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Results' Day 2018: Embracing Our Toughest Challenge Yet

Humaira Toorawa, 13B8



The dawn of a new era: an advanced syllabus, tougher content and much more demanding exams. And yet they proved no match for teachers and students alike, who worked tirelessly to achieve the incredible tally of grades that label Tauheedul as one of the highest achieving schools in the country.

84% of the students achieved a 'strong pass' by securing Grades 9-5 in English and Maths, and 76% also succeeded in obtaining the English Baccalaureate. The exceptional accumulation of top grades despite tougher and longer exams highlights the overall preparation in the face of uncertainty.

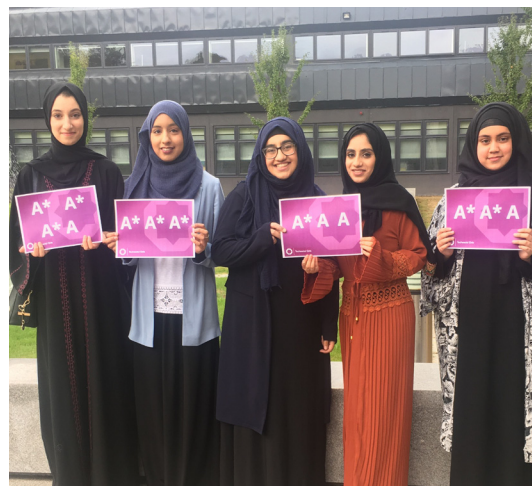
Nadya Osman, one of last year's GCSE students, achieved a clean sweep of Grade '9's, 2 'A*'s and 2 'A's at GCSE level. She said,

"I express sincere appreciation to our teachers who dedicated countless hours to our education. We could not have done it without them."

This achievement came a week after Tauheedul Sixth Form's 'best ever' A-Level results, with an incredible 99% of grades at A*-C, and over half (58%) at the top A*-A grades. Those taking vocational courses also produced an outstanding 85% 'DDD' Distinction.

Mrs Ali, Assistant Principal, described the results as *'really exceptional'* and thanked students and staff *'for their phenomenal efforts and devotion throughout last year'*.

A huge well done to all students and staff!





Chair's... Reflections on the Term

All praises to the Almighty, Lord of the Worlds and the Master of our fortunes and salutations to our beloved Prophet Muhammad (PBUH), the Seal of the Prophets and the guide for all our actions.

Best way to improve Integration? Deliver top exam results

"So, your students get fantastic school results?"

"Yes. They make more progress than at any other school in the country."

"I see. But, as a faith school, what are you doing for integration?"

"Umm... our students make more progress than at any other school in the country. That's what we are doing for integration."

As Chair of the Governing Body of Tauheedul Islam Girls' High School and Chief Executive of Star Academies, a Mixed Multi-Academy Trust that runs both faith and community schools in some of our most 'segregated' communities, it is a conversation I have had many times.

Earlier this year, the Government introduced a strategy to promote integration. As part of the national strategy, there is a focus on five key locations where there is a concern that communities are living separate lives. Bradford, Blackburn, Peterborough, Walsall and Waltham Forest have been selected for additional help, with funds being invested to help bring communities together over the next two years. Our Trust has schools in three of these areas (Blackburn, Bradford and Waltham Forest).

The plan sets out ideas to encourage pupils in those towns to have meaningful and lasting interactions with those from different backgrounds. These ideas include changing the admission policy of schools, encouraging them to twin with schools from other backgrounds and providing extra support for English language classes for our immigrant communities.

Naturally, much of the focus of the Government's Strategy has been on schools. Clearly, there is more that we need to do within our schools and the Government is right to focus on areas such as the curriculum, opportunities to mix with young people from all walks of life and participation in important initiatives such as the National Citizen Service.

I agree that we should all be concerned about helping all of our communities to live, work and play together - and many of the ideas and the extra money and support will surely help towards achieving this.

However, I cannot help but feel that we are at risk of missing the main point of schools – and the biggest contribution they can make to integration – excellent exam results.

We live in a time when inequality is a big issue and when we rightly question whether social mobility is really possible. During

an age of technological revolution and automation, people and entire communities have been left behind. And it is no surprise that communities in the towns the Government has identified as the most divided also have some of the highest levels of poverty in the country.

The most important factor in improving and promoting integration is to tackle and overcome our problems with social mobility and inequality.

A key driver for social mobility and tackling inequality is a high-quality education and excellent qualifications. This has always been the case. All great schools – regardless of whether they have a faith or a community ethos – strive to give their young men and women the best start in life. Pupils who achieve good exam results have the opportunity to go on to university or quality vocational programmes, and from there to secure a fulfilling and strong career. Through their experiences at university and in the workplace, they broaden their horizons, meet new people from all walks of life and integrate into the wider fabric of society.

So, a high-quality education can not only drive social mobility, but also reduce our challenges with divided communities.

Nationally today, only four in 10 of our young people leave school having achieved a strong pass in both English and Maths. This means that the majority finish schooling having failed to meet the standard to be considered fully literate and numerate. How will they secure meaningful jobs in a skilled profession? How will they feel part of our new, vibrant society in this technical age? And, how will they meet and spend time with people from all walks of life?

In short, how can we achieve social cohesion and full integration between and within our communities if so many leave school without the skills and grades to succeed?

This is the reason our Trust is running schools in some of our most impoverished communities across the country – from the coastal town of Blackpool to the inner cities of Bradford and Birmingham. In Blackburn, we have two of the leading schools in the country (TIGHS and TIBHS). We all inherently believe in the power of education to transform lives for the better. We have a strong focus on exam results, and on the subjects that give pupils the best chance to succeed, but we don't sideline non-academic subjects, and our pupils take part in community service, voluntary work and initiatives such as the Duke of Edinburgh awards and Scouts. I consider that our students are fully rounded young citizens, with an understanding and appreciation of the different elements of the society and communities of which they are part and to which they contribute.

However, this is not enough.

Across the country, we all need to raise our game to give our young people the best qualifications and the best chance to progress and feel hopeful about the future. We must provide our pupils with a knowledge-rich curriculum for the careers on offer over the next few decades and ensure they secure the levels of literacy and numeracy needed to do well.

So, yes, schools should do more to ensure that their young people form meaningful relationships with others. Perhaps we do need to look at admissions policies. And, maybe we should look to twin schools from different communities and insist that they teach British values much more explicitly.

But let's not lose sight of the main purpose that every school needs to have – to ensure each of their pupils secures the best possible exam results and achieves their potential.

This is the best way to tackle inequality and improve social mobility – and by extension it is the best thing we can do for integration.

I hope that you enjoy this edition of the As-Sawt magazine and will remember the school in your prayers.

Hamid Patel

(Mufti) Hamid Patel
Chair of Governing Body, TIGHS

STAR

Amirah Chati, 13B7

When the Prophet Muhammad (peace be upon him) began his mission of calling to God, his first focus was the community. He strived to instil into the people values based on compassion and empathy.

His character calls to mind the words he spoke after returning to Makkah victorious, eight years after having been forced to leave: "I speak to you in the same words as Yusuf (the Prophet Joesph) spoke unto his brothers. He said: 'No reproach on you this day; go your way for you are freed ones.'"

Good character doesn't just adorn the one adopting it; rather, it illuminates far and wide, casting its light on those that need it most. Our actions have an impact beyond ourselves, whether we see it or not.

And our school's key qualities of **Service**, **Teamwork**, **Ambition** and **Respect** (STAR) work to do just that: develop us and have a positive impact on others.

What does each point mean to us?

• S: SERVICE

To be proactive members of our communities and to work to make a difference.

• T: TEAMWORK

The belief that a group effort, with the joint expertise of all involved, can be more fruitful and rewarding than when a task is completed alone.

• A: AMBITION

To have a self-worth and aspiration that defies the glass ceilings above us and instead shoot straight for the stars.

• R: RESPECT

No matter how far we come or how much we succeed, to never lose our humility and to treat everyone with dignity. And for those that differ from us, to tolerate and accept with the belief that respect is a greater force than hostility will ever be.

These values underpin our faith, produce a body of tolerant and committed people, and they allow for each person to strive and aspire, and to believe and achieve.



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



Gratitude is an Attitude: Spirituality Day 2018 Yasira Salim, 11H4

Often, it takes a retrospective glance back for us to appreciate our highs and lows, the lessons learnt and the blessings endowed. On Spirituality Day 2018, students set forth to do just that.

The day started with an eye-opening discussion about gratitude. Gratitude is an important part of any person's life, but especially for a student. The list of things to be thankful for - friends, family, and an education to name a few - are so numerous that that in itself highlights how blessed we are.

Students were equipped with knowledge on how to focus on the positives of life, and how to bring this into their attitude towards learning.

On a more practical level, students spent time being thankful for the present, and issued reminders to themselves for the future too. They wrote short letters to their future selves, with advice on

gratitude and appreciation in the face of all challenges. The letters were then carefully placed into small cork bottles, ready to be opened when needed.

And since food is a blessing that never stops giving, the students enjoyed snacks, and the company of friends, remembering that this too is something to be thankful for.



The Ice Maidens: Muscling Through Antarctica Athiya Bibi, 13B6

There's strength, and then there's the formidable resilience to do the unprecedented.

The Ice Maidens became the first female team to ski across Antarctica unsupported and unguided. They made their mark in history after completing the Antarctic crossing by skiing for 61 days on ice.

Students and members of staff from our school and sixth form were fortunate enough to receive a visit from these famous women and hear their inspirational achievements first hand.

Their motive? "No team of women, from any nation, has completed this formidable challenge using muscle power alone. It is the ultimate opportunity to show that women have the mental strength and physical endurance to operate in the most hostile environment on earth."

Amirah Chati, a Y13 pupil, stated, "It was fascinating to hear the stories of women who went out of their way to defy stereotypes and achieve something incredible".



Students learnt that the Ice Maiden team were the final six candidates chosen from a total of 250 applicants. The applicants took part in rigorous training ahead of their expedition, including travelling to Norway for two weeks to undertake the Army's Winter Survival Skills course, performing ice-breaking drills and learning ski touring



with the Norwegian Army. The group were then required to put these skills to the test in a 21-day expedition in a remote location that simulates the Antarctica environment in preparation for the final destination.

Head of Year 9, Miss Aamena Patel, who helped to arrange the Ice Maidens' visit to the school, said, "The day proved to be a success and was very motivating for our pupils. It provided a different type of inspiration for the girls and they took the opportunity to ask lots of questions!"

Thank you, Ice Maidens: it was an amazing accomplishment and a privilege for us to hear the account first hand!

Sporting Successes

Alisha Alli, 11H3

The annual summer Sports Days in Tauheedul Girls are an occasion of spectacular wins, fierce competition and impressive victories – whatever the weather. So, when the rain plummeted down on the 16th of July like any typical, fine summer's day in England, it could not dampen the buoyed spirits of Year 7 and Year 8.

The PE department worked relentlessly to ensure the day's success: from down-to-the-second timetabling, synchronised starts, enthusiastic referees and supervising teachers keenly cheering on their form groups, it couldn't have been any more organised. In fact, 2018 saw the introduction of a new sport – frisbee – which was played outdoors along with netball. Students also played indoor rounders and, taking a break from the physical exertions, tested their theoretical knowledge with a sports quiz at the end of the day. As a successful day of sports came to an end, it was 7T3 and 8M4 who were crowned champions.

Representing the sportsmanship of all students, **Aisha Paderwala, a Year 8 student, exclaimed, "It was amazing! We just wished we won but we had lots of fun!"**

Three days later, when the day arrived for Year 9 and Year 10, the weather took a



happy turn with a blue sky and fierce sun creating the backdrop. The day was yet again a great success with countless displays of promising talent and great sportsmanship, but it was not – as is tradition with older students – short on drama. The day drew to a close with a tense tiebreaker between 10H1 and 10H4, with first place up for grabs. Minutes of intense hula hooping later, 10H4 were crowned champions for the fourth year running along with 9E3.

And it wasn't just the Sports Days which were deemed a success; the year that lies ahead looks promising for the PE department as a whole. They have revealed a new bouldering wall and slack line with accessories to be introduced soon. These resources will be used as part of the new specification for Sports Studies which some Year 11s will take on. Furthermore, they are introducing an innovative campaign in which students can apply to become 'sporting stars' or team captains. The sporting stars and team captains are elected and are given the responsibility for areas such as equipment, teams and clubs. It's an innovative campaign to encourage female leaders in sport. **PE teacher, Mrs Robb, commented, "I am so excited about having our new sporting star students. It's going to bring a whole new dimension to PE and sport at Tauheedul. Make sure you apply!"**



Enrichment: Making Education Richer

Noorulanne Younis, 11H4

The word education is derived from the Latin word '**educere**' which means to bring out. Education, therefore, should nourish existing talents whilst providing room for the development of new skills. Ultimately, when you examine the individuals behind the standardised tests which mark some of the goalposts of school life, there lies a student with different interests, considerable potential and, most importantly, a goal.

The tools to get to the goal come from the classroom, but part of the inspiration, motivation and commitment will also come from outside the classroom. And this is the reason why the development of thriving enrichment programmes within schools is the key to providing a holistic education.

So, what is enrichment? It's the sports club that tells a pupil that alongside playing sport, there are a hundred other positions within the world of sport. It's the charity drive that takes the theory of the maths lesson, combines it with humanity and philanthropy, and has an impact on both those giving and those receiving. It's the assemblies where countless wonderful speakers deliver to, engage with, and simply inspire the young minds who sit in front of them.

The brilliance of enrichment lies in its ability to transform skills into motivation. In order for pupils to begin to measure the depth of their education, they must see the theory actualise as practice. Furthermore, enrichment is accessible and universal - the life skills which pupils learn have the power to cross geographical and cultural borders. In the end, the individuals created as a result of education and enrichment know both the 'how' and the 'why' of everything they choose to do.





'All she was trying to do was get home from work'

Humayra Namazi 12B5

In actuality, she did infinitely more.

On December 1, 1955, Rosa Parks, a 42-year-old African-American seamstress refused to give up her seat to a white passenger on the Montgomery City bus. This isolated act and a single reply – 'No, I'm not' – ignited a boycott which continued for 381 days until the city repealed its law, enforcing racial segregation on public buses. Rosa's fearless rejection of racial segregation made her 'the first lady of civil rights'. The day itself – the day she was arrested – will forever be known as Rosa Parks Day.

On December 1, 1955, when Parks refused to give up her seat, the driver told her to move and threatened her with the police. When she still refused

to move, the driver called the police and had her arrested. Parks was later charged with violating the local law. She appealed the decision, questioning the fundamental legality of segregation.

From the day of her trial, December 5, the black community of Montgomery boycotted the public bus system for over a year. They organized carpools, commuted in black-driven cabs, or even walked to work. On November 13, 1956, the United States Supreme Court passed a court order which deemed the racial segregation on buses to be unconstitutional and on 21st December the boycott ended.

This act of bravery did not go unnoticed.

In 1979, Rosa Parks received the Spingarn Medal. In 1980, at the 25th anniversary of the bus boycott, Parks was awarded the

Martin Luther King Jr. Non-Violent Peace Prize. In 1984, she was given the Eleanor Roosevelt Woman of Courage Award.

The story of Rosa Parks may seem small in comparison to some of the more epic figures of the Civil Rights Movement, but it speaks volumes: a simple act of defiance changed the views of a nation and spearheaded a revolution.



Impact Through Business: Enterprise Week 2018 Wajeeha Ahmed, 11H2

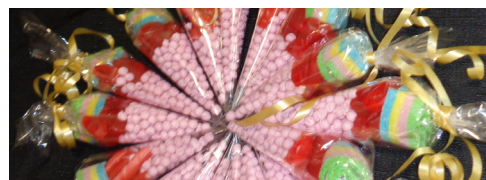
Some of the most fruitful experiences in life both refine you as an individual and have an impact on a wider audience too. Enterprise Week is one of those experiences. Taking place annually, it is a week that aims to teach students the skills of business and the logistics of financing innovative projects.

This year, students set up retail businesses and competed in ten teams to raise the most money from an initial start-up investment of £50. Each team wrote business plans setting out how they would make their profits which they then presented in a Dragons'-Den-style pitch in front of a rather intimidating panel of teachers to earn more investment capital. A number of key business figures also visited Tauheedul Girls to address the Year 10 pupils with expert advice. These included Ilyas Munshi, Commercial Director of Euro Garages, and Ruth Rathmell of Truth Creative.

Following the initial planning stages came the most exciting part: setting up the stalls and putting their business ideas to the test. And as it turns out,

the business plans didn't just hit the mark - they went above and beyond! The budding entrepreneurs worked hard to sell the products they had sourced and the stalls provided a plethora of exciting, innovative products, ranging from milkshakes and slush tubs to keyrings and phone cases. And what's more, some of the items were made by the girls themselves resulting in a fantastic display of artistic talent and skill!

The staggering **£3,264** raised was donated to Nightsafe – a Blackburn-based charity working to provide support for homelessness – to fund a room for a whole year by providing emergency accommodation for those who need it.



At the end of Enterprise Week, pupils wrote company reports and presented to a panel of school staff. The winning team, Blossom, was awarded a trophy and all participants received a well-deserved certificate.

"Our students particularly enjoyed working with real money and seeing the implications of real-life business decisions," commented Mrs Master, Head of Year 11.

Year 10 pupil, Aasiyah Thava, said: "Big dreams start with small adventures and we believe that meeting all the entrepreneurs has led us to know that we can pursue our dreams too, no matter how big. Enterprise Week taught us essential workplace skills of confidence, teamwork and the art of persuasion."

With potential entrepreneurs trained, talent displayed, and wider impact made, the week was a huge success!

Careers Fair 2018

Ammaarah Inayat, 13B3

Thursday 5th July 2018: a day which provided a cleverly crafted event, bringing together a number of charismatic CEOs. The day was arranged in order to provide inspiration, guidance and support to pupils as they begin to plan ahead and think about life after school.

Mrs Asia Ali, Assistant Principal, was proud to say, *"We reached out to prestigious companies and universities that inspired and fuelled us to want the best for our students."*

The morning launched right into the action with a series of aspirational presentations from guest speakers, Noha Khalil Amin and Claudia Harris - Chief Executive of The Careers and Enterprise Company. A clear vibe of feminine empowerment buzzed through the room as the students enjoyed and benefitted from the speeches.



Students visited over 30 businesses, universities and training providers who motivated Years 10 and 12 alike on the countless careers pathways the future holds for them. With the likes of RAF, Microsoft, AMRC, Wates Construction Company and Bank View Smile Studios exhibiting their wares, there was something for everyone.

The Mantra Truck provided by AMRC – Advanced Manufacturing Research Centre – from the University of Sheffield delivered an engaging insight into the world of STEM (Science, Technology, Engineering and Mathematics) through their industrial members' range including global giants the likes of Boeing and Rolls-Royce. The staff demonstrated the use of modern technology in manufacturing. As a result, students were given the direct opportunity to weld metals together and affix aircraft engine components through virtual reality.

The afternoon included the much-awaited Mini MBA presentation and it can be easily admitted that it did not disappoint. Selected Year 12 pupils, who had carried out a project and succeeded, had the opportunity to showcase their journey with peers and staff alike including the honourable guests who had been invited along. Their fantastic achievements were acknowledged with the awards ceremony where the participants each received a well-deserved trophy.

Head Girl, Hudaa Bax, concluded by saying,

'The event definitely widened my horizons, illuminating the different opportunities out there in the world of work.'



Upcoming Events

Sunday 28th October

Y12 Manchester Science Festival Trip

Monday 29th October

School Re-opens

Seerah Club Starts

Winter Fast Programme

Saturday 3rd November

Y12 Edgehill University Trip

Tuesday 6th November

Y12-Y13 UKMT Senior Maths Challenge

Thursday 8th November

Sixth Form Open Evening

Y12 Maths Inspiration Event Trip

Friday 9th November

Y7 & Y8 Winter Sports Day

Wednesday 14th November

Y12 University of Central Lancashire Trip

Y13 A2 Social Sciences Trip to Crown Court and People's History Museum

Thursday 15th November

Y7 Parents' Evening

Friday 16th November

Social Enterprise Club Trip

KS3 Maths Night

Monday 19th November

Y12 BTEC Health & Social Care Work Experience Wk 1

Wednesday 21st November

Y7 Castleshaw Trip

Thursday 22nd November

Y7 Castleshaw Trip

Sixth Form Parents' Evening

Saturday 24th November

Sixth Form Presentation Evening

Monday 26th November

Y12 BTEC Health & Social Care Work Experience Wk 2

Friday 30th November

Y10 French Mock Speaking Exams Start

Saturday 1st December

Y12 Lancaster University Trip

Monday 3rd December

Winter Gift Programme

Wednesday 5th December

Tauheedul Sixth Form Admission Application Deadline

Monday 10th December

Y10 & Y11 GCSE Mock Exams Commence

Wednesday 12th December

Y12 Bradford University Trip

Monday 17th December

Y12 AS Level Mock Exams Start

Friday 21st December

Spirituality Day

Monday 24th December

End of Term Holiday

Monday 7th January

School Re-opens

Y13 A Level Formal Mock Exams Start

Tauheedul Sixth Form Admission Interviews Start

Tuesday 8th January

GCSE Mock Results Day

Y10 & Y11 Cambridge Nationals in Information Technologies Paper 1 Exam

Wednesday 9th January

Y13 BTEC Level 3 Health & Social Care Unit 4 Part B Exam

Friday 11th January

Y9 Cambridge Nationals in iMedia Paper 1 Exam

Y11 Cambridge Nationals in Sports Studies Paper 1 Exam

Monday 14th January

Y12 BTEC Level 3 Health & Social Care Unit 2 Exam

Tuesday 15th January

Y12 BTEC Applied Science Unit 1 – Biology Exam

Wednesday 16th January

Y12 BTEC Applied Science Unit 1 – Chemistry Exam

Y12 BTEC Applied Science Unit 1 – Physics Exam

Thursday 17th January

Y13 BTEC Level 3 Health & Social Care Unit 3 Exam

Y11 Parents' Evening

Friday 18th January

Y9 Maths Roadshow

Monday 21st January

Y13 BTEC Applied Science Unit 3 Part B Exam – Resit

Tuesday 22nd January

Y13 BTEC Applied Science Unit 5 – Chemistry Exam

Wednesday 23rd January

Y13 BTEC Applied Science Unit 5 – Physics Exam

Y13 BTEC Applied Science Unit 5 – Biology Exam

Thursday 24th January

Y10 Parents' Evening

Friday 25th January

A Level Mock Results Day

Monday 28th January

Y13 BTEC Health & Social Care Work Experience Wk 1

Wednesday 30th January

Y13 Biology Manchester Genetics Trip

Friday 1st February

Y10 Bronte Parsonage Trip

Monday 4th February

Y13 BTEC Health & Social Care Work Experience Wk 2

Tuesday 5th February

Y9 Synagogue Trip

Thursday 7th February

Y10 & Y11 UKMT Intermediate Maths Challenge

Y12 & Y13 A Level Parents' Evening

Friday 8th February

Y10 & Y11 Arabic Mock Speaking Exams Start

Y10 French Mock Speaking Exams Start

Monday 18th February

Half-Term Holiday (1 Week)



Tauheedul Girls



Part of Star



INVESTORS
IN PEOPLE



SERVICE

Being a responsible citizen
in our community



TEAMWORK

Working together
for excellence



AMBITION

Aspiring to be
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RESPECT

Treating others as we
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