

# Tauheedul Islam Girls' High School

Inspection Report

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**Local authority:** Blackburn and Darwen  
**Inspected under the auspices of:** AMS UK  
**Inspection dates:** 10 June 2015  
**Lead inspector:** Mr Yusuf Seedat

This inspection of the school was carried out under section 48 of the Education Act 2005.

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**Type of school:** Secondary & Sixth Form College  
**School category:** Academy Convertor from 01.12.2014  
**Age range of pupils:** 11-18  
**Gender of pupils:** Girls  
**Number on roll:** 778  
**Appropriate authority:** The governing body  
**Chair:** Mr Kamruddin Kothia  
**Headteacher:** Mr Hamid Patel  
**Date of previous school inspection:** 24 May 2010  
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# Introduction

## Inspection team

Lead Inspector: Mr. Yusuf M Seedat  
Team Inspectors: Mrs. Hasina Varachia  
Mrs. Mona Mohamed

This inspection was carried out by three inspectors. The inspection was observed by two members of the Department for Education. They visited six lessons or parts of lessons including, collective prayers session. They held meetings with governors, staff and groups of children. Inspectors observed the school's work and looked at a range of documentation, including children's written work, teachers' lesson plans, the RE and citizenship curriculum, the school's self-evaluation documents and the school's 3-year Strategic plan and an annual operating statement. In accordance with the protocol that exists between DFE and AMS UK (Section 48), the lead inspector had a look at the school's recent Ofsted inspection report, which took place in March 2014

The inspection team looked in detail at the following:

- The RE curriculum
- The progress pupils make in religious education
- The quality of teaching in religious education
- Leadership and management for religious education
- Spiritual, moral, social and cultural development, including collective worship.

## Information about the school

The school opened as an independent school in September 1984. In 2005, the school became the first Muslim state school in the North West and serves the local Muslim community as well as those living in the nearby towns. In June 2008 the school was awarded humanities specialist status, with citizenship as its lead subject. In September 2008, the school entered into partnership with a local college to provide sixth-form education. From September 2012 the school has taken on responsibility for all sixth-form teaching. In September 2013 the school moved to a new campus in the Beardwood area of Blackburn and in December 2014 the school converted to academy status.

The aim of the school is "To promote a culture of educational excellence, from within a caring and secure Islamic environment, enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community". Tauheedul Islam Girls High School is one of the top performing schools in the country with exceptional standards being maintained over time. In the last few years, the school has been ranked by the Government as one of the top 10 schools in the

country for the progress that the students make compared to similar students in other schools across the country.

## **.Inspection judgments**

<b>Overall effectiveness</b>	1
<b>The achievement of pupils in their religious education.</b>	1
<b>The quality of teaching and learning.</b>	1
<b>The effectiveness of leadership and management of religious Education, including the role of the school's governing body in RE.</b>	1
<b>The extent to which the religious education curriculum meets pupils' needs.</b>	1
<b>The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.</b>	1

### **Overall effectiveness: the quality of religious education provided at Tauheedul Islam Girls' High School is outstanding because:**

Governors and leaders have strategically planned that Faith, values and ethos is pivotal in all that the school does, resulting in meeting its aim of academic excellence and preparing students to be future leaders. Also their outstanding spiritual, moral, social and cultural development gives them a sense of responsibility to be active British Muslim citizens contributing to the local, national and global communities.

Teaching is outstanding and, together with a rich and relevant RE curriculum, contributes to outstanding learning and achievement. All students complete a GCSE qualification in Religious Studies and results are excellent (over 90% A\*-C in each of the past five years) and all students complete a GCSE in Citizenship and results are excellent (over 90% A\*-B in each of the past five years).

In Year 11 and in the Sixth Form, those students who study A Level Religious Studies get outstanding results in each year.

The whole curriculum, especially the Religious and Citizenship moulds students into good citizens, with a sense of responsibility for their actions and gives students a practical, successful understanding of their religious and social rights and empowers students with the necessary skills and abilities to play a full and inclusive role within society.

Students undertake a number of projects and activities as part of the school's Humanities specialism and lead specialism in Citizenship. These projects raise awareness of community service, active citizenship and charitable giving. Projects like delivering health and fitness events for students and parents, delivering community events to raise funds for Water Aid, Make a Wish Foundation, British Heart Foundation, Mo Farah Foundation, Samaritans, Age UK and Greenpeace are undertaken. They also

engage in volunteering in community venues such as schools, homes for the elderly, local hospitals and sports centres.

The curriculum incorporates 'Active Citizenship' at KS3. This delivers learning on Fundamental British Values (FBV) and political and religious extremism, so that learners have an understanding of the importance of being safe from radicalization.

**The achievement of pupils at the school in their religious education is outstanding because:**

The achievement and progress over time of pupils in their RE is outstanding because pupils achieve exceptionally well, give their starting points. In 2014, a very impressive 92% of pupils achieved A\*- C grades with 63% achieving an A or A\* grade. Equally, pupils achieve exceptionally well at A level with all pupils achieving A\*-B grades over the last two years. Although the destination of Year 13 students in 2014 shows that only a few pupils take the option to study RS in higher education, however many do go on to study a range of courses in social sciences to supplement their Islamic learning.

Pupils' books show exceptional progress, with deepening understanding over time and pupils demonstrating clear understanding in their responses to tasks.

The school is aware of changes to the GCSE RS curriculum and senior leaders are working well to prepare for transition.

Pupils with Special Educational Needs, SEN achieve very well. Individual help is given from the start of their learning journey in year 7. Appropriate staff training ensures that pupils are supported according to their needs.

The most able pupils are tracked in lessons and are challenged by the provision of demanding work. They are encouraged to aim high by special activities such as trips to University and talks by visiting professionals.

## **The quality of teaching and learning in delivering the RE curriculum is outstanding because:**

Teachers have a very good understanding of the capabilities of the pupils they teach, and any specific support they may need. In lessons, teachers are aware of those pupils who might need extra challenge or help and they provide appropriate support. In lessons, teachers keep a watchful eye on individuals during lessons and move quickly to provide challenge and support when needed. On most occasions, they challenge pupils of all abilities to learn rapidly in lessons. Lesson observations by middle and senior leaders also confirms this view.

A combination of challenging work and interesting material means that in lessons pupils maintain a high level of engagement in what they are learning about. Behaviour in lessons is excellent. For example, in an outstanding year 9 Citizenship lesson, pupils were thoroughly engaged as a result of the use of a video which was selected to help pupils understand the importance of serving humanity.

Lesson observations demonstrate that regular assessment for learning is clearly embedded in lessons. Skilled questioning and dialogue allows teachers to systematically and effectively check understanding throughout lessons which ensures that girls know where they are now and what they need to do to improve. Links to levelling is very clear, both in lessons and in pupils' books.

Teachers extend subject knowledge through very skilful questioning. They listen carefully to pupils' responses and use their high levels of subject knowledge to unpick pupils' thinking and take their understanding further. Pupils provide full answers to questions and this has a very positive impact on learning.

On most occasions, pupils receive detailed regular feedback when work is marked so they know how well they are doing and what they need to do next to improve. Excellent examples were seen for example, at KS5. Although on a few occasions there are examples of limited teacher comments so pupils do not know why they have done well and what they need to do further to improve. Opportunities for pupils to respond to teacher comments are also missed.

An excellent tracking system is in place and clearly shows that the progress of learners in RE is assessed formally through assessments each half-term. These are used to provide regular feedback to pupils and parents, along with targets for improvement.

## **What does the school need to do to improve further?**

- Review the assessment and marking policy so that it's consistent with the practice in school for RE across all key stages.

**The effectiveness of leadership and management of Religious Education is outstanding because:**

Governors and leaders have strategically planned or designed that the schools distinctive spiritual ethos with a mission statement: 'To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect, which extends beyond the school into the wider community' is very effectively implemented and permeates throughout the school.

The leadership team including the governors monitor and evaluate the schools 3-year Strategic plan and the school's faith, values and ethos policy very effectively leading to sustained impact upon the quality of provision, behaviour of student and on achievement

The Deputy Director of Faith, Values & Ethos is committed to developing spirituality within staff, students, parents and the community and instilling a sense of purpose and commitment to the Islamic Ethos of the school.

The Faith, Values and Ethos Policy has been developed by the school to guide staff on how to support the school's ethos in an inclusive manner.

Bespoke professional development is provided to support staff in developing spirituality and contributing to shaping the Islamic ethos of the school. New staff are supported through a thorough induction programme

The Head of sixth form has a clear vision for the continuing development of the college and actively promotes its vision and ethos. The college provides excellent range of enrichment of activities including opportunities to develop leadership skills.

Parents are very supportive of the school and acknowledge that the sustained success, in academic achievement and in all areas, is as a result of the robust and strong leadership and management of the school, at all levels.

## **The extent to which the religious education curriculum meets pupils' needs is outstanding.**

The quality of the Islamic curriculum itself, including meeting the statutory requirement for a daily act of collective worship (*salaat*) is outstanding because:

Religious studies up to GCSE level and beyond includes an understanding of the beliefs and practices of major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting those of all faiths and none. The teaching of Religious Education is structured around the curriculum developed by SACRE. Individual spirituality and self-reflection is fostered through the R.E curriculum which utilises quality resources and an innovative system to monitor, assess and evaluate spiritual progress of learners.

The school actively promotes its distinctive spiritual ethos with a mission statement which permeates all that the school does. This is underpinned, monitored effectively through the Faith, Values & Ethos Faculty which focuses on Spiritual development throughout the curriculum. This includes delivery of key subjects: Active Citizenship, Arabic, *Nasheed* (Music) and R.E, including an innovative and unique *Nasheed* (Music) Curriculum with clear assessment and recording.

The Faith, Values & Ethos Faculty lead and deliver spiritual enrichment activities such as: termly Spirituality Days, termly Effective Parenting Sessions, annual Sunnah Fasting programme and a *Nasheed* Club, Weekly Islamic Learning Circles and *Qur'aan* Circles.

Hadeeth (Thought) of the Week is delivered very efficiently during weekly registration time, learners are introduced to the 'Hadeeth (Thought) of the Week' which is collectively explored, individually reflected upon and challenges set for the week. The selected narrations are those most relevant to the lives of young people and develop their values, character and place in the world. For example hadith of the week observed during inspection developed the understanding of the inter-dependence of one another hence the need for having qualities like cooperation, kindness, tolerance, and respect for a successful and strong community.

Spirituality is further developed through Hadith (Thought) of the Week and the daily/weekly recitation of *Qur'anic* chapters such as Surah *Faatihah* and Surah *Kahaf* Also embedded within the school calendar are Spirituality Days – for which the school timetable is collapsed and spiritual development activities implemented at a whole school level. Previous Spirituality Days welcomed guests from different backgrounds to share their spiritual journeys with the whole school community. Recent Spirituality Days have focussed upon raising awareness to the plight of orphans and raising funds through sponsoring a 31st child. Spiritual Enrichment activities include Weekly Islamic Learning Circles, Daily *Qur'aan* Circles, *Nasheed* Clubs and annual 'Tauheedul's Got Talent' events. The TGT initiative focuses on student performances in *Qur'anic* recitation, Islamic *Nasheed* and motivational speeches. Spirituality is further enhanced by the learning environment in displaying Hadith of the Week throughout the campus.

The Active Citizenship and Active *Muslimah* Projects furnishes pupil contribution to the wider community. Examples of projects include: Multicultural and Multi-faith awareness events at local primary schools, health and disability awareness within the local community, anti-racism and community cohesion events and raising funds for local, national and international causes. Also as part of the school's Global Citizenship programme, pupils regularly participate in charity projects. Thousands of pounds are raised for local, regional and international charities serving communities from different faiths and cultures locally, nationally and across the developing world. This contributes to a feeling of international citizenry and awareness of global issues.

The school has a successful *Tarbiyyah* (Nurturing) Mentoring, Every Child Matters group, Where *Tarbiyyah* mentors who are a team of counsellors with a strong background in Islamic-based counselling providing highly effective spiritual support to those with particular spiritual and emotional needs through the school's *Tarbiyyah* Mentoring Programme. The school has Personal *Tarbiyyah* Plans and a RAGWALL register of 'At-Risk' pupils receiving '*Tarbiyyah* Mentoring.'

Most vulnerable learners on the At-Risk register are monitored by the school's 'Every Child Matters Group' that works with a whole range of agencies, including Social Services, Educational Psychology and Educational Welfare teams at the Local Authority.

The school have two excellent prayer halls for collective worship and encourages pupils to pray their *zohr* (midday) *salaat*. A time slot is provided for them to do so. However in the 2 summer months they are encouraged to pray at home because in those months *zohr* (midday) can be prayed in the late afternoon.

Leaders emphasised that "we want our pupils to be spiritually intelligent so as to pray on their own initiative and not spiritually compliant".

### **What does the school need to do to improve further?**

- Provide a timetable slot in the summer months for pupils to pray *Zohr* Salaat during the school day or immediately afterwards

**The extent of pupils' spiritual, moral, social and cultural development is outstanding because:**

Students' spiritual, moral, social and cultural development is outstanding. It is underpinned by the exceptionally high quality of Islamic studies and the impact of the clear guidance they receive from staff on spiritual matters.

They develop reflection and introspectiveness through daily prayer, weekly Sunnah fast on Mondays and Thursdays and during the month of Ramadan and acts of worship and regular mentoring. They participate in, and deliver, assemblies and 'Spirituality Days' regularly to develop their values and ethos.

There are very strong relationships between students and staff, and a shared love of learning, which contribute to students' outstanding attitudes and behaviour in and out of lessons. They show courtesy and good manners, and are welcoming and respectful to visitors, staff and each other.

There is a high level of care and support amongst them, For example; the sixth form students support students in years 7 and 8 through peer mentoring and an intervention teaching programme.

Students said to the inspectors "we enjoy school because it is a very welcoming environment where everyone feels valued and cared for".

They explore the concepts of right and wrong through assembly, Religious Studies and Citizenship lessons.

Students are highly articulate and spoke at length, and with great eloquence, to inspectors about their views of growing up as young Muslim women in Great Britain today. They are confident in holding their own religious faith, while being tolerant of others' choices. One student said, 'It is our duty as Muslims to be good citizens and respect the law of the land.' They are very aware of diversity and understand how the school encourages them to engage with the local community. They described their visits to various places of worship and visits from individuals who are from a Catholic, Church of England, Buddhist, Hindu and Jewish faith took place during the interfaith days.

Students' leadership is very well developed and a sixth form student told the inspector "Our prefect and student council members are all elected by the students themselves and we enjoy taking various responsibilities in our school".

## **Views of parents and carers**

Parents are overwhelmingly supportive of the school which they feel provides excellent education developing their confidence and independency. They say the members of the school management are very approachable and they can raise any concerns with them. They help them make independent choices and take full responsibilities of their actions. Parents play an active part in the life of the school for example via the school council where they raise funds for the charitable projects the school are involved in.

## Glossary

What inspection judgments mean

<b>Grade</b>	<b>Judgment</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.