



Tauheedul Girls

Tauheedul Islam Girls' High School and Sixth Form College

# *Prospectus*

2019 – 2020



*An Academy with an Islamic Faith Designation and a Specialism in Leadership.*



# And say – Oh Lord! Increase me in my knowledge!

(The Holy Qur'aan, 20:114)

## A Welcome from the Chief Executive

Assalaamu Alaikum (Peace Be With You)

Dear Parent / Carer,  
We are proud to present to you the prospectus for Tauheedul Islam Girls' High School and Sixth Form College. In this prospectus, you will find all that you need to know about our school: its history, its values and its vision for the future. Whether your daughter is currently in Year 6, or looking to join our Sixth Form, this prospectus will give you an insight into what it means to be a student at one of the most outstanding schools in the country: the richness of the classroom experience, the range of activities open to all students and the care that we take of each individual young woman.

It is in this school that, God willing, your daughter will fulfil her potential and emerge as a confident and articulate citizen, proud of her faith and values and ready to contribute to her community. We would like to thank you for considering Tauheedul and wish you well in the future.

**(Mufti) Hamid Patel**  
Chief Executive  
Star Academies

## A Welcome from the Head Girl

Assalaamu Alaikum (Peace Be Upon You)

*Reader, 'No journey is too long with the right company' ! Unknown*

I joined Tauheedul in 2013 and I am currently studying A levels in the Sixth Form College. I came to this school hoping to gain a fruitful, strong and flourishing education, allowing me to leave with a good set of qualifications. I did not just receive all of this, but more than I could have possibly imagined. Tauheedul Islam Girls' High School not only provided me with the academic essentials vital for progression, but also allowed me, as well as others, to develop resilience, confidence and an independent spirit. It has also, hopefully, sculpted us into well-rounded individuals ready to be ambassadors in the real world.

There is something a little magical about the school. The sparkle the staff hold, ensuring that each and every student is able to achieve beyond their potential, is a blessing to behold.

All students are pushed and encouraged to grasp each and every opportunity that Tauheedul provides, from visiting universities, to subject specific trips, as well as teaching skills and honing the right attitude needed for success. The heart-warming atmosphere created from peers and teachers allows us not just to flourish academically, but we are also motivated and inspired to fulfil our pastoral, social and spiritual responsibilities in a safe and caring space. This is also evident in the plethora of extra-curricular activities on offer.

The choice to carry on my full time education beyond GCSEs with Tauheedul is one that I am delighted to have made. I am guaranteed the support and help I will need to maximise my potential as well as being able to grow and develop as a person. As such, I would welcome each new student to not just a school, but a home (from home).

**Hudaa Bax** Head Girl

# Our Values, Vision, Mission and Priorities

## Our Vision

Our ambition for the future

*Nurturing today's young people, inspiring tomorrow's leaders.*

## Our Mission

What we do

*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.*

## Our Priorities

What we deliver

*Keeping our pupils safe, happy and well.*

*Achieving and sustaining excellence.*

*Looking after our staff and community.*

## Our Values

What we stand for

**Service**  
*Being a responsible citizen in our community*

**Teamwork**  
*Working together for excellence*

**Ambition**  
*Aspiring to be our best*

**Respect**  
*Treating others as we wish to be treated*

'Students mature into confident young women who work hard and thoroughly enjoy their time at school. Their attitude to learning and ability to apply themselves in lessons are outstanding.'<sup>(HMI - Ofsted 2012)</sup>

## Making it Happen

*We have identified three tangible outcomes for our vision:*

- *Keeping our pupils safe, happy and well.*
- *Achieving and sustaining excellence.*
- *Looking after our staff and community.*

### **Our mission statement 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.**

All schools have a mission statement. The words of Tauheedul's mission statement are to be found around the building, in all of our documents and in the hearts and minds of all those who work with the school. It is not simply a statement of values; it is a statement of intent. The spirit of Tauheed, or 'oneness', the cornerstone of the faith, values and ethos of the school, inspires the Tauheedul community to excellence in all areas of academic and personal life. We pay rigorous attention to what our young women learn, how they learn and how we can prepare them for life beyond Tauheedul. It is a demanding, yet wonderful responsibility. What follows is an exploration of our mission statement.

### **Our mission consists of three key elements:**

#### **Educational excellence**

- A belief that everybody has the potential to succeed within a high quality and intellectually challenging educational environment.
- A commitment to instilling high aspirations, a desire to learn and ambition to achieve.
- A personalised approach to securing excellence, stemming from a passionate belief that each individual is unique and special and capable of rising above any perceived limitations.

### **Character development**

- A cohesive identity so that our pupils, their parents and communities feel a strong sense of belonging to the Tauheedul "family".
- A passionate focus on a values-based education that instils honesty, integrity, compassion and mutual respect into all our pupils.
- A strong core of tenacity, self-respect and self-belief that inspires each pupil to become the best person they can be.

### **Service to communities**

- A determination to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.
- A sense of personal accountability and of responsibility to others.
- A commitment to charitable endeavours and to making a difference to our world.

### **Our Leadership Specialism**

Our school has a focus on developing leadership. Through a focus on sports, arts and culture, entrepreneurship, technology, oracy, service learning and university access, our high quality leadership programme builds moral, performance and civic leadership capacities. Together, these strategies ensure that our students not only 'do their best' but 'do the right thing' too.

# Faith and Character Education

## **Faith and Character Education is at the heart of everything that we do and defined by the following statements:**

- Faith as a force for good.
- A cohesive identity – one family, one world.
- A faith and a spiritual identity that connect the whole world – we are all from the family of God.
- An approach that has relevance for people of all faiths and none.
- A belief that we are all part of, and are contributing to, something far greater than ourselves.
- A focus on character development – exemplary behaviour, respect, care, compassion, justice, tolerance, strength and self-discipline.
- An environmental responsibility – a green and sustainable agenda.
- A healthy mind, body and soul.

## **We are part of a community which believes that:**

- Serving God, honouring the Prophets and loving each other is the central focus of our lives.
- We should demonstrate the values of Ikhlas (Sincerity), Ihsan (Going the Extra Mile) and Itqan (Striving for Excellence) in everything we do.
- Our faith can be a force for achieving good in our lives and in the world.
- We want to be the best people of faith and the best British citizens that we can be.
- The more we learn about our faith, the more we discover God and ourselves.
- Being faithful to our Lord is also about respecting and loving people of all faiths and none.

## **Faith and Character Education will inspire us to:**

- Develop a healthy body and a healthy mind.
- Commit to regular prayer/self-reflection.
- Maintain good relationships and communicate lovingly with everyone we know.
- Serve others passionately.
- Take responsibility for looking after our planet.



*'Teachers are not just teachers, they are our friends. We are one family and the unity and togetherness is brilliant.'* (Y9 student)

# Keeping Our Learners Safe, Happy & Well

## Keeping our learners safe, happy and well is paramount to everything we do.

To achieve this, we ensure that the safeguarding of our learners is our top priority. We ensure that learners are kept safe from harm within school and we have robust systems in place to ensure that they are protected at all times.

We ensure that learners are protected from bullying and equipped with the skills needed to use the internet in a manner that keeps them safe – including being aware of the risks of cyberbullying, sexual exploitation and radicalisation. As a school, we fulfil our PREVENT Duty in a robust and comprehensive manner – and ensure that our faith ethos is consistent with fundamental British values and focused on developing excellent character.

The school has bespoke initiatives to support learners with special educational needs and emotional and behavioural difficulties.

Our pastoral care is a priority and we work with parents and external agencies to ensure excellent attendance, punctuality and standards of behaviour. The health and wellbeing of learners is also supported through a clear focus on healthy eating, sports activity, the Arts and emotional wellbeing.

## Safeguarding

To ensure that we have the most responsive systems for keeping our learners safe, we:

- Have a robust Safeguarding Policy and a DSLP (Designated Safeguarding Lead Person) in the school.
- Deliver annual training for our staff on how to protect our learners from harm.
- Complete strong recruitment checks on all prospective staff and vet all speakers who visit the school.
- Have installed systems to filter what our learners can access on the internet, monitor the use of our computers to prevent cyber-bullying and teach our learners about the safe use of technology.
- Deliver regular lessons on key issues such as radicalisation, child sexual exploitation, female genital mutilation and forced marriage.
- Complete regular health and safety checks of our building, grounds and equipment.

## Health & Wellbeing

To develop the health and wellbeing of our learners, we:

- Have a programme of support for all medical needs (including a clear policy on dispensing medication, delivery of all vaccinations with parental consent and trained emergency first aiders in school).
- Deliver learning on sexual health, consistent with our faith ethos.
- Have regular visits by a nurse, so that our learners can get confidential advice on their health.
- Serve food that meets the highest nutritional standards.

- Deliver up to two hours of Physical Education each week for learners, with termly Sports Days and after-school clubs delivered in partnership with providers such as Blackburn Rovers Football Club.
- Deliver Art to GCSE Level, annual Art Days, Nasheed (Music) and Drama to promote the cultural development of our learners.

## Faith and Character Education Development

Part of keeping our pupils safe, happy and well is our faith offer. Our faith ethos lies at the heart of all that we do at Tauheedul.

Our policy on Faith and Character Education sets out the faith programmes available for young people at our school. All are optional. The school has also developed an offer for non-Muslim children to ensure their faith or cultural needs are met.

The focus of our programmes for faith and character development is to encourage all of our students to develop and progress towards five outcomes:

- Develop a healthy body and healthy mind.
- Instil a culture of prayer and/or self-reflection.
- Maintain positive relationships and how we communicate with each other.
- Commit to serving others.
- Take responsibility for conserving our environment.

## Our Faith & Character Education Offer

Faith Activity	Description	Year Group							
		7	8	9	10	11	12	13	
Purple Hearts Charity Ambassadors	Student ambassadors supporting charity events and volunteering initiatives at the school and within their local community.						•	•	•
Debating Society	Developing listening, talking and presentation skills using contemporary issues to discuss.							•	•
Ambassador Programme	Faculty based – peer mentoring and support around the school.							•	•
Finishing School	Guest talks and activities at the end of Year 13.								•
Citizenship Programme	KS3 - building character through active citizenship.	•	•	•					
Tauheedul Charity events	Various activities, initiatives and events.	•	•	•	•	•	•	•	•
Nurturing Group	This is a group of students with emotional and behavioural difficulties who are provided with a range of bespoke rewards, sanctions and mentoring opportunities to support them to improve.	•	•	•	•	•			
Islamic Dates and Events	Iftaar (opening of fast) Events, Hajj (pilgrimage) programme, Ramadhaan activities.	•	•	•	•	•	•	•	•
Spirituality Days	Set dates, revolving around fund raising and reflection.	•	•	•	•	•	•	•	•
Professional Workshops	Dramatisations, workshops, resources and activities by organisations such as PREVENT.	•	•	•	•	•			
National Citizenship Week	e.g. Magna Carta activities and fundraising activities.	•	•	•	•	•			
Registration Activities	e.g. Hadeeth (thought) of the Week, special chapters from the Qur'aan (Surah Kahaf, Surah Yaseen, Surah Fatiha etc.) Review personal goals.	•	•	•	•	•	•	•	•
Surah Fatiha (Opening Chapter of the Qur'aan)	Recited by a student before their peers at the start of each lesson.	•	•	•	•	•	•	•	•
Self-Progression Maps	Students set personal and spiritual goals on a weekly basis in their planners.	•	•	•	•	•	•	•	•
Tauheedul's Got Talent Day	Annual event where KS3 and KS4 students are able to take part in a talent competition.	•	•	•	•	•			
Sunnah (teachings of the Prophet PBUH) Fast	Mon and Thurs Fasts during winter months.	•	•	•	•	•	•	•	•
Prefects and other leadership groups	Modelling behaviour and surveillance through different roles such as Head Girl & Head Prefect, Shura (Council) Reps, Form Reps, Prefects, Peer Mentors, Nuture Group and Librarians.	•	•	•	•	•	•	•	•
'Active Citizenship' lessons	Students learn about how to develop an inclusive sense of faith, values and ethos – and their role as exemplary citizens in the United Kingdom.	•	•	•					
Religious Studies lessons	Students learn about their faith and other faiths.	•	•	•	•	•	•	•	•
Salaah Opportunities	Use of prayer hall to perform Zohar (afternoon) Salaah collectively throughout the year.	•	•	•	•	•	•	•	•
Weekly Assemblies	Delivered by students and dedicated to messages for spiritual, moral, social and cultural development.	•	•	•	•	•	•	•	•
Keynote Assembly	Once-a-month special assembly with external guests, focusing on character and spiritual development.	•	•	•	•	•	•	•	•
Tauheedul Baccalaureate	Character Achievements rewards for Community Service (all year round).	•	•	•	•	•			
Head of Year Award	Chosen based on character and contributions (monthly).	•	•	•	•	•	•	•	•
Intersociety competitions	Allocated days for fundraising by each society.							•	•
Interfaith Conference	Students from all faiths and none, meet to learn about and celebrate one another's faiths and/or cultures.	•	•	•					
Morning Reflection Circles	Students have daily reflection circles during breakfast time. Reflecting on one of the characteristics (99 names) of the Lord.	•	•	•	•	•	•	•	•
Weekly Qur'aan Circles	This involves reflection on one of the chapters of the Qur'aan – its origins and its core messages.	•	•	•	•	•	•	•	•
Ramadhaan Activities	This includes donating lunch money to charity to fund Eid gifts, daily Qur'aan recitation to complete a full Qur'aan each week and lunchtime seclusion ('I'tikaaf') circles.	•	•	•	•	•	•	•	•
Tarbiyyah Mentoring	For learners who are going through bereavement, difficulties with family or crisis of faith issues, there are trained mentors available to support them in a confidential manner.	•	•	•	•	•	•	•	•
E-Safety Workshop	Students and parents are offered workshops e.g. on Induction days. Students also have e-safety poster prompts.	•	•	•	•	•	•	•	•

'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 and across all subjects.' (HMI - Ofsted, 2014)



## Spiritual, Moral, Social and Cultural Development

To promote the spiritual, moral, social and cultural development of our learners, we:

- Have a code of conduct for all staff and students, deliver weekly assemblies and have a full programme of activities to complete during registration.
- Promote learning from, with and about other faiths – particularly during Religious Studies lessons.
- Deliver Citizenship Studies (including teaching on Fundamental British Values) for all students, up to and including GCSE Level.
- Enable the study of Art, Music, Drama and Literature to develop a strong awareness of culture.
- Promote fundraising opportunities so that our learners can develop a commitment to charitable giving. Each year, around £25,000 is raised by our students for local, national and global causes.
- Encourage our learners to participate in volunteering – through the Duke of Edinburgh Award and our own Tauheedul Baccalaureate Award. Last year, our students completed nearly 25,000 hours of volunteering between them.

## Learners with Special Educational Needs

We work hard to meet the needs of all students with special educational needs (SEN). We give priority to children with SEN in our admission arrangements and employ qualified staff to provide specialist support to girls with particular needs.

A detailed policy is available on request and our School Offer is available to view on our website.

In particular, to support learners who are gifted and talented or have specific learning difficulties, we:

- Offer bespoke qualifications to recognise progress in literacy, numeracy and other curriculum subjects.

- Have excellent relationships with the Local Authority and external agencies to maximise the support we can provide.
- Have developed resources to support learners with visual impairment and hearing impairment.
- Challenge our Gifted and Talented learners with competitions such as those offered by BAE Systems, University of Manchester and United Kingdom Maths Trust.

## Behaviour for Learning

We expect the highest standards of behaviour from our learners. To achieve this, we:

- Have a robust Behaviour Policy, available on our website – this outlines clear expectations, regular rewards and consistent sanctions.
- Have a code of conduct for all students – which outlines how we expect them to behave in lessons, around school and when on the internet.
- Record all incidents of excellent and poor behaviour and report these to parents each half-term.
- Have introduced a new Tauheedul Baccalaureate Award to promote excellent attendance, behaviour and volunteering.
- Deliver training to all staff on managing behaviour.

## Attendance

We expect a very high standard of attendance and punctuality from all of our students, and we regularly monitor each student's record. We expect attendance at 98% or above (which means that a student should not miss more than four days of school during the year).

As a school, we have amongst the highest levels of attendance across the country.

In accordance with Government guidelines, and our Attendance Policy, learners will not be given permission to have a holiday during term time. However, in an emergency or under extraordinary circumstances, permission for leave of absence must be sought from the Principal by completing

an 'Absence Request Form'. This should be completed and returned at least two weeks prior to booking any flights.

## Pastoral Care

As well as supporting their academic development, we aim to deliver the best pastoral care possible. To achieve this:

- Every year group has its own Head of Year who is responsible for ensuring the welfare of the students in that year group and who works closely with parents and guardians to provide a coherent support structure for the young person.
- There is a full programme of activities during morning registration time, aimed at personal and pastoral development.
- We have an assembly programme - with visiting speakers and advice on healthy living.
- We have a large number of activities to develop our students as leaders. These include:
  - *Students participating in key roles such as Shura (Council) Representative, librarian, restorative justice practitioners, journalist, prefect and ambassadors for the school.*
  - *Participating in regular school debates and leading school assemblies.*
  - *Representing the school in competitions and tournaments.*
  - *Participating in programmes such as the Duke of Edinburgh Award.*
- We work closely with primary schools to ensure that our learners have a successful transition to secondary school.
- We have trained mentors to provide bespoke mentoring and counselling for learners going through a difficult time or who are at risk of harm.
- Our senior leaders meet regularly to discuss strategies to support our most vulnerable learners.

Attendance	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18
No. of students on roll (excluding our sixth form)	385	426	485	522	558	588	607	615	607	605
Attendance for the year (excluding our sixth form)	96.2%	97%	97.3%	97.7%	98.1%	98.2%	97.8%	97.6%	97.5%	97.9%
% of authorised absences for the year	3.8%	2.8%	2.5%	2.2%	1.8%	1.7%	2%	2.2%	2.2%	1.9%
% of unauthorised absences for the year	0.0%	0.1%	0.3%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%

# Achieving and sustaining excellence

*Our pursuit of academic excellence is based on a simple premise; that whatever your daughter achieves in terms of academic results on leaving the school, she could not have achieved any more. She has fulfilled her potential. This process involves a great deal of hard work from all involved – the school and its teachers, parents and guardians, and, most importantly, the students themselves.*

What underpins excellence at Tauheedul is what happens in the classroom, the way we teach, how we assess and how we promote a culture of achievement in the school.

As a narration of the Prophet Muhammad [pbuh] teaches us, 'People are like treasures – just like treasures of gold and silver'. As we are aware, gold and silver do not simply come out of the ground ready to be made into jewellery. Much effort is spent locating the gold, extracting it from the ground, and then craftsmen labour for hours on end to turn these materials into things of beauty.

Our teachers take enormous care in the preparation of lessons. We believe in the maxim 'Those who fail to plan, plan to fail'. Our lesson plans are highly detailed and ensure that each hour in the classroom really counts. We think of the needs of all students, whatever their ability, and how we can make optimum use of the resources available.

Homework is set regularly, which will both consolidate the learning from the classroom, and also promote further independent study.

We assess our students frequently, and use this information to inform our planning. If the data is suggesting that a student is in danger of not achieving her potential, then we plan a programme of intervention, possibly including lessons after school, to ensure that she is not falling behind.

We respond promptly to any issue relating to achievement. We will also, when required,

provide additional inclass support for any student who has particular learning needs.

Each half-term, we will send a report card to parents and guardians on how their daughters are making progress at school and invite them to consultation evenings, where they can meet teachers to discuss matters on a more personal level. If your daughter is achieving below nationally expected levels, we will ask you to come to school every half-term, and meet with a senior leader to discuss progress and agree targets.

The students at Tauheedul work in a culture of praise and constant encouragement. There are whole-school assemblies where the focus is on the celebration of achievement, effort, leadership and teamwork.

We make learning both challenging and fun and our attendance statistics show that our students enjoy coming to school.

In Year 12 and Year 13, the curriculum has been designed to meet the needs of a group of young women who are ambitious for themselves and their families. There is a blend of traditional and challenging AS and A Level courses, in addition to modern vocational courses.

It is our responsibility to give all students who leave Tauheedul the widest possible options in terms of careers and further study.

Students, like adults, are not all the same. We have different needs, at different times. We learn in different ways, and have different interests

and areas of strength. Young people are motivated to achieve in a variety of ways and have a great variety of dreams and ambitions. Tauheedul will never adopt a 'one size fits all' view of education: our vision is for a truly personalised approach to learning and teaching.

- We give students access to online resources, which promote independent learning both at school and in the home.
- The Homework Policy ensures that homework is set and marked regularly, links in with classwork and is appropriate to the ability level of the student.
- Our Learning Support Policy ensures that students who have particular needs, for example with literacy or numeracy, receive the help they need.

Our curriculum is unique and challenging and is primarily focused on the subjects that make up the English Baccalaureate. These subjects are: English, Maths, Science, Computer Science, Modern Foreign Languages and History/Geography.

However, we also provide a broad and balanced curriculum with strong opportunities for creative and technical learning in all year groups.

### At Key Stage 3, students study:

- English
- Maths
- Science
- Geography
- Religious Studies
- History
- Art & Textiles
- Performing Arts [Nasheed (Music) & Drama]
- Urdu
- French or Arabic
- Computer Science
- Physical Education
- Active Citizenship

### At GCSE, students study:

- GCSE English Language
- GCSE English Literature
- GCSE Maths
- GCSE Double Science (or separate Sciences in Biology, Chemistry and Physics)
- GCSE History or GCSE Geography
- GCSE French or GCSE Arabic

- GCSE Urdu
- GCSE Computer Science, Cambridge National Creative iMedia or Cambridge National Information Technologies
- GCSE Religious Studies
- GCSE Citizenship
- Physical Education
- GCSE Sociology, BTEC Art & Design, Cambridge National Sport Studies or GCSE Literacy & Numeracy Support

Students also receive additional time for personal study and get the opportunity to undertake projects relating to community service and charity.

All of our students are able to study courses to achieve the English Baccalaureate – a national certificate given to those students who complete GCSEs at grades 9-5 in English Language, Maths, Double Award Science, History or Geography and a Modern Foreign Language.

In addition to Double Award Science, our brightest students will be able to complete further science courses the equivalent of triple sciences. This will help them to prepare for the demands of A Level Sciences.

Our exam results are outstanding, but do not just take our word for it. Last year, the Government announced that Tauheedul is:

- One of the best schools in the country for working with children who leave primary school with results that are below average.
- The best school in the country for working with children from disadvantaged backgrounds.

Over the past three years, the school has been ranked by the Government as one of the top 100 schools in the country for the progress that students make at our school, compared to similar students in other schools across the country.

These results bear witness to the real determination of our staff and our governors to create a school where no stone is left unturned in the pursuit of excellence.

Once our students leave the main school, the overwhelming majority of them go on to Further Education (96% in 2009, 98% in 2010, 99% in 2011, 98% in 2012, 99% in 2013, 99% in 2014, 99% in 2015, 98% in 2016 and 98% in 2017).

## Our Exam Results

Achievement	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
% of students achieving 9–5 in English and Maths at Tauheedul	–	–	–	–	–	–	–	–	–	–	–	82	84
% of students achieving 9–5 in English and Maths in Blackburn with Darwen	–	–	–	–	–	–	–	–	–	–	–	41	40
% of students achieving 9–5 in English and Maths Nationally	–	–	–	–	–	–	–	–	–	–	–	40	40
% of students achieving 9–4 (or A*– C) in English and Maths at Tauheedul	69	82	97	98	98	96	95	96	94	91	97	95	93
% of students achieving 9–4 (or A*– C) in English and Maths in Blackburn with Darwen	39	43	45	44	52	57	57	60	55	60	65	65	63
% of students achieving 9–4 (or A*– C) in English and Maths Nationally	44	45	47	51	53	58	59	59	56	59	63	62	64
% of students achieving the English Baccalaureate at Tauheedul	–	–	–	–	–	61	76	84	73	74	79	76	76
% of students achieving the English Baccalaureate in Blackburn with Darwen	–	–	–	–	–	9	10	18	21	21	25	21	18
% of students achieving the English Baccalaureate Nationally	–	–	–	–	–	15	18	23	23	23	23	20	17

‘Students contribute positively to the orderly and caring community and show respect for the inclusive ethos of the college.’ (HMI - Ofsted 2012)

# Looking after our staff and our community

*Outstanding schools do not work in isolation, cut off from the rest of the community. Outstanding schools like Tauheedul are constantly looking ahead to the future needs of our students, our staff and our community.*

To this end, we are:

- A school with a specialism in 'Leadership'. Through this specialism, our students are inspired to become exemplary citizens.
- Designated as a 'Fair Trade School', encouraging students to make ethical decisions when making consumer choices.
- Designated as an 'International School', with links to children and families across the developing world.
- Designated as a 'Healthy School', encouraging students to participate in physical activity and make healthy choices in their lifestyles.
- Designated as an 'Eco School', with a Green Flag Award, recognizing the school's commitment to the environment and being responsible users of the planet's resources.
- Recognised by 'Investors in People' for our efforts to develop and look after our staff.
- Part of an extended School Cluster, providing activities for young people and adults across the community
- Developing our unique Khidmah (service) programme involving community service and charity work for all students.
- Designated as a 'National Support School', teaching school and a licensed leadership provider, we are supporting local primary and secondary schools to improve standards and achievement for all young people.

A Parent Shura (Council) also supports us to make the right decisions for our learners and to help to improve the provision at the school.

As a parent, you can join the Shura or ask them to raise concerns with, and provide feedback to, the leadership of the school.

## Supporting our Staff and Governors

To support our staff and Governors, we:

- Induct our Governors and staff methodically and thoroughly.
- Have Governors responsible for key areas of the school – such as Safeguarding, Faith Ethos, and Curriculum.
- Have a highly qualified and fully trained team of teaching assistants to support learners with special educational needs.
- Deliver training regularly to all staff – including those who fulfil non-teaching roles.
- Deliver programmes and qualifications to support staff to become effective leaders.
- Support our staff with the costs of healthcare and provide fitness sessions on a regular basis.
- Support our staff to manage their workload and to allow them to work as flexibly as possible to support learners.

## Supporting Our Parents

To support our parents, we:

- Have a Parents' Shura (Council) which meets the Executive Principal each term - providing advice, giving feedback and raising concerns.
- Deliver classes in computing, literacy and numeracy for parents.
- Host sporting and fundraising activities which are organized by parents.

- Deliver 'coffee mornings' and 'coffee evenings' with advice to enable parents to support the learning and development of their children.

## Supporting Our Wider Community

To support our wider community, we:

- Deliver regular Open Days and Open Evenings.
- Encourage volunteering with almost 25,000 hours of community service delivered by our learners last year.
- Engage with local employers, universities and entrepreneurs to deliver learning, promote specific professions and impart careers guidance to our young women.
- Raise around £25,000 each year for local, national and global causes.
- Commemorate important events – such as the Holocaust and Armistice Day – by participating in local functions.
- Deliver a 'Purple Hearts' Student Ambassador Club who support the community through fundraising for charities and volunteering.

## Supporting Other Schools

To support our wider community of schools, we:

- Host recruitment, induction and training programmes for other schools.
- Provide substantial and regular programmes of training for middle and senior leaders in other schools.
- Deliver training and professional support to numerous other schools, including faith and non-faith schools.
- Have nurtured effective partnerships with the Local Authority and other statutory bodies to support the learning of our students and the development of our wider community.

# The Sixth Form

*Our Sixth Form is proving to be very popular with young women throughout the local area and beyond. As with the secondary school, the Tauheedul Sixth Form College offers a unique blend of outstanding teaching within a secure faith-based environment.*

The Sixth Form offers a range of academic and vocational pathways, in addition to the opportunity to partake in a range of challenging and exciting enrichment activities.

Advanced Level Results 2010 – 2018

Year	% 3 A*-C	% A-C (overall)	% A*-E (overall)
2010	–	70	100
2011	58	76	99
2012	63	87	100
2013	70	87	100
2014	79	91	100
2015	79	93	100
2016	65	86	100
2017	98	99	100
2018	96	99	100

'I feel a great sense of responsibility. I am helping to educate and inspire the minds of the young people of this country!' (Tauheedul Teacher)



# A Guide to Tauheedul Pathways

*Students at the Tauheedul Sixth Form will be able to choose either an academic or a vocational pathway.*

## **Year 12 Academic Pathways**

Students with very good GCSEs (Grades 6 and above in key subjects) will be able to undertake the academic pathway.

- AS Level Arabic
- AS Biology
- AS Business Studies
- AS Chemistry
- AS English Language
- AS English Literature
- AS Government and Politics
- AS History
- AS Law
- AS Mathematics
- AS Psychology
- AS Religious Studies
- AS Sociology
- AS Level Urdu

## **Year 12 Vocational Pathways**

Students with good GCSEs (grades C and above in key subjects) will be able to choose from one of the vocational courses listed below:

- BTEC National Extended Diploma in Health and Social Care Level 3
- BTEC National Extended Diploma in Applied Science Level 3

## **Year 13 Academic Pathway**

Students in Year 13 will undertake the second half of the full A Level courses in subjects they undertook at AS Level in Year 12.

- A Level Arabic
- A Level Biology
- A Business Studies
- A Level Chemistry
- A Level English Language
- A Level English Literature
- A Level Government and Politics
- A Level History
- A Level Law
- A Level Mathematics
- Core Mathematics Qualification (for those not studying A Level Mathematics)
- A Level Psychology
- A Level Religious Studies
- A Level Sociology
- A Level Urdu

All Year 13 students will also be offered an option to undertake the Extended Project qualification

(see section on 'Enrichment and Enhancement Courses').

The most able mathematicians will also be able to study a course in 'Further Maths'.

## **Year 13 Vocational Pathways**

Students will continue with the second year of their vocational course:

- BTEC National Extended Diploma in Health and Social Care
- BTEC National Extended Diploma in Applied Science Level 3

# Academic Pathway

## AS and A Level Arabic

### What do I need in my GCSEs to do this course?

In order to enrol for this subject, you will need a Grade 7-9 at GCSE and a sound understanding of Arabic grammar at an advanced level. You should also be familiar with current events around the world and have significant knowledge about Arab Culture and Literature.

### What will I learn?

During this course, you will develop understanding of Arabic in a variety of contexts and genres, and learn to communicate confidently and effectively in Arabic. A range of content will prepare students to become effective communicators and to give well informed opinions of contemporary Arab society, cultural background and heritage of the Arab world.

The following themes will be covered:

- Youth culture & concerns
- Lifestyle: Health & fitness
- The world around us, travel, tourism, environmental issues & Arabic speaking world
- Education & employment

### How will I be assessed?

The Arabic AS course will assess: Reading, Translation and essay writing skills. The exam consists of a 2 hour 45 min paper split in to 3 sections.

Students will understand, retrieve and convey information from a short series of texts and complete a vocalisation task. Students will then be assessed on their ability to transfer meaning from Arabic to English and apply knowledge of grammar and lexis, completing a 220-270 word essay in response to a short Arabic stimulus.

The Arabic A level course will result in a 3 hour exam where pupils read and translate a text and answer two questions that each relate to a theme or a text chosen from a reading list.

### What career opportunities are there from this course?

An A Level in Arabic will provide opportunities in the following fields: Teaching, Journalism, Translation and working in multi lingual organisations.

## AS and A Level Biology

### What do I need in my GCSEs to do this course?

Grade '6-7' or better in GCSE Double Award Science or Grade 6 in GCSE Biology.

### What will I learn?

Biology is a fascinating subject that involves the study of living organisms and making sense of all the processes that make our bodies work. This course involves development of practical skills, foundations in biology, exchange and transport, biodiversity, evolution and disease, communications, homeostasis and energy, genetics and ecosystems.

### How will I be assessed?

To complete the AS course, you will complete two examinations at the end of the first year. To complete the A Level course, you will complete three examinations at the end of the second year. You will also complete up to 12 formal practical assessments during the course. These will be assessed separately and will be reported alongside your A Level grade, but will not count towards it.

### What career opportunities are there from this course?

Biology is an A Level that is required to progress to degree courses such as Medicine, Veterinary Science, Dentistry, Biochemistry and other Biology related qualifications.

## AS and A Level Business

### What do I need in my GCSEs to do this course?

Grade '6' or above in GCSE English Language and GCSE English Literature. Grade '6' or above in GCSE Mathematics.

### What will I learn?

You will gain a holistic understanding of business in a range of contexts. You will develop a critical understanding of organisations and their ability to meet society's needs and wants. You will also generate enterprising and creative approaches to business opportunities, problems and issues. You will also develop an awareness of the ethical dilemmas and responsibilities faced by organisations and individuals. You will also acquire a range of relevant business and generic skills, including decision making, problem solving, challenging assumptions, critical analysis and applying numerical skills in a range of business contexts.

### How will I be assessed?

To complete the one year AS course, you will complete two examinations at the end of the year. Both papers consist of data response questions and extended open response question.

Paper 1: Marketing and people.  
Duration: 1 hour 30 minutes.

Paper 2: Managing business activities.  
Duration: 2 hours.

To complete the two year A Level course, you will complete three examinations at the end of the second year. All papers consist of data response questions and extended open response question.

Paper 1: Marketing, people and global businesses. Duration: 2 hours.

Paper 2: Business activities, decisions and strategy. Duration: 2 hours.

# Academic Pathway

Paper 3: Investigating business in a competitive environment. Duration: 2 hours.

## What career opportunities are there from this course?

Higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business. A wide range of careers ranging from banking, sales, product management and general management to working in public sector organisations or charities..

## AS and A Level Chemistry

### What do I need in my GCSEs to do this course?

Grade '6-7' or better in GCSE Double Award Science or Grade 6 in GCSE Chemistry.

### What will I learn?

Chemistry is a stimulating subject that involves the study of matter, what substances are made of and how they interact with each other. The course involves a study of practical skills, as well as examined units in foundations in chemistry; periodic table and energy; core organic chemistry and transition elements; and organic chemistry and analysis.

### How will I be assessed?

To complete the AS course, you will complete two examinations at the end of the first year.

To complete the A Level course, you will complete three examinations at the end of the second year. You will also complete up to 12 formal practical assessments during the course. These will be assessed separately and will be reported alongside your A Level grade, but will not count towards it.

## What career opportunities are there from this course?

Chemistry is an A Level that is required to progress to degree courses such as Pharmacy, Forensic Science and other Chemistry related qualifications.

## AS and A Level English Language

### What do I need in my GCSEs to do this course?

Grade '6' or above in GCSE English Language or GCSE English Literature.

You will also need to be passionate about studying how language works in a variety of forms, including spoken English and the historical context of the English language.

### What will I learn?

The study of language and how it is produced will be the main focus of this course. You will study a wide range of spoken and written texts, and learn how to analyse them closely and in a systematic way. You will also have the opportunity to produce some creative writing and carry out an investigation into a specific area of the English language.

There is a strong focus on lexical choice (vocabulary) and syntax (word order) when analysing texts. You can gain a head start by reading the following books:

- David Crystal – Rediscover Grammar
- Sarah Thorne – Mastering Advanced English Language

### How will I be assessed?

To complete the AS Level, you will have two exams to sit at the end of the first year. To complete the full A Level, you will complete two exams and two pieces of coursework at the end of the second year. The coursework is worth 20% of the final A Level grade.

## What career opportunities are there from this course?

A wide range of careers and university courses are open to students of A Level English Language. Popular career paths include journalism, education and marketing.

A Level English Language is highly regarded by universities and employers due to the transferable skills you will gain, such as a high levels of literacy and the ability to adapt your writing for a variety of different audiences and purposes..

## AS and A Level English Literature

### What do I need in my GCSEs to do this course?

Grade '6' or above in GCSE English Language and Grade '7' or above in GCSE English Literature.

You will also need to be passionate about studying a range of texts from different time periods.

### What will I learn?

You will study a range of texts from the three major literary genres: prose, poetry and drama with a strong emphasis on Shakespeare. You will also explore modern texts. Lessons will be focused around group work and discussions of key themes and ideas relating to the texts. You will also have the opportunity to select texts for independent reading.

There is a strong focus on wider and independent reading, particularly reading a range of texts across different genres, including Pre 1900 texts.

### How will I be assessed?

To complete the AS Level, you will have two exams to sit at the end of the first year. To complete the full A Level, you will complete two

'There is a real buzz in this school. The feeling of working and studying together here is really special!' (Ofsted Report)

exams and two pieces of coursework at the end of the second year. The coursework is worth 20% of the final A Level grade.

#### **What career opportunities are there from this course?**

A wide range of careers and university courses are open to students of A Level English Literature. Popular career paths include courses and careers that involve using creativity and communication skills, such as journalism, education and marketing. This is also a good qualification for students considering careers in broadcasting or teaching.

### **AS and A Level Government and Politics**

#### **What do I need in my GCSEs to do this course?**

Grade '6' or above in GCSE English Language and GCSE English Literature and Grade '6' or above in Humanities (History, Geography or Religious Studies).

#### **What will I learn?**

In your first year, you will study a diverse and exciting range of topic areas to gain a comprehensive understanding of government and politics in the UK. This will include an examination of the role of parliament, the impact of different electoral systems, the relationship between the prime minister and cabinet and an analysis of general elections over the last 30 years. In your second year, you will explore the government and politics of the USA and the ideologies that influence global political movements. In this course, you will gain a real insight into how the world of politics works, which in turn will enable you to make greater sense of current affairs, at a time when the world is facing unprecedented changes and challenges.

#### **How will I be assessed?**

To complete the AS course, you will complete two examinations at the end of the first year. To complete the A Level course, you will complete three examinations at the end of the second year.

#### **What career opportunities are there from this course?**

This course relates directly to a wide range of careers, but especially Law, Teaching, Journalism and any profession which implements government policy.

### **AS and A Level History**

#### **What do I need in my GCSEs to do this course?**

Grade '6' or above in Humanities (GCSE History, Geography or Religious Studies) and GCSE English Language.

#### **What will I learn?**

The course is made up of three components which includes a compulsory component on a British study, an international study and an historical investigation. The British study will focus on the development of British Politics and society between 1951 and 2007, with ample opportunities to study contemporary events including the impact of Thatcherism and the Iraq War. The international study will focus on America's path to Superpower status, considering the impact of key figures and the economic and social changes that occurred within the years 1865 -1975. Students will also have the opportunity to study a historical investigation of their choice over a 100 year context.

#### **How will I be assessed?**

To complete the AS course, students will complete two written exams on Britain and the USA, both of which are equally weighted.

To complete the A Level course, students will complete two written examinations on the same topics and one piece of coursework at the end of the second year.

#### **What career opportunities are there from this course?**

History is a traditional academic subject that all universities value highly. History develops your skills of interpretation, research, and the ability to reach informed and independent judgments. These skills are vital in careers connected to Law, Social Services, Politics and Education, to mention a few.

### **AS and A Level Law**

#### **What do I need in my GCSEs to do this course?**

A minimum of Grade '6' or above in a Humanities related subject (GCSE History, Geography or Religious Studies) and GCSE English Language.

#### **What will I learn?**

A Level Law is a dynamic and challenging subject that covers many aspects of our daily life. As a student of law, you will learn about the interaction between law, morals and justice. You will also learn how this relates to its application in day to day politics, business and social relations. You will explore diverse and relevant questions such as: How do judges make decisions? What is the significance of the different types of courts? How powerful are judges? At AS level, you will study: the legal system, law making, criminal law, the law of tort. At A Level, you will expand your AS knowledge with two further topics: the nature of law and human rights law.

# Academic Pathway

## How will I be assessed?

The AS qualification consists of two exam papers, each 1 hour 30 minutes in length. The paper consists of a combination of multiple choice, short answer and extended writing questions.

Paper 1: The nature of law and the English legal system and Criminal law

Paper 2: The nature of law and the English legal system and Tort

The A Level qualification consists of three exam papers, each 2 hours long. The papers consists of a combination of multiple choice, short answer and extended writing questions.

Paper 1 is on Criminal Law, Paper 2 on Tort and Paper 3 is on Human Rights.

## What career opportunities are there from this course?

A Level Law is a stimulating and relevant course which will offer you the opportunity to develop a range of transferable skills. It acts as a good foundation for further study in Law at undergraduate level or work-based apprenticeship which can lead to the qualifications required to become a solicitor, barrister or legal executive.

A Level Law will also develop your analytical, reasoning and essay writing skills and very effectively complements other Social Science subjects such as Politics and Sociology.

## AS and A Level Business Studies

### What do I need in my GCSEs to do this course?

Grade '6' or above in GCSE English Language and GCSE English Literature. Grade '6' or above in GCSE Mathematics.

### What will I learn?

You will gain a holistic understanding of business in a range of contexts. You will develop

a critical understanding of organisations and their ability to meet society's needs and wants. You will also generate enterprising and creative approaches to business opportunities, problems and issues. You will also develop an awareness of the ethical dilemmas and responsibilities faced by organisations and individuals. You will also acquire a range of relevant business and generic skills, including decision making, problem solving, challenging assumptions, critical analysis and applying numerical skills in a range of business contexts..

### How will I be assessed?

To complete the one year AS course, you will complete two examinations at the end of the year. Both papers consist of data response questions and extended open response question.

Paper 1: Marketing and people.

Duration: 1 hour 30 minutes.

Paper 2: Managing business activities.

Duration: 2 hours.

To complete the two year A Level course, you will complete three examinations at the end of the second year. All papers consist of data response questions and extended open response question.

Paper 1: Marketing, people and global businesses. Duration: 2 hours.

Paper 2: Business activities, decisions and strategy. Duration: 2 hours.

Paper 3: Investigating business in a competitive environment. Duration: 2 hours.

### What career opportunities are there from this course?

Higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business. A wide range of careers ranging from

banking, sales, product management and general management to working in public sector organisations or charities.

## AS and A Level Mathematics

### What do I need in my GCSEs to do this course?

Grade '7 or above' in GCSE Mathematics.

### What will I learn?

Mathematics is a subject of logic and problem solving that involves the study of pure mathematics, statistics and mechanics.

The qualification is highly sought after by universities and employers, as it demonstrates high order thinking and problem solving skills.

### How will I be assessed?

To complete the one year AS course, you will complete two examinations at the end of the year.

To complete the two year A Level course, you will complete three examinations at the end of the second year.

### What career opportunities are there from this course?

A Level Mathematics is valued, indeed essential, in a number of professions such as Education, Scientific careers (such as Medicine, Dentistry, Engineering, Chemical Engineering and Pharmacy), Business and Finance, Banking, Administration, Accountancy and ICT related professions.

## Core Mathematics Qualification

### What is Core Mathematics?

This is a brand new course for those who want to keep up their valuable Maths skills but are not planning to take AS or A Level Mathematics. At the end of the course, you will come out with a level 3 qualification – similar to an AS Level.

'I've really enjoyed being on the Shura (student council) to represent my class - but standing for election can be really scary!' (Y11 student)

### **What do I need in my GCSEs to do this course?**

You will need a Grade 5 or above in Mathematics at GCSE.

### **What will I learn?**

The content is based around the new GCSE Maths Higher Tier, with around 20% taken from other qualifications, for example A Level Mathematics.

Core Maths won't be anything like GCSE Maths as it will be based on activities that give you the chance to find new ways of thinking to solve concrete problems.

Core Maths has been designed to maintain and develop real life Maths skills. What you study is not purely theoretical or abstract; it can be applied on a day to day basis in work, study or life and will include a financial Maths element. It will also help with other A Level subjects – in particular with Sciences and Social Sciences.

### **How will I be assessed?**

Students will sit all the exams at the end of their course. The assessment will be 2 papers, each of 90 minutes, where much of the content questions are based on pre released preliminary material.

### **What career opportunities are there from this course?**

The skills developed in the study of Mathematics are increasingly important in the workplace and in higher education; studying Core Maths will help you keep up these essential skills. Most students who study Maths after GCSE improve their career choices and increase their earning potential.

Universities and employers will increasingly start to look for this qualification from applicants if they have not studied A Level Mathematics.

## **AS and A Level Psychology**

### **What do I need in my GCSEs to do this course?**

Grade '6' or above in GCSE English Language and GCSE English Literature. Grade '6' or above in GCSE Mathematics or GCSE (Double Award) Science.

### **What will I learn?**

Psychology is the scientific study of the human mind and behaviour. The subject looks at a range of behaviours from child development, to social influence and aspects of psychopathology, such as depression and addiction. Psychology addresses different aspects and causes of behaviour as well as identifying how to overcome some of these challenging behaviours. Students are given the opportunity to engage in practical psychology experiments and will explore a range of methods to collect data on human behaviour.

The course poses many critical questions and interesting perspectives to the student, which they will challenge through their knowledge of scientific research methodology and key issues and debates.

### **How will I be assessed?**

The AS course is assessed by two written examinations at the end of the first year. Paper 1 will cover: Social Influence, Memory and Attachment. Paper 2 will cover: Approaches in Psychology (including Biopsychology), Psychopathology and Research Methods. Each paper assessment is a 1 hour 30 minutes written exam worth 72 marks and 50% of AS.

The A Level course is assessed by three written examinations at the end of the second year. Paper 1 will cover: Social Influence, Memory, Attachment and Psychopathology. Paper 2 will cover: Approaches in Psychology, Biopsychology and Research Methods.

Paper 3 will cover: Issues and Debates, Gender, Stress and Addiction. Each paper assessment is a 2 hour written exam worth 96 marks and 33% of the full A Level.

All of these examinations will include multiple choice, short answer and extended writing.

### **What career opportunities are there from this course?**

A Psychology A Level qualification opens many doors of opportunity and can help you to get on a range of courses at university. Throughout the course you will have gained insight into factors that can influence people's behaviour, which will help you in most careers, particularly that within Health Care such as Nursing, Social Work and Education. Students wishing to pursue Psychology can specialise in areas such as Educational Psychology, Criminal Psychology, Occupational Psychology and Clinical Psychology as well as other professions such as Medicine.

## **AS and A Level Religious Studies**

### **What do I need in my GCSEs to do this course?**

Grade '6' or above in Humanities (GCSE History, Geography or Religious Studies).

### **What will I learn?**

In the first year (AS), three exciting and diverse topics are studied: The Philosophy of Religion, Ethics and Religion, and Islam.

To complete the A Level, the AS topics are explored in further detail. Key debates on morals, ethics and their application to contemporary issues such as human embryo cloning and capital punishment are analyzed.

### **How will I be assessed?**

In the first year, to complete the AS course, students will take three papers: Philosophy of

# Academic Pathway

Religion, Ethics and Religion and Islam. Each paper is worth a third of the overall AS course. In year two, to complete the full A level, the exams follow a similar format. Each paper is two hours, each paper has equal weighting and there is a choice of questions students are able to answer.

## What career opportunities are there from this course?

The skills that you will learn in Religious Studies will be useful to you in any number of careers: Teaching, Youth Work, Journalism, the Civil Service or Government to name a few. If you're thinking of a career in Law or Medicine, then a Religious Studies A Level is looked upon favourably for undergraduate courses too.

## AS and A Level Sociology

### What do I need in my GCSEs to do this course?

A minimum of Grade '6' or above in a humanities related subject (GCSE History, Geography or Religious Studies) and an open and enquiring mind.

### What will I learn?

Sociology is the study of Society, the 'social world': you will study the way people are affected by society, and how society is affected by people. Sociology looks beyond the day-to-day and asks questions like "what is the real nature of Society, why does it function like it does and for whose benefit?"

In Sociology, we will ask you to understand and apply key concepts such as power, gender, ethnicity and class to analyse the most important institutions, which shape the world we live in.

At AS Level, you will study education and the family, address questions such as, "Why do girls do better than boys at GCSE?" and, "What is the impact of an increasingly ageing population?"

You will also consider Crime and the one

institution that appears to influence every aspect of our lives – the mass media. In both your first and second year, you will consider the usefulness of the different research methods used by Sociologists.

### How will I be assessed?

The AS course is assessed by two written examinations at the end of the first year.

Paper 1: Education with Methods in Context.

Paper 2: Research Methods and Topics in Sociology (Families and Households).

Each Paper is a 1 hour 30 minutes written exam worth 60 marks and 50% of the AS qualification.

The A Level course is assessed by three written examinations at the end of the second year.

Paper 1 will cover: Education with Theory and Methods. Paper 2 will cover: Topics in Sociology (Mass Media). Paper 3 will cover: Crime and Deviance with Theory and Methods. Each Paper is a 2-hour written exam worth 80 marks each and a third of the full A Level.

### What career opportunities are there from this course?

A Level Sociology is a stimulating and relevant course, which will offer you the opportunity to develop a range of transferable skills. It acts as a good foundation for further study in the Social Sciences or related subjects, such as History, Law, Business and Psychology. Students of A Level Sociology have gone on to a wide range of careers including Politics, Social Work, Journalism, Public Research, Teaching, and Law. Sociology will also provide a good balance, if your other subjects are mainly Science based.

## AS and A Level Urdu

### What do I need in my GCSEs to do this course?

In order to enrol for this subject, you will need a Grade 7-9 at GCSE Urdu.

### What will I learn?

You will develop advanced level Urdu language skills and knowledge through student-focused assessment.

You will also discuss topical issues such as the environment and racism in Urdu, read Urdu newspapers and magazines, learn about current affairs and the Urdu way of life from TV and radio, use the internet for information and communication, and learn about history and culture in Urdu-speaking countries.

The content of this course will be linked to topics such as youth culture and concerns, health and fitness, travel and tourism, environmental issues, the Urdu-speaking world, education and employment, customs and traditions, beliefs and religions, national and international events of the past and present, literature and the arts.

### How will I be assessed?

External examinations take place in the summer of each year and assess competence in the spoken language as well as listening, reading and writing skills in four units: Spoken Expression and Response in Urdu, Understanding and Written Response in Urdu, Understanding and Spoken Response in Urdu and Research, Understanding and Written Response in Urdu.

### What career opportunities are there from this course?

Linguists are the second most employable graduate category after medics. Studying a foreign language can lead to work in international business, law, management, marketing, publishing, journalism, teaching, interpreting and living and working abroad.

'My daughter feels very safe at school and extremely confident in all her subjects.' (Quoted in Ofsted report)

# Vocational Pathways

## **BTEC National Extended Diploma in Health and Social Care**

### **What do I need in my GCSEs to do this course?**

Grade '4' in GCSE English and Maths. You will also need a Grade '5' in three other subjects or a 'pass' in a relevant level 2 BTEC course.

### **What will I learn?**

Studying for a BTEC National Diploma in Health and Social Care will allow you to draw on a range of disciplines, such as Sociology, Psychology, Biology, Health and Social Care Management. You will learn about a range of contemporary Health and Social Care issues. Each topic varies, introducing new and interesting concepts.

### **How will I be assessed?**

You will be assessed through the completion of 8 mandatory units, 4 internal assessments, 4 external assessments and 5 optional units. The completed vocational qualification is equivalent to 3 A Levels and comprises of a combination of coursework and examinations. Some units will have an element of work experience, this is a compulsory requirement which the college arranges, valuing student choice. The learning environment is pleasant and positive where active teaching approaches are deployed to include group work, presentations, debates, guest speakers and visits to Health and Social Care settings.

### **What career opportunities are there from this course?**

Due to the nature of the content studied across the units, this award prepares students for a career in both Health and Social Care settings. Health related options include a wide range of careers such as Adult and Paediatric Nursing,

Midwifery and Community Dieticians. The social careers include entry into the field of Education, Social Work or in a caring capacity with vulnerable adults.

## **BTEC National Extended Diploma in Applied Science Level 3**

### **What do I need in my GCSEs to do this course?**

Grade '4' in GCSE English and Maths. You will also need a Grade '5' in Double Award Science or a 'pass' in a relevant level 2 BTEC course.

### **What will I learn?**

The BTEC Level 3 National Extended Diploma in Applied Science involves the study of the practical applications of Science and incorporates the study of all three Sciences – Chemistry, Biology and Physics – in thirteen units.

### **How will I be assessed?**

Over two years, you will study 13 units of which 9 are internally assessed and 4 are externally assessed. Students will complete two external units in the first year of study and two in the second year of study.

The course is assessed through the completion of 7 mandatory units plus 6 optional units which in total is equivalent to 3 A Levels. You will be assessed through two main forms of assessment: coursework and external exams.

The coursework units will give you the opportunity to write the findings of your own research, use case studies to explore complex situations and demonstrate practical and technical skills using appropriate equipment, procedures and techniques.

### **What career opportunities are there from this course?**

This course will allow you to develop the transferrable and higher order skills which are valued by higher education providers and employers. You can progress onto many Science based degree courses such as Radiography, Biomedical Science and Chemistry. The course will also support those students who are interested in other careers such as Nursing and Primary Teaching.

# Enrichment and Enhancement Courses

**In addition to A Level and BTEC courses, the Sixth Form also offers a number of optional enhancement courses.**

Firstly, students are able to complete the 'Extended Project' qualification.

The Extended Project is a stand-alone qualification which enables a student to study a topic of their choice in depth and to produce a written report/essay at the end of the course.

The Extended Project is entirely coursework based and involves no written examination.

As an AS qualification, the Extended Project carries the same UCAS points as others.

However, there are up to 28 points available as it is the only AS qualification which awards an A\*.

Selected Y12 students will have the opportunity to carry out a research project prior to conducting Work Experience. This will contribute to the Extended Project Qualification and students will submit their project achieving an AS Level in Year 13.

The project involves students independently managing their work, use of academic resources including books and journals, development and realisation of a hypothesis and reviewing their performance throughout the assignment.

Furthermore, students will have the option to extend their learning through Massive Online Open Courses (MOOCs). A variety of courses are offered in many fields of academic and practical learning as a means of increasing participation, enhancing student learning and offer opportunities for flexible learning.

Through engaging in MOOCs, students maximise curriculum opportunities and enrich their learning experience.

The course is mainly taught on a one-to-one basis with subject staff acting as advisor and mentor to individual students.

Finally, each of the A Level subject courses will offer an enhancement course. These include:

- Pre-Teaching Course
- Sign Language Course
- Swimming
- Self Defence Course
- St. John's Ambulance First Aid Course
- Interfaith Relations and Dialogue

In addition, all Sixth Form students will benefit from an enrichment programme that includes:

- Termly outdoor activities
- University visits and university preparation events and courses
- A 'Student Teacher' programme which allows students to teach lessons in the main school
- Work experience placements in a range of providers including Legal, Medical or Teaching contexts
- Student Shura (Council)
- A number of societies, clubs and activities linked to each subject
- Duke of Edinburgh Bronze and Silver Awards

'May we thank you and your staff for all you have done for our daughter, we are delighted with her results.' (Parent)

# How to apply for a place

If you are currently in Year 6, the school's Open Evening is in October.

The applications for admission to the school are administered by Blackburn with Darwen Local Authority. A detailed description of the process and the arrangements can be found in the Secondary School Admissions booklet and is available from:

*Blackburn with Darwen Borough Council,  
Admissions Team,  
Children's Services & Education Department,  
10 Duke Street,  
Blackburn, BB2 1DH.*

In addition, the school's Admission Policy is available on both the Local Authority's and school's websites.

If you wish to be considered for the Sixth Form College, they will be hosting a Year 12 Open Evening in November.



## Tauheedul Quotations

### What our Ofsted inspectors say...

*'Tauheedul Islam Girls' High School is an outstanding school.'*

*'Behaviour is outstanding and students feel very safe at school.'*

*'Attendance is high reflecting students' enjoyment of school.'*

*'Teachers' planning is highly effective and is consistent across all subjects.'*

*'The leadership and management of teaching are exceptionally high quality.'*

*'Members of the governing body and senior leaders provide outstanding leadership.'*

### What our teachers say...

*'There is a real buzz in this school. The feeling of strength, within a group of women working and studying together here, is really special.'*

*'I am proud to serve my community.'*

### Quotations from Parents

*'My daughter has settled into the school really quickly. When she gets home at night she can't stop talking about all that's happened during the day!'*

### What our students say...

*'The teachers really listen to you here.'*

*'I get to practise my religion here, and learn about it too.'*

*'I feel safe here... They make learning fun!'*

## About Our Trust

Our school is part of Star Academies.

Star Academies is a mixed Multi-Academy Trust that runs a diverse network of primary and secondary schools. It is a values-based organisation, committed to enhancing social mobility. All of its efforts are geared towards raising the aspirations of children and young people in areas of social and economic deprivation to improve their life chances and help them succeed at the highest levels of education, employment and the professions.

Star Academies is one of the country's leading education providers, and its schools promote excellence in everything they do. In every school, the entire staff team – working in partnership with parents and the local community- is committed to nurturing today's young people and inspiring tomorrow's leaders.

Each of the schools within Star Academies work together as Star Partnerships in five cluster areas – Lancashire, Greater Manchester, West Yorkshire, the Midlands and London. Schools within the Partnerships collaborate to share expertise and maximise opportunities and experiences for its pupils.

Star Academies employs the very best staff and invests heavily in their continuing professional development. Staff benefit from an extensive range of nationally accredited training provided by Star Institute.

Find out more about Star Academies by visiting <http://www.staracademies.org/>

*The Sixth Form is outstanding.  
Students currently in Years 12 and 13  
are making the same rapid progress  
as younger students.*

(ofsted Report)









**Tauheedul Islam Girls' High School and Sixth Form College**

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Part of Star