

Tauheedul Islam Girls High School

Inspection report

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| Unique Reference Number | 135089 |
| Local authority | Blackburn with Darwen |
| Inspection number | 386200 |
| Inspection dates | 1–2 May 2012 |
| Lead inspector | Ruth James HMI |

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

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| Type of school | Secondary |
| School category | Voluntary aided |
| Age range of pupils | 11–16 |
| Gender of pupils | Girls |
| Number of pupils on the school roll | 520 |
| Appropriate authority | The governing body |
| Chair | Kamruddin Kothia |
| Headteacher | Hamid Patel |
| Date of previous school inspection | 22 March 2010 |
| School address | 31 Bicknell Street Blackburn BB1 7EY |
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Introduction

Inspection team

Ruth James
Sheila Kaye
Janet Pruchniewicz

Her Majesty's Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. Thirty-four lessons were observed and 32 teachers seen. Meetings were held with groups of students, members of the governing body and staff. Inspectors observed the school's work, and looked at documentation including development plans, school assessment and tracking data, policies, and minutes of meetings. In addition, questionnaires from 410 parents and carers, 101 students and 30 staff were received and analysed.

Information about the school

Tauheedul Islam Girls' High School is a smaller than average-size secondary school. Most students are of Indian heritage with about one-fifth of Pakistani heritage. About two thirds of the students speak English as an additional language. The overall proportion of disabled students or with special educational needs is about average. The number of students known to be eligible for free school meals is in line with the national average.

Sixth form provision at the school is managed by Blackburn College at present and did not form part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

| | |
|---------------------------------------|----------|
| Overall Effectiveness | 1 |
| Achievement of pupils | 1 |
| Quality of teaching | 1 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 1 |

Key Findings

- Almost all parents and carers are extremely positive about this outstanding school, where all groups of students achieve extremely well and make outstanding progress. The standards attained by students by the end of Key Stage 4 are consistently high. Highly effective teaching ensures that from broadly average starting points progress in all subjects, including both English and mathematics, is exceptional.
- Teaching is outstanding. Relationships are excellent, teachers set high standards and have high expectations. They use a wide range of interesting activities to develop and reinforce students' knowledge and understanding. Astute ongoing assessment in lessons, and well-established tracking systems ensure that progress is monitored continuously and highly effectively.
- Behaviour is outstanding and students feel very safe at school. Students are exceptionally polite and considerate. They show respect for adults and for each other, and their highly conscientious attitudes to learning are an important factor in their achievement. The culture of high expectations within the school promotes high aspirations. Attendance is high reflecting students' enjoyment of school.
- Leadership and management are outstanding. Highly skilled leadership by the Principal and senior team, together with very effective systems to monitor and evaluate the school's work, ensure that a strong focus on constantly improving the quality of teaching and sustaining high levels of achievement are maintained. The promotion of students' spiritual, moral, social and cultural development is outstanding.

What does the school need to do to improve further?

- Inspectors found no significant weaknesses other than the limitations imposed by the buildings which the school has well advanced plans to address through a move to new premises in 2013.

Main Report

Achievement of pupils

All groups of students make exceptionally rapid progress at the school and by the end of Year 11 attainment is high in most subjects, with little variation year by year. The proportion of students gaining five or more GCSE A*-C grades, including English and mathematics, is consistently very high. Attainment and value added data clearly show that all groups of students do extremely well when comparisons are made either with similar groups nationally or with all students nationally. Disabled students and those with special educational needs receive well-targeted support based on early diagnosis of need and, as a result, they too make exceptional progress. There are excellent support arrangements for those who arrive at the school with weak literacy skills, such as regular focused one-to-one support sessions before school in the morning. In these, skilled teaching builds students' confidence as they read aloud and discuss their written answers to comprehension questions. Spelling and correct grammar are also reinforced very effectively.

Students mature into confident young women who work hard and thoroughly enjoy their time at school. They have frequent opportunities to work independently and with others. In lessons, no time is wasted and students work purposefully and productively. In an outstanding Year 7 French lesson, excellent use was made of the target language by both teacher and students. Lively enthusiastic teaching and the very rapid pace moved learning on quickly and effectively. A range of spoken and written activities involved all students and reinforced the key vocabulary. Inspectors observed good or outstanding progress in almost all the lessons they observed. In discussions, students speak knowledgeably about their work and clearly understand how to reach or exceed their targets. Students' attitudes to learning and their ability to apply themselves in lessons are excellent. Activities are well planned and students have regular opportunities to discuss, reflect and extend their learning. Consequently, they make rapid progress. Questionnaire responses show that an overwhelming majority of parents and carers feel that their child makes good progress.

Quality of teaching

Almost two thirds of the lessons observed by inspectors were outstanding, with very few less than good. Teachers' planning, students' highly positive attitudes to their learning, constructive relationships and consistently high expectations ensure that virtually all students make rapid and sustained progress. Lessons are well structured with time used very effectively to ensure that students are on task. All lessons proceed at a brisk pace. Teachers' planning is highly effective and is consistent across all subjects, involving a good range of activities that sustain students' interest, and ensuring that students are well challenged. In an outstanding science lesson revising the electromagnetic spectrum, very well planned tasks reinforced learning extremely effectively. Despite the limitations of the small crowded classroom, students in small groups worked rapidly through a series of different card sort tasks with associated worksheet activities to record and reinforce their learning. The teacher ensured a rapid pace was maintained and intervened when help was needed. Careful monitoring meant that the teacher astutely noted which aspects of the work caused confusion, concentrating on these in the plenary rather than spending time on those almost all students had grasped.

Teachers have excellent subject knowledge and teaching is lively and engaging with a variety of strategies and methods used which engage and include all students. The balance of teacher led and students' activity is just right. Lessons are exciting because teachers are prepared to take risks to increase enjoyment. Information and communication technology (ICT) is used effectively and creatively to support learning. Questions are skilfully used to gauge students' understanding and strategies for encouraging student involvement in questioning each other are exemplary. Learning is checked systematically with intervention as appropriate. Differentiated activities and tasks, and ongoing questioning and answering, contribute to assessment throughout the lesson and teachers ensure that students know where they are now and what they need to do improve. Learning objectives are shared with students and reviewed, with a clear focus on precise requirements to meet specific levels or grades. Teaching promotes students' spiritual, moral, social and cultural development extremely well. Questionnaires from parents and carers indicate that the vast majority believe that their child is very well taught.

Behaviour and safety of pupils

Students behaviour in and around the school reflects their courtesy and maturity. They are welcoming and confident with their teachers, visitors and other adults. Inspectors found students' attitudes to learning and behaviour outstanding in almost all lessons. They work exceptionally well independently and collaboratively and support each other. Teachers have very high expectations and plan lessons to engage all students. Students rise to the challenges set and live up to expectations.

Bullying is extremely rare and awareness is raised regularly so students feel confident about going to staff with problems. This confidence means that students feel safe because they know they are well cared for and can get extra help if needed. Lessons in life skills, ICT, science and across the curriculum raise students' awareness of risks and how to keep themselves safe. As a result, they have an excellent knowledge and understanding of what constitutes a safe situation for themselves and others.

The school has well established systems for managing behaviour including appropriate rewards and graduated sanctions. Instances of less acceptable behaviour are unusual but these are followed up assiduously. Pastoral staff focus on proactive monitoring, praise and parent or carer intervention and support. There have been no exclusions for many years. Students contribute positively to the orderly and caring community and show respect for the inclusive ethos of the college.

Attendance is high, because students' enjoy school and are highly committed to their education. The school has robust procedures to support attendance. Punctuality is also excellent and despite crowded corridors students move between classrooms sensibly and quickly so time is not lost between lessons. Parents and carers say that students feel very safe in college and students confirm this in their questionnaire responses, as well as in their comments to inspectors.

Leadership and management

Members of the governing body and senior leaders provide outstanding leadership. They have established an ambitious vision and have high expectations of staff and students. Outstanding leadership and management are clearly demonstrated through the sustained

outstanding outcomes over time. The culture and ethos within the school encourage high achievement and high aspirations in a supportive environment where students flourish.

The leadership and management of teaching are exceptionally high quality and the quality of teaching has improved significantly since the previous inspection. There has been considerable investment in professional development. Coaching programmes to support individual teachers have worked extremely effectively and there are exemplary records showing the impact of these. Teachers are held accountable for the progress of their students. Well-established systems for regular formal assessments and tracking of individual progress ensure that any students who might be at risk of underachieving are identified quickly with effective follow up involving students, teachers and parents or carers. The curriculum is broad and balanced and is enhanced by a range of extra-curricular activities which add value and promote students' personal development highly effectively. Spiritual, moral, social and cultural development is promoted exceptionally well.

Monitoring and evaluation are extremely thorough and there is meticulous follow up of any areas for improvement identified. Capacity to improve is excellent. Middle leaders have been very well supported in developing their skills, and they make a strong contribution to monitoring, evaluation and improvement of their own areas. The school's strong commitment to equal opportunities is illustrated by the very well managed support arrangements for students who are disabled or who have special educational needs which enable them to achieve very well. Appropriate safeguarding arrangements are in place.

No significant weaknesses were identified during the inspection, other than those associated with the buildings. Imaginative solutions have been sought to overcome these in the short term. There are ambitious plans for the future including a move to improved premises in 2013.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| 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 | Satisfactory | These features are of reasonable quality. A satisfactory school is 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. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 54 | 42 | 2 | 2 |
| Primary schools | 14 | 49 | 32 | 6 |
| Secondary schools | 20 | 39 | 34 | 7 |
| Special schools | 33 | 45 | 20 | 3 |
| Pupil referral units | 9 | 55 | 28 | 8 |
| All schools | 16 | 47 | 31 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

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| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Attendance | the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Floor standards | the national minimum expectation of attainment and progression measures |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 May 2012

Dear Students

Inspection of Tauheedul Islam Girls High School, Blackburn, BB1 7EY

We would like to thank you for the warm welcome you gave us during the inspection. We found it very helpful to talk with you, and visit your lessons. We found that your school provides you with an outstanding education. We were extremely impressed by your excellent behaviour in lessons and around school and by your extremely positive attitudes to learning. We were pleased to hear that you really enjoy school and feel very safe.

Examination results for your school are consistently well above average. You make outstanding progress and attain high standards by the time you leave. Teaching is outstanding and teachers work hard to ensure that your lessons are interesting and enjoyable so that you learn extremely well. You are highly conscientious and persevere even when you find work challenging.

There are excellent relationships between yourselves and your teachers. You are well supported, both academically in your lessons and personally so that you are well prepared for the next stage of your lives. You take on a wide range of activities, including opportunities to show leadership skills and help younger students.

Your school is extremely well led by your Principal and his team of leaders who are determined to ensure that it provides the best for every one of you. They have a very thorough knowledge of the work of the school and constantly strive to bring about improvements. They fully recognise the limitations of the present school buildings and there are plans to move to better premises in 2013.

You can be proud to attend an outstanding school where everyone wants the best for you. We are confident that you will continue to work hard to achieve your best and we wish you every success in the future.

Yours sincerely

Ruth James
Her Majesty's Inspector

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