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Experience

- 24 years inner urban experience in 6 institutions , post 16, 11- 16 & 11- 18 where BME populations have been 79 – 99%
- Headship responsibility in 3 schools, Holte and Moseley with 88+% Muslim pupils. Birmingham's highest crime & deprivation levels
- Queensbridge 21% - 83%, failing to over subscribed
Moseley 26% - 45% in two years
- 2 years in Pakistan inc. Churchill Fellowship
- LLE, 2 years as 'executive head'

Faith schools we can believe in

The Department for Education and Ofsted have hitherto interfered in aspects of schooling which they were ill-equipped to deal with; but they failed to act in areas where they had a vital and unique role to play. Their task is now to ensure that minimum standards prevail in the primary and secondary sectors — and, in so doing, to promote the values of a democratic, pluralistic and tolerant society.

The policy exchange

So as schools become more detached from smaller LA's the D of E has a key role to play here.

Faith Schools we can believe in : Policy exchange

Examples of evidence of non-violent extremism:

- a) Artwork (or doodles or graffiti) by pupils that appears to glorify violence or extremism.
- b) Explicit or implicit anti-Christian/anti-Muslim/anti-Semitic/anti-Hindu words or behaviour by pupils or teachers.
- c) Aggressive or disrespectful behaviour by pupils or teachers.

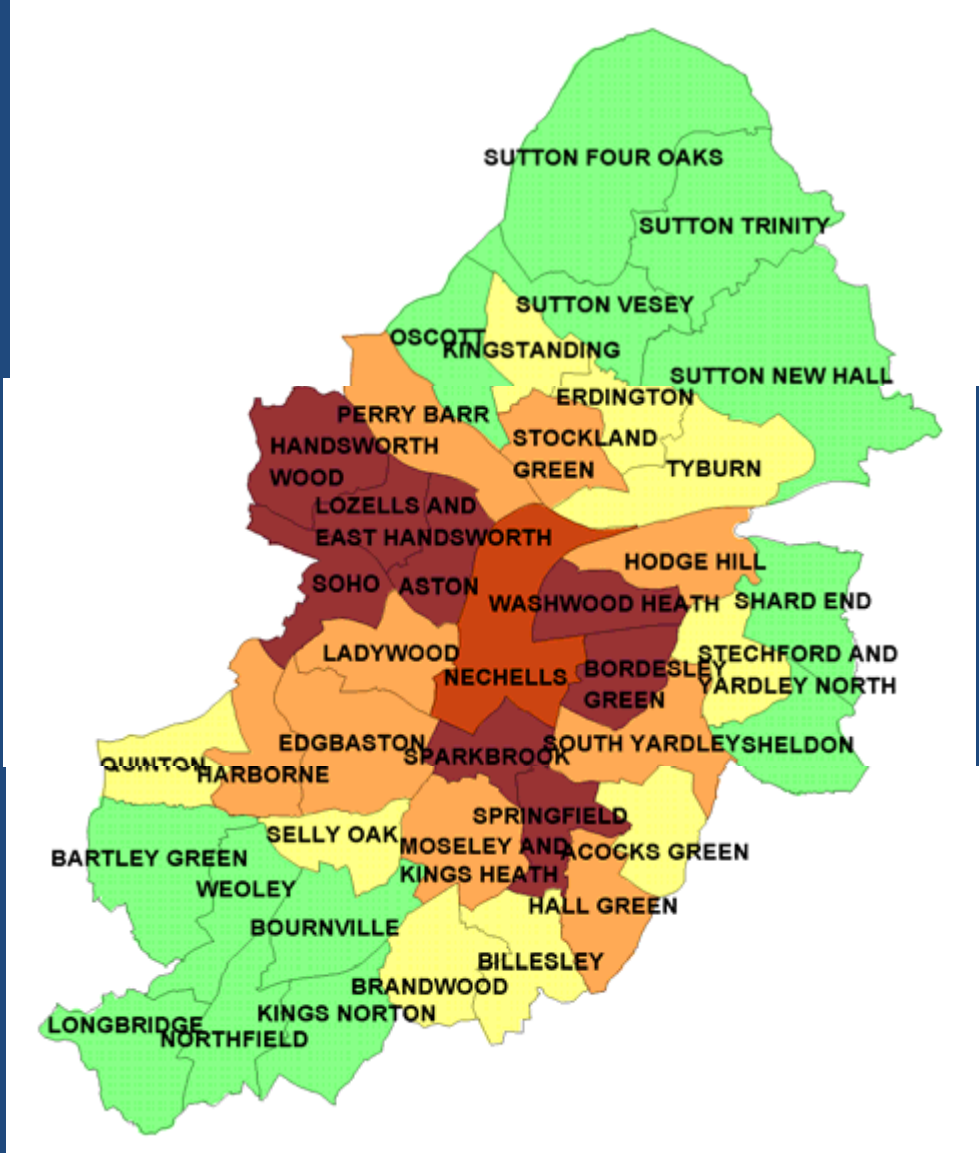
The Secretary of State should have the power to require the removal from involvement with an academy/Free School of any person who is not a 'fit and proper' person. A funding agreement could be terminated if such a person was not removed.

In education, a 'fit and proper' person is usually defined negatively – a person is not fit and proper if he or she is involved in improper sexual activity, or behaves in a seriously unprofessional way. **There is a more sophisticated definition in the financial services legislation,²¹¹ where the main assessment criteria are honesty, integrity and reputation in addition to competence and capability.**

No such provision can, of course, prevent a person who is not 'fit and proper' from exercising covert influence over an academy/Free School – in a way that cannot be detected by normal vetting and monitoring.

So can a positive, higher set of qualities be used to raise the bar for governors, because the blatant "bad" behaviours listed here will not have any relevance to sophisticated professionals introducing their own agendas into a school?

Ethnic minorities in Birmingham - from less than 10% to more than 60% - 2001 census

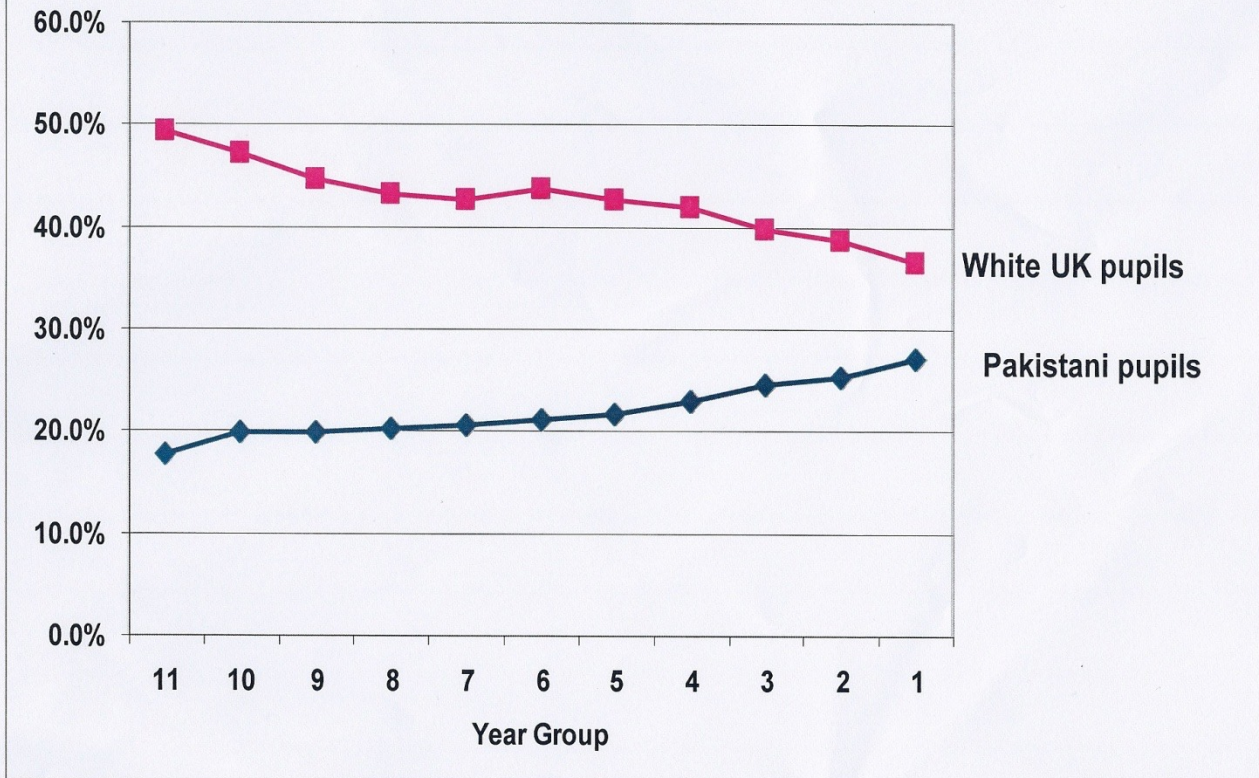


Parallel lives in schools and neighbourhoods

- Declining white population
- 25% Pakistani, 30% Muslim school population now in highly segregated wards

White	14 wards
Pakistani	5 wards
African Caribbean	6 wards
Bangladeshi	4 wards
Indian	3 wards

Percentage of pupils from Birmingham's two largest ethnic groups by Year Group 2008



RELIGION - 2010 - PRIMARY

Age 5 - 11

^	^	^	^
v	v	v	v
SchoolName	MUS		
Al-Furqan	100.0%		
Marlborough Junior School	100.0%		
Shaw Hill Primary School	100.0%		
Anderton Park Primary School	99.8%		
Somerville Primary School (NC)	99.7%		
MARLBOROUGH INFANTS SCHOOL	99.4%		
Oldknow Junior School	99.3%		
Parkfield Community School	99.3%		
Conway Primary School	99.1%		
St. Saviour's C.E. Primary School	99.1%		
Springfield Primary School	98.9%		
Nansen Primary School	98.5%		
Prince Albert Junior/Infant School	98.4%		
St. Benedict's Infant School	98.2%		
Highfield Junior and Infant School	98.2%		
Montgomery Primary School	97.8%		
Heathfield Primary School	97.7%		
ARDEN PRIMARY SCHOOL NC	97.6%		
Ladypool Primary School	97.4%		
Greet Primary School	97.0%		
Clifton Primary School	96.8%		
Starbank Primary School	96.8%		
NELSON MANDELA SCHOOL	96.6%		
Birchfield Community School	96.6%		
Anglesey Primary School	95.9%		
Sladefield Infant School	95.7%		
Canterbury Cross Primary School (NC)	95.7%		
Yew Tree Community School	95.4%		
Heath Mount Primary School	95.4%		
Bordesley Green Primary School	95.3%		
Wyndcliffe Primary School	95.3%		
Regents Park Community Primary School	95.2%		
Adderley Primary School	94.7%		
CHRIST CHURCH C.E. J and I	93.6%		
Leigh Junior, Infant & Nursery School	93.3%		
Thornton Primary School	93.3%		
Alston Primary School	92.8%		
Westminster Primary School	92.4%		
CITY ROAD J/I (NC)	92.1%		
Tindal Primary School	91.5%		
Cromwell Primary School	89.9%		
Percy Shurmer Primary School (NC) (SU)	89.1%		
Aston Tower Primary School	87.3%		
Redhill Primary School	85.5%		
Hodge Hill Primary School	85.0%		
STECHFORD PRIMARY SCHOOL	85.0%		
English Martyrs' Catholic Primary School	84.7%		
Ward End Primary School	84.6%		
The Rosary Catholic Primary School	82.5%		

RELIGION - 2010 - SECONDARY

Age 11 - 15

	^	^	^
	v	v	v
SchoolName		MUS	
Al-Hijrah School	Hh	99.5%	
Park View Business and Enterprise School		99.3%	
Small Heath School		98.6%	
Bordesley Green Girls' Specialist Business & Enterprise School		98.0%	
Broadway School		96.7%	
Golden Hillock School		96.5%	
Moseley School		91.8%	
Holte Visual and Performing Arts College		88.3%	
Saltley School and Specialist Science College		87.5%	
Washwood Heath Technology College		87.4%	
Hodge Hill Girls' School		81.5%	
Waverley School		79.6%	
St Alban's Academy		76.0%	
Yardleys Secondary School		70.1%	
Heartlands Academy		69.2%	
King's Heath Boys' Maths and Computing College		67.4%	
Selly Park Tech College for Girls		66.5%	
Handsworth Wood Girls' School		64.8%	
Hodge Hill Sports and Enterprise College		64.1%	
Swanshurst School		63.0%	
Aston Manor School		62.8%	
Handsworth Grammar School		47.6%	
Queensbridge School		47.5%	
Hall Green Secondary School		44.7%	

Pre conditions for maintained schools being subverted

- Leadership that is weak in this context
- Poor standards
- School – community disconnect
- Established community activists: aspiration being asserted without regard for factors such as the impact of home without literacy or English
- Political failure
- Vacuum of social capital / cohesion
- Politicised Islam

**All these factors do not need to be present;
successful schools suffer too!**

Considerations

- Britishness, from parish system to equalities law
- Islam or Brarderi / peasantry
- Religious hardening : 3 mosques
- Global political fault lines
- Urban community leadership
- Schools facing challenging circumstances are pressed, and parents have legitimate complaints
- Heads and inspectorate ill equipped or divided
- Who can spot the threat?

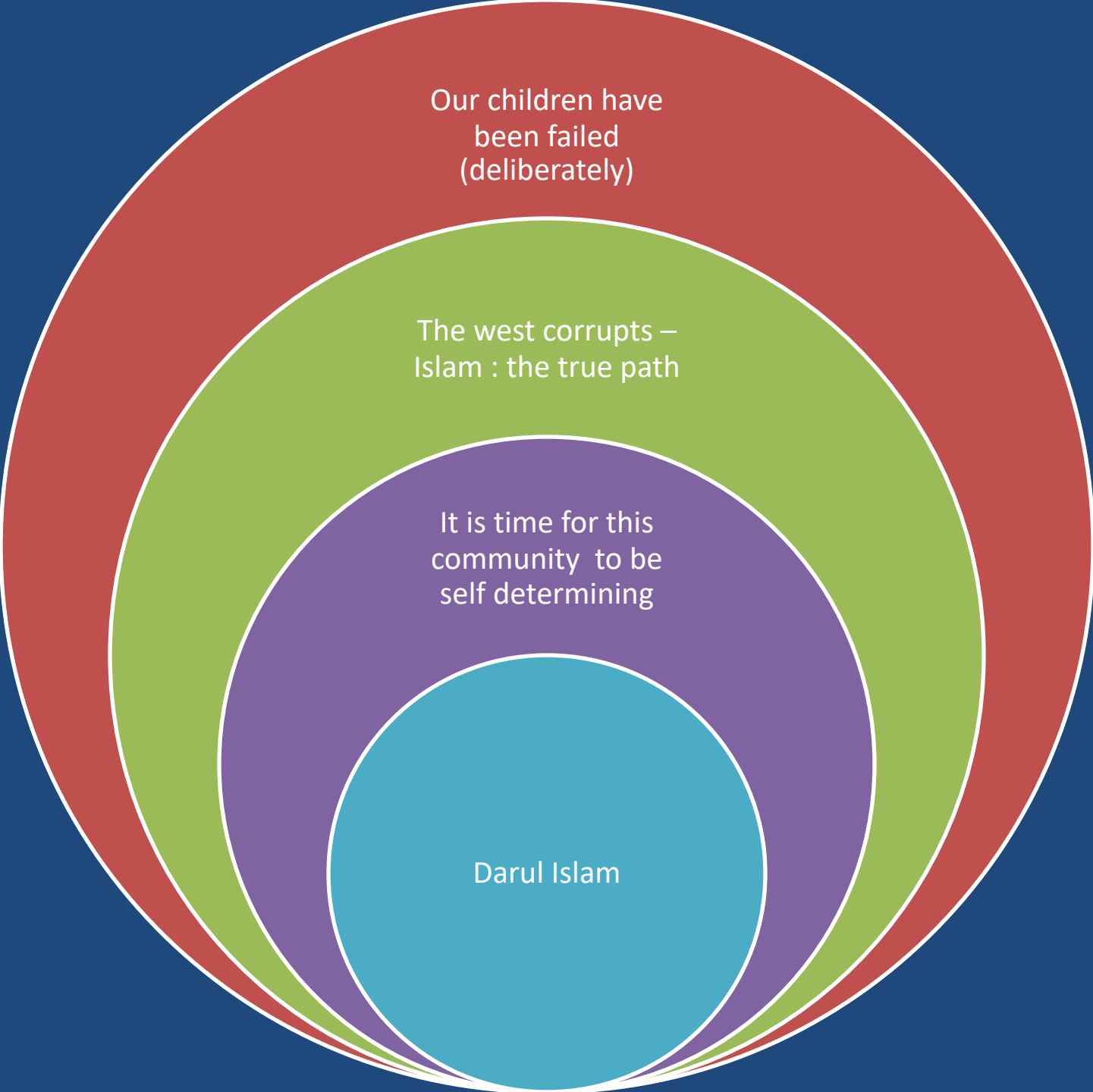


Individual opportunist
(empowered by the
ghetto)

Mosque
(Imam)

Local politicised
network
(Professional activist)

National / International
(assertive, expansionist
Islam)



Our children have
been failed
(deliberately)

The west corrupts –
Islam : the true path

It is time for this
community to be
self determining

Darul Islam

Case studies

- Primary : a) 77% Muslim (44% pak, 24 guj, 18% Bang)
b) C & G
- Secondary
 - c) 11 – 16 : A plan to remove the head
 - d) 11 – 18 : A staff coalition
 - e) 11 – 18 : Central government making policy that doesn't match the law
 - f) Muslim headteachers in maintained schools, primary and secondary

Primary 'A'

- Previously hard to recruit a single parent for the governing body. At the start of a new year 4 vacancies generate 13 nominations. The HT believed 4 to be from a specific coordinated group. 3 were elected and the 4th came on as an LA governor. This group were highly organised / nationally networked. They claimed falsely to represent the majority.
- The focal point was collective worship and a parent / public meeting was called. This was aggressive / intimidating.
- Staff moral was affected

Issues spread to swimming, other curriculum areas, meals, uniform.

“I had fully expected to lead the school from strength to strength over the next few years but I am now being treated by my doctor for stress and anxiety and in practical terms I see my future at ‘school a’ as likely to be very short term indeed.”

Primary B

- Led by an NLE, concerned by self seeking NLE's
- Low level daily challenge that is corrosive, always requiring copies of minutes, explanations...
- Male dominated negatives gossiped from the mosque. Unofficial parent meetings... "causing mayhem and twisting / misrepresenting"
- Well intentioned openness to parents, who become unhelpfully powerful. Money spent on pet projects.
- 5 Chairs in 4 years, one walked in and instantly appointed
- Procedural trouble in meetings, not passing matters arising
- Islamic worship / separate faith assemblies, but fighting for Pe, Music and to prevent extended holidays

Secondary a

- Two governors with disproportionate impact over the silent
- Want to remove the head to have a Muslim head; working to undermine him. A known explicit intention the head lives with
- Appointing candidates on grounds of faith rather than competence
- DCW is the excuse / the vehicle used to push a wider agenda
- Opposed to all wider learning; focus only on today's measure
- Anti ALL white teachers, a luxury that extremists can begin to indulge in as the supply of Muslim teachers increases
- Moderate Muslim chair fears for the safety of her family
- Extremist RE teacher embodying intolerance and a bullying culture

Secondary b

- Excellent dynamic female head, completely ill equipped from the shires
- MCB networked vice chair
- Problem of staff and governors in an alliance to destabilise the head
- Member of staff suspended, having tried to prove the head to be fraudulent and he is now being fed information by a linked governor

School C

- 2008 results at 26% and the bloodless coup of a new, inexperienced group of three who become chairs of all committees
- Removing the head. Islamic worship. Anti European languages in a language college
- 1 Parent and 2 community governors, Dr, 3 PhD's
- Assad and the LA who were taken in by his reasonable language and the head was removed
- 2 statutory warning notices, an OfSTED appeal, OfSTED inspection, a complaint under 1996 Act to Sec of State. £13000 on Brown Jacobson – 12 months of limbo, during 3 years of conflict
- Grooming sixth formers and School council; a failed Islamic school repeatedly held up as the model
- Arbitrary rejection of pay progression of a teacher they did not like – union irrelevant
- The Mosque provided a large group of professionals / academics to support the cause
- Inclusion, SEN, mental health, Arts, staff well being all OFF the GB agenda
- Ward meetings and Respect give a platform for lies and misinformation

Continued

- Who could spot this coming?
- Standards narrowly understood are a rod used to undermine the head
- Islamic collective worship (DCW)
- Curriculum
- Individual staff targeted. Muslim staff approached by GB and asked to be loyal on the basis of Islam / community rather than education

Muslim Heads

- Appointed prematurely
- Under unique pressures
- Can expect to be controlled
- Can be protected when they should be removed and can enlist considerable block support to thwart interventions

What does community control look like in much of Birmingham?

- Islamic instruction and worship, driving others away
- A culture of bullying
- Conservative intolerance, anti-Semitism, homophobia
- Sex education and support for young people in crisis lost
- PE, Humanities and the Arts lost
- Many vocational routes written off

Tactics for undermining heads

- Networks and mobilisation
- Attrition and petty fault finding
- Unreasonable targets in the guise of worthy ambition
- “How” rather than “what” – a cultural battle
- Schools targetted
- F o l’s
- Employment / legal challenges

F.E. And H.E.

- Extremist pressure is getting worse – grooming people, while the majority of Imams are ‘impotent’ (P Lewis)
- An outstanding college – relentless pressure
- Too many pharmacists and accountants
- An environment ripe for extremism – Philip Lewis

The technicians behind the holocaust were skilful scientists, statisticians, technologists; they had developed in proficiency but not in humanity. Pakistani graduates are absent from the Arts, 25% in ICT, 10% in Medicine and related areas, 4% education.

- Shiraz Maher, ex leader in Hizb-ut Tahrir (PL)
“As a student I was on the frontline. I soon realised just how important universities were for Islamist Groups....The core HT idea is to live the ummah. The idea is that you live within a community and must therefore not just be part of it – but must seek to lead it. You must feel its local problems, sense its local realities and seek to capitalise on this by superimposing an Islamist template.”

Responses

- Name and own inclusive pluralism within a post Christian European heritage
- Religious education not DCW to be statutory. (JR 2)
- Any school owning the label of Islam to be perpetually “held” as it will always be vulnerable to community / activist influence
- Post LA whistle blowing / appeals routes for professionals enabling individuals to be removed and barred. (JR 1)
- D of E commissioning role, as per NCSL safer recruitment training, in specialist training, not about extremism but about the kinds of skills and understandings needed to make schools work in a majority Muslim context (Karamat Iqbal)
- Governance : professionalised and strengthened
- Networks (JR 4) - schools in the Pakistani dominated wards need to be robustly linked, not done to, with outer schools
- Strong Schools in large Muslim communities (JR 5)
>> implications of the white paper – eg RE / Islamic studies

Name and own inclusive pluralism in post Christian Europe

The left has failed; traditionally welcoming others they are guilty of uncritical welcoming, unmanaged in an environment that now leaves professionals dumb. The last government allowed narrow and flawed measures to drown out all else.

“There is a need for multi-cultural education, addressed towards all communities and all parts of the city, in order to increase mutual understanding.”

(We need to reconcile) the need to treat people equally, the need to treat people differently and the need for a shared sense of belonging. There is a need for the city to consider questions such as who lives here and on what terms; what sort of city do we wish to create for future generations and what values do we wish to promote as a city?”

(K.I. – BCC Stephen Lawrence Commission)



Strong Schools : Queensbridge

Linked but not done to...

Curriculum freedom beyond English history: the arts – identity, creativity
& social responsibility

big questions – Palestine & security

Islamic Studies. Making school work for staff who are the hope: Saf,
Abdul, Abid, Fats & Shakeel

