



Tauheedul Girls

Tauheedul Islam Girls' High School & Sixth Form College

Annual Report to Parents
2018



Part of Star

What have been our successes this year?

Over the past year, we have:

- Achieved outstanding GCSE and A Level results. Over the past ten years, our results have made us one of the top 10 highest achieving schools in the country (based on measures which rate schools on how well they secure progress by learners of all abilities).
- Been designated by the Government as one of the best schools in the country for progress made by those who have the worst KS2 results from primary school and for progress made by students who come from deprived backgrounds.
- Achieved awards by the Schools, Students and Teachers' Network (SSAT) to reflect our outstanding academic results in previous years.
- Sustained an 'Outstanding' rating by Ofsted.
- Completed exams in new, tougher GCSEs & A Levels in several subjects for the first time.
- Achieved one of the best levels of attendance and lowest levels of absenteeism in the country – improving significantly on the previous year.
- Continued to improve the standard of our teaching through regular training and coaching.
- Continued to improve the support we provide for learners with special educational needs and complex needs – through new qualifications, enhanced training and better resources.
- Continued to provide excellent pastoral support for our learners, led by our Heads of Year and supported by improved 'mentoring' for our most vulnerable learners.
- Enhanced the faith and character development of our learners through projects such as the 'Fast Programme', 'spirituality days', special programme for Ramadhaan, volunteering placements, initiatives around manners and charitable fundraising.
- Delivered tens of projects for our Leadership Specialism, 'Healthy School', 'Eco School' and 'International School'.
- Raised around £30,000 for charity and completed around 25,000 hours of community service and volunteering by our students (as part of our Tauheedul Baccalaureate Award).
- Delivered the Duke of Edinburgh Award and the National Citizens Service for a record number of students.
- Delivered a mini MBA qualification for Sixth Form students in partnership with local employers, Blackburn with Darwen Council and the University of Central Lancashire.
- Delivered excellent careers guidance for students of all ages, in line with Gatsby Framework – with impartial guidance interviews, visits by professionals from a range of careers, trips to universities and local industry, support for university applications, enterprise days and a careers' fair attended by 30 local employers and learning providers.
- Delivered a programme of learning, sports' and charitable activities with staff and parents.
- Invested significantly in the development of future and existing middle leaders, through the National Professional Qualification for Middle Leadership (NPQML).
- Sustained the role of parents through an active Parents' Council delivering several projects and events for the wider community.
- Liaised with all of our stakeholders to deliver the second year of a new strategic development plan for the next four years.
- Improved the security and safety of the external school grounds with improved signage, lighting and drainage.
- Supported the fledgling schools and sponsored Academies within Star Academies by sharing our expertise, time and resources.

What are we trying to improve?

Currently, we are working hard to improve:

- How well we maintain our excellent exam results over the next few years, particularly with more difficult examinations being introduced at GCSE and A Level.
- How well we maintain the percentage of students who achieve the English Baccalaureate certificate by successfully achieving grades 9-5 in English, Maths, Science, History or Geography and a modern foreign language.
- The vocational subjects we offer to learners, particularly where all of our GCSE courses are not appropriate for them.
- How we can ensure that our provision is sustainable for many years despite significant reductions in our school budget.
- Opportunities for our students to have leadership opportunities and take part in enriching experiences in all of their subjects.
- Our learning and teaching, so that it is consistently 'outstanding' more often, by ensuring all of our lessons have pace and challenge and are engaging.
- How we continue to provide excellent pastoral support to learners – particularly a small minority of learners with particular emotional and behavioural difficulties.
- How we enable learners, parents and staff to make better use of our sports', ICT and recreational facilities outside of school hours.
- How we protect sensitive information about our learners, staff and parents – to reflect new expectation from the General Data Protection Regulations.
- Continuing to invest in our estate and our systems to keep learners secure and safe.
- How we sustain the leadership and management of the school to support the long-term future of the school.

How have our results changed over time?

Although results will vary year-by-year because of the different abilities of each cohort, our results have been consistently outstanding over the past eight years and the school is one of the highest achieving in the country.

At **GCSE**, the school has achieved outstanding results for the past seven years:

Year	% of students achieving at least five GCSEs at A*-C inc English and Maths		% of students achieving the English Baccalaureate	
2007	82			
2008	97			
2009	98			
2010	98			
2011	96		61	
2012	95		76	
2013	96		84	
2014	94		73	
2015	91		74	
2016	97		79	
Year	% of students achieving Grades 9-4 in English and Maths	% of students achieving Grades 9-5 in English and Maths	% of students achieving the English Baccalaureate	'Progress 8' Score
2017	95	82	76	+1.81 (ranked 1 st)
2018	93	84	76	(January 2019)

At **A Level**, the school has delivered excellent results since it established its Sixth Form:

Year	% of A Level courses completed at A*-C		% of A Level courses completed at A*-E		% of students leaving with 3+A*-Cs at A Level	
2010	70		100			
2011	76		99			
2012	87		100		63	
2013	87		100		70	
2014	91		100		79	
2015	93		100		76	
	% of A Levels at		% of students with 3+A*-Cs	Value-Added		% of vocational students with 3 MMM+
Year	A*-C	A*-E		A Level	Vocational	
2016	86	100	65	-0.12	+0.50	92
2017	99	100	98	+0.33	+0.26	93
2018	99	100	96	(January 2019)		95

The school's GCSE and A Level results compare very favourably with those of other schools in the local authority and nationally. Our school is one of the top 100 highest achieving schools in the country (based on value-added which measures how good a school is at improving a student based on their previous results). To view the school's full performance statistics on the Department for Education website, [click here](#).

How do we make sure our pupils are safe, happy and well?

At Tauheedul, we believe that ensuring our learners are safe, happy and well is a key priority. This includes:

- A strong faith ethos with a mission statement that focuses on developing a 'caring and secure Islamic environment enriched with the values of discipline, mutual care and respect'.
- An 'Every Child Matters' Group, made up of middle and senior leaders, meets regularly to support our most vulnerable learners.
- Mentoring provided by trained staff in school who support students with particular emotional, behavioural or spiritual needs.
- Peer mentoring provided by trained students to support younger students with particular needs.
- Training for all staff on safeguarding (including aspects such as radicalisation and online safety), mental health and first aid.
- Working closely with the uniformed services, local authority experts and parents to support children with particular behavioural or emotional needs and to tackle truancy.
- Regular assemblies, collective worship and guidance from Learning Coordinators that focus on safe practices, good character, effective choices and positive values.
- Regular lessons for learners on mainstream British values and the risk of radicalisation, extremism and sexual exploitation.
- Regular lessons in P.E., Science and Citizenship as well as termly Sports Days that focus on healthy lifestyles.
- Regular opportunities to develop character through regular fasting, charitable giving and initiatives around politeness and volunteering.
- Regular lessons on how to identify and manage risk during their everyday work, rest and play.
- Training all students on the acceptable and appropriate way to use Information Technology, and the internet in particular, and monitoring how students use technology.
- All new students and parents receiving an e-Safety session as part of their induction to the school.
- Strong anti-bullying ethos, policy and procedures that ensure that students are supported if bullied and that bullying is addressed promptly and sensitively.
- Rigorous child protection procedures from *safer recruitment* and training of staff to providing training and awareness for students.
- A strong Student *Shura* (Council) and prefects who meet regularly with the Principal and give an insight into issues that are causing concern.

How are we making sure that every child receives teaching to meet their individual needs?

At Tauheedul, we aim to ensure that the needs of each child are taken into account by our teachers. We do this by:

- Providing subject choices at GCSE and beyond, so that more able learners can complete AS Level courses and less able learners can complete vocational courses and receive support in English and Maths.
- Providing withdrawal sessions for particular students to accelerate their progress in literacy and numeracy using booster resources provided by the Government.
- Setting students in English, Maths, Science and Humanities lessons.
- Undertaking assessments at the start of Year 7 to identify students who will need support in the classroom with literacy and numeracy.
- Setting individual targets suitable to each child's ability and tracking the progress of each child closely and regularly to provide support when and where needed.
- Working closely with parents and experts in the local authority to develop individual learning plans for students who have special educational needs.
- Providing regular training to our staff to support students with physical and educational needs.
- Providing support staff in lessons for those students who have low levels of literacy or numeracy.
- Assessing students every half-term in all subject areas, so teachers are constantly aware of students who need support and challenge, and how they can help them to improve.
- Differentiating in our lesson planning and teaching to support and challenge the least and most able.
- Providing training to our staff to deliver lessons with varied activities that engage learners with different ways of learning.
- Supporting learners with special educational needs through qualified and experienced support staff, effective partnership with expert staff from the Local Authority and the best equipment.

How do we make sure all pupils attend their lessons and behave well?

Our school expects all students to have the highest levels of attendance. We ensure this by:

- Having a clear attendance policy that tackles truancy and monitors attendance closely.
- Recording attendance and punctuality electronically in each lesson.
- Ensuring that all students and parents are aware of our extended leave policy, which bans holidays during term time, and the consequences of lengthy absences on academic progress.
- Asking all parents to make routine medical appointments outside of school hours.
- Reporting attendance to parents each half-term and meeting parents if attendance is too low.
- Working closely with the Local Authority to support students with lower levels of attendance.
- Rewarding outstanding attendance and punctuality by all students.

Our school expects all students to behave well in and around school. We ensure this by:

- Promoting an ethos of high expectations across the school and beyond.
- Celebrating our STAR values of Service, Teamwork, Ambition and Respect.
- Ensuring that all students and parents have an induction meeting, sign a “Home-School Agreement” and are aware of the student code of conduct.
- Having a clear rewards and sanctions system that rewards excellent behaviour and progress and deters disruptive behaviour.
- Appointing and training students as restorative justice practitioners to help students have excellent relationships with each other.
- Linking school leadership roles to excellent standards of behaviour and etiquette.
- Providing mentoring for students with persistent emotional or behavioural difficulties.
- Using a graduated system of behaviour reports for students who are persistently disruptive.
- Meeting regularly with parents of students who are persistently disruptive.

How do we deliver 'Leadership' skills as part of our 'Leadership' Specialism?

Our Leadership specialism is at the heart of everything we do. Our students learn all about their rights, roles and responsibilities as young leaders in Britain and the world today. Our Leadership programme develops moral, performance and civic leadership capacities and provides our students with the skills and confidence they need to participate as future leaders and responsible, active citizens in our democratic society. In January 2014, the school was awarded the Specialism Quality Mark by the Schools, Students and Teachers' Network to recognise how it "leads and transforms".

To help our students to become successful leaders and active citizens, we:

- Deliver Citizenship lessons, a 'Citizenship Day' and community service projects to help our students put their moral and civic leadership skills into practice.
- Enable our students to take part in projects around racism, cancer awareness, the environment, human and animal rights, equality and disaster relief.
- Recruit our students to important leadership roles within the school – such as Student Council, Restorative Justice Practitioner, Peer Mentor and Prefect – to promote positive relationships between students, represent their concerns and show leadership of key areas of the school. In particular, the Student Council is elected by their peers following a democratic campaign and meet with the Principal on a half-termly basis.
- Deliver a termly student newsletter – edited and published autonomously by learners – to report on school activities and important national themes and issues.
- Offer a 'Student Teacher' programme, in which senior students are recruited through a robust process and take responsibility for the teaching of a class in the main school.
- Ask Sixth Form students to mentor younger learners in the main school who might have emotional or behavioural difficulties. Students receive training as part of this responsibility.
- Deliver the Duke of Edinburgh Award – developing and applying leadership skills to physical activity, volunteering and activities such as orienteering and expeditions.
- Encourage our students to participate in the National Citizens Service.
- Ask our students to participate in a range of activities to learn about the dangers of political and religious extremism. Students participate in activities with young people from other schools to develop ideas to promote British values. In lessons, students also learn about the importance of moral leadership – learning about inspiring leaders, such as Martin Luther King, and themes such as Fundamental British Values.
- Deliver a sports' coaching and leadership programme for students in Year 9 and Year 11.
- Ask our student leaders to represent the school at key events such as memorials to mark the Holocaust, Srebrenica Massacre and Armistice Day.
- Work with the Anne Frank Trust to train a number of ambassadors to share what happened in the Holocaust, and the lessons to learn from it, with their peers.
- Deliver an 'Enterprise Day' for all students, and a full week of 'Enterprise Week' for students in Year 10, to promote skills in entrepreneurial leadership. Students set up a business, produce and market products, lead on key roles within their teams, receive visits from business leaders and raise funds for charity.
- Encourage our students to lead on charitable projects. Last year, £30,000 was raised for local and national charities and around 20,000 hours of volunteering was completed.
- Ask each of our students to deliver a speech to their peers in assembly on a topic or issue close to their heart. This promotes oratory and communication skills.

What activities and options are available to pupils?

We have increased the number and range of activities available to all pupils. These include:

- A wide range of extracurricular activities and clubs that exist in different subjects areas.
- Enrichment visits to events to challenge and engage most able students, in particular in English and Maths.
- Literacy and numeracy support sessions and revision sessions at KS3 and KS4 to support student achievement.
- A range of trips and activities to enthuse students and develop skills for learning and life.
- A programme of special assemblies, fasting, reflection circles, charitable giving and community service to promote personal and character development.
- Participation in 'World Book Day', 'National Science Week', 'Languages Week' and other special days to mark wider learning in each curriculum subject.
- Participation in 'enterprise days' and 'enterprise week' to learn about business and leadership and work-related skills.
- Participation in 'Spirituality Days', 'Art Days' and other activities to enhance creative and values learning.
- Participation in 'Citizenship Week' to learn about, and develop an appreciation of, British values and the centenary of World War 1.
- A library with hundreds of books of all genres to engage and encourage learners to read.
- Involvement in local authority projects aimed at community cohesion – including marking key events such as the Holocaust, Srebrenica Memorial and Armistice Day.
- A 'Tauheedul's Got Talent' competition and assembly that celebrates talent in all students.

In addition to this, students in the Sixth Form can also participate in a number of activities.

These include:

- University visits and University preparation events & courses.
- A programme of visits by professionals from a range of sectors, to raise awareness of careers and university courses.
- A careers' fair and workshops with leading universities and employers to improve awareness of opportunities beyond students' time at the Sixth Form.
- A mentoring programme delivered in partnership with universities to promote progression to Higher Education.
- A residential at Cambridge University, delivered in partnership with 'Teach First', for Gifted and Talented students to access the best universities.
- A 'Student Teacher programme' which allows students to teach lessons in the main school.
- Special programmes such as The Duke of Edinburgh Award, the National Citizens Service, mini MBA qualification, First Aid and self-defence classes to enrich and enhance the curriculum.
- Work experience placements in range of providers including legal, medical or teaching contexts.
- A number of 'societies', clubs and activities linked to each subject.
- Enhancement and research courses linked to each subject.
- Serving as prefects and peer mentors to younger students.

How do we provide quality information, advice and guidance to our learners?

We strive to help our young women pursue the best possible progression pathways after completing their education at our school.

- In order to help them prepare for college, university and the world of employment, we provide timely careers guidance, enterprise and leadership initiatives in school.
- We continue to develop links with leading local employers in professions, business, industry and the public, community and voluntary sectors. We invite leading, successful and accomplished women from the community and beyond to inspire our learners to be the very best they can be.
- As part of their preparations for the world of work, students participate in an Enterprise programme during KS3 and KS4. Here students have the opportunity to launch their own small businesses, and acquire skills of merchandising, marketing, sales and business organisation. Inspirational guest speakers address our students to stimulate their business acumen during intense enterprising endeavours while raising large sums of money for local and global charities. Local STEM providers such as BAE Systems offer students an overview of their progression pathways through interactive sessions.
- Year 11 students are offered one to one independent advice and guidance interviews to explore their post 16 options with a view of pursuing their post 18 education goals. These guidance interviews provide an overview for students and their options including Apprenticeships and information on the current Labour Market.
- In Year 12, students have the opportunity to visit an extensive range of universities and participate in a residential at Oxford or Cambridge University. Each student visits a workplace for experience and select students have the opportunity to participate in our innovative Mini MBA programme, which encourages students to hone independent learning and rigorous academic research skills, while engaging with CEOs and Directors of organisations to direct their research projects.
- Each year, we hold UCAS days for students entering Year 13 in preparation for university applications. Students are offered extensive one to one guidance with applications and are encouraged to apply to Russell Group universities. We offer bespoke programmes for competitive admissions (medicine and dentistry) applicants and have a very successful rate of admissions for these aspirants. This is complemented by our Medical Society which precludes the application process for aspiring medics and dentists.
- Our annual Careers Fair takes place in the summer term. Inspiring guest speakers provide a keynote address before students explore over thirty providers from various sectors. Parents are invited to join their daughter in exploring university stalls, apprenticeship providers, employers and voluntary services. A wide spectrum of providers attend the fair including representatives from Rolls Royce, Microsoft, Oxford University and many other organisations that support our students careers education.
- Our Careers' Education, Information, Advice and Guidance (CEIAG) provision is evaluated with students, teachers and employers on an annual basis.

For an overview of how we provide Careers Education, Information, Advice and Guidance through each of our subjects, please [click here](#).

For an overview of how we provide Careers Education, Information, Advice and Guidance through our extra-curricular activities, please [click here](#).

For our policy on enabling access to providers of education and training, please [click here](#).

What do our pupils do after Year 11 and Year 13?

Each year, around 98% of Year 11 students at Tauheedul progress to Further Education. Most of these students study A Levels, though a minority undertake vocational courses such as those relating to Health and Social Care, Science and ICT.

Around 60% of the Year 11 leavers stay on to continue studies at our sixth form.

Last year, out of a possible 65 students, 82% of leavers from our Sixth Form enrolled into university. The remaining students took a gap year or went into employment or apprenticeships.

What have pupils told us about the school, and what have we done as a result?

At Tauheedul, we really value the perspectives of our students.

In independent feedback that we commissioned last year, we found that our students:

- Are strongly supportive of the school's academic achievements.
- Believe that the school is very well organised and managed.
- Feel that learning and teaching in the school is very good – but want teachers to make the lessons and assemblies more enjoyable.
- Appreciate the support that they receive to do well in exams, particularly recognising the revision resources that each subject provides, but want more support to deal with stress.
- Believe that the school has a caring ethos with good advice on healthy lifestyles and relationships.
- Are proud of our faith heritage and ethos, particularly the new initiatives in fasting and daily reflection circles, and believe that the school teaches British values very well.
- Appreciate that their views are listened to, and that they are able to use the Student Shura (Council) to express their concerns.
- Feel safe and secure, including from bullying, and that the school encourages them to eat healthily and exercise more often.
- Feel that we had really improved support and enrichment they receive in the Sixth Form, particularly in preparing for university, but want more support in making the transition from main school.
- Value the improvements in facilities for computing and printing.
- Recognise that the quality and range of school meals have improved.

In response to the views of our students, we have:

- Introduced even more activities to help encourage learners to adopt healthier lifestyles, including lots of after-school sporting clubs, a gym for older learners and an enhanced school menu available to all learners.
- Improved support for students with stress by delivering training for our staff, offering workshops and drop-in clinics to learners and organising assessments to make them less burdensome.
- Improved our system for recording achievements and excellent work - then reporting them to parents using our half-termly report cards and celebrating them through termly rewards assemblies.
- Introduced and improved the 'Tauheedul Baccalaureate' – which rewards learners for good attendance, behaviour and volunteering.
- Improved the quality of assemblies – with more entertaining activities, external speakers and a range of themes.
- Improved training to our teachers to make lessons more enjoyable.
- Introduced more enhancement courses and enrichment activities for students in the Sixth Form – through Societies, additional educational visits and volunteering activities.
- Enhanced the information, advice and guidance for learners by delivering workshops and a careers' fair attended by leading universities, apprenticeships providers and employers.
- Improved the school planner to make it more engaging, informative and accessible.

How are we working with parents and the community?

We work with our parents and community to:

- Seek advice and guidance from them through our Parents' Council.
- Inform them of school activities and progress through a termly newsletter and annual report.
- Involve them in learning more about the school through numerous Open Days and Parental induction meetings.
- Inform them of their daughter's progress through half-termly reports and parents' consultation meetings each year.
- Inviting them to key events in the life of the school to celebrate our collective successes, such as 'Presentation Evening' each year.
- Receive guidance from parents and the community on school plans and initiatives.
- Provide support for community projects through our experiential curriculum in Citizenship and support for charitable projects.
- Provide support and challenge to the school through the parent governors in the Local Governing Body of the school. This year, we elected new Parent Governors to serve on the Local Governing Body.
- Develop and deliver learning and sports' provision for parents and the community as part of our extended services.

What have we done in response to our Ofsted report?

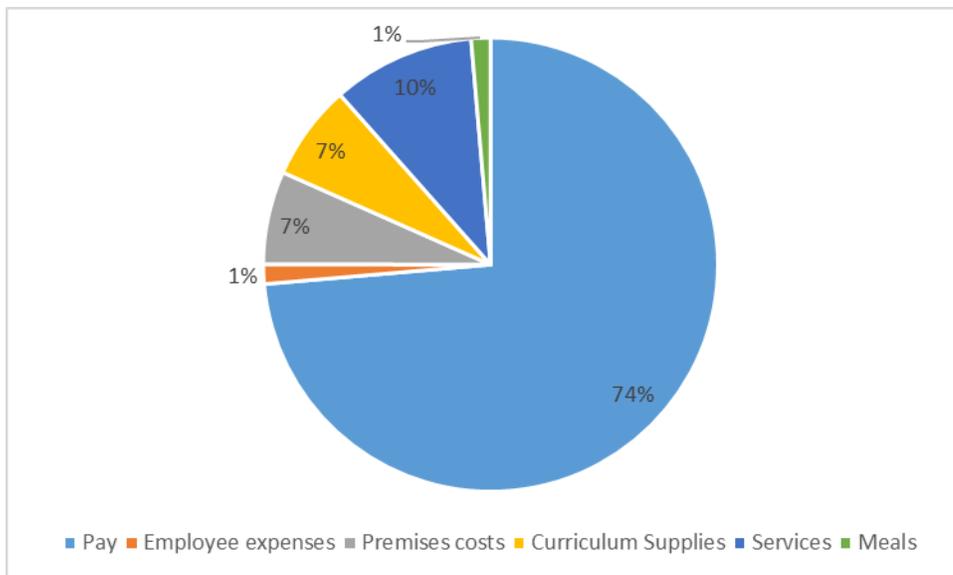
The school was inspected by Ofsted in May 2012 and March 2014 and was rated as 'outstanding' in all areas.

However, we want to keep improving. In response to our Ofsted inspection report, we have:

- Continued to improve our facilities to make it safer and more convenient for our students, staff and parents.
- Continued to improve our curriculum by introducing more subjects and more choice. This includes subjects such as Computer Science, Performing Arts, vocational courses in Sports Studies and Art and Creative iMedia at main school and a Core Maths qualification and mini MBA qualification for Sixth Form learners.
- Worked to improve teaching further, by focusing on sharing excellent practice to all of our teachers.
- Continued to enhance initiatives and activities to encourage our learners to develop healthy lifestyles – including the awareness of learners and staff to the risk of radicalisation and sexual exploitation.
- Improved the rate of progress made by our Sixth Form learners and how well they can progress to competitive courses at leading universities.

How did we allocate our budget last year?

Last year, the school spent £4,315,130. The chart below shows how we allocated this spending.



What capital (buildings) projects did we undertake last year?

Significant work was undertaken during 2017-18 to improve the safety, security and efficacy of the estate. This includes:

- Addressing water leaks and replacing a faulty boiler in the school.
- Improving the greenery around the estate.
- Repairing and replacing faulty flooring within the estate.
- Improving the surfacing and drainage of the car park, emergency evacuation meeting point and the netball courts.
- Completing repairs to flagstones and potholes on the external grounds of the estate.
- Completing minor re-painting of classrooms, corridors and offices as well as the external part of the estate – including perimeter gates and walls, link bridges and pedestrian walkways.
- Yellow line-painting on all external steps and improving lighting in the school grounds to help visually impaired learners and staff.
- Replacing and enhancing signage across the school to support a sense of belonging to the Trust and its values and mission.