

# Tauheedul Islam Girls' High School and Sixth Form College

Preston New Road, Blackburn, Lancashire, BB2 7AD

## Inspection dates

11–12 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Students achieve exceptionally well in this school. The rates of progress made by all groups of students are truly impressive across all subjects.
- Because of the outstanding progress, students reach high standards. GCSE results are consistently significantly above the national average in all subjects.
- The school has been in the top 1% of schools in the country for the extent to which it improved students' outcomes for the last three years.
- Highly effective teaching ensures that students' learning is outstanding. Students are highly motivated and enthusiastic about their learning. They gain knowledge and understanding and develop their skills at a fast rate.
- Students are ambitious and have high expectations of themselves. Their excellent attitudes make a significant contribution to their many accomplishments. They are happy, mature, confident, caring individuals. In short, they are model students.
- Their enjoyment of school and commitment to their learning is shown by the consistently high levels of attendance.
- Behaviour is exemplary both in lessons and during social times.
- Students feel, and are, very safe in the school. The excellent relationships mean that there is virtually no bullying.
- The principal, other leaders and governors are relentless in the pursuit of excellence in all aspects of the school's work. They have an extremely clear vision of how they want the school to be and are taking the right steps to achieve it. They check how well they are doing with a meticulous attention to detail and take effective action to ensure continuous improvement, including to teaching and achievement.
- Their continuing success is shown by the fact that the school has been judged to be outstanding at three successive inspections.
- Leaders' expertise is drawn upon to help improve education in other schools.
- The sixth form is outstanding. Students currently in Years 12 and 13 are making the same rapid progress as younger students. As this is the first group of students to have all of their sixth-form education in the school, their progress has not been demonstrated fully in examination outcomes at the end of Year 13.

## Information about this inspection

- Inspectors observed 30 lessons, and made further visits to classrooms to look at students' work.
- Inspectors had meetings with groups of students and school leaders. They also had meetings with the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the views of the 64 parents who made their views known using the on-line questionnaire (Parent View), alongside other evidence provided by the school about parents' views. Sixty-nine questionnaires returned by staff were also considered.
- A wide range of documents was scrutinised, including information relating to students' progress and attendance, safeguarding, the monitoring of teaching, performance management and governance.

## Inspection team

Joan McKenna, Lead inspector

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Marcia Harding

Additional Inspector

Bimla Kumari

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized secondary school.
- It has a sixth form. Until September 2012, sixth-form students were taught at a local college. From that date, the school has taken on responsibility for all sixth-form teaching. The current Year 13 students are the first to have had all their sixth-form teaching at the school.
- All students are of minority ethnic heritage and almost all speak English as an additional language.
- The proportion of students with special educational needs who are supported at school action is above average. The proportion supported at school action plus, or with a statement of special educational needs, is well below average.
- The proportion of students known to be eligible for the pupil premium is broadly average. Pupil premium funding supports those who are known to be eligible for free school meals, those in the care of a local authority and those whose families are in the military forces.
- The school does not make use of any alternative provision for its students.
- The school meets the government's current floor standard, which are the minimum expectations for students' attainment and progress.
- The school relocated to a larger site in September 2013.
- The school is a National Support School and the principal is a National Leader of Education.

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

- No significant areas for improvement were identified. The minor aspects that could be even stronger than they currently are have been identified by leaders and are being tackled effectively, including the need to ensure that the outstanding progress being made in the sixth form is demonstrated in examination outcomes at the end of Year 13.

## Inspection judgements

### The achievement of pupils is outstanding

- From average starting points, overall students' attainment by the age of 16 is high in relation to the national average. This is the case in English and mathematics and in virtually all other subjects. These exceptional standards have been maintained over time.
- This high attainment is seen using different measures. In 2013, 96% of students attained five good GCSE passes including English and mathematics. This is significantly above the national figure. The proportion of students gaining good passes in the subjects that make up the English Baccalaureate, at 84%, was much higher than the 22% that did so nationally.
- Attainment is high because students make exceptional rates of progress. Virtually all made at least expected progress in both English and mathematics in 2013. Around 90% made more than expected progress in both subjects.
- The school has been in the top 1% in the country for the last three years for the extent to which it improved students' outcomes in English, mathematics, science in humanities subjects and overall.
- A striking feature is that all groups of students make similarly outstanding progress. Students of all abilities do equally well, including the most able. The proportion of grades attained at A and A\* in 2013 was above the national figure in every subject. Less-able students also progress extremely well. Virtually all attained a good pass in all of their GCSE examinations in 2013. This is because their learning needs are identified immediately they join the school and they receive effective support. Year 7 'Catch-up' funding is used very effectively for this purpose.
- Students who are eligible for pupil premium funding progress as well as, and in some cases even better than their peers and much better than similar pupils nationally. Although in 2013 there was a gap equivalent to around a third of a GCSE grade between them and their peers in school in English and mathematics, they made outstanding progress from their starting points and gaps in attainment between them and others narrowed.
- Likewise, disabled students and those with special educational needs achieve outstandingly and attain much higher standards than similar students nationally because their learning needs are met so well.
- The fact that all groups of students achieve equally well shows that the school is highly effective at ensuring equality of opportunity and outcomes for all.
- The school makes some very limited use of early entry for examinations, and its arrangements ensure that students achieve success.
- Students currently in the sixth form are making rapid progress and impressive gains in their knowledge and understanding. Because of the transition in arrangements for the sixth form, no students who have had all of their sixth form teaching within the school have yet taken A-level examinations. In 2013, the results in AS examinations taken in Year 12 were significantly above the national average in every subject.
- Students of all ages make excellent progress. Their impressive literacy, communication and numeracy skills, their depth of knowledge and understanding across subjects, their excellent attitudes and their confidence in themselves as learners mean that they are equipped exceptionally well for the next stage of their education.

### The quality of teaching is outstanding

- A remarkable feature of the outstanding teaching in this school is the consistency with which it ensures high-quality learning for students of all ages, including the sixth form, and across all subjects, including English and mathematics. Teachers care deeply about ensuring that students are successful. Students are enthused and motivated, for example, due to teachers' strong specialist knowledge and stimulating tasks, which result in high levels of enjoyment.

- Planning ensures that students' knowledge and understanding are progressively and quickly developed. Students know what they have to learn and work on appropriate and challenging activities. They are very clear about examination requirements, what is required of them and how to do well.
- Students' understanding is checked to make sure that all understand their work. Students are known very well by staff and receive specifically targeted support to ensure maximum learning when necessary. All students have ambitious targets which are used well to keep them on track. They receive detailed feedback, including when work is marked, about how well they are doing and how to improve their work.
- Students' ability and confidence when speaking about their learning is striking and is of a very high order, as this skill is strongly promoted. For example, skilful questioning prompts students to explain their thinking and reasoning in detail. Giving clear, extended responses is the norm, not only when speaking in English, but also when speaking in a foreign language, such as in a French lesson when students were comparing the French and British education systems.
- Tasks set require them, for example, to discuss aspects of their learning with others which develops and improves their understanding very well. They pose questions or set challenges for each other. They regularly debate with each other in lessons, such as when students were deliberating the pros and cons of different computer operating systems, and in a politics lesson when considering the strengths and weakness of the American constitution. Students' ability to articulate their understanding so well orally has a very positive impact on their writing across subjects. They are able to express their understanding, views and opinions extremely well in both shorter and extended pieces across the full range of subjects.
- Support staff are deployed well and make an effective contribution to students' learning. Students are very appreciative of the efforts that all staff make on their behalf.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of students is outstanding. Students' commitment to their own learning and success is such that they do not waste any time on anything that would detract from this goal. No student has ever been excluded.
- They show very high levels of application and engagement at all times. At the same time they are confident, outgoing, lively and intellectually curious. They have high aspirations. They want to be professional women, travel the world and 'be the best that they can be' which is what the school encourages them to become.
- Their excellent attitudes towards school are shown in the remarkable rates of attendance. On the first day of the inspection, 99% of students were in school.
- The new school building and site provide a high-quality and very well-resourced environment for learning. Students value this and treat it with respect. For example, there is a complete absence of litter.
- The school's work to keep students safe and secure is outstanding. Students know that staff care about each and every one of them and so they feel valued and respected. Their views are regularly sought and genuinely welcomed.
- They are courteous and caring towards each other and they say that 'there is no bullying at all in this school'. They say that the many opportunities they have to work together in lessons means that they get to know each other very well and can develop positive relationships with each other. Sixth-form students are excellent role models for younger students. They have a very good understanding of and can talk assuredly about the different kinds of bullying.
- Students have an exceptionally high level of awareness of all kinds of risks and a mature understanding of how to keep themselves safe because of the strong emphasis placed upon this feature.

**The leadership and management are outstanding**

- Central to this outstanding school are exemplary leadership and management. There is a crystal-clear vision for the school based on ensuring the best possible academic and personal experiences and outcomes for all students. The principal articulates this very cogently in word and deed. His outstanding leadership results in this commitment being shared and acted upon by other leaders, staff and the governing body. It is palpable within the school.
- There is a very well-considered strategic overview as to how this vision will be realised. The evaluation of the school's effectiveness is absolutely rigorous in every respect, and especially on the quality and impact of teaching. The findings are used to draw up very detailed plans to promote improvement, which are implemented with precision. 'No stone is left unturned' in the quest for excellence.
- All leaders are clear about their roles and responsibilities and carry them out extremely well. The principal and vice-principal form an impressive team. Other senior leaders and middle leaders are very effective and lead their teams successfully. There is rigorous accountability at all levels through line management and the managing of performance, but also, as one subject leader said, 'because we hold ourselves accountable too'. At the same time, the supportive climate means that there is a high and justified level of satisfaction on the part of staff. Every single response on all 69 questionnaires received from staff was positive.
- The curriculum and the way it is planned and implemented is highly successful in delivering academic and personal success for students. It is regularly reviewed and adapted and a wide range of further developments is at advanced stages of preparation. Many varied and interesting activities are provided for students which extend and enrich their experiences.
- Students' spiritual, moral, social and cultural development is of an exceedingly high order because it is regarded as extremely important by leaders and its promotion is integral to the life of the school. It is the framework within which all else takes place and there are very many examples of students' outstanding outcomes in these areas. Spirituality is one of the school's core values. There is a strong sense of moral purpose on the part of leaders and students show high levels of respect for others. They act to help those less fortunate than they are and have well-developed views on a wide range of ethical and moral issues.
- Senior leaders and the governing body are forward-thinking and outward-looking. Despite their outstanding practice there is no hint of complacency. They are aware that they have made the school very special for the students, yet continually seek to improve it further and readily draw on external expertise to assist them in this effort. They have excellent relationships with the local authority which provides both challenge and support in order to help them push the boundaries of best practice. The expertise within the school is drawn upon to support other schools within and beyond the local authority.
- Safeguarding arrangements meet requirements fully.
- Leaders readily consult with parents and value their views. Those parents who made their views known to inspectors were very positive about the school.
- **The governance of the school:**
  - Governance is highly effective and is led extremely well by the Chair of the Governing Body. Governors share the same aims and ambition as leaders and it work in full partnership to achieve them. Its members are extremely knowledgeable about the school, helped by the exceptionally good quality of information they receive from the principal, including about teaching, how staff performance is managed and rewarded and how all groups of students are achieving. They question the school closely and provide a high degree of challenge. They show the same degree of rigour in relation to their work as leaders do within the school more generally.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135089
<b>Local authority</b>	Blackburn and Darwen
<b>Inspection number</b>	434601

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in the sixth form</b>	Girls
<b>Number of pupils on the school roll</b>	749
<b>Of which, number on roll in sixth form</b>	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kamruddin Kothia
<b>Headteacher</b>	Hamid Patel
<b>Date of previous school inspection</b>	1 May 2012
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