

Inspection of Tauheedul Islam Girls' High School

Preston New Road, Blackburn, Lancashire BB2 7AD

Inspection dates: 11 and 12 October 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Tauheedul Islam Girls' High School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Pupils, and students in the sixth form, are very proud to attend this all-girls school. They told inspectors that the school is a place where they thrive. Pupils feel highly valued. They told inspectors that they are extremely happy and that they feel safe in school.

Leaders are dedicated to overcoming any social disadvantage or gender inequality that pupils may face. Adults' commitment to equality underpins all aspects of pupils' learning experiences. Leaders have unwaveringly high expectations for excellence, which permeate all aspects of school life. In return, pupils work tirelessly and achieve excellent academic outcomes. This includes those who are disadvantaged and those with special educational needs and/or disabilities (SEND). Pupils, and students in the sixth form, leave this school full of ambition for their future.

Pupils' behaviour is exemplary at all times. They embrace learning and embody the finest academic attitudes to study when in class. Leaders ensure that there is no disruption to learning. Pupils relish spending time with each other at social times. Staff resolve any rare incidents of bullying quickly.

Pupils enjoy the vast array of clubs and activities that take place at lunchtimes. They make regular use of the well-stocked libraries. Pupils understand and fully respect people's differences. They experience an exemplary wider programme of personal development. As a result, pupils are well equipped to take their place in modern Britain.

What does the school do well and what does it need to do better?

Senior leaders, trustees and governors have created a culture of scholastic excellence at Tauheedul Islam Girls' High School, including in the sixth form. They provide all pupils, and students in the sixth form, with a fantastic all-round education.

Leaders ensure that all pupils, and students in the sixth form, study a carefully thought out and ambitious range of subjects. For example, almost all key stage 4 pupils successfully study the English Baccalaureate suite of subjects. This includes those pupils who are disadvantaged and almost all of those with SEND. Many pupils move into the school's sixth form to study carefully designed academic A-level programmes or appropriate vocational courses.

Leaders ensure that pupils gain all the important knowledge that they need to be successful across the full range of subjects. They have clarified exactly what topics and concepts pupils must learn and when these will be taught. Moreover, leaders and subject staff have pinpointed the important subject-specific knowledge and vocabulary that pupils, and students in the sixth form, need to learn.

Teachers right across the school are subject experts. They deliver subject curriculums exceptionally well, including in key stage 5. They prepare activities that link seamlessly to the curriculum content and they present knowledge very clearly. This makes sure that all pupils, and students in the sixth form, can access and understand new topics and concepts with ease.

Teachers are highly skilled in spotting when pupils, and students in the sixth form, do not fully grasp new knowledge the first time around. They are also quick to notice when pupils have forgotten elements of their prior learning. Teachers skilfully reteach important information. They continue to check pupils' knowledge until they are confident that it is fully secure. As a result, pupils' learning is exceptional.

Pupils' and students' behaviour in class is exemplary. They are curious and confident, always striving to produce the highest quality of work. Indeed, pupils' exceptional attitudes to learning help them to gain a deep and rich body of subject knowledge over time.

Pupils are avid readers. Leaders foster and cultivate a real thirst for literature and non-fiction in pupils. For example, sixth-form students have a dedicated library to match their academic and wider interests. Pupils are confident and fluent readers. Leaders identify any pupils who find reading more difficult. Leaders provide timely support so that these pupils catch up quickly with their peers.

Leaders identify the needs of pupils with SEND accurately and in a timely manner. These pupils are well known and well supported by teachers. Pupils' achievement is consistently excellent.

Pupils' personal development is worthy of celebration. Pupils thrive through the state-of-the-art personal development education that they receive. Their wider character development is exemplary. For example, pupils learn the fundamental importance of tolerance, respect and equality of opportunity for all.

Leadership opportunities are interwoven into all aspects of learning. For example, pupils lead and organise a vast array of charity events. These events are welcomed by the communities that the school serves. Pupils receive very high-quality independent careers advice and guidance.

Trustees and governors meet their statutory obligations. They expertly hold leaders to account for the quality of education that pupils receive. Staff recognise leaders' efforts to support their well-being. Leaders ensure that staff have a reasonable workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep staff fully up to date with information about the dangers that pupils may face in their everyday lives. Staff are quick to spot the signs that pupils may be

at risk of harm. They report any concerns in a timely way. These concerns are acted upon promptly. Leaders ensure that pupils and their families swiftly get the help that they need.

Pupils learn a great deal about risks to their safety, and how to spot and avoid them. They seek help from adults in school when they need it.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 141565 |
| Local authority | Blackburn with Darwen |
| Inspection number | 10242504 |
| Type of school | Secondary comprehensive |
| School category | Academy converter |
| Age range of pupils | 11 to 18 |
| Gender of pupils | Girls |
| Gender of pupils in sixth-form provision | Girls |
| Number of pupils on the school roll | 861 |
| Of which, number on roll in the sixth form | 200 |
| Appropriate authority | Board of trustees |
| Chair of trust | Kamruddin Kothia |
| Principal | Shahnaz Akhtar |
| Website | www.tighs.com |
| Date of previous inspection | Not previously inspected |

Information about this school

- Leaders do not make use of alternative education.
- The school meets the requirements of the Baker Clause, which requires schools to provide information for pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- Tauheedul Islam Girls' High School converted to become an academy school in December 2014. When its predecessor school, Tauheedul Islam Girls' High School, was last inspected, it was judged to be outstanding overall.
- The school is part of Star Academies Multi-Academy Trust.
- The school has an Islamic ethos and welcomes girls of all faiths and none.
- The school's last section 48 inspection was in June 2015.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This inspection took place on 11 and 12 October 2022. An additional visit was made on 3 November 2022 to gather additional evidence.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders and subject leaders.
- The lead inspector met with groups of governors and trustees, including the chair of the local governing body.
- The lead inspector met with the chief executive of Star Academies Multi-Academy Trust.
- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked pupils how they learn to keep themselves safe and what they do if they have any concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's survey for pupils.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View. This included the free-text responses.
- Inspectors carried out deep dives in English, history, mathematics, science, physical education and Urdu. In these subjects, inspectors met with subject leaders, considered subject curriculums, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

Inspection team

| | |
|-------------------------------|-------------------------|
| Stephen Ruddy, lead inspector | Ofsted Inspector |
| Charlotte Oles | His Majesty's Inspector |
| Paula Crawley | Ofsted Inspector |
| Eddie Wilkes | Ofsted Inspector |
| Stephen Lee | His Majesty's Inspector |
| Ahmed Marikar | His Majesty's Inspector |
| Matthew Vellensworth | His Majesty's Inspector |

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