



Identity, Empowerment and Change, Handout 24

Reviewing a School

Features of good practice	Stage of development*	Evidence, and suggestions for development
<p>1 Support for personal identity Students feel that the school supports them in their identity as young British Muslims</p>		
<p>2 Community contacts There are good working relationships with local imams, madrasahs and mosque committees</p>		
<p>3 Religious observance During Ramadan, and at other times as appropriate, the school is helpful to Muslim students</p>		
<p>4 Staffing There are several Muslim members of staff who act as positive role models</p>		
<p>5 Controversy There is shared staff policy and practice on dealing with issues on which society is divided</p>		
<p>6 Listening Muslim students and parents are encouraged to give their perceptions of the school, and account is taken of what they say</p>		
<p>7 Teaching about Islam In religious and citizenship education there is accurate and interesting information about Islamic civilizations</p>		
<p>8 Combating racisms The school has a clear policy on combating racism and Islamophobia and has a record of dealing with racism effectively</p>		
<p>9 Training Programmes of staff training and continuing professional development include the topics mentioned above</p>		
<p>10 Responsibility A senior member of staff has been designated to have responsibility for promoting the topics listed above.</p>		

* In the column headed Stage of development please use the following code: 0 – The feature is not present; 1 – Beginning to think about it; 2 – Making satisfactory progress; 3 – Good; 4 – Excellent. In the right hand column, write notes on a) evidence for the grade that is proposed, and b) ideas and suggestions for further development and action.