



Artist's impression of the new UAK school

## Highly Commended - Effectively Reflecting The Community You Serve

- Provider name:** University Academy Keighley
- Provider type:** FE
- Provider overview:** A multi cultural school comprised of children of White, Pakistani and Bengali communities. Green-head has had to rise to numerous challenges as a result of the cultural and religious influences that our young people have grown up with.
- Submission:** Excellent links within community, continually aims to enhance progress of achievement.
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## **Outline of E&D-related challenge(s) or obstacle(s) faced and why they needed to be addressed:**

University Academy Keighley (formerly Greenhead High School) is a multi cultural school comprised of children of White, Pakistani and Bengali communities from the Keighley area. UAK has tried to overcome the many issues that our students have presented us with.

Gang culture is a particular problem; it is drug related and geographical. The boys particularly aspire to these gang leader role models. Another challenge is raising the aspirations of students from families who have little or no experience of Higher Education.

OFSTED identified “approximately half of the student population have an identified learning difficulty and/or disability and the number of students with a statement of special educational needs is above average”. UAK has needed to ensure that attainment in a quantifiable form was available to all pupils, including those of lower abilities.

UAK has tried to address these problems swiftly and effectively. We have tried to incorporate various initiatives in an attempt to provide our pupils with the best possible opportunities so that they can go on and allow Keighley to be known as a true multi-cultural town where equality and diversity among races, abilities, faiths and sexes is the norm.

## **Groundwork, planning and interventions put in place to tackle highlighted issues :**

UAK has developed a variety of strategies to tackle the issues outlined, where young people

can be actively involved in creating a more tolerant and accepting environment where diversity is accepted as a valuable aspect of society.:

- Diverse curriculum that is easily accessible by all
- Personalised pathways at Key Stage 4
- ‘Stage not age’ basis-many of our pupils take their GCSE’s early.
- Foundation Learning Programme
- SEN department provides a part or fully alternative curriculum.
- Paralympics Club for disabled students of the locality. Many of our young people have seen great success through this club.
- We have a highly focused 4 yearly information gathering system called 4 I’s; Information, Identification, Intervention, Impact.
- Embed SEAL (social, emotional aspects of learning) PLT’s (personal learning and thinking skills) and 6R’s (responsibility, resilience, respect, resourcefulness, reasoning and reflection) into the school ethos.
- A Breakthrough Boys group in years 10 and 11. The scheme offers boys the opportunity to breakthrough the typical stereotypes.
- The ‘Living for Sport’ scheme at Greenhead allows for interventions. We have planned for similar role modelling and personal development opportunities with the introduction of vertical tutoring in September.
- The foundation, RE and Citizenship and PSHE schemes of work are closely linked to teach respect for others and to identify and appreciate diversity.
- Charity work at different times throughout the year including Children in Need, Red Nose Day, Sport Relief and the Worlds Largest Coffee morning.

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**Impact the provider has achieved - quantifiable, distance travelled, how the good practice has benefited a range of stakeholders:**

The interventions, policies and strategies outlined above are just a few of many. Collectively however they have made a significant impact on our pupils, the school and community on the whole, in an area with 'higher than average social and economic disadvantage'.

- OFSTED recognised in the schools recent inspection that while the "Standards on entry to the school are exceptionally low", that the school does not let this hinder pupils progress. (Ofsted 2009)
- 2009 5 A\* - C 33% including English and Maths, up from 27% previous year.
- Citizenship achieved 55% A\* - C; Religious Studies achieved 65% A\* - C.
- NEET's down from 8.9% to 2.8% 2009.
- 87% of Year 11 students remain in learning in Sixth Form or College.
- 80% of Year 13 remain in learning either at University or College.
- 7.7% went into Work Based Learning
- The work experience programme has been particularly successful, 85% of students rated by employers as good or better.

**How partnership working and/or knowledge sharing have enhanced performance and impact:**

- UAK forms an Associated Sixth Form with Holy Family School which pupils have the opportunity to study a wide variety of courses across the two schools.
- This association also strengthens race and faith links. "Through successful partnerships and collaboration with other institutions this relatively small sixth form is able to offer a good curriculum supplemented by a broad enrichment programme". (Ofsted 2009).
- UAK has worked with local mosques, this has helped pupils to eradicate ideas of hostility between the two organisations that some pupils have.
- UAK works closely with Bradford College in providing placement for trainee teachers. We have won numerous awards for the work we do.
- OFSTED were confident that "the school has been proactive in leading initiatives locally for other schools and fostering links with parents to promote a shared commitment to improving community cohesion".
- 'There have been no recorded racist incidents...the school demonstrates a strong commitment to addressing issues related to equality and diversity.

Greenhead reopened as the University Academy Keighley in September 2010, the main sponsor being The University of Bradford. In 2009 Ofsted recognised the university link had on our pupils aspirations.



## Lessons learned through the outlined activity and further related development plans:

What has been highlighted is UAK is not simply an education provider; there are many other duties such as pupils' financial, personal and social development. We have recognised that many of the disadvantages that our pupils begin UAK with need not be a hindrance because with careful guidance, interventions and clear roads for progression that are suited to each young person individually every child can achieve to their fullest just like pupils in any other school.

Student Voice indicates that bullying is rare and that any incidents are dealt with swiftly and effectively. "The majority of students enjoy coming to school and demonstrate positive attitudes". (Ofsted 2009). There is "good social and cultural development." (Ofsted 2009).

All departments consider how equality and diversity can assist with community cohesion in their planning on whole school training days where issues surrounding community cohesion are discussed. In the future we would like to see the high standards we have set maintained. We would also like to diversify the school experience by involving more non Asians into the learning process, by attracting a more diverse cross section of society as well as involving more external agencies with the delivery of the curriculum.

## Useful resources:

- ✓ Equality and Diversity in Education: Experiences of Learning. by Felicity Armstrong, Mary Masterton, and Patricia Potts (Paperback - 22 Dec 1994)
- ✓ Inclusion, Equality and Diversity in Working with Children (Professional Development) by Ms Sue Griffin
- ✓ Diversity, Equality and Achievement in Education by Ms Gianna Knowles and Mrs Vini Lander

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