primary and secondary school for boys and girls, opened 1988, 55 pupils, 10 teachers, school fees £1200,00 per annum

BIRMINGHAM, Muslim Study Group, 26 Wilton Road, Spark Hill, Birmingham B11 4PX, Tel: 021-773 2883, primary school for girls, opened 1989, 20 pupils, 2 full-time and 3 part-time teachers, school fees £1050,00 per annum

BLACKBURN, Tauheedul Islam Girls' High School *, 31 Bicknell Street, Blackburn BB1 7EY, Tel: 0254-54021 or 677654, secondary girls' school, opened 1984, 150 pupils, 13 teachers, school fees £35,00 per week, final registration in 1988

BOLTON, Muslim Girls School, High Street (off Derby Street), Bolton BL3 6TA, Tel: 0204-361103, secondary girls' school, opened 1987, 131 pupils, 12 teachers, school fees £425,00 per annum, final registration in 1991

BRADFORD, Muslim Girls' Community School, Ryan Street, Bradford BD5 7DQ, Tel: 0274-734 693, secondary girls' school, opened 1984, 45 pupils, 8 teachers, school fees £700,00 per annum, final registration in 1990

DEWSBURY, Institute of Islamic Education *, South Street, Savile Row, Dewsbury, West Yorkshire WF12 9NG, Tel: 0924-455762, secondary boarding school for boys leading to further education in Islamic studies, opened 1982, 130 pupils of obligatory school age, 10 teachers, school fees (incl. boarding) £15,00 per week, final registration in 1985

DEWSBURY, Madni Muslim Girls' High School *, 1-3 Thorne Bank, off Scarborough Street, Savile Town, Dewsbury, West Yorkshire WF12 9AX, Tel: 0924-468516, secondary girls' school, opened 1987, 84 pupils, 6 teachers, school fees £5,00 per week

HOLCOMBE, Darul Uloom Al Arabiya Al Islamiya *, Holcombe Hall, Holcombe nr. Bury, GMC, BL8 4NG, Tel: 070-682 6106, secondary boarding school for boys leading to further education in Islamic studies, opened 1979, 310 pupils, 41 teachers, school fees (incl. boarding) £1200,00 per annum, final registration in 1987

HUDDERSFIELD, Islamia Girls Secondary School *, 43 Banks Road, Golcar, Huddersfield HD7 4RE, Tel: 0484-658887, secondary girls' school, opened 1983, 50 pupils, 7 teachers, school fees £5,00 per week, final registration in 1987

LEICESTER, Muslim Girls' High School, c/o 112 Green Lane Road, Leicester LE5 3TJ, Tel: 0533-532737 or 736376, secondary girls' school, opened 1981, 117 pupils, 7 teachers, school fees £678,00 per annum, final registration in 1986

LONDON, Islamia Primary School *, 8 Brondesbury Park, London NW6 7BT, Tel: 081-451 4547, co-educational primary school, opened 1983, 92 pupils, 11 teachers, school fees £880,00 per year, final registration in 1985

LONDON, Islamic College, 16 Settles Street, London E1 1JP, Tel: 071-377 1595, secondary boys' school, opened 1985, 56 pupils, 6 full-time and 1 part-time teacher, school fees £500,00 per annum (overseas students £750,00)

LONDON, Al-Muntada al-Islami School, 7 Bridges Place, off Parsons Green Lane, London SW6 4HR, Tel: 071-736 9060, Fax 071-7364255, co-educational primary school, opened 1989, 47 pupils, 7 teachers, school fees £950,00 per annum

LONDON, Islamia Girls' School *, 184 Walm Lane, London NW2, Tel: 081-208 3531, secondary girls' school, opened 1989, 16 pupils, 7 teachers, school fees £1000,00 per annum

LONDON, Park Road Playgroup, 146 Park Road, London NW8 7RG, Tel: 071-724 3363, ext. 222, co-educational pre-school nursery, opened 1990, 25 pupils, 2 teachers, school fees are £200,00 per term of 3 months (mornings), £160,00 per term (afternoons), Licensed by City of Westminster

MALVERN, Al-Isra Islamic College *, Heathland, Upper Welland Road, Malvern, Worcestershire WR14 4HN, Tel: 0684-892 300, Fax 0684-892 757, primary and secondary boarding school for boys and girls, opened 1990, school fees £7500,00 per annum

NUNEATON, Muslim Girls' School, c/o 101, Norman Avenue, Nuneaton CV11 5NY, Tel: 0203-350 153, girls' middle school (8-14), opened 1989, 7 pupils, 5 teachers, school fees £301,00 per annum

PRESTON, Muslim Girls' Secondary School, Unit 1, 36 Deepdale Mill Street, Preston PR1 6QL, Tel: 0772-651 906, secondary girls' school, opened 1989, 67 pupils, 8 teachers, school fees £7,25 per week

SUMMERFIELD near Kidderminster, Madinatul 'Uloom al-Islamiya, secondary boarding school for girls leading to further education in Islamic studies, opened 1989, 100 pupils, 10 teachers, school fees £1500,00 per annum

Muslim schools have continuously been denied government support. They need political and financial strength to accomplish their task. Join the Islamic Party of Britain to help the education of Muslim children

Send your donation today!

APPENDIX IV

HMI reports

DEPARTMENT OF EDUCATION AND SCIENCE

REPORT BY HM INSPECTORS

on

Inspected: 7-10 May 1985

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DEPARTMENT OF EDUCATION AND SCIENCE 1985

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1. INTRODUCTION

1.1 The Institute of Islamic Education was set up in 1982 by the Muslim Reformation Society of the United Kingdom (Anjuman-E-Islahul-Muslimeen) to provide education both pre- and post-16 in accord with orthodox Islamic principles and beliefs. It is a charitable foundation governed by a committee. Communal prayer five times a day is an essential part of the life of the Institute. The aim of that part of the Institute which caters for boys aged 12-16 is to educate Muslims in their religion in a boarding environment and to provide a general education which will enable them to enter employment or further or higher education. The staff of the Institute hope that a good number of their pupils will continue their Islamic studies in the Institute, usually for a period of six or seven years post-16 (depending on the level reached before 16), and become scholars or Imams capable of teaching and leading prayers not only in Britain but wherever in the world there are Muslim communities. So far no students have completed the post-16 course but there were 58 on the course in May 1985; 17 of the 22 fifth formers on roll in July 1984 stayed on in September 1984 and almost all of the 29 fifth formers in May 1985 intended to stay on. Nonetheless, a significant number of pupils had left before the fifth year for a variety of reasons and to varied destinations including maintained schools; this reinforces the need, recognised by the Institute, to maintain a broad general education.

1.2 Only the 12-16 part of the school was inspected, although for several purposes such as prayers, meals and pastoral organisation the schoolboys and post-16 students form one community.

2. THE PUPILS

2.1 There were 171 pupils on roll at the time of the inspection, of whom 140 were boarders. Most of the 31 day boys come from Dewsbury itself. About one-third of the pupils are from West Yorkshire; most of the remaining two-thirds come from the rest of Britain; there are 13 foreign nationals, of whom four are from North America and nine from Morocco. Some of the latter were non-English speakers on arrival but otherwise pupils speak English as well as a mother tongue such as Urdu, Punjabi, Gujarati, Bengali, Arabic or Pushto. Many are fluent in two languages and some in three or four.

2.2 All pupils are interviewed before enrolment in order to assess their suitability for the Institute. Admission procedures have been refined over the three years since the school opened and fewer pupils have left this academic year because they found Islamic studies difficult than in the previous two years (three in 1984-5, 20 from 1982-4). Nonetheless, transfer to other educational institutions remains a feature albeit to a diminishing degree: of the 268 boys recorded in the admissions register since opening, 63 had left before reaching the age of 16, though only 14 of these had left in the academic year 1984-5. The majority had moved to maintained schools.

2.3 The Institute admitted 11 year olds in 1982 and 1983 but not in 1984; there will be no entry of 11 year olds in 1985 or from henceforward. A few older boys were admitted in 1984 and 1985. The intention is to recommence normal enrolment in 1986 but of 13 year olds, so that the school will cater for the 13-16 age range. Difficulty with the pastoral care and supervision of younger boarders is said to be the reason for this change. Most boys have previously attended maintained schools.

2.4 Difficulties have been experienced by the Institute in acquiring the records of entrants from maintained schools in some Local Education Authorities (LEAs). Efficient diagnostic assessment after entry is therefore important, especially for those with learning problems and for non-English speakers. Standardised tests of attainment in English are administered, but the tests used to assess mathematical ability and attainment are not standardised and are unsuitable for the purpose. The use of standardised tests in mathematics would allow the mathematics curriculum to be matched more closely to the boys' needs.

3. PREMISES

3.1 The Institute is housed in two large modern buildings: the mosque where boys join the post-16 students and the local community for prayers twice a day; and the school which incorporates boarding accommodation, social and dining rooms as well as classrooms and a large prayer room where the remaining three daily prayers are said.

3.2 There are 17 rooms on the second floor of the school building, 14 used as boys' dormitories, one as dormitory for the supervisors, one as sickbay and one as storeroom. The boys' dormitories contain between nine and thirteen divan beds, except for one much larger room with 27 beds. The sickbay contains 11 beds. All beds have storage drawers in the base for boys' clothes and other possessions. All dormitories are carpeted and well lit; there is adequate free space between the beds. Boys provide their own bed linen and as a result the beds present an attractively varied appearance. However, there are no individual lockers beside the beds and the plain breeze block walls are unadorned by posters or decoration of any sort. The windows on the west side of the second floor of the building are of frosted glass to protect the privacy of neighbouring residents. The overall effect is rather spartan and it is suggested that more could be done to enable boys to give dormitories some individual character. The washing and sanitary facilities on this floor are satisfactory, but more towel rails or hooks could be provided to facilitate the drying of damp towels.

3.3 On the first floor is a large hall used for prayers, indoor games and activities and some teaching; 12 general classrooms; one laboratory; a staffroom/office; a library; a storeroom; and two toilet blocks. The ground floor consists of a very large hall used for meals and indoor games, a large kitchen and storerooms. The amenities block provides washing and toilet facilities for visitors to the mosque. A recently completed first floor extension has substantially increased the sanitary facilities of the school.

3.4 The classrooms are large enough for the classes using them. All have fitted blackboards, display boards and low benches beside which the boys kneel to work in accordance with Islamic educational practice. All floors are carpeted. Most rooms are used for teaching only one subject, and there is some grouping of rooms used for the same subject, for example in mathematics. Attempts have been made in all classrooms to help the boys learn by displaying materials such as posters, maps, mathematical models and pupils' own written work including their poems. Some rooms are still rather stark in appearance, an impression reinforced by the breeze block walls; nevertheless, the quality of display is encouraging and has improved very strikingly over the last three years.

3.5 A large room has been converted into a laboratory, providing suitable accommodation for the teaching of science. There are eight working stations around the walls of the laboratory, with adequate gas and electricity services. The accommodation could be improved by the introduction of more adaptable furnishing and additional moveable benches of the same height as, but at right angles to, the side benches. There is a store/preparation room, which provides enough storage space for chemicals, consumables and apparatus. A fume cupboard is being built by staff of the Institute; it will be essential to have it checked and approved by safety experts before it is brought into use. There is scope for more display but there is a good working atmosphere in the laboratory.

3.6 At the time of the inspection there was no specialist room for art or craft. However, it was understood that a room would shortly be set aside for this purpose and fitted out to enable art to be taught after the end of the Ramadan break 1985. When this area is complete the accommodation will be adequate for a sufficiently broad curriculum to be offered.

3.7 The Institute has the use of two municipal sports fields, one beside the Institute buildings, the other a short distance away. The nearer field is used a great deal for extra-curricular football and cricket as well as for the timetabled games lessons. This field provides an adequate surface although it needs reseeding. There is a useful tarmac playing area adjacent to one end of the school building which is well used by the younger boys.

3.8 There were still building works in progress during the inspection; the external appearance of the area between the mosque and the school building was untidy. Despite this, the areas in which the boys study, eat and pray are suitable for their purposes; the mosque in particular is a fine building which gives a distinctive character to the site.

4. EQUIPMENT AND RESOURCES

4.1 In most subject areas book provision is adequate; where textbooks are used there are generally enough for issue to pupils for homework purposes, and in English the class readers are almost always so issued for an extended period. An exception to the adequate resourcing is geography, which is seriously under-resourced. The range of textbooks is fairly narrow in most subjects but this is understandable in a new school. The quality of the books is adequate and sometimes excellent; many of the sets are in very good condition, having been bought recently. Most of the textbooks bought so far are in full class sets. The staff should consider the advantages of buying smaller sets of a greater range of texts so as to encourage boys to read critically and compare sources.

4.2 There are some shortages of equipment for practical work in mathematics and science; these are detailed in the accounts of the work in paragraphs 9.4/5. There is a significant practical dimension to both subjects as taught, particularly in the chemistry topics covered in the science course. Nonetheless, more equipment and apparatus is necessary to permit individual investigations in both areas. At the time of the inspection no art or craft was taught; thus, although some materials for art had been bought in 1984 when art was timetabled, they were not currently in use. The head anticipated that there would be sufficient materials for art to be available for all after Ramadan 1985 when a teacher would be employed to teach it.

There are adequate resources for cricket and football but no other resources or equipment for physical education.

4.3 Little use is made of printed materials other than books, but the few worksheets observed during the inspection were of good quality. At the time of the inspection there was no audio-visual equipment in the school which placed unnecessary restrictions on staff and pupils. While it is appreciated that there may be religious objections to using television, it is suggested that the staff should consider the contribution to the boys' learning which could be made by judicious use of radio, records, film strips and slides.

4.4 The newly designated library is a large carpeted room on the same corridor as the classrooms. The walls are completely shelved though much of the shelving is empty at the moment. This room houses an excellent collection of language course books, readers, literature and reference material for Urdu, Arabic and Persian studies. It is particularly well supplied with books for Arabic studies including fiction, grammars, dictionaries and reference books; these were donated by a benefactor from India. Together these books provide excellent reference material for students following the seven year "Alim" (Scholar) course. The subject matter of all the fictional and non-fictional books has a strong religious bias and none is in English. Borrowing by boys is at a fairly low level, but this seems likely to improve as procedures for using the library are more securely established.

4.5 There are other sources of reading material of a more general nature around the school. For example, the English department has about 300 volumes of fiction, some from the Kirklees Schools Library Service, which boys may borrow in English lessons or informally at other times by applying to an English teacher. These books are mainly of good quality, although the condition of some is shabby, and it is commendable that during the inspection the great majority of boys had a private fiction reader.

4.6 The staff room contains a small collection of good quality reference and resource books mainly for social studies and science which are occasionally borrowed by boys on application to the head. A good range of periodicals is also available for borrowing from the staffroom. One national and one local newspaper are also taken.

4.7 There are plans to gather these various dispersed reading materials into the library, and to designate a member of the staff as librarian. Opening times, cataloguing and borrowing procedures need to be established and there is likely to be considerable benefit if priorities for future buying are decided jointly by the staff. There is a further need for supplies of fiction to be increased and for subject sections to be developed to support the classroom work, particularly in science, history and geography. Nonetheless, a promising start has been made, and it is understood that further funds will be allocated in the year 1985-86 to allow a substantial expansion of the book stock.

5. STAFFING

5.1 Morning lessons are taken by teachers whose qualifications are in Islamic studies. Afternoon lessons are organised by the head who is a graduate with a teaching certificate from Leeds University. He manages a

team of 11 male teachers, of whom six are graduates in subjects relevant to their teaching commitments. One of these graduates has a teaching certificate and one of the non-graduates also holds teaching qualifications. Games lessons are taken by a trained and experienced footballer with a qualification in physical education from the University of Tripoli. This leaves three teachers, two of whom have General Certificate of Education (GCE) Advanced level qualifications in subjects they teach while one has GCE Ordinary levels. It is sensible that these teachers have been paired with more highly qualified and experienced staff whose role is to give guidance and support. In English this system works well, but it is recommended that it should be extended by designating one teacher as co-ordinator or head of each subject. Their responsibilities could usefully include liaison with teachers of the special classes.

5.2 The teachers show a keen awareness of the value of teaching qualifications. As a short term measure three staff were completing a course for the part-time PE teacher's certificate at the local college of further education. One of these has been accepted for a Post Graduate Certificate in Education (PGCE) course in September 1985, and another is applying for a Bachelor of Education (BEd) course locally.

5.3 In some subject areas the teachers meet frequently, and there are monthly meetings of all staff concerned with afternoon lessons. These meetings provide one means of defining and developing the curriculum within the Institute. Further means which might be explored are the visiting of other schools and participating in courses run by the Department of Education and Science or by other agencies such as LEAs.

6. ORGANISATION AND CURRICULUM

6.1 There is one class in Year 2, two classes of parallel ability in Years 3 and 4, and one in Year 5. In addition, there are two special classes which are both mixed age classes catering chiefly for those learning English as a second language. Special 2 is for the least proficient in English while Special 1 is planned as a transition class for those who will soon join their year group classes. See Appendix B for numbers and ages of pupils.

6.2 The school presents the same basic curriculum to all pupils in the ordinary classes (see Appendix A), but there are inconsistencies and omissions which should be addressed. The variation in time allocated to the humanities subjects (social studies and geography) is a result of staffing and timetabling constraints and should be rationalised. The total absence of geography in 3B and 4A needs rectifying. There was at the time of the inspection no teaching of art or craft, although it was understood that plans were already made to begin teaching art from the end of June 1985. The curriculum experienced by boys in the special classes is restricted: boys study no science and do less social studies than the other classes. Records kept by the teachers show that there is indeed frequent transfer from Special 2 to Special 1 and from Special 1 to ordinary classes. There are commendable attempts to phase the transition: for example, Special 1 pupils have some English lessons with the head of English instead of the class teacher. However, there are unresolved difficulties. There are inadequate procedures for separating those whose chief need is learning English from slow learners and those with specific learning problems. Work in mathematics is not sufficiently differentiated to match the

differing levels of attainment of boys in the mixed age special classes and links are tenuous between the special class mathematics and that taught in ordinary classes. The lack of science in special classes is particularly regrettable. It is suggested that all pupils could be introduced to science, perhaps using a bilingual approach to help the transition. One strength of the school is that most teachers including all the science teachers are at least bilingual and this resource should be fully used.

6.3 The timetabling of non-religious lessons only in the afternoons did not appear to affect the quality of work within lessons. However, this factor combined with the length of afternoon lessons undoubtedly limits flexibility in timetabling; this is said to be one reason for the uneven deployment of time for humanities subjects. The Institute could consider the possibility of other arrangements such as timetabling some non-religious lessons in the morning or dividing the afternoon into four rather than three periods.

6.4 The Arabic/Qur'anic studies have a strongly religious and moral emphasis. For the 40 boys taking the Alim course there is a significant component of language study. The Urdu/Islamic studies lessons taken by all boys also have an important language dimension.

6.5 While there are curriculum documents for most subjects there is no overall statement of the curricular aims and objectives of the school. It is suggested that such a statement could be produced by the teaching staff jointly, including if possible the teachers of Urdu and Arabic. The formulation of aims might focus discussion on general issues such as the place of practical work, the value of allowing boys more independence, the place of talking as an aid to learning and the desirability of a wide range of writing activities.

7. THE LIFE OF THE SCHOOL

7.1 The school and mosque together form a cohesive and supportive community where corporate worship, study and meals provide a firm framework for the boys' development. Relationships at every level are characterised by consideration and respect. Teachers and other members of the community are in close touch with pupils and are readily available in case of need. More formally, there are three day-time supervisors and two evening and night-time supervisors whose chief duty is the pastoral care of the pupils.

7.2 Each boy has a degree of personal responsibility for the smooth running of the institution. All play a part under adult supervision by doing their own laundry, cleaning dormitories and washing-up after meals. The tuck shop is run by pupils. Senior boys are given the responsibility for receiving guests and visitors. Boys carry out their duties conscientiously and with a high degree of co-operation.

7.3 At least once a month all go out into the local Muslim communities for a day to mix with their peers. Boys in Years 4 and 5 are expected to lead Friday prayers and teach in mosques in the region, with adults from the Institute present to guide and assist if necessary.

7.4 Organised extra-curricular activities mainly take the form of indoor and outdoor games. A recent innovation is a karate class which provides a model for progressive physical development as well as a useful group activity. A great deal of football is played, with adults and students

joining in quite naturally. Many pupils read quietly in the free times before and after supper. It is suggested that a greater variety of activities might be provided, especially to cater for quieter, more reflective tastes.

7.5 The pastoral system is informal; it works effectively because of the general commitment to the community. The staff might consider clarifying responsibilities, perhaps by putting each supervisor in charge of a particular group of boys. The informality extends to the academic field also: it is a paradox that some classes have a named form master while others do not. The possibility should be seriously considered of designating one teacher to sustain an overall view of the academic progress of each boy.

7.6 Pupils' work is marked regularly but there is no agreed policy on the nature and purpose of this kind of assessment. Some of the best marking is directed towards identification of difficulties and assisting improvement but some marking is little more than correcting spelling and punctuation. More purposeful marking should be the aim, particularly with the advent of the General Certificate of Secondary Education (GCSE) and its emphasis on course assessment in most subjects. The English department provides examples of good practice in course assessment which could be shared.

7.7 Examinations in the non-religious subjects are set and marked internally in the summer term while Arabic and Islamic studies are tested orally by visiting scholars. The results of the examinations form a major part of the annual reports provided for parents. These reports vary in quality: some are too general and convey little information. Report books, when they have been seen by the parents, are kept centrally but separate from the personal information and medical records. The accessibility of records to those needing to refer to them should be ensured. Bringing together of the various records could be useful.

7.8 Some boys choose to leave at the end of the fifth year. There is no system of counselling or careers advice for these boys although between them the staff have considerable experience of the educational system post-16 and of the world of work. It could be useful to make this experience available formally to boys who might need it. Boys could also be made aware of means of access to officers of the Careers Service.

8. STANDARDS OF WORK

8.1 The standards of work inevitably vary from subject to subject and sometimes from year to year. Generally standards are adequate within the fairly narrow framework of demands made, although English is an exception with good standards in a wide variety of activities in Years 4 and 5 particularly.

8.2 Many lessons take the form of exposition by the teacher of subject matter from a textbook. Pupils are encouraged to understand but not usually to question or discuss critically. When they have such opportunity, as in some English classes, many pupils respond enthusiastically and with impressive seriousness and competence. Many retain and recall information very accurately. Pupils in most subjects present their written work well.

8.3 All pupils in ordinary classes (ie not the special classes) have regular practical work in science and there is occasional use of practical methods in mathematics. Often in practical work pupils are following instructions from the teacher or textbook. This is valuable and helps reinforce pupils' learning, but it is rare for boys to be encouraged to exercise initiative in designing their own experiments or in solving problems: more opportunities could be created for pupils to develop their learning in these ways.

8.4 Apart from the special classes, most lessons are taught to groups with a wide range of ability. Demands made of pupils are often insufficiently differentiated, as most lessons are pitched around the average level of ability. Pupils of average ability are usually well provided for and perform satisfactorily, but greater demands should be made of the more able and more support given to the less able pupils.

8.5 Most boys in Special class 2 make satisfactory progress in learning English. However, the curriculum offered to them is unnecessarily restricted and provides a narrow range of learning activities. A slightly broader curriculum is provided for Special class 1 and the boys respond well in English and mathematics classes. However, the work in mathematics is not always sufficiently demanding with the result that some boys do not achieve as highly as they could.

8.6 This is the first year that pupils have been entered for external examinations, in English, mathematics and science. With some modifications of syllabuses and relatively little expenditure on resources, examination entry would also be possible in Urdu, Arabic and modern history. However, if pupils are to achieve their best, more active encouragement of individual work outside lessons may be necessary for fourth and fifth year boys, particularly in subjects being studied for public examinations. The one homework per week set in each subject may not be sufficient, although the boys conscientiously complete the homework which is set.

9. SUBJECTS OF THE CURRICULUM

9.1 Arabic, Urdu and Islamic Studies

These subjects are taught in the mornings and all rooms except the science laboratory are used, including the large prayer room. The pupils sit on the floor whilst resting their books on pews. The teacher occupies a central raised position. Arabic/Qur'anic studies are organised by the chairman of the mosque committee. Urdu lessons are organised by the head of the school. The morning lessons are taught by a team of 14 teachers, most of whom have no recognised teaching qualification but are suitably qualified in Urdu or Arabic.

The school has an excellent collection of readers, books, literature and reference material for Urdu, Arabic and Persian, with a strongly religious bias in keeping with the overall philosophy of the Institute.

All teaching groups are small, thus allowing individual help for all pupils. They are of mixed ages, each pupil having to reach a defined standard before progressing to the following stage. The time allocation for these subjects is particularly generous.

No written schemes of work are available but the work is well structured. The courses offered in these subjects could with some modifications form a good basis for public examinations. The courses followed by intending "Alims" (Islamic scholars) are very intensive and include studies of the Qur'an and Hadith (sayings of the prophets), logic and Fiqah (Islamic law); these involve rigorous study of both religion and language.

In the classes observed boys showed a high degree of motivation and interest. From the second year to the fifth year most pupils in both Urdu and Arabic lessons respond well both to formal grammatical work and to practice in the two languages. In Urdu, some competent oral work takes place. Many boys have good accents and their ability to understand the written and spoken word is sound. In Arabic most pupils tackle the work with lively interest, their pronunciation is good and their responses, although modest in extent, are comprehensible. Written work is appropriate in most classes and is conscientiously marked; work seen in some Alim classes included some simple compositions, letters and comprehension exercises, using a wide range of vocabulary. Some abler fourth year pupils have attempted self-portraits in Arabic and one had attempted to write poetry with creditable results. It would be valuable to extend such a range of activities to other classes. The boys are given internal examinations; oral assessment is carried out by external examiners, who include Islamic scholars. The standards attained are good.

9.2 English

About half the English lessons taught to ordinary classes are taken by an English graduate with Teacher's Certificate and many years experience as head of English in maintained schools. Non-specialist graduates or staff with A level qualifications take the other lessons. There is much discussion and sharing of teaching ideas between staff; nevertheless, the lack of specialist qualifications leads to weaknesses: some of the work is narrow and there is too great a variation in what boys experience in English lessons. This could be rectified by employing another specialist or by enabling the non-specialists to gain further qualifications in English.

Most lessons are taught in the two rooms allocated for English. These are of good size and adequately furnished although shelf space is limited. The few display boards are well used for exhibition of posters and boys' work including their original poems. Some of the work is attractively mounted by the boys themselves.

There are enough class sets of novels and plays of high quality and at an appropriate level for each class to study one each term. In addition, for all years there are adequate numbers of course books. There are no anthologies of poetry but pupils read poems duplicated or written on blackboards by teachers. For each class there are boxes of novels for individual reading. Overall, resources are just adequate, although the acquisition of some anthologies of poetry should be given high priority.

The time apportioned to English is satisfactory but it is a disadvantage that several classes are taught by more than one English teacher, which sometimes leads to fragmentation of the work. This should be avoided where possible.

The curriculum document for English incorporates a sound statement of aims but only an outline scheme of work which is deficient in several respects, including guidance on the teaching of literature and of imaginative and personal writing. However, the accumulated lists of assignments for the 16+ joint examination provide a useful source of teaching ideas.

In some classes boys have opportunity to express themselves at length in speech, for example when recapitulating a chapter read recently or recounting anecdotes about beach cricket prior to writing an essay on favourite summer activities. They speak confidently and to the point. However, in other classes the boys' oral contribution is limited to reading aloud or making short answers to questions from the teacher. More consistency should be sought so that all boys have scope to develop their ideas orally in a variety of contexts, which could include occasional work in small groups of three or four pupils. Boys in the special classes particularly need a greater range of oral activities: they have too little opportunity for extended purposeful speech. Many lessons are based on class novels. Even some younger boys show a mature understanding, particularly of the emotional situations of characters, and most are interested in the books read in class. It is rare, however, for attention to be focused for long on features apart from plot and character such as thematic development or imagery. Occasionally this would be appropriate for all pupils, especially those in Years 4 and 5. In all classes there is great encouragement of individual reading of novels provided by the department which can be borrowed for reading in boys' own time. Boys responded well to this opportunity and almost all had books on loan. More structured follow-up to some of this reading might be considered by the staff. Standards of writing in Years 4 and 5 are generally sound in a reasonably wide variety of tasks. Several boys find summarising events or describing character much easier than commenting on the significance of episodes; this points to the need for more experience of the kind of writing that weighs evidence, argues a case or presents a considered opinion.

Exercise books and files in Years 4 and 5 are meticulously presented and thoroughly marked; the abler boys are expected to achieve at least a grade C in the GCE O level. In the earlier years some of the written work is less satisfactory: boys experience a narrow range of tasks, course books are followed too closely and language exercises are often set to a whole class regardless of need. Boys in S2, many with little experience of English, use appropriate modern course books designed for pupils learning English as a second language. Some make rapid progress. It would be useful for them to have more opportunity for extended writing of their own to complement the basic language work. In S1, opportunities for sustained writing are provided: the boys write at length and their work, while not free from language errors, communicates effectively.

The work in English has several strong features which should be shared among the teachers. The organisation for sharing exists in the frequent meetings which are held. Observation of one another's lessons, visits to other schools and attending in-service courses should all assist the process of developing a consistent English curriculum for all pupils.

9.3 Humanities: Social Studies and Geography

Social studies is taught by three members of staff, one of whom is a history graduate and takes 11 of the 14 lessons taught each week. During the

inspection, geography was taught by a temporary replacement covering the absence of the regular teacher. There is no head of humanities; it is suggested that one member of staff could act as co-ordinator of social studies and geography so that he could offer support for less experienced colleagues and so that members of staff teaching humanities subjects could meet to discuss curriculum matters, resources and teaching styles.

All social studies is taught in one general classroom, geography in another. Each room is large and has a blackboard, storage cupboards and electric points. Some display, mainly maps and posters, has been put up, relieving the otherwise bare walls.

The provision of classroom texts for social studies is adequate for the syllabus taught. However, one of the texts in regular use is inappropriate for Year 2 since the language and the ideas presented are beyond the capabilities of second year boys. In the staffroom there is a small number of books on history and politics which can be borrowed by boys. The school would benefit from subscribing to a history magazine, such as Teaching History, which could be used to stimulate discussion of teaching techniques and the design of schemes of work. There are two sets of good quality textbooks for class use in geography, a small geographical library in the staffroom and copies of the journal 'Geography'. These do not constitute a satisfactory level of resourcing for teaching geography and more are needed. Worksheets of good quality are frequently used in lessons in social studies and geography, but no audio-visual equipment is used. The staff could consider the introduction of such aids to learning as filmstrips, slides, tapes and radio programmes.

The allocation of time to the humanities is inconsistent, as described in section 6.3 and Appendix A. The amount of time for social studies is sufficient, but geography is clearly under-represented, especially for classes 4A and 3B.

The scheme of work for social studies begins with a brief statement of aims and a list of resources. The content, which is not differentiated into years, comprises Islamic Belief and Teaching, Our World This Century and British Constitution and Government. 1985 will be the last year in which the Institute will have a Year 2. This, and the possible changes in the timetable suggested in 6.4, could enable Year 3 to have at least two periods of history and Years 4 and 5 at least three and perhaps four. The scheme of work could be reconstructed to enable pupils in Years 4 and 5 to study the Modern World syllabus for GCSE and those in Year 3 a course of selected topics leading up to this. There is a syllabus for geography introduced by a statement of aims and objectives but otherwise entirely consisting of a list of contents differentiated by years. Staffing and timetable constraints would make it difficult at present for geography to be taught to GCSE level. However, the syllabus ought to be rewritten to provide pupils with the basic principles of the subject, including investigatory techniques, perhaps best achieved through environmental studies, including some studies of the local region. The revised syllabuses in both subjects should clearly set out identifiable targets for each year.

Teaching and learning styles in social studies are narrow. The usual pattern is for a pupil to read aloud a paragraph or two from the textbook and for the teacher to comment on it, asking the class questions and offering further explanations. Pupils usually demonstrated a good grasp of

factual detail, though frequently lacking a framework in which to organise information. However, the practice of summing up at the ends of lessons was useful and effective in reinforcing learning. Pupils write essays conscientiously and, from time to time, are tested to see how much of the work they can recall. Their books are marked regularly but comment is sparse. They also sit a written examination during the year. Reliable comment is not possible on the work in geography because of the absence of the regular teacher.

9.4 Mathematics

Mathematics is taught by five members of staff. Three carry most of the responsibility but only one of them studied mathematics as a main subject in his initial training. The main teachers of mathematics have their own classrooms. There are some displays of posters and pupils' work but this is an aspect that needs to be developed further. Collections of textbooks are being built up: the quality and range of the books could be improved. There is no practical equipment in the department and, although some pupils have their personal calculators, they are not encouraged to use them in the lessons. The staffroom library contains only a small collection of books related to mathematics but some teachers have their own individual supplies of reference books which can be borrowed by pupils.

The scheme of work which has been recently written offers some guidance on broad aims and objectives and lists topics for each year group. This should be amplified to indicate the relative importance of different mathematical topics, links between them and their significance for pupils of different abilities.

The teaching groups are small. The allocation of four periods of 50 minutes' duration per week for each group is acceptable as is, in general, the distribution of lessons both across the day and throughout the week.

In lessons the usual practice is for teachers to explain a particular topic before setting the pupils relevant written work. Pupils work hard and comply with what is expected of them. There is a great deal of written work, although not all is corrected. The marking of work needs to be more consistent and constructive so that pupils are made aware of their achievements and are helped to make progress. Pupils are taught in classes with a wide ability range and this has implications for teaching methods and the materials used. In most lessons there is a need for the teachers to discriminate more between the needs of pupils of different abilities. The pupils of average ability are satisfactorily provided for and achieve a creditable standard as measured, for example, by their performance in practice examinations. There should, however, be greater emphasis on their understanding of mathematical ideas rather than the simple learning of mathematical skills. In general, the work of the pupils is of an acceptable standard though they have insufficient opportunity to contribute to discussion; little attempt is made to relate topics to everyday situations or to use a practical approach where it would be beneficial to do so. Links between the mathematics and special class teachers need to be developed so that each can seek advice from the other with regard to work with the less able or lower achieving pupils. Some boys in the special classes are as competent mathematically as many boys in the ordinary classes, for example being able to handle sophisticated concepts such as mean, mode and median. However, the work they do is seldom accurately matched to their abilities.

More valid and reliable diagnostic tests are needed to assess pupils' attainment and potential before remedial support is provided. There is a need for greater awareness of current developments in mathematical education especially those arising from the Cockcroft Report 'Mathematics Counts'.

9.5 Science

Science is taught by three teachers; two of these are science graduates and the third has qualifications in science subjects up to A level only. They have relatively little experience of teaching, which points to the need to take every opportunity for in-service training and sharing of classroom experiences amongst themselves.

The laboratory provides adequate accommodation for science lessons, although some science teaching takes place in general classrooms. A rota for the use of rooms could help to ensure that the laboratory is used most efficiently. Commercial posters and some pupils' work are displayed but consideration might be given to extending the quantity and quality of materials on display.

The equipment available for science is adequate for carrying out class demonstrations and some group experiments but there is not enough for individual investigational work. More microscopes and electrical equipment should be acquired.

A scheme of work exists for science and owes much to the Certificate of Secondary Education (CSE) science syllabus of the Yorkshire and Humberside Regional Examining Board. The science staff need to review the work in science; to plan an appropriate and structured science programme and to agree on common approaches and teaching styles with particular regard to experimentation, the purposes of written work and assessment.

At present the time allocation for science is adequate. All pupils have four 50 minute lessons of science each week in mixed ability classes.

Relationships in the classrooms are relaxed and friendly. The teaching is expository in style. Boys are involved with practical work as far as possible with the limited resources available. However, practical work is too often concerned with confirming laws and properties rather than with investigating problems or ideas. Even when resources would permit it, pupils are rarely encouraged to respond individually or creatively to a variety of tasks. Teaching strategies are not always adapted to the different demands of mixed ability classes and, in consequence, the expectations for some of the pupils in the class are inappropriate. Most of the written work is copied from the blackboard or dictated with little or no opportunity for personal initiative. Marking is mainly concerned with modes of presentation and rarely provides any comment related to the understanding of concepts or ideas. Classes could be organised in such a way that pupils have opportunity to observe, discuss, solve problems and be responsible for their own written work. Teaching strategies could be developed and resources made available to support such activities.

10. CONCLUSION

10.1 The school has made great strides since its establishment. It has a record of rapidly putting into practice recommendations from the Department

and the Inspectorate. A major factor in its development has been the informed leadership of the head.

10.2 At the time of the inspection art and craft subjects were not represented in the curriculum, but art was to be introduced for all pupils from June 1985. Apart from the lack of art, the curriculum offered to ordinary classes is sufficiently broad and balanced, although anomalies in the deployment of time for the humanities subjects need to be resolved. It could be valuable for boys in the two special classes to study science and for their needs to be diagnosed more precisely.

10.3 Commendable efforts have been made to stimulate thinking about the curriculum by setting up regular meetings of the whole staff and of groups of subject teachers. This could be developed further and teachers responsible for co-ordinating work in each subject should be clearly identified. As well as helping to achieve consistency of practice, this could also provide support for some of the less qualified and inexperienced teachers.

10.4 Good work is produced by boys of average ability in several subjects. Greater demands could be made of the more able pupils by greater differentiation of the work. The standards being achieved are such that examination entry in more subjects could now be considered. Lessons provide a rather narrow range of learning opportunities; more scope could be provided for practical, investigatory and oral work.

10.5 The pastoral support provided by the school and community is of high quality. Valuable extra-curricular activities have been introduced and more are planned. The boys are absorbed in their studies and behave responsibly around the school.

10.6 The Institute aspires to provide an education with both general and specialised characteristics: this aim is broadly achieved.

CLASS	SUBJECTS OF THE CURRICULUM AND PERIODS ALLOCATED TO EACH							
2	EN	MA	CS	GG	SC	GA	LX	RE
	4	3	2	2	4	1	5	16
3A	EN	MA	CS	GG	SC	GA	LX	RE
	4	3	3	2	3	1	5	16
3B	EN	MA	CS		SC	GA	LX	RE
	5	4	2		4	1	5	16
4A	EN	MA	CS		SC	GA	LX	RE
	4	4	3		4	1	5	16
4B	EN	MA	CS	GG	SC	GA	LX	RE
	4	4	2	1	4	1	5	16
5	EN	MA	CS	GG	SC	GA	LX	RE
	4	4	2	1	4	1	5	16
S1	EN	MA	CS			GA	LX	RE
	8	4	2			1	5	16
S2	EN	MA	CS			GA	LX	RE
	7	5	2			1	5	16

EN English

MA Mathematics

CS Social Studies

GG Geography

SC General Science

GA Games

LX Urdu/Islamic Studies

RE Arabic/Qur'anic Studies

Notes

1. Most lessons are 50 minutes long.
2. Games lessons last 30 minutes except for the special classes (S1 and S2) whose games lessons are 50 minutes long.
3. Urdu lessons are one hour long.
4. All pupils spend two and three quarter hours each day including Saturdays on Arabic/Qur'anic studies, equivalent to 16½ one hour lessons each week.

APPENDIX B

Numbers and Ages of Pupils (As at 1 September 1984)

Form	12.1 to 13.0	13.1 to 14.0	14.1 to 15.0	15.1 to 16.0	
II	19				19
III		48 (in 2 classes)			48
IV			52 (in 2 classes)		52
V				24	24
S1	2	3	7		12
S2	5	5	1	5	16
Totals	26	56	60	29	171

APPENDIX C

The school day is organised as follows*:

Get up	4.50 am
Prayer	5.00 am
Back to Bed	5.30 am
Breakfast	7.30 am
Arabic/Qur'anic studies	8.00 am
Break	10.45-11.00 am
Urdu Classes	11.05-12.00 am
Dinner	12.00-1.00 pm
Secular Lessons	1.00-3.30 pm
Prayer	3.45 pm
Playtime, Tea & Games (Timetabled)	4.00-5.30 pm
Study under supervision	5.30-7.00 pm
Prayer	7.30 pm
Supper	7.45 pm
Prayer	8.50 pm
Last Prayer	10.00 pm
Bed	10.30 pm

Day boys attend from 8.00 am. They go home for meals and attend all prayers except the early morning prayer.

* Times of prayers vary through the year.

DEPARTMENT OF EDUCATION AND SCIENCE

REPORT BY HM INSPECTORS

on

INSPECTED: 29 SEPTEMBER - 1 OCTOBER 1986

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DEPARTMENT OF EDUCATION AND SCIENCE 1987

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IND 6/86

1. THE SCHOOL

1.1 The Muslim Girls' Secondary School was opened in September 1984 by the Muslim Association of Bradford to provide a Muslim education for girls between the ages of 11 and 16. The school is administered by a committee, the membership of which is changed every two years. At the time of the inspection there were 65 girls on the roll between the ages of 10.1 and 18.6 years.

1.2 The majority of pupils come from homes in the vicinity of the school, but a significant percentage travel some distance. The girls are accompanied to school; many are brought by car. They speak Punjabi, Pushto, Hinko, Bengali or Urdu in their homes and often among themselves in school. Almost all are able to make themselves well understood in English; 75% have transferred from local middle and upper schools. However, the school identified five girls who had little or no English, some of them also having difficulty in understanding Urdu, the other language of tuition.

1.3 The proprietors of the school have set down the principles and aims of the school. These may be summed up as being "to produce women who have 'faith' and who are imbued with Islamic learning and character and are capable of meeting all the economic, social, political, technological, physical, intellectual and aesthetic needs of society". The principles of the school also allow for pupils to take up professional training or an academic career.

2. THE PREMISES

The accommodation occupies two floors, is clean, light and warm and of a sufficient size for the number of pupils on roll. On the ground floor there is a spacious entrance hall, off which are two small halls used for dining and assembly/physical education (PE), a large staff room, two smaller rooms used for storage, and one classroom. Beyond the halls there are three further rooms - one used for prayer, another as the library and a third, a kitchen, which is unused.

2.2 Part of the first floor, once the gallery of the chapel, has been blocked off. The school has the use of the rooms surrounding the central well of the staircase leading up from the entrance hall. Two larger classrooms have been made by combining smaller rooms. A smaller room serves as a television room. There are adequate toilet facilities, both Asian and European, available in the basement and on the ground and first floor.

2.3 The three classrooms in use are well provided with blackboards, suitable tables and brightly coloured chairs. Two of the three are rather cramped for the number of girls in them. Their long narrow shape and their proximity to the road makes it difficult sometimes for pupils sitting near the back to hear what is being said. At present there is little display of pupils' written work in the classrooms. The provision of boards and shelving might help to encourage this aspect. The school has attempted to create a welcoming atmosphere by displaying pupils' art and craft work in the entrance and assembly halls. An extension of this to other parts of the school, for example to the library, might be considered.

2.4 The school has no accommodation for specialist practical work. Physical education is undertaken in the assembly hall which is small for the number of pupils in each class and is made less suitable by free-standing iron supports for the gallery above; it does not contain any apparatus. Science, art and craft and home economics lessons take place in general classrooms.

2.5 Behind the school is a small enclosed yard which might provide an outdoor play area. At present it is not in use. At lunch and break times pupils have access to the building but do not leave the premises.

3. RESOURCES AND EQUIPMENT

3.1 Supplies of text books and other resources and equipment are low. The proprietors have recently invested a considerable sum of money in buying basic text books to support most subjects of the school's curriculum. However, in some cases, these have been purchased in insufficient numbers and without sufficient consideration of the needs of the pupils and of their levels of attainment. Many of the books are already out of date and some are unsuitable, placing emphasis on revision for the ordinary level (OL) of the General Certificate of Education (GCE) examination now being replaced by the General Certificate of Secondary Education (GCSE). In many subjects the school has not been able to afford a sufficiently wide range of books. In English, for example, resources are restricted to a four-year course and to a number of grammar and spelling books. There are no sets of class readers, poetry anthologies or plays, nor materials to support poor readers or those having problems with English as a second language. Supplies of books to support the humanities are also very restricted. Science and mathematics text books are better represented though again they do not fully cater for the wide range of ability in the school. The Urdu course is supplemented by books produced by the community language teaching unit in Bradford. There are no books for home economics. Two basic text books have been supplied for Islamic studies.

3.2 The restrictions placed on practical work by the school's accommodation are also reflected in the lack of practical equipment for PE, art and craft, home economics, science and mathematics. Where equipment is available it is extremely limited. For example, PE has only a few bean bags, hoops and skipping ropes; the science equipment is contained in a box about the size of a shoe box and there is no practical mathematics apparatus beyond a number of sets of geometry instruments. Some staff show much ingenuity in making use of the equipment available, but in general the pupils are able to undertake very little practical work.

3.3 The school has a television set and video cassette recorder which are said to be used sometimes in science lessons. There are also tape recorders. None of these was seen in use during the inspection. A table-tennis table has recently been purchased.

3.4 A room has been set aside for use as a library. It contains chairs and a small glass-fronted bookcase. The stock consists of approximately 200 titles borrowed from the local authority library service. The majority are non-fiction; they appear to have been selected at random and cover principally religion, home economics, history and other lands/ways of life. The small amount of fiction available is aimed largely at infant and junior level. Pupils

observed in library lessons were seen to have found it difficult to find a suitable and interesting book to read. Despite the intention to provide a reference library and the opportunity on the timetable for related work to be undertaken the provision falls short of what is necessary at secondary level.

4. STAFFING

4.1 At the time of the inspection there were five members of staff. One was full-time and the remaining four taught for between two and three and a half days each per week, giving a pupil to teacher ratio of approximately 21:1. The national average for small state maintained schools is 15:1. None of the teachers has trained to teach. All are female and four are Urdu speakers. Only one, appointed on the first day of the inspection, has a graduate qualification and previous experience of teaching pupils at secondary level.

4.2 Although three of the staff have taught in the school since it opened in September 1984, thereby providing a measure of stability, the school has difficulty in attracting and retaining suitably experienced teachers. In the four weeks between the beginning of the school year and the inspection the staff was without one of its complement for four weeks, without another for three and without a third for one week. This resulted in classes undertaking almost no work in English, mathematics, humanities, physical sciences and PE during this period. The majority of the staff are teaching a range of subjects for which they have no recognised qualifications. There is no one qualified by initial training or experience to teach English, English as a second language, humanities or PE. The school has had no headmistress since before the end of the summer term. The lack of the oversight which an experienced member of staff could exercise over the curriculum and the organisation of the school is particularly apparent.

4.3 The school is able to call upon the services of two male members of the community who act as general administrators and have responsibility for the finances and for the building. There is also a secretary who helps the administrators to carry out general secretarial duties. On one occasion during the inspection she took a class for an absent member of staff.

5. ORGANISATION AND CURRICULUM

5.1 The school is divided into three classes. The largest class, Aysha, has 24 pupils whose ages range from 12.5 to 18, though the majority are 14 and 15 years old. Maryam has 22 pupils whose ages range from 10.10 to 18.6, though the majority are 13 and 14 years old. The third class, Asia, has 19 pupils whose ages are spread evenly between 10.1 and 15.10 (see Appendix I for details of age). The girls are allocated to classes on the basis of age and the staff's informal assessment of their ability so that the more able girls are likely to be found in Aysha and the least able and those experiencing difficulties with English and/or Urdu in Asia. The very wide age range - which implies that pupils will stay in the same class for a number of years - and the relatively wide ability range in these classes - which implies the need for differentiated work - present the staff with pedagogic difficulties with which they are ill-equipped to deal.

5.2 The school does not offer the same curriculum to all its pupils despite the overlap of age in all three classes. (Appendix II gives details.) For example,

Maryam class has no English and no humanities; Asia class has no science or humanities. Where subjects are offered there are often wide variations in the time allocated to them which are difficult to justify. For example, whereas Maryam has no English lessons, Aysha has two but Asia eight; where Maryam has six periods of Islamic studies, Aysha has one and Asia four; where Aysha has only two periods of home economics Maryam has four and Asia has eight which are taught by three members of staff. This lack of consistency, breadth and balance reflects staffing constraints rather than any overall plan for the curriculum.

5.3 Owing to problems of staffing the school did not have a regular timetable until the day of the inspection. Drawn up in outline by a member of the committee it was adapted by the staff. However, discrepancies remain which need reconciliation. For example, one member of staff is timetabled on several occasions to teach different subjects to different classes in the same period. Several classes are shared between two, and in the case of Asia's eight periods of home economics, between three teachers. The school needs to rectify these discrepancies as a matter of urgency.

5.4 Although pupils with learning and/or language difficulties are grouped together in one class, they share their lessons with others who are experiencing fewer difficulties. There are inadequate procedures for recognising and dealing with the individual needs of pupils in general and for those with special needs in particular. Except in Urdu and mathematics the work is undifferentiated within or, in many cases, between classes.

5.5 Over the time the school has been open, individual members of staff have sometimes produced schemes of work to guide their own teaching. These have been personal statements and have not reflected a school policy, although the school has a model curriculum set down in the document stating its aims and principles. The limited number of pupils' exercise books which the school was able to assemble for HMI to read show that the pupils find themselves repeating work that they have already done, and their progress is made all the harder to chart. This situation has been exacerbated by the organisation of classes which are of mixed ages and to some extent of mixed-abilities.

5.6 The school needs to look again at its stated aims and at the curriculum it proposed originally to see whether these can be translated into a well-balanced timetable supported by schemes of work which pay attention to aims, objectives, content of the subjects to be learned and the methods by which the work is to be taught and assessed. The involvement of experienced teachers is crucial.

6. THE SCHOOL AS A COMMUNITY

6.1 All pupils wear a maroon uniform of shalwar and kameez and a white scarf. Standards of dress are high and careful attention is paid during the daily assembly to tidiness and appropriate dress. The assembly provides an occasion for the school to come together in prayer, sometimes led by the pupils. The prayer room is also open at all times of the day for those who wish to use it and the presence of Islamic and Quoranic studies on the timetable ensures that pupils have an opportunity in school to learn about and to practise their faith.

6.2 Responsibility for the pastoral care of the pupils is not delegated to named members of staff. There is no system of form teachers. The staff deal with problems and matters of discipline as they arise and the school administrators make contact with parents when it is considered necessary.

6.3 In class the girls are quiet and in the main well behaved. Some minor indiscipline was noted where pupils were under-employed or where the work was insufficiently challenging, making few demands upon their intellect or application. Generally speaking the atmosphere in school was subdued except at lunch and break times when pupils were livelier and engaged in some vigorous informal games.

6.4 Regrettably the school has no clubs to engage the pupils' interest during their free time; thus opportunities for them, under supervision, to take some responsibility for organising activities and to extend their own interests and hobbies are lost.

6.5 Links between the school and parents exist only by way of the proprietors. Parents visit the school on parents' evenings. Last year two are said to have been held which were attended by the mothers only. The school has no formal methods of assessing and recording the pupils' progress. There are no official mark books and reports are not issued regularly. Although some records have been acquired of pupils' progress in their former schools, these have not been kept up to date and not all pupils have a record folder. It could be very helpful to give an urgent priority to the development of a system of monitoring and recording the girls' progress.

7. THE WORK OF THE SCHOOL

7.1 During the three days of inspection 85% of the lessons were seen either in whole or in part. Owing to the need for the timetable to respond to the availability of staff it was possible in that time to see only one double lesson of English and no humanities.

7.2 Although the school was into its fifth week of term when the inspection took place, regular patterns of work had not been established. This was due to the difficulties, already referred to in paragraph 4.2, encountered by the school in employing staff and the effect of this on the timetable. Pupils' exercise books, many of which had been issued new at the beginning of the term, showed that the work undertaken had reflected the numbers of teachers available and their particular interests rather than any formally planned teaching programme. With the exception of Urdu, some science and art and craft, teachers were, of necessity, still engaged in assessing their pupils' levels of attainment.

7.3 Standards of work in all subjects seen were low. The wide age range in each class make it essential that the work should take into account the different levels of maturity and understanding of the pupils. Equally, since the three classes were of similar ages but not, according to the staff, of similar ability, some differentiation of the work undertaken in each class might have been expected. Too often this was not the case. The teachers have low expectations of their pupils. Lessons proceed at a leisurely pace and have

little variety, and teaching frequently ceases some considerable time before the bell announces the end of the lesson.

7.4 Of particular concern is the lack of provision for pupils in Asia who speak very little English and two of whom understand little or no Urdu. They will need the help of specially trained teachers if they are to make any progress. The practice of giving these pupils the English or Urdu alphabet to copy out and of leaving them for long periods under-employed is unlikely to encourage progress.

7.5 Except in science and some mathematics lessons where English was the exclusive language of instruction, pupils were taught in a mixture of English and Urdu which did not necessarily reflect their ability to understand either. Since lessons consisted largely of exposition by the teacher followed by the copying down of notes, drawings or texts by the pupils, few opportunities occurred where they could be encouraged to develop their oral skills in English, or indeed in Urdu. Where questions were directed to classes as a whole they required very short, predetermined factual answers and the opportunity for extended speech - for instance, to defend a view or to express an opinion or a preference - was overlooked. On one occasion pupils in an Urdu class were asked to question one another, for example, about their families and their likes and dislikes. They seized the opportunity eagerly and for all too short a time there was an animated exchange of information. In home economics lessons attempts were made to interest the girls in the use of herbs and spices, in good eating habits and in projects involving the planning but not the execution of social occasions in the home. The girls responded well to work which was well prepared and presented and which encouraged some opportunities for dialogue and exchange of views. Opportunities of this kind which are structured but which have no predetermined outcome need to be developed in all subjects. The low allocation of time afforded to the humanities and to English in all but one class further restricts the opportunities available. The development of the English skills of all pupils but in particular of those in Asia should be given a higher priority.

7.6 It was possible to see only a limited sample of the girls' written work. This was due partly to the fact that little had been undertaken this term and partly to the practice of giving out new books at the beginning of the school year. Few girls were able to produce any of their written work from the last academic year. However, enough work was seen to indicate that the majority of writing tasks required the copying down of notes or information from the board. Written work read in exercise books and seen in class in Urdu, mathematics and science consisted mainly of stereotyped exercises. In class the girls copied out questions and then, if time permitted, answered them as briefly as possible. Almost no extended writing in exercise books was seen. The low priority given to English and the humanities may influence this.

7.7 In science the girls present their work neatly and take a pride in their drawings of apparatus. Some Urdu exercise books showed that care is taken with calligraphy. Generally speaking, however, the quality of presentation is poor. Careless spelling, poor sentence construction and inattention to detail abound.

Although written work is acknowledged by a tick, a date or staff initials, the standard of marking in most subjects leaves much to be desired. Constructive

criticism aimed at helping pupils to improve their performance was conspicuously absent from the exercise books made available.

7.8 Reading and access to books is very restricted despite the fact that all pupils have a double period timetabled in the library. The stock available does not match the maturity and interest of the girls and opportunities are missed here, and in class, to encourage pupils to read independently for pleasure or for information. Most pupils do not have occasion to visit the public libraries. The custom of the community which discourages girls from being seen in public places makes them dependent for reading matter on what they can acquire at home or on what the school can provide. It is, therefore, most important that their access to books should not be restricted. In class, too, pupils were seen to read very little. This was no doubt due to the lack of text books, but even those available were not seen in use in English. Pupils relied on their teachers for information even to the extent of expecting them in some cases to supply translations for unknown words in Urdu, despite the availability of dictionaries.

7.9 The lack of a coherent course in mathematics and science owing to staff changes has resulted in very little progress being made at any level. Pupils' responses in class and their written work reveal that their understanding of mathematical ideas is very limited indeed although some, if offered an appropriate course, would be capable of much more demanding work. Work in mathematics has been concentrated on practice of basic techniques in arithmetic, while their applicability to problems and situations in real life has been largely ignored as have other important aspects of the subject. Some pupils in Aysha and Maryam found the simple computational tasks asked of them well within their capability. However, others - especially those in Maryam and Asia - had difficulty, for example, with subtraction when three digits were involved and multiplication of the simplest kind also presented problems. The majority of girls in Aysha found it difficult to estimate the length of objects on their desks. The work has been undifferentiated despite the wide age range in each of the three classes. The use of mathematical techniques in other areas of the curriculum, for example, in science or in art and craft, was not in evidence. No examples of pupils using mathematical techniques to solve problems, or to represent information graphically, were seen in any subject. Work in science has concentrated on factual recall of basic information, such as the names of parts of plants in biology, and on description rather than on speculation and problem solving. Pupils have not been encouraged to develop a feel for number nor have they been challenged to think in their science and mathematics lessons. The appointment of a teacher with experience and qualifications in both these subjects is an encouraging development.

7.10 The lack of specialist accommodation for science, art and craft, home economics and PE severely restricted the range of aesthetic opportunities which these subjects could provide. Nevertheless, despite restrictions of accommodation and resources, lessons of art and craft gave pupils opportunities to design, to plan and to carry out simple tasks. For example Aysha class was set the task of designing oriental jewellery which could be made out of shiny foil in five colours. Individuals had brought some of their own jewellery as a stimulus but appropriately were discouraged from merely copying. Their attention was drawn to the practicalities of their imaginative and intricate designs and much ingenuity was shown in their execution. Asia class was encouraged to design individual greeting cards for a variety of occasions.

However, they were restricted by lack of materials. Their work was less confident and lacked skills which a specialist might have been able to promote. Nevertheless, the response to this task was whole-hearted. Examples of practical work undertaken by the pupils in other subjects were limited. Occasions were observed in mathematics when more practical approaches would have helped learning. In science the lack of equipment resulted in the teacher demonstrating with very little involvement of the pupils. However, on one occasion the pupils were able to carry out a very simple experiment with magnets which the teacher provided from her own resources, and responded with interest. The absence of a member of staff with expertise or facility in PE was obvious in the two PE lessons seen which contributed nothing to the girls' physical development. They were not encouraged to change into appropriate footwear. Many did not take part in the few activities of skipping and catching offered.

8. CONCLUSION

8.1 The school has been open for two years. The education at present offered makes few if any demands on the girls to be active in their learning. Except in some science and art and craft lessons they are not being encouraged to think about the work which is, in the main, limited, unexciting and unchallenging. The lack of a balanced curriculum supported by schemes of work, which would provide a framework for learning, is apparent in the low expectations of the staff and the equally low response of the pupils. Few of the girls, if any, can be said to be performing to the extent of their ability. Indeed, the school has no discernible methods of assessing these abilities. If the school is to achieve the laudable aims quoted at the beginning of this report it will need to provide a better balanced curriculum, a suitably qualified staff led if possible by an experienced head, and adequate accommodation and resources to support the work which should be set out in detailed schemes of work. Despite the loyalty of some long-serving members of staff and the goodwill of the proprietors, these aims are far from being achieved.

APPENDIX I

UR	EN	MA	HUM	SC	G SC	BI	IS	Q	H EC	PE	A&C	L					
Aysha		8	2	4	3	-	4	4	1	-	2	3	2	2	=	35	
Maryam		4	-	5	-	1	4	2	6	2	4	1	4	2	=	35	
Asia		4	9	5	-	-	-	-	4	1	8	1	1	2	=	35	
			*(8)	*(6)													

* changes during the week

UR	Urdu
EN	English
MA	Mathematics
HUM	Humanities
SC	Science
G SC	General Science
BI	Biology
IS	Islamic Studies
Q	Quoranic Studies
H EC	Home Economics
PE	Physical Education
A&C	Art and Craft
L	Library

NUMBER AND AGES OF PUPILS IN CLASSES

Number of pupils in the school whose ages on 1 September 1986 were:

Classes	Total	No of pupls aged 10 & under 11	No of pupls aged 11 & under 12	No of pupls aged 12 & under 13	No of pupls aged 13 & under 14	No of pupls aged 14 & under 15	No of pupls aged 15 & under 16	No of pupls aged 16 & under 17	No of pupls aged 17 & under 18	No of pupls aged 18 & under 19
Aysha	24	-	-	1	3	6	10	2	1	1
Maryam	22	1	-	2	7	6	4	1	-	1
Asla	19	3	4	3	3	3	3	-	-	-

APPENDIX V

BERA Guidelines.



BRITISH EDUCATIONAL RESEARCH ASSOCIATION

**ETHICAL GUIDELINES FOR
EDUCATIONAL RESEARCH**

1992

**These Guidelines were adopted at the Annual General Meeting of
the British Educational Research Association on 28 August 1992**

Ethical Guidelines for Educational Research

INTRODUCTION

The British Educational Research Association has been aware for some time of a concern amongst the educational research community about increasing restrictions being imposed by government agencies on the conduct and dissemination of the educational research and evaluation which they sponsor. This concern embraces research and evaluation funded not only by the DFE but also by other government departments and agencies which have become involved in education and training.

Such a concern must be seen in a context where involvement in funded research is now viewed as a major indicator of the quality of schools and departments of education in higher education, and where central government now controls access to large amounts of funding for research in a field which it increasingly views as its policy domain. In this context there is a great temptation for educational researchers and their institutions to accept sub-optimal contractual conditions which compromise the canons of intellectual inquiry in a free society. These conditions tend to impose restrictions on the freedom of researchers to publish and disseminate their findings. But there is also increasing evidence of a tendency to impose restrictions on the conduct of the inquiry itself, e.g. on the questions to be addressed, and on methods of data collection and analysis.

In the light of these developments the British Educational Research Association adopted the following set of ethical guidelines at its Annual General Meeting on 28 August 1992. These are based on guidelines developed at a BERA seminar in March 1988 (published in *Research Intelligence*, February 1989) and the proposed ethical standards of the American Educational Research Association as published in *Educational Researcher*, December 1991. (We are grateful to the AERA Committee on Standards for permission to adapt their guidelines.)

THE GUIDELINES

1. The British Educational Research Association believes that all educational research should be conducted within an ethic of respect for persons, respect for knowledge, respect for democratic values, and respect for the quality of educational research.

Responsibility to the research profession

2. Educational researchers should aim to avoid fabrication, falsification, or misrepresentation of evidence, data, findings, or conclusions.
3. Educational researchers should aim to report their findings to all relevant stakeholders and so refrain from keeping secret or selectively communicating their findings.
4. Educational researchers should aim to report research conceptions, procedures, results, and analyses accurately and in sufficient detail to allow other researchers to understand and interpret them.
5. Educational researchers should aim to decline requests to review the work of others when strong conflicts of interest are involved or when such requests cannot be conscientiously fulfilled on time. Materials sent for review should be read in their entirety and considered carefully, with evaluative comments justified with explicit reasons.

6. Educational researchers should aim to conduct their professional lives in such a way that they do not jeopardize future research, the public standing of the field, or the publication of results.

Responsibility to the participants

7. Participants in a research study have the right to be informed about the aims, purposes and likely publication of findings involved in the research and of potential consequences for participants, and to give their informed consent before participating in research.
8. Care should be taken when interviewing children and students up to school leaving age; permission should be obtained from the school, and if they so suggest, the parents.
9. Honesty and openness should characterize the relationship between researchers, participants and institutional representatives.
10. Participants have the right to withdraw from a study at any time.
11. Researchers have a responsibility to be mindful of cultural, religious, gendered, and other significant differences within the research population in the planning, conducting, and reporting of their research.

Responsibility to the public

12. Educational researchers should communicate their findings and the practical significance of their research in clear, straightforward, and appropriate language to relevant research populations, institutional representatives, and other stakeholders.
13. Informants and participants have a right to remain anonymous. This right should be respected when no clear understanding to the contrary has been reached. Researchers are responsible for taking appropriate precautions to protect the confidentiality of both participants and data. However, participants should also be made aware that in certain situations anonymity cannot be achieved.

Relationship with funding agencies

14. The data and results of a research study belong to the researchers who designed and conducted the study unless alternative contractual arrangements have been made with respect to either the data or the results or both.
15. Educational researchers should remain free to interpret and publish their findings without censorship or approval from individuals or organizations, including sponsors, funding agencies, participants, colleagues, supervisors, or administrators. This understanding should be conveyed to participants as part of the responsibility to secure informed consent. This does not mean however that researchers should not take every care to ensure that agreements on publication are reached.

16. Educational researchers should not agree to conduct research that conflicts with academic freedom, nor should they agree to undue or questionable influence by government or other funding agencies. Examples of such improper influence include endeavours to interfere with the conduct of research, the analysis of findings, or the reporting of interpretations. Researchers should report to BERA attempts by sponsors or funding agencies to use any questionable influence, so that BERA may respond publicly as an association on behalf of its members thereby protecting any individual or contract.
17. The aims and sponsorship of research should be made explicit by the researcher. Sponsors or funders have the right to have disclaimers included in research reports to differentiate their sponsorship from the conclusions of the research.
18. Educational researchers should fulfil their responsibilities to agencies funding research, which are entitled to an account of the use of their funds, and to a report of the procedures, findings, and implications of the funded research.
19. The host institution should appoint staff in the light of its routine practices and according to its normal criteria. The funding agency may have an advisory role in this respect, but should not have control over appointments.
20. Sponsored research projects should have an advisory group consisting of representatives from those groups and agencies which have a legitimate interest in the area of inquiry. This advisory group should facilitate access of the researcher(s) to sources of data, other specialists in the field and the wider educational community.
21. The funding agency should respect the right of the researcher(s) to keep his or her sources of data confidential.
22. In the event of a dispute between the funding agency and researcher(s) over the conduct of the research, or threatened termination of contract, the terms of the dispute and/or grounds for termination should be made explicit by the funding agency or researcher and be open to scrutiny by the advisory group. If either party feels that grounds for termination are unreasonable then there should be recourse to arbitration by a body or individual acceptable to both parties.

Publication

23. Researcher(s) have a duty to report both to the funding agency and to the wider public, including educational practitioners and other interested parties. The right to publish is therefore entailed by this duty to report. Researchers conducting sponsored research should retain the right to publish the findings under their own names. The right to publish is essential to the long-term viability of any research activity, to the credibility of the researcher (and of the funding agency in seeking to use research findings) and in the interests of an open society. The methodological principle of maximising the dissemination of information to all interested parties is an integral part of research strategy aimed at testing on a continuous basis the relevance, accuracy and comprehensiveness of findings as they emerge within the process of inquiry.

24. The conditions under which the right to publish might be legitimately restricted are:
- general legislation (e.g. in the area of libel or race relations);
 - undertakings given to participants concerning confidentiality and generally not to cause unnecessary harm to those affected by the research findings; and
 - failure to report findings in a manner consistent with the values of inquiry i.e. to report findings honestly, accurately, comprehensively, in context, and without undue sensationalisation.
25. Publications should indicate whether or not they are subject to reporting restrictions.
26. The researcher(s) should have the right, as a last resort and following discussions with the funding agency and advisory group, to publicly dissociate themselves from misleadingly selective accounts of the research.
27. Funding bodies should not be allowed to exercise restrictions on publication by default, e.g. by failing to answer requests for permission to publish, or by undue delay.
28. Resources need to be made available for dissemination and publication and should be built in to funding.
29. In the event of a dispute over publication, the researcher should seek recourse first to the advisory group and secondly to an independent arbitration body or individual.

Intellectual ownership

30. Authorship should be determined on the basis that all those, regardless of status, who have made a substantive and/or creative contribution to the generation of an intellectual product are entitled to be listed as authors of that product. (Examples of creative contributions are: writing first drafts or substantial portions; significant rewriting or substantive editing; contributing generative ideas or basic conceptual schema or analytic categories; collecting data which requires significant interpretation or judgement; and interpreting data.)
31. First authorship and order of authorship should be the consequence of relative leadership and creative contribution.

Relationship with host institution

32. Institutions should both develop their own codes of practice which govern ethical principles and establish appropriate standards of academic freedom, including the freedom to disseminate research findings. While such codes should be observed within all research, including non-contract research, they are particularly important in respect of contract research. Such codes should be honoured by institutions and researchers in the negotiation of contractual arrangements put forward by funding agencies, and in the carrying out of these obligations once they have been agreed.

33. While academic staff should not engage in contract research without agreement by the institution, the latter should not be allowed to compel academic staff to engage in particular contract research.
34. It is assumed that contracts will in all cases be interpreted reasonably and with regard to due process. However, should a legitimate disagreement arise between the funding agency and the researchers engaged on it, then the researchers' institutions should give the researchers full and loyal support in resolving this disagreement.

APPENDIX VI

Selection criteria.

Selection Criteria for the Case Study Schools

The Non-Muslim School

- 1) A high number of Asian girls on roll.
- 2) Secondary school.
- 3) Some proportion of Muslim students - over thirty per cent adequate.
- 4) Head teacher open and co-operative.
- 5) Previous evidence of good practice and well thought out policies and knowledge of dealing with Muslim students.

The Muslim School

- 1) Not transitory - must be established for at least five years.
- 2) Must be easily contactable.
- 3) Have at least seventy five students on roll.
- 4) Secondary.
- 5) Head teacher open and co-operative.
- 6) Previous evidence of good practice with established and well planned curriculum.

APPENDIX VII

Postal survey.

factual detail, though frequently lacking a framework in which to organise information. However, the practice of summing up at the ends of lessons was useful and effective in reinforcing learning. Pupils write essays conscientiously and, from time to time, are tested to see how much of the work they can recall. Their books are marked regularly but comment is sparse. They also sit a written examination during the year. Reliable comment is not possible on the work in geography because of the absence of the regular teacher.

9.4 Mathematics

Mathematics is taught by five members of staff. Three carry most of the responsibility but only one of them studied mathematics as a main subject in his initial training. The main teachers of mathematics have their own classrooms. There are some displays of posters and pupils' work but this is an aspect that needs to be developed further. Collections of textbooks are being built up: the quality and range of the books could be improved. There is no practical equipment in the department and, although some pupils have their personal calculators, they are not encouraged to use them in the lessons. The staffroom library contains only a small collection of books related to mathematics but some teachers have their own individual supplies of reference books which can be borrowed by pupils.

The scheme of work which has been recently written offers some guidance on broad aims and objectives and lists topics for each year group. This should be amplified to indicate the relative importance of different mathematical topics, links between them and their significance for pupils of different abilities.

The teaching groups are small. The allocation of four periods of 50 minutes' duration per week for each group is acceptable as is, in general, the distribution of lessons both across the day and throughout the week.

In lessons the usual practice is for teachers to explain a particular topic before setting the pupils relevant written work. Pupils work hard and comply with what is expected of them. There is a great deal of written work, although not all is corrected. The marking of work needs to be more consistent and constructive so that pupils are made aware of their achievements and are helped to make progress. Pupils are taught in classes with a wide ability range and this has implications for teaching methods and the materials used. In most lessons there is a need for the teachers to discriminate more between the needs of pupils of different abilities. The pupils of average ability are satisfactorily provided for and achieve a creditable standard as measured, for example, by their performance in practice examinations. There should, however, be greater emphasis on their understanding of mathematical ideas rather than the simple learning of mathematical skills. In general, the work of the pupils is of an acceptable standard though they have insufficient opportunity to contribute to discussion; little attempt is made to relate topics to everyday situations or to use a practical approach where it would be beneficial to do so. Links between the mathematics and special class teachers need to be developed so that each can seek advice from the other with regard to work with the less able or lower achieving pupils. Some boys in the special classes are as competent mathematically as many boys in the ordinary classes, for example being able to handle sophisticated concepts such as mean, mode and median. However, the work they do is seldom accurately matched to their abilities.

MUSLIMS AND EDUCATION - A QUESTION OF PROVISION

Please return to: K.F.Haw
School of Education,
University of Nottingham,
University Park,
Nottingham. NG7 2RD.

Muslims and Education-A Question of Provision

K.F.Haw.

School of Education,

University of Nottingham,

University Park,

Nottingham,

NG7 2RD.

Could you please answer each question as fully as possible. This is important because we are trying to build up an in-depth knowledge of schools such as yours which are often poorly represented because of lack of correct information. The research project is concerned with the educational needs of the Muslim child within both the maintained and the private sectors. My particular interest is in the views of different cultures on single-sex schooling and the events in particular areas that prompted the establishment of schools such as yours and which possibly affect the school now.

Please use the blank pages at the end of this booklet for those questions that require more detailed answers indicating the number of the question. Your completed questionnaire should be returned to the above address in the stamped and addressed envelope provided. Thank you for your valuable contribution.

Name of school.....

Name of Head Teacher.....

Type of school, All Age/Primary/Secondary/Boarding/Other (Please specify).....

Address.....

.....

SECTION ONE. ORGANISATION. The questions in this section are all concerned with the practical organisation of your school.

Local Education Authority

1) When was your school opened?

Month Year

2) Have you got DFE (was DES) recognition? If so when was this

granted? Yes ☐ No ☐ Month Year

3) What are the times of the school day?

Day start am Day end pm

Morning registration

Morning break

Midday break

Afternoon registration

Afternoon break

If possible could you please include a current timetable with your return.

DON'T FORGET THE BLANK PAGES FOR YOUR MORE DETAILED ANSWERS

	Female	Male
4) Number of students on roll? Total	<input type="text"/>	<input type="text"/>
1st.Year(7)	<input type="text"/>	<input type="text"/>
2nd.Year(8)	<input type="text"/>	<input type="text"/>
3rd.Year(9)	<input type="text"/>	<input type="text"/>
4th.Year(10)	<input type="text"/>	<input type="text"/>
5th.Year(11)	<input type="text"/>	<input type="text"/>
6th.Year(12)	<input type="text"/>	<input type="text"/>
7th.Year(13)	<input type="text"/>	<input type="text"/>

5) What is the maximum number of students that you can accept?

6) What are your fees per annum?

7) In what other ways do you manage to fund your school?

% Charities

% Fund raising

% Trust

DON'T FORGET THE BLANK PAGES FOR YOUR MORE DETAILED ANSWERS

8) Number of full time and part time staff?

Full time

Part time

9) How many of your staff are of the Islamic faith?

Full time

Part time

10) How are the teaching groups organised in your school, All
Age/Mixed Ability/Setted/Banded/Other(Please specify).....

.....
.....
.....

11) How is your school governed?.....

.....
.....
.....

DON'T FORGET THE BLANK PAGES FOR YOUR MORE DETAILED ANSWERS

SECTION TWO.ADMISSIONS.*The purpose of the questions in this section is to provide an idea of the catchment area that you draw your pupils from and information concerning the reasons why any pupils that are not local to you have chosen your school.*

12) Do all your students live in your local area? If not where do they come from?(This question may or may not apply to boarding schools)

.....

.....

.....

.....

.....

13) What reasons are given for sending students to you that are not from your local area?.....

.....

.....

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.....

.....

14) Do you have an admissions policy? If so can you please give details.....

.....

.....

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.....

.....

DON'T FORGET THE BLANK PAGES FOR YOUR MORE DETAILED ANSWERS

SECTION THREE. GETTING STARTED. The aim of this section is to provide information about any problems or difficulties that you may have encountered in establishing your school.

- 15) Have there been any groups or individuals who have supported the initial establishment of your school? If so can you give a general indication of who they are and in what capacity they have supported your school.....
.....
.....
- 16) Are there any groups or individuals in addition to those you may have mentioned in your answer to the last question who support your school now? If so can you give a general indication of who they are and what form this support takes?.....
.....
.....
- 17) Did any particular event or events in your local area cause the establishment of your school?.....
.....
.....
- 18) Were there any particular problems in establishing your school? If so what were they?.....
.....
.....
- 19) Have any particular events in your local area affected your school since its establishment?.....
.....

DON'T FORGET THE BLANK PAGES FOR YOUR MORE DETAILED ANSWERS

SECTION FOUR. AIMS OF AN ISLAMIC EDUCATION. The aim of the questions in this section is to provide information on the distinctive aspects and objectives of an Islamic education.

- 20) How does the education that you offer your students differ from that offered by maintained schools?.....
.....
.....
- 21) In what ways do you adapt your curriculum in order to achieve your particular aims and objectives?.....
.....
.....
- 22) If you follow National Curriculum guidelines does it present you with any difficulties as far as your particular aims and objectives are concerned?.....
.....
.....
- 23) Do you have any links with any other educational establishments or organisations or individuals? If so could you please give details.....
.....
- 24) Is there anything which you feel you would like to add in this section?.....
.....
.....
- DON'T FORGET THE BLANK PAGES FOR YOUR MORE DETAILED ANSWERS**

SECTION FIVE.VOLUNTARY AIDED STATUS.The information provided in this section will enable a national picture of the number of Muslim schools which have applied or are currently applying for voluntary aided status to emerge.It will also show why such status has been sought and give an overall picture of the experience of this procedure.

25) Have you applied for voluntary aided status?Why?.....
.....
.....
.....
.....

26) If yes what has been your experience of this procedure?.....
.....
.....
.....
.....
.....

27) What initiatives could your LEA undertake to make the state system more sensitive to the educational needs of Muslim children? Could you please indicate the priority that you would assign to such initiatives.....
.....
.....
.....

DON'T FORGET THE BLANK PAGES FOR YOUR MORE DETAILED ANSWERS

SECTION SIX. General and concluding section.

28) What do you believe to be the five major strengths of your school?

1).....

.....

2).....

.....

3).....

.....

4).....

.....

5).....

.....

29) Is there anything that you would like to comment upon regarding your school and its establishment which you feel is of importance but which is not covered by the questions in this questionnaire?.

.....

.....

30) Any details which promote your school such as a handbook, prospectus, curriculum details or reports would be of interest.

Please indicate if you are willing to pass such things on and if I need to make alternative arrangements, or return them in the stamped and addressed envelope provided for your completed questionnaire.....

Thank you again for taking the time to answer this questionnaire. Your assistance in this matter is of great value to the emergence of an accurate national picture on these issues.

DON'T FORGET THE BLANK PAGES FOR YOUR MORE DETAILED ANSWERS

MUSLIMS AND EDUCATION - A QUESTION OF PROVISION

Please return to: K.F.Haw
School of Education,
University of Nottingham,
University Park,
Nottingham. NG7 2RD.

APPENDIX VIII

Parent questionnaire.

QUESTIONS FOR PARENTS.

- 1) Why did you chose this school for your daughter?
- 2) Have any of your other children attended this school? If they have attended different schools would you mind telling me why?
- 3) Since the age of eleven has your daughter always attended the school that she attends now?
- 4) If she has changed schools since the age of eleven can you please tell me the reasons for this?
- 5) What were your original expectations of this school?
- 6) In what ways has this school met your expectations?
- 7) In what ways, if any, has this school failed to meet your expectations?
- 8) What would you like your daughter to do when she leaves school?
- 9) If you have a son/s which school have you chosen for them and why?
- 10) If there was a Muslim boys' school in the area would you chose it and can you tell me the reasons for your decision?
- 11) If there were a Muslim girls' school in the area would you chose it and can you tell me the reasons for your decision?
- 12) What do you think are the advantages/disadvantages of single sex schooling?
- 13) Please may I ask you both what you do?
- 14) Is there anything that you would like to add to or change about your answers to these questions or anything else that you wish to add concerning your child's education which you think is of importance?

Thank you for your valuable contribution.

APPENDIX IX

Ex-student questionnaire.

INTERVIEW SCHEDULE FOR EX-PUPILS.

- 1) Why do you think that your parents chose to send you to the school that you attended?
- 2) Did you have any expectations of the school before you went there and if so can you tell me about them?
- 3) Did the school live up to your expectations?
- 4) What did you like about the school?
- 5) What did you dislike about the school?
- 6) Overall do you look back on your school life with fondness - why/why not?
- 7) What are the things, if any, that you would have liked to have changed about the school?
- 8) How did this school compare with any other school you went to?
- 9) Did you always attend a single-sex secondary school and if not how did your experiences in a single-sex school compare to your experiences in your other school/s?
- 10) Do you think that the educational needs of girls are in any way different or additional to those of boys?
- 11) What do you think are the advantages and disadvantages of single sex-schooling?
- 12) When you left school was it with any general qualifications, if so what were they?
- 13) What do you think that the school gave you socially, For example in terms of things like self-confidence, assertiveness, pride in your own identity?
- 14) Was there any time when you felt the school created a gap between yourself and your home?

- 15) What are you doing now?
- 16) Is it what you would like to be doing, if it isn't can you please tell me what you prefer to be doing?
- 17) If it isn't what you would like to be doing do you think that there are any reasons for this?
- 18) Is there anything else that you can remember about your school which you would like to add and/or anything that you would like to add to or change about the answers that you have given to these questions?

Thank you for your valuable contribution.

APPENDIX X

Head teacher interviews.

HEAD TEACHER INTERVIEW SCHEDULE CITY STATE (SINGLE-SEX STATE SCHOOL)

Introduction.

This piece of research aims to provide new and timely information on the secondary schooling of Muslim girls by:-

- 1) Providing an understanding of the experiences of Muslim girls and secondary schooling thus contributing to knowledge and understanding of the educational needs of Muslim children generally and girls in particular.
- 2) Exploring the approaches to policy and practice in both a maintained single-sex girls' school and a private Muslim girls' school for the purpose of comparison.

With these aims in mind the questions on the interview schedule are broken down into different sections. The title of each section indicates the purpose of each question in that particular section.

This research follows work that was undertaken for my MA dissertation and continues in the spirit of that work in that confidential information concerning individual schools will not be disclosed and will be used only to inform the writing up of my thesis.

With respect to this a confidentiality agreement is enclosed.

It is hoped that participants will not object to the interview being taped for reasons of accuracy and to allow the interviewer to give full attention during the interview procedure.

Thank you for your valuable contribution.

INTERVIEW OF THE HEAD TEACHER OF THE NON-MUSLIM SCHOOL

Establishment.

- 1) When and why was your school established?
- 2) Could you please describe the locality of your school?
- 3) What are the times of the school day?

Management/Governance.

- 4) How is the school governed? Could you please break this down into ethnic background and gender?
- 5) Could you briefly describe your management structure?

Composition of school personnel.

- 6) What are the present numbers of pupils on roll? Could you please break this down into numbers in each year group, number of forms and number in each form?
- 7) What is the number of full-time staff? Could you please break this down into gender and subject responsibilities?
- 8) What is the number of part-time staff? Could you please break this down into gender and subject responsibilities?
- 9) What is the number of full and part-time support staff? Could you please break this down into gender and responsibilities?

Background of personnel.

- 10) What is the ethnic background of the pupils in the school?
- 11) What is the religious background of the pupils in the school?
- 12) How would you describe the socio-economic background of the pupils in your school in general terms?
- 13) What proportion of both your full time and part time academic and support staff are known to be of the Islamic faith?

Academic Aspects.

- 14) Can you tell me the range of subjects available for year 7 to 9?
- 15) What are the option choices for years 10 and 12?
- 16) Can you give me a breakdown of your exam results for the past five years?
- 17) Can you give me a general indication of the intentions of your Muslim students on leaving school?
- 18) What careers advice is made available to the pupils?
- 19) Does your school operate a homework policy, if so can you please give me the details

Aims of education for girls.

- 20) How would you describe the ethos and philosophy of your school?
- 21) What do you believe the educational needs of your students to be?
- 22) Do you feel that the aims of education for girls are in any way different or additional to those of boys?
- 23) Does this differ in any way for your Muslim students and if so why?
- 24) What would you say are the most important issues in education today as far as girls are concerned?
- 25) Do you think that girls benefit from being educated in a single-sex setting if so why and how?
- 26) Was your decision to apply for and work in this school in any way influenced by the type of school it is?

The Pupils.

- 27) What do you think that the girls gain from their school experience here?

- firstly, educationally?
- secondly, socially/morally?

- 28) What do you think are the main advantages and drawbacks for the girls in the school?
- 29) What opportunities do you feel are open for the girls at the end of their time at the school?

Extra-Curricular Aspects.

- 30) What extra-curricular activities are available to the students and when and where do they take place?
- 31) What role do the parents play in the life of the school?
- 32) Is the role that the mothers play in school life in any way different or additional?
- 33) Does the school have a pastoral system and how does this function?

General and Concluding Section.

- 34) How do you see your role in this educational setting?
- 35) What are the aspirations of the school for its students?
- 36) What are your aims for the school in the future?
- 37) What is your understanding of 'equal opportunities' and how does this apply to your work in this school?
- 38) Is there anything you would like to add to or change about your answers to these questions and /or is there anything else that you would like to comment upon regarding your school which you feel is of importance and relevance to this piece of research?

HEAD TEACHER INTERVIEW SCHEDULE OLD TOWN HIGH (MUSLIM SCHOOL)

Introduction.

This piece of research aims to provide new and timely information on the secondary schooling of Muslim girls by:-

1) Providing an understanding of the experiences of Muslim girls in secondary schooling thus contributing to knowledge and understanding of the educational needs of Muslim children generally and girls in particular.

2) Exploring the approaches to policy and practice in both a maintained single-sex girls' school and a private Muslim girls' school for the purpose of comparison.

With these aims in mind the questions on the interview schedule are broken down into different sections. The title of each section indicates the purpose of each question in that particular section.

This research follows work that was undertaken for my MA dissertation and continues in the spirit of that work in that confidential information concerning individual schools will not be disclosed and will be used only to inform the writing up of my thesis.

With respect to this a confidentiality agreement is enclosed.

It is hoped that participants will not object to the interview being taped for reasons of accuracy and to allow the interviewer to give full attention during the interview procedure.

Thank you for your valuable contribution.

INTERVIEW OF THE HEAD TEACHER OF THE MUSLIM SCHOOL

Establishment.

- 1) When and why was your school established?
- 2) Have you got DFE recognition and charity status? If so when?
- 3) Could you please describe the locality of your school?
- 4) What are the times of the school day?

Management/Governance.

- 5) How is the school governed? Could you please break this down into ethnic background and gender?
- 6) Could you briefly describe your management structure?

Composition of school personnel.

- 7) What are the present numbers of pupils on roll? Could you please break this down into numbers in each year group, number of forms and number in each form?
- 8) What is the number of full-time staff? Could you please break this down into gender and subject responsibilities?
- 9) What is the number of part-time staff? Could you please break this down into gender and subject responsibilities?
- 10) What is the number of full and part-time support staff? Could you please break this down into gender and responsibilities?

Background of personnel.

- 11) What is the ethnic background of the pupils in the school?
- 12) What is the religious background of the pupils in the school?
- 13) How would you describe the socio-economic background of the pupils in your school in general terms?

- 14) What proportion of both your full time and part time academic and support staff are known to be of the Islamic faith?

Voluntary Aided Status.

- 15) Have you applied for voluntary aided status? Why?
- 16) If yes what has been your experience of this procedure?
- 17) If no, do you intend to? Why?

Academic Aspects.

- 18) Can you tell me the range of subjects available for year 7 to 9?
- 19) What are the option choices for years 10 and 12?
- 20) Can you give me a breakdown of you exam results for the past five years?
- 21) Can you give me a general indication of school leavers career destinations in terms of jobs, training, further or higher education?
- 22) What careers advice is made available to the pupils?
- 23) Does your school operate a homework policy? If so, can you please give me the details.

Aims of education for girls.

- 24) How would you describe the ethos and philosophy of your school?
- 25) What do you believe the educational needs of your students to be?
- 26) Do you feel that the aims of education for girls are in any way different or additional to those of boys?
- 27) What would you say are the most important issues in education today as far as girls are concerned?
- 28) Do you think that girls benefit from being educated in a single sex setting if so why and how?

- 29) In general what do you see as the major subjects and what do you see as being of least importance or relevance to the girls?
- 30) Was your decision to apply for and work in this school in any way influenced by the type of school it is?

The Pupils.

- 31) What do you think that the girls gain from their school experience here;
- firstly, educationally?
 - secondly, socially/morally?
- 32) What do you think are the main advantages and drawbacks for the girls in the school?
- 33) What opportunities do you feel are open for the girls at the end of their time at the school?

Extra-Curricular Aspects.

- 34) What extra-curricular activities are available to the students and when and where do they take place?
- 35) What role do the parents play in the life of the school?
- 36) Is the role that the mothers play in school life in any way different or additional?
- 37) Does the school have a pastoral system and how does this function?

General and Concluding Section.

- 38) How do you see your role in this educational setting?
- 39) What are the aspirations of the school for its students?
- 40) What is your understanding of 'equal opportunities' and how does this apply to your work in this school?

- 41) What are your aims for the school in the future?
- 42) Is there anything that you would like to add to or change about your answers to these questions and/or is there anything else that you would like to comment upon regarding your school which you feel is of importance and relevance to this piece of research?

APPENDIX XI

Teacher interviews.

TEACHER INTERVIEW SCHEDULE

I would like to incorporate a teacher's perspective into my research in your school and other schools. To assist in this study I would greatly appreciate your help in answering the questions below.

Teacher confidentiality and anonymity will, as in my previous inquiries, be strictly respected: I do not intend to directly quote individual persons by name, but rather to provide an over-view of the staff and its opinion on different aspects of schooling.

The informal interviews will be scheduled to take place at the convenience of each teacher and should last approximately 45 minutes, focusing on the following areas:

Teaching Experience in Your Present School.

- 1) How long have you taught in this school?
- 2) What are your subject areas or areas of responsibility?

General Educational Background.

- 3) For how long have you been teaching?
- 4) Where and when did your teacher training or higher education take place?
- 5) What is your teacher background and experience?
- 6) What is your own religious background?
- 7) If a Muslim do you feel the ethos of the school reflects your religious beliefs and in what ways?
- 8) If a non-Muslim how do you adapt your own views to the ethos of a Muslim school?

Your views on teaching in your present school.

- 9) What are the advantages of working in this school?
- 10) What are the disadvantages of working in this school?
- 11) How does working in this school compare with your teaching experiences in other schools?
- 12) Was your decision to apply for and work in this school in any way influenced by the type of school it is?
- 13) What were your perceptions of Muslim schools before you came here and how does that compare with your experiences now that you teach in one?
- 14) How does working in the school fit in with your own personal staff development? Does the school make provision for this?

Aims of education for girls.

- 15) What would you say are the most important issues in education today as far as girls are concerned?
- 16) Do you feel that the aims of education for girls are in any way different or additional to those of boys?
- 17) What do you think are the aims of education within the school?
- 18) What do you think are the aims of education within your specific subject area?
- 19) Do you think that girls benefit from being educated in a single-sex setting, if so why and how?

Curricular Concerns.

- 20) Do you ever use your subject to explore the different roles attributed to men and women in society?
- 21) Do the materials and resources you use reflect women's achievements and contributions to society?
- 22) In your subject area is the curriculum developed to reflect an Islamic orientation?
- 23) Given the requirements of the National Curriculum, how much scope do you feel you have to do this?
- 24) In general what do you see as the major subjects and what do you see as being of least importance or

relevance to the girls?

The Pupils.

25) What do you think that the girls gain from their school experience here?

- firstly, educationally?

- secondly, socially/morally?

26) What do you think are the main advantages and drawbacks for the girls in the school?

27) What opportunities do you feel are open for the girls at the end of their time at the school?

General and Concluding Section.

28) Have you ever felt like challenging any statement or pattern of behaviours which are stereotypical as far as gender is concerned while working in this school?

29) What is your understanding of 'equal opportunities' and how does this have application and relevance to your teaching?

30) Is there anything which you would like to add to or change about your answers to these questions and/or anything else concerning your teaching experience in the school which you feel is of importance to this piece of research?

It is hoped that you will not object to the interview being taped for reasons of accuracy and to allow me to give full attention during the interview proceedings.

Thank you for your kind assistance with this research. I look forward to sharing the final results with you.

Kaye Haw.

APPENDIX XII

Photographs.

SOME PARTS
EXCLUDED
UNDER
INSTRUCTION
FROM THE
UNIVERSITY

APPENDIX XIII

Nazrah story.

QUESTIONNAIRE ONE.

Class.....

I am going to give you a clue about Nazrah, a girl of your own age, who is attending a comprehensive school. After I give you the clue I would like you to answer some questions about Nazrah. Don't worry if you seem to have been told very little about her. Just use your imagination, and answer the questions.

Here is the clue:

Nazrah was in a big class in an inner city comprehensive school. After the school exams at the end of the year the form teacher announced that Nazrah had come top of the class in all her subjects.....

a) What happened when the teacher announced that Nazrah had come top of the class in all her subjects?

(Write only as much as you want to: you don't have to fill the entire page. But if you would like to write more there is more room over the page.)

.....

.....

.....

.....

.....

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.....

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.....

This image shows a full page of primary-ruled paper. It features 20 evenly spaced horizontal rows, each defined by two small black dots. The rows are designed for handwriting practice, providing a guide for letter height and placement. The background is white, and the dots are consistently sized and spaced throughout the entire page.

b) What kind of person was Nazrah.

[illegible]

c) What do you think that Nazrah will be doing when she is 25?

[illegible]

APPENDIX XIV

AWS scale.

AWS-B items.

1. It sounds worse when a woman swears than when a man does.
2. There should be more women leaders in important jobs in public life, such as politics.
3. It is all right for men to tell dirty jokes, but I don't think women should tell them.
4. It is worse to see a drunken woman than a drunken man.
5. If a woman goes out to work her husband should share the housework; such as washing dishes, cleaning and cooking.
6. It is an insult to a woman to have to promise to 'love, honour and obey' her husband in the marriage ceremony when he only promises to 'love and honour' her and does not promise to obey her.
7. Women should have completely equal opportunities in getting jobs and promotion as men.
8. A woman should be as free as a man to propose marriage.
9. Women should worry less about being equal with men and more about becoming good wives and mothers.
10. Girls earning as much as their boyfriends should pay for themselves when going out with them.
11. Women should not be bosses in important jobs in business and industry.
12. Women should be able to go everywhere a man goes, or do everything a man does, for example, go into pubs alone.
13. Daughters in a family should be encouraged to stay on at school and go to college as much as the sons in a family.
14. It would be ridiculous for a woman to drive a train or for a man to sew on shirt buttons.
15. In general, the father should have more authority than the mother in bringing up children.
16. Women should not have sex before marriage, even with their finances. (This item is not included in the AWS-B; see text)
17. A woman's place is in the home looking after her family, rather than following a career of her own.
18. Women are better off having their own jobs and freedom to do as they please rather than being treated like a lady in the old fashioned way.
19. Women have less to offer than men in the world of business and industry.
20. There are many jobs that men can do better than women.
21. Girls should have as much opportunity to do apprenticeships and learn a trade as boys.
22. Girls nowadays should be allowed the same freedom as boys such as being allowed to stay out late.

APPENDIX XV

Rights and roles.

Questionnaire Two.

Gender Views. What do YOU think about the roles of men and women?

Please read the following statements about men and women in the three main areas of adult life, jobs, home/family and social affairs. By the side of each statement are four boxes headed Strongly Agree, Agree, Disagree and Strongly Disagree. When you have carefully read and thought about each statement put a tick in the box which you feel most accurately matches up with your reactions to each statement.

Name.....Age.....

School.....Class.....

Jobs.	Strongly Agree	Agree	Disagree	Strongly Disagree
1) There are many jobs that men can do better than women.				
2) Women should have completely equal opportunities in getting jobs and promotion as men.				
3) Women are better off having their own jobs and freedom to do as they please rather than being treated as a lady in the old-fashioned sense.				
4) There should be more women leaders in important jobs in public life, such as politics.				
5) Women have less to offer than men in the world of business and industry.				
6) Girls should have as much opportunity to do apprenticeships and learn a trade as boys				
7) Women should not be bosses in important jobs in business and industry.				

Home/ Family Life	Strongly Agree	Agree	Disagree	Strongly Disagree
1) It would be ridiculous for a woman to drive a train or for a man to sew on shirt buttons.				
2) A woman's place is in the home looking after her family, rather than following a career of their own.				
3) If a woman goes out to work her husband should share the housework; such as washing dishes, cleaning and cooking.				
4) In general, the father should have more authority than the mother in bringing up children.				
5) Women should worry less about being equal with men and more about becoming wives and mothers.				
6) Daughters in a family should be encouraged to stay on at school and go to college as much as the sons in the family.				

Social Affairs	Strongly Agree	Agree	Disagree	Strongly Disagree
1) Girls earning as much as their boyfriends should pay for themselves when going out with them.				
2)It is all right for men to tell jokes,but I don't think women should tell them.				
3) Girls nowadays should be allowed the same freedom as boys such as being allowed to stay out late.				
4)It sounds worse when a woman swears than when a man does.				
5) Women should be able to go anywhere a man does,or do anything a man does.				

APPENDIX XVI

Questionnaire 3 - students.

QUESTIONNAIRE THREE.

Name :

Class:

Age :

Please answer these questions as fully as you can.If you run out of room use the back of the paper.

About your school.

1) How long have you been at this school?

.....

2) Have you ever attended a different type of secondary school and if so why did you change?

.....

.....

.....

3) Is there another type of school which you might like to attend and if so why?

.....

.....

.....

.....

4) What do you like about your school and what would you say are its main advantages?

.....

.....

.....

.....

5) What do you dislike about your school and what would you say are its main disadvantages?

.....

.....

.....

.....

.....

6) What do you think a pupil needs today to be able to cope with adult life?

.....

.....

.....

.....

.....

7) To what extent do you think that your school prepares you properly for adult life?

.....

.....

.....

.....

.....

- 8) Do you think that your school creates a gap between yourself and your home? Can you please give reasons for your answer?
-
-
-
-
-

Your views of boys and different types of education.

- 9) Do you think that boys are cleverer than girls at school work?
-
-
-
-
- 10) Do you think that boys are better leaders than girls?
-

.....
.....

11) Do you think that the educational needs of girls are in any way different or additional to those of boys, why?

.....
.....
.....
.....
.....
.....
.....

12) What do you think are the main advantages and disadvantages of a single-sex education?

.....
.....
.....
.....
.....
.....

After leaving school.

13) At this stage in your school career do you have any particular idea of what you want to do when you leave school?

.....

.....

.....

14) If yes how did you decide what you want to do?

.....

.....

.....

15) How much influence do you think that your parent/s will have in your choices of what you will do when you leave school?

.....

.....

.....

16) Do you think that you will be able to do what you would like to do when you leave school? If yes why? If not why not?

.....

.....

.....

17) Could you think of doing a job which your parent/s wouldn't like you to do?

.....

.....

.....

18) Has your choice got anything to do with what your parent/parents do?

.....

.....

.....

.....

19) List three occupations that you would like to be doing when you leave school in order of preference.

i).....

ii).....

iii).....

General and concluding questions.

20) What do you like doing best when you are not in school-what are your main interests/pastimes?

.....

.....

.....

21) Is there anything else about your school, your education or your future when you leave school that you would like to add or anything about the questions that you would like to add or change?

.....

.....

.....
.....
.....
.....

Thank you for your help.

APPENDIX XVII

Option choices City State.

OPTION BLOCKS

Block 1

History
Religious Studies
Geography
Sociology
Urdu
French
German

Block 2

History
Geography
Sociology
Youth Award Scheme
French
German

Block 3

Office Technology (Basford Hall)
Office Technology (Basford Hall)
Technology Core and Food
Technology Core and Textiles
Technology Core and Graphics

Block 4

Technology Core and Option
Art and design
Expressive arts
Music
French
German
Physical Education

You must choose ONE subject from each block.

All students must choose to do;

1 humanities (Geography, History, Sociology, YAS)

1 technology(Core with Food, Textiles or Graphics)

All students are advised to study a language.

MY FIRST CHOICE

BLOCK 1 _____

BLOCK 2 _____

BLOCK 3 _____

BLOCK 4 _____

APPENDIX XVIII

Selection of Nazrah Scripts.

Questionnaire One.

Name. Class. . Age..

I am going to give you a clue about Nazrah, a girl of your own age, who is attending a comprehensive school. After I give you the clue I would like you to answer some questions about Nazrah. Don't worry if you seem to have been told very little about her. Just use your imagination, and answer the questions.

Here is the clue:

Nazrah was in a big class in an inner city comprehensive school. After the school exams at the end of the year the form teacher announced that Nazrah had come top of the class in all her subjects.....

a) What happened when the teacher announced that Nazrah had come top of the class in all her subjects?

(Write only as much as you want to: you don't have to fill the entire page. But if you would like to write more there is more room over the page.)

.....
When... the teacher... announced... that... Nazrah... had... come... top... of... the...
class... all... the... girls... and... boys... I... turned... to... her... and... everybody... stared...
at... her... They... all... started... shouting... out... "cheater... cheater".....
The... teacher... immediately... cried... out... "stopit... stopit... stopit... at... once, the...
next... person... to... say... anything... of... the... sort... will... get... detention".....
Silence... fell... upon... the... class... As... the... teacher... gave... out... the... work... and...
when... she... turned... her... back... everyone... gave... her... dirty... look.....

Meanwhile.....

.....

.....,

b) What kind of person was Nazrah.

Nazrah was a very quiet person and very educated. She always had her best and most beloved about friends but her education:

c) What do you think that Nazrah will be doing when she is 25?

I think Nazrah will get a good job like being a lawyer or a doctor, so that she can use her knowledge wisely and wisely.

Questionnaire One.

Name. Class Age. ...

I am going to give you a clue about Nazrah, a girl of your own age, who is attending a comprehensive school. After I give you the clue I would like you to answer some questions about Nazrah. Don't worry if you seem to have been told very little about her. Just use your imagination, and answer the questions.

Here is the clue:

Nazrah was in a big class in an inner city comprehensive school. After the school exams at the end of the year the form teacher announced that Nazrah had come top of the class in all her subjects.....

a) What happened when the teacher announced that Nazrah had come top of the class in all her subjects?

(Write only as much as you want to: you don't have to fill the entire page. But if you would like to write more there is more room over the page.)

Nazrah was so pleased... she let out a small shriek. She was so happy... that all her hard work had paid off, she sat at her table glowing with happiness. All around her the other students... were looking at her ^{and} whispering to each other.... Beside her Nazrah's best friend sat. She turned around and congratulated Nazrah on her successful results. Even the teacher praised Nazrah and said she did well.
... later during lunch Nazrah was still excited and kept

talking about how unbelievable this was, she couldn't...
believe it.....
.. "My dad's going to be so proud", she smiled.....
.. "Yes, murmured", her best friend sitting opposite her.....
.. "I just can't stop talking about it. I'm so happy", she screamed
.. "Yeah, yeah. We know but please Nazrah we all know you're
the best and no one could ever get better marks, but will...
you stop going on about it", she ^{said speaking firmly and} ~~shouted~~ looking around the
table.....
.. Nazrah sat and looked at her best friend, she looked and was
going to say something but changed her mind and just said.
Yes, okay and went back to eating her lunch.....
.. She couldn't believe her best friend could not be happy for
her. Perhaps she did talk about it too much but she was
her best friend she could at least be happy for her. She...
felt like crying so many years they'd been together, they...
were like sisters. She felt really unhappy and very, very hurt...
and betrayed.....
.. She walked back to lesson alone and as she walked past one
girl she heard her call her smarty pant, she thinks she's really
clever she said to another Nazrah again wanted to cry but didn't...
she entered the classroom alone, she was the first no one was there
yet, the teacher was sitting at his desk. He called Nazrah over
and to her disbelief told her that the Headteacher thought...
Nazrah was really intelligent and wanted to see Nazrah parents
about a \$ move to a bigger school and a scholarship. A top
^{Grammar} ~~private~~ school where she could work to the best of her abilities.

As Nazrah listened she felt happy, but then she thought of all the children and how this would give them a chance to tease her even more.

"We'll talk to your parents and see what happens" began the teacher.

Nazrah didn't want to be called names and teased or worst of all lose her best friend.

"No, sir," she said.

"What," said teacher.

"There's no point in talking to my parents. I don't want to go," she said confidently and as though she meant it. Suddenly the door burst open and the children poured into the classroom. "I'll see you after class," said the teacher to Nazrah.

The Headteacher talked to Nazrah's parents ^{and} convinced them to allow her to go. She told them about what the other children had said. Nazrah didn't want to be teased, but the Headteacher came up with a good way to allow Nazrah to go but yet still remain the friendly Nazrah she was whom everyone liked for her personality as well as her intelligence.

So the following ^{day} as soon as the whole class was present Nazrah stood up and walked to the front of the room and announced that at the beginning of the new term she would be starting at a Grammar School. To this some children laughed and congratulated her but some didn't. She then explained to the others that she was still the same Nazrah but she also said she didn't care what they thought. She ~~also~~ said a few embarrassing things to them which really woke them up ~~because~~ because they including her best friend later apologized and seemed really happy for her. They even threw a small party to show how proud and pleased they were.

b) What kind of person was Nazrah.

Nazrah was a nice girl whom everyone liked. She had a lively personality. She was interesting, intelligent, popular and kind to everyone. She had very strong morals and was also very loyal and gave priority to her friends. She was even prepared to remain in the same school so she could study with them and be liked by them. She was extremely loyal. She was pleasant and patient as well friendly.

5

c) What do you think that Nazrah will be doing when she is 25?.....

When Nazrah is 25 she will have left University and have a well paid job which she enjoys doing. She'll still be the same Nazrah but more grown up. She'll probably be in law, Medicine or Teaching.

1

Questionnaire One.

Name. Class Age..

I am going to give you a clue about Nazrah, a girl of your own age, who is attending a comprehensive school. After I give you the clue I would like you to answer some questions about Nazrah. Don't worry if you seem to have been told very little about her. Just use your imagination, and answer the questions.

Here is the clue:

Nazrah was in a big class in an inner city comprehensive school. After the school exams at the end of the year the form teacher announced that Nazrah had come top of the class in all her subjects.....

a) What happened when the teacher announced that Nazrah had come top of the class in all her subjects?

(Write only as much as you want to: you don't have to fill the entire page. But if you would like to write more there is more room over the page.)

...She...was...overjoyed...and...very...happy..
...but...felt...sorry...for...the...other...people...
who...had...failed.....
.....Some...people...got...jealous...about.....
Nazrah...and...broke...friends...with...her
..so...she...was...lonely...But...her...close...
friends...stood...by...her...what...ever...
happened.....

...Then... people... would... ~~see~~... start...
...trouble... on... her... and... she...
...would... get... bullied... and... then...
...she... would... get... stressed... and...
...commit... suicide...

...People... would... say... she... is... a
...snob... a... show off... Or... that...
...she... cheated... but... then... people
...would... start... hitting... her... and...
...then... start... calling... her... racist
Names...

...She... would... not... be... able... to...
...take... this... so... that... is... how...
...they... would... commit... suicide...
...People... would... call... her... disgusting
names... and... use... racism... language
her... Parents... were... proud... of... her...
but her... School... Mates... were...
jealous... of... her... because... she...
got... top... marks...

...If... I... was... here... I... would... be
proud... of... my... self... and... ignore...
these... horrid... people...

...Her... family... were... proud... of...
her... and... told... her... to... ignore...
people... because... they... were... jealous

b) What kind of person was Nazrah.

Nazrah was a caring person, who had a good personality. She only cared for her work and was sensible. She cared for other people as well. Her family cared for her and told her not to worry and that she would get a better job than any one who bullied her badly.

c) What do you think that Nazrah will be doing when she is 25?

She will be settling down with her high paid lawyer job, with a caring husband who understands her feelings and 2 children who she really cares for.

She has become famous and very rich. She is proud of what she has done and she is writing a book on school bullying and has opened a bullying free line so that she can help other people who have suffered the pain that she suffered.

Questionnaire One.

Name. Class. Age.

I am going to give you a clue about Nazrah, a girl of your own age, who is attending a comprehensive school. After I give you the clue I would like you to answer some questions about Nazrah. Don't worry if you seem to have been told very little about her. Just use your imagination, and answer the questions.

Here is the clue:

Nazrah was in a big class in an inner city comprehensive school. After the school exams at the end of the year the form teacher announced that Nazrah had come top of the class in all her subjects.....

a) What happened when the teacher announced that Nazrah had come top of the class in all her subjects?

(Write only as much as you want to: you don't have to fill the entire page. But if you would like to write more there is more room over the page.)

..Some..people..who..be..racist..towards..her..A..few..will..be..happy.....
..for..her..Some..will..turn..their..back..and..bully..her..Her..parents..
..will..be..proud..of..her..but..they..could..think..she..could..have.....
done..better..and..could..have..got..higher..marks.....

.....
.....
.....
.....

b) What kind of person was Nazrah.

She was a dream to each person. She probably had high hopes and thought she could do whatever she could do.

c) What do you think that Nazrah will be doing when she is 25?.....

When she is 25 she probably be married and have started a family because she is a virgin.

Questionnaire One.

Name. Class Age.

I am going to give you a clue about Nazrah, a girl of your own age, who is attending a comprehensive school. After I give you the clue I would like you to answer some questions about Nazrah. Don't worry if you seem to have been told very little about her. Just use your imagination, and answer the questions.

Here is the clue:

Nazrah was in a big class in an inner city comprehensive school. After the school exams at the end of the year the form teacher announced that Nazrah had come top of the class in all her subjects.....

a) What happened when the teacher announced that Nazrah had come top of the class in all her subjects?

(Write only as much as you want to: you don't have to fill the entire page. But if you would like to write more there is more room over the page.)

..... I would imagine that unless she....
had a friend who was on the same 'level'..
as her, she would be left on her own. The....
other girls may feel inferior to her, and so
keep away. &.....
..... She may ^{be} get emotionally bullied and
called names, by some, yet a few may....
genuinely be pleased and congratulate.....

her.....
.....Although the class may have mixed
reactions, her family, I would imagine,.....
would be extremely pleased. They may.....
reward her in some way.....

.....The girl could have also achieved.....
these grades by continuously studying and
staying in each night instead of going out
with her friends, which no doubt she would
rather do.....

.....I would imagine Nazrah to be 'over
the moon' at achieving these grades. She...
would have so many possibilities to.....
consider... She could do almost anything
she wanted.....

.....The reaction of the class, though,.....
well... some of them could purely be just...
jealousy. They probably wish it was them...
who had these wonderful grades in place of
her... They don't realise all the hard work...
she did to get where she's gotten to now.
If they had studied as Nazrah did, then...
maybe they would have done well too.....

.....I think that they feel that if they
can hurt her in some way, then it will
make up for them not doing as well as...
they hoped.....

b) What kind of person was Nazrah.

..... I imagine Nazrah to be quite a
..... never used sort of person. One that cares
..... about her future and wants to do well, ..
..... She sounds like an extremely hard worker
..... and prepared to give^{up} her spare time to ...
..... study

..... She seems well-headed and knows ...
..... what she wants. She also seems to be the ...
..... sort of person who would not care what ...
..... other people said about her

c) What do you think that Nazrah will be doing when she is 25?

..... I would imagine Nazrah to have ...
..... gone through college and got her A-levels, ...
..... gone through, or still at university getting
..... a degree, and probably in a highly paid ...
..... job

..... She may have a 'flash' car, a
..... beautiful home, but without any children-
..... yet. She may be married or have a boy- ...
..... friend. Judging by her character, I would ...
..... imagine that she wouldn't have a
..... boy friend ~~yet~~ at present

Questionnaire One.

Name.

..... Class

Age.

.....

I am going to give you a clue about Nazrah, a girl of your own age, who is attending a comprehensive school. After I give you the clue I would like you to answer some questions about Nazrah. Don't worry if you seem to have been told very little about her. Just use your imagination, and answer the questions.

Here is the clue:

Nazrah was in a big class in an inner city comprehensive school. After the school exams at the end of the year the form teacher announced that Nazrah had come top of the class in all her subjects.....

a) What happened when the teacher announced that Nazrah had come top of the class in all her subjects?

(Write only as much as you want to: you don't have to fill the entire page. But, if you would like to write more there is more room over the page.)

When Nazrah was told that she had passed her.....
exams she felt very good and pleased with her..
achievements. She did not want to boast to.....
her friends but she could not help smiling as....
she was very happy:.....
When she got home and told her parents they were
not surprised and did not react all they said
was "don't get too happy you sister got the....

Same sort of grades as you but they become...
useless in the sort of life ~~she~~ ^{she was} ~~was~~ going to....
have: "... Nazrah was shocked at her parents words
and then realised that she could not take her
education any further, as at the age of 17 her
sister had an arranged marriage, and became a
housewife. Nazrah was disappointed, all her hard
work had gone to ~~a waste~~ ~~of nothing~~. She could
not believe that all that work had resulted to
nothing. Her parents had arranged for her to get
married and she did. When she had married
her husband and her got on well together and
he agreed for her to go to college and and....
get higher education and even go to University
to get a degree. Nazrah was astonished at....
her husband's decision, ~~but~~ but she was.....
very pleased it was like passing all her exams
over again. At this point Nazrah thought
that if she had not worked hard and.....
got her GCSEs. She may not have been...
able to continue her education at college
studying A-levels. So it was good that
she had worked as hard as she did..

b) What kind of person was Nazrah.

Nazrah was an outgoing and hardworking pupil. She was very ambitious but would not upset her parents by disagreeing with their decisions.

c) What do you think that Nazrah will be doing when she is 25?

At the age of 25 Nazrah would be married and probably have a good job that was well paid. She would hopefully be well off. But most of all she would be happy.

Questionnaire One.

Name. Class. Age. ...

I am going to give you a clue about Nazrah, a girl of your own age, who is attending a comprehensive school. After I give you the clue I would like you to answer some questions about Nazrah. Don't worry if you seem to have been told very little about her. Just use your imagination, and answer the questions.

Here is the clue:

Nazrah was in a big class in an inner city comprehensive school. After the school exams at the end of the year the form teacher announced that Nazrah had come top of the class in all her subjects.....

a) What happened when the teacher announced that Nazrah had come top of the class in all her subjects?

(Write only as much as you want to: you don't have to fill the entire page. But if you would like to write more there is more room over the page.)

..... Nazrah was very surprised and was stunned when she heard about the results. She had never expected it. She had always thought of being one of the less intellectual type of pupil but this, this was great. Anyway she deserved the results she had achieved, she had worked extremely hard for the exams. The class continued with their lesson but Nazrah was in a dream world thinking of all the opportunities that were lying ahead. She could become anything she wanted. The bell rang & Nazrah & her friends left the class. All her friends were very happy for & congratulated her on her success. The only person who envied her was her ~~best~~ ...

brother, Ismail, who had become the top pupil of the class. He was expected to achieve a very high result but he had come fourth in the class & he was disheartened. Soon bell rang for home time & all the pupils left for their homes. Nazrah & her brother waited on the bus stop for their bus. Nazrah looked at her brother, he was very quiet & quite frankly... She didn't know how to break the ice. The bus came & they both got on & then got off... on the bus stop near their house. They both entered the house & went to their parents... Nazrah's mum wasn't in but her dad was in. They dad asked: "Ismail, my son, how did you do in your exams, I hope you achieved the results you are capable of achieving..." Ismail stood in front of his father in silence. Nazrah now knew why he had been so quiet, he was ashamed of his result. "Well?" exclaimed their father "tell me!" Ismail managed to answer & said: "5 B's, a D, & E & A." "What happened to you? I expected a promising result, I expected all A's from you!" Ismail walked away mumbling something about him being sorry. Nazrah stood there expecting her father to ask her the same but he didn't ask. She went away upstairs & sat in front of her mirror taking a good look at herself. She thought ^{about} why her father hadn't asked about her results. Maybe it was a bad time, with Ismail getting such marks. She would wait till supper time & if no one asked she would tell them her result... Supper time came & no one asked so she started the subject & told her result to her father. Her father was pleased and set her as a prime example to Ismail. She talked about all the options open to her & how she could do any job she wanted to. Her dad listened and didn't say a word. When she had finished she asked her dad his opinion, he looked at her and said: "You are 16 years old & you know what girls at your age do. the only reason I let you continue on with school was because your mum wanted you to get a good education. in two years time, we are planning to get you married to your cousin." She looked at her dad and couldn't believe what she ^{had} heard. She walked away & went to her bedroom. She felt pain & regret, the opposite of what she had felt when she had heard about her exam result. all her hopes & her dreams had been shattered.

She had always thought her parents were different from other Asian parents & now this had all happened. Now she could never do anything that she wanted with her life, she was the same as all her friends.

b) What kind of person was Nazrah.

..... Nazrah is a quiet & determined person. It is obvious. She had worked hard for...
her exams. She also does not stand up to people. She accepts everything coming to...
^{her} ~~her~~. She isn't confident in h... She has no confidence in herself.....

c) What do you think that Nazrah will be doing when she is 25?

When she is 25, Nazrah will be looking after her house, husband & children.

Questionnaire One.

Name. Class. Age.

I am going to give you a clue about Nazrah, a girl of your own age, who is attending a comprehensive school. After I give you the clue I would like you to answer some questions about Nazrah. Don't worry if you seem to have been told very little about her. Just use your imagination, and answer the questions.

Here is the clue:

Nazrah was in a big class in an inner city comprehensive school. After the school exams at the end of the year the form teacher announced that Nazrah had come top of the class in all her subjects.....

a) What happened when the teacher announced that Nazrah had come top of the class in all her subjects?

(Write only as much as you want to: you don't have to fill the entire page. But if you would like to write more there is more room over the page.)

... Nazrah obviously a hardworking student would ...
... have been pleased, all her time and effort ...
... had been worth it, yet be disappointed that ...
... they have been wasted maybe because of her ...
... parents' "backward" ideals that education is ...
... not so important and that girls like her ...
... should be married as soon as they reach the ...
... age of 16. Nazrah would feel confused and ...

...ensure what she would do with the results
but not letting her teacher down who had
high hopes for her made her feel good.....
Higher education was what she wanted &
what she worked for but making her parents
realise this would take a bit of time.....

.....She probably would have expected these
results as she knew she had worked hard &
usually came first in class tests but it
would be a shame to let her efforts produce
no good future for her in later life. She
would want to build up a career & become
something good but scared her dreams may
be shattered. The results might give ~~her~~
her more confidence & determination to
reach the top despite what her parents
may think.....

b) What kind of person was Nazrah.

Nazrah was a hard working individual, hoping to reach the top. She may have not be so popular but instead regarded as a 'Snoot' because of her continuous visits to the school library & more interest in what the teacher had to say.

c) What do you think that Nazrah will be doing when she is 25?

Nazrah would become a doctor or, lawyer or something - that is if her parents agree for her to go for higher education, but if not she would be married, looking after her children & doing the housework. In both cases she would be married by this age.

•

APPENDIX XIX

Curriculum Old Town High.

PLANNING FOR CURRICULUM DELIVERY

BREADTH

DIFFERENTIATION

cross-curricular themes and dimensions

