



Dear Mr Porteous

I am delighted to write to congratulate your school on achieving the **Gold Award** for the Cultural Diversity Quality Standard and to thank you for the warm welcome you, your colleagues and students gave to Clare Foster during the assessment process.

I am particularly impressed by key details from your assessor's report:

- *Turton High School Media Arts College demonstrates a clear commitment to the promotion of cultural diversity and equality, as highlighted in its achievement of the UNICEF's Rights Respecting School Award, various equalities policies and the school's aim: 'to value and respect diversity and cultural differences and the beliefs of individuals'.*
- *There is a clear sense of belonging with students, parents, staff and community members warmly describing Turton as a 'family'.*
- *Young people at Turton High School Media Arts College have a genuine democratic voice and are empowered to actively participate in, and influence, decisions made about life in the school and the wider community.*
- *In this predominantly monocultural school, students from ethnic minority groups do not perform below average.*
- *The curriculum at Turton High School Media Arts College has been designed to meet the needs of individuals and groups of students with highly tailored programmes being provided through collaboration with other schools and organisations.*
- *Turton is highly effective in engaging parents in the life of the school and to support their child's learning and well-being.*
- *Community links are a key strength of the school in providing opportunities for students and families to interact with people from different backgrounds.*
- *The Senior Leadership Team is innovative and driven in their approach and this ethos is owned by all members of staff - their passion and enthusiasm was infectious during the assessment visit.*

From the assessor report and visit, it is clear how your ethos and approach is making a difference to outcomes for your students, and is an achievement worthy of this level of recognition. Your award will be sent through to the school and we will be celebrating your achievement through SSAT publications. We also invite you to write a short case study of your successes that we will publish on the website and through other communication channels - my colleague Caroline Bedford will liaise with you over this.

Congratulations again on such an outstanding achievement. We have enclosed a copy of the assessor's report for your records.

Yours sincerely

Kirstie Andrew Power
Head of Achievement

Cultural Diversity

Name of school:	Turton High School Media Arts College
Peer assessor:	Clare Foster
School colleague/s:	Charlie Taylor
Peer assessment date:	12 th July, 2010

School context:

Turton is a larger than average 11–18 years comprehensive school with specialist media arts college status. The school serves a generally affluent area of Bolton with some pockets of disadvantage. The proportion of students with special educational needs and/or disabilities is lower than average. The percentage eligible for free school meals is below average. Most students in the main school are of White British heritage but there is a large number from minority ethnic backgrounds in the sixth form. The school population is very stable with very few students joining or leaving the school other than at the usual times. The school holds a number of awards including Healthy Schools, Eco Schools and International Schools. There is extended school provision that is not managed by the governing body and did not form part of this inspection. (Ofsted, 2009)

Key strengths of the school's work:

- Turton High School Media Arts College demonstrates a clear commitment to the promotion of cultural diversity and equality, as highlighted in its achievement of the UNICEF's Rights Respecting School Award, various equalities policies and the school's aim: 'to value and respect diversity and cultural differences and the beliefs of individuals'. This ethos is embedded throughout the school and stakeholders state that they are "just so proud" to be part of the school community and this "relationship based school". The Home-School agreement reinforces this view; "we will respect everyone's human dignity and encourage mutual respect, compassion, understanding and tolerance". There is a clear sense of belonging with students, parents, staff and community members warmly describing Turton as a 'family'.
- Displays are used imaginatively and effectively to promote the multicultural nature of Britain and an understanding of cultural diversity at local, national and international levels. The promotion of positive behaviour is supported by the school's zero tolerance approach to bullying and racism; this is communicated through a range of media. In its recent Ofsted inspection (December 2009), Turton was rated as outstanding in its promotion of equality of opportunity and for tackling discrimination. Students spoke very highly of Turton High School Media Arts College stating that it could not do any more to ensure that they feel safe, happy

and valued. Staff members are viewed to be approachable and able to deal with issues sensitively and confidentially.

- Student Voice plays a key role in the promotion of equality and diversity at the school. Turton has featured in the NAHT Education Leadership publication in recognition of achieving the Rights Respecting School Award; Headteacher, Mr Porteous, describes the impact of this award as enabling students "to be better prepared to value themselves and others, to appreciate diversity, accept change and understand how communities work in Bolton, in Britain and across the globe." Young people at Turton High School Media Arts College have a genuine democratic voice and are empowered to actively participate in, and influence, decisions made about life in the school and the wider community. Students possess a range of social skills that enable them to co-operate well with others, to resolve conflicts effectively and to take on a number of leadership roles. Students demonstrate a clear sense of identity, self-worth and have high aspirations for their future.
- The school's Racial Equality policy clearly states that "we believe that there should be no difference in attainment between various racial groups. We have high expectations of all pupils and pupils are supported to reach their potential. The attainment and rate of progress of all ethnic groups will be monitored and where there is underachievement intervention will be put in place". As such, in this predominantly monocultural school, students from ethnic minority groups do not perform below average. In the 6th form there is very little difference between the performance of different ethnic groups and all are above average. The school has identified the need to narrow the achievement gap for students on School Action and appropriate strategies are in place to address this. Teachers and other adults have high expectations of all students and there is a continual focus on the tracking of student performance.
- The curriculum at Turton High School Media Arts College has been designed to meet the needs of individuals and groups of students with highly tailored programmes being provided through collaboration with other schools and organisations. Students are provided with a wealth of opportunities to explore diversity and difference within a safe and respectful learning environment.
- Turton is highly effective in engaging parents in the life of the school and to support their child's learning and well-being. Parents highly rated the personalised support and the information and communication exchange between home and school. Effective transition arrangements are in place to ensure that students settle quickly into the school and have a strong sense of belonging. The Parents' Forum and Parents' Association actively support the school and parental voice is instrumental in informing school improvement activities. Turton personalises provision for parents and families themselves as learners and offers numerous adult learning opportunities which are relevant to its community context.
- Community links are a key strength of the school in providing opportunities for students and families to interact with people from different backgrounds. Turton plays a lead role within

the Bolton North Excellence Community Cohesion Cluster and has identified a range of partnerships to promote cohesion within its local community; links include Age Concern, Starting Point, Bolton Museum, Bolton Sixth Form College, Zakariyya mosque and numerous religious organisations, to name a few. The school has achieved the International Schools Award at intermediate level and aims to achieve the full award; its numerous international links will support this application in addition to its work with Connecting Classrooms.

- Turton High School Media Arts College is fully committed to equality, diversity and community cohesion. The Senior Leadership Team is innovative and driven in their approach and this ethos is owned by all members of staff - their passion and enthusiasm was infectious during the assessment visit. Its Racial Equality policy clearly states that the school 'will ensure that people from minority ethnic groups are represented at all levels of the school workforce and all staff have access to opportunities for promotion and career development.' All staff receive regular training to promote diversity and equality within the school; as part of its induction programme new staff visit the local mosque to gain a greater cultural understanding of the school's Muslim students. The governing body acts as a 'critical friend' and fully supports the work of the school and the provision of opportunities to promote understanding, inclusion and acceptance of those of different cultures, beliefs and languages.

Evidence summary:

Standard 1: Ethos	Achieved
A. The school environment, including displays, reflects the multicultural nature of British society and the school (when applicable).	
B. There is none or very little evidence of racist and bullying incidents. Zero tolerance of racism and bullying is stated in school policies and there is monitoring of racist and bullying incidents as part of normal school procedures.	
C. There is no racist graffiti in the school. If, or when, it occurs it is removed within 48 hours.	
D. Students have a strong role in supporting cultural diversity and equality through Student Voice channels and school events. Students work and play together in a supportive and harmonious environment.	
E. The school ensures that the food available in the school reflects a diversity of cultures and religious sensitivities. This is also reflected in school uniform and other relevant aspects of school life such as school holiday times as appropriate.	
Standard 2: Achievement	Achieved
A. All pupil groups* within the school are making at least good progress over time in terms of their prior attainment.	
B. There is a robust process in place to analyse achievement data by ethnicity, gender, free school meals (FSM), Special Educational Needs (SEN), Gifted and Talented (G&T), English as an Additional Language (EAL) and Looked After Children (LAC) which results in actions to raise achievement and narrow the attainment gap of key groups where necessary.	
Standard 3: Curriculum	Achieved
A. Cultural diversity and equality objectives are built into all subject curriculum planning documentation.	
B. The curriculum across all subject areas and in different key stages includes a qualitative focus on cultural diversity and equality.	
C. The pastoral curriculum (form tutor programme and assemblies) includes a qualitative focus on cultural diversity and equality.	