

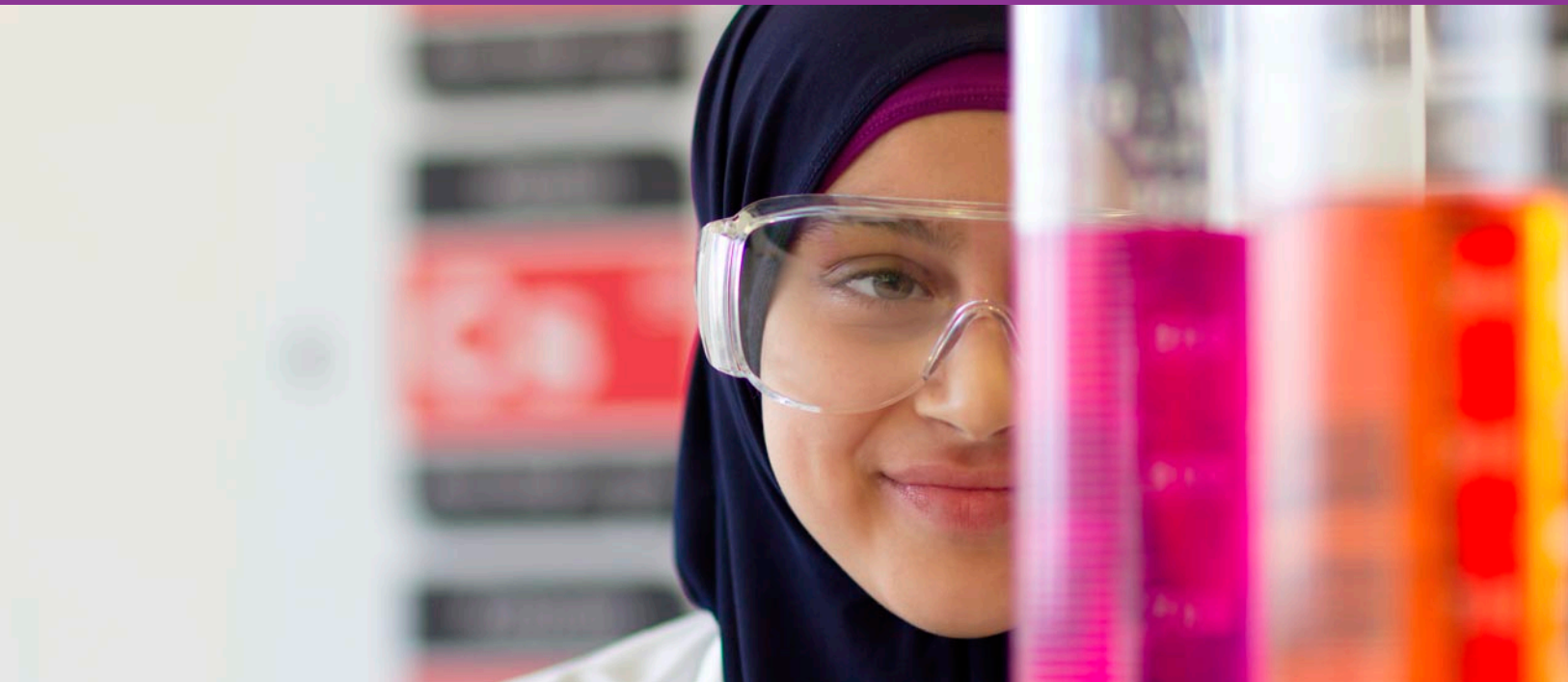


Tauheedul Girls

Tauheedul Islam Girls' High School and Sixth Form College

Prospectus

2024 – 2025



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 Upon 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.

Sir (Mufti) Hamid Patel CBE
Chief Executive
Star Academies

A Welcome from the Head Girls

Assalaamu Alaikum (Peace Be Upon You)

Everyone joins any school or 6th Form with the same apprehension, the same tentativeness, wary of the jump between primary school and high school or between high school and college, unaware of how large the rift will be. However, at Tauheedul Islam Girls’ High School and Sixth Form College, that apprehension dissolved almost immediately because of the immense support and kindness from teachers and peers alike. When we joined the Sixth Form, we knew that A-levels would be a challenge, and we wanted to give it our all to ensure that we could succeed in our future. This success was made much more attainable by the staff, who are always willing to give up their time to ensure that every student is achieving their full potential and by our friendly peers who did not hesitate to help us in any way they could; sharing resources and offering kind words any time we needed them.

Tauheedul has been one of the greatest advantages of our educational and personal journeys, instilling qualities in us that have made us better students and Muslimah. Teamwork, dedication, and compassion are just a few of the characteristics Tauheedul has brought to light within us and we are forever grateful for this. The sixth form has allowed us to grow into

confident young women whilst also helping keep strong ties with our faith responsibilities, shaping us into well-rounded individuals. The atmosphere at Tauheedul is a comforting and nurturing one; one that has refined these traits within us and we have grown together with our peers as part of a family, supporting each other and taking pride in each other’s achievements.

Although life can sometimes throw unexpected turns at us, Tauheedul remains steadfast in making even the most difficult times easier, providing us with the ability to not only work hard but to also have fun. Students are given unique opportunities and enrichment activities, from martial arts to learning sign language, making our experience at the school memorable as well as impactful.

Being a student at Tauheedul is a privilege, one that we will always cherish and be thankful for. We hope to see our school inspire and empower more young women who can take on this honour and let our cherished Tauheedul family grow.

Safa Sayed and Hana Ahmed

Our Values, Vision, Mission and Priorities

Our Vision Our ambition for the future	<i>Nurturing today's young people, inspiring tomorrow's leaders.</i>			
Our Mission What we do	<i>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.</i>			
Our Priorities What we deliver	<i>Keeping our pupils safe, happy and well.</i>	<i>Achieving and sustaining excellence.</i>	<i>Looking after our staff and community.</i>	
Our Values What we stand for	<i>Service Being a responsible citizen in our community</i>	<i>Teamwork Working together for excellence</i>	<i>Ambition Aspiring to be our best</i>	<i>Respect Treating others as we wish to be treated</i>

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.

Faithful Stars

We inspire tomorrow's leaders

We are working with the education charity Future First to build a thriving alumni community. Amongst our former students is a whole host of talented role models who we are connecting with in order to celebrate their success and inspire our current students as part of our leadership framework. Our Alumni are offering careers and education advice, mentoring our students, providing work experience placements and supporting achievement across the school.

Faithful Stars 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.

Faithful Stars 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.



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 Social, Emotional & Mental Health (SEMH) needs. 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.

Faithful Stars

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 Faithful Stars 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 Faithful Stars 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.					.	.	.
Tauheedul Debates	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.	.	.	.	.	.	.	.
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 students 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.	.	.	.	.	.	.	.
Shine Social Action Award	Students certified for their efforts in fundraising, volunteering and campaigning.						.	.
Volunteering Prospectus	All sixth form students will be provided with volunteering opportunities and roles within school.						.	.
Express Youth Programme	Enrichment opportunities with our local community partners focused on social cohesion and community, leadership, health and wellbeing, careers and aspirations.	.	.	.	.	.	.	.

‘Pupils’ personal development is worthy of celebration. Their development of character is exemplary. Pupils understand and fully respect people’s differences. Pupils learn the fundamental importance of tolerance, respect and equality of opportunity for all.’ (Ofsted 2022)



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 and Social Action 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.
- Deliver a 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.
- To achieve this: Our school-based NHS Mental Health Team support the mental health and wellbeing of all of our students.

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.

We will send a report card to parents and guardians regularly on how their daughter making progress at school and invite them to consultation meetings, 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 regularly 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.

Attendance	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
No. of students on roll (excluding our sixth form)	522	558	588	607	615	607	605	609	621	627	625	625
Attendance for the year (excluding our sixth form)	97.7%	98.1%	98.2%	97.8%	97.6%	97.5%	97.9%	97.9%	97.8%	96.6%	96.9%	96.6%
% of authorised absences for the year	2.2%	1.8%	1.7%	2%	2.2%	2.2%	1.9%	1.7%	1.9%	2.9%	2.8%	2.8%
% of unauthorised absences for the year	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.5%	0.3%	0.6%

Attendance during 2019-20 and 2020-21 was affected by the COVID-19 pandemic.

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
- Design Technology (including Food and Nutrition)

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, GCSE Art & Design, GCSE PE or BTEC Digital Information Technologies
- GCSE Religious Studies
- GCSE Citizenship
- Physical Education
- AS Religious Studies, GCSE Statistics, NCFE Interactive Media, BTEC L3 Certificate in Sports , BTEC Enterprise or GCSE Literacy & Numeracy Support
- GCSE+ course in Modern Foreign Languages, AS Computer Science, GCSE Textiles

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.

Students are able to choose to study combined Sciences, the equivalent of two GCSE Science grades, or separate Sciences, the equivalent of three GCSE Science grades.

Our exam results are outstanding, but do not just take our word for it. Over the past few years, the Government has 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 decade, 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, 98% in 2017, 98% in 2018, 98% in 2019, 99% in 2020 and 98% in 2021).

Our Exam Results

Achievement	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020*	2021*	2022	2023
% of students achieving 9–5 in English and Maths at Tauheedul	–	–	–	–	–	–	–	82	84	83	88	94	91	94
% of students achieving 9–5 in English and Maths in Blackburn with Darwen	–	–	–	–	–	–	–	41	40	43	50	53	47	40
% of students achieving 9–5 in English and Maths Nationally	–	–	–	–	–	–	–	40	40	43	50	53	50	41
% of students achieving 9–4 (or A*– C) in English and Maths at Tauheedul	98	96	95	96	94	91	97	95	93	93	94	98	95	97
% of students achieving 9–4 (or A*– C) in English and Maths in Blackburn with Darwen	52	57	57	60	55	60	65	65	63	66	75	78	68	60
% of students achieving 9–4 (or A*– C) in English and Maths Nationally	53	58	59	59	56	59	63	62	64	65	76	78	69	61
% of students achieving the English Baccalaureate at Tauheedul	–	61	76	84	73	74	79	76	76	65	74	82	79	79
% of students achieving the English Baccalaureate in Blackburn with Darwen	–	9	10	18	21	21	25	21	18	18	20	23	12	14
% of students achieving the English Baccalaureate Nationally	–	15	18	23	23	23	23	20	17	17	20	23	20	17

* Exams were cancelled in 2020 and 2021 due to COVID-19. Students were awarded qualifications based on teacher-assessed grades following tests completed in school.

‘Teachers are subject experts’ who deliver the curriculum exceptionally well. Pupils’ learning is exceptional.

The achievement of SEND pupils at the school is consistently excellent.’ (Ofsted 2022)

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 Chair of Governors and/or 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

Year	3A*-A	3A*-B	3A*-C	%A*-C	%A*-E
2018	26	70	96	99	100
2019	19	71	97	99	100
2020*	40	83	99	100	100
2021*	60	97	100	100	100
2022	36	71	92	97	100
2023	23	64	85	95	100

* Exams were cancelled in 2020 and 2021 due to COVID-19. Students were awarded qualifications based on teacher-assessed grades following tests completed in school.

'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.

- A Level Arabic
- AS Biology
- AS Chemistry
- AS English Language
- AS English Literature
- AS Government and Politics
- AS History
- AS Mathematics
- Core Mathematics Qualification (for those not studying A Level Mathematics)
- AS Psychology
- AS Religious Studies
- AS Sociology
- A Level Urdu
- AS Computer Science
- Health and Social Care Level 3

Year 12 Vocational Pathways

Students with good GCSEs (grades 5 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 Biology
- A Level Chemistry
- A Level English Language
- A Level English Literature
- A Level Government and Politics
- A Level History
- A Level Mathematics
- A Level Psychology
- A Level Religious Studies
- A Level Sociology

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

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?

The A Level Arabic course has a clear and coherent structure with familiar and popular themes: social issues and trends, political and/or intellectual and/or artistic culture. The course also includes some new content that provides clear links to some of the most fundamental and interesting aspects of the culture of the Arabic-speaking world.

Assessments place an emphasis on communication and grammar, as well as providing plenty of opportunities for students to apply their knowledge independently and creatively. Clear mark schemes encourage students to develop ideas, use language to persuade and analyse, and give critical responses in their writing.

The four themes are studied alongside two works (either two literary texts or one literary text and one film) and are assessed through three externally-examined papers. A range of popular literary texts and films are covered, including contemporary and more classic titles. Content is manageable and appropriate so that students have enough time to cover what needs to be studied to the appropriate depth.

The course content builds on the understanding developed at Key Stage 4 and gives students the opportunity to learn and apply important transferable skills in critical thinking and analysis, enabling them to make a smooth transition to the next level of study.

How will I be assessed?

Students sit exams at the end of the course. To meet the Assessment Objective around knowledge and understanding of the target language culture, students need to demonstrate this in the Writing components. Students sit three assessment papers at the end of the year:

Paper 1: Translation into English, reading comprehension and writing (research question) in Arabic

Paper 2: Translation into Arabic and written response to works (literature and film)

Paper 3: Listening, reading and writing in Arabic
A Level Arabic does not have a Speaking component.

What career opportunities are there from this course?

An A Level in Arabic will provide opportunities in the following fields: Teaching, journalism, interpreting and translation, and working in multi lingual organisations. In a range of professional fields, including medicine and pharmacy, a working knowledge of other languages is highly valued within multicultural community settings. Finally, you will have the opportunity to travel and work cross the Arabic-speaking world.

AS and A Level Biology

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

Grade '7-6' or better in GCSE Combined Science or Grade 6 in Biology grade 6 in Mathematics.

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.

Academic Pathway

AS and A Level Chemistry

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

Grade '7-6' or better in GCSE Combined Science or Grade 6 in Chemistry Grade 6 in Mathematics.

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?

In the first year, you will conduct an in-depth study of how the English Language is produced and used in different contexts. 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 explore and debate whether the way in which we speak is affected by our gender, region, age and occupation.

How will I be assessed?

In the second year, you will have the opportunity to produce some creative writing and carry out an investigation into a specific area of language. You will also learn about how children develop language, how language has changed over time and how the English language is spreading across the world.

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 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 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' in English (Language or 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, students will complete two, 1 hour 45 min examinations at the end of the first year. The A Level course is assessed by three, two hour written examinations at the end of the second year. Paper 1 will assess UK Politics and Political Ideas. Paper 2 will assess UK Government and Political ideas. Paper 3 will assess Comparative Politics. The papers are a combination of 12, 24 and 30 mark questions.

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 Britain under The Tudor Dynasty from 1485-1603, exploring key events that have shaped British History as well as developments in international relations, evolution of faith and the development of British culture. The international study will focus on Germany during 1918-1945 and the path from Democracy under the Weimar government to Nazism under Hitler. 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 The Tudors and Germany, 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 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.

Academic Pathway

Core Mathematics Qualification

What is Core Mathematics?

This is a 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.

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 in GCSE English (Language or Literature). Grade '6' or above in GCSE Mathematics or GCSE Combined 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?

To complete the AS course, students will complete three, 1 hour 30 min written examinations at the end of the first year.

The A Level course is assessed by three, two hour written examinations at the end of the second year. Paper 1 will assess Philosophy of Religion. Paper 2 will assess Religion and Ethics. Paper 3 will assess Islam. The papers comprise of 20 and 30-mark essay questions.

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 and Families). 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.

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

Academic Pathway

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?

The course has been designed around four themes (covering society, culture and politics past and present) in order to engage students and develop their appreciation of the language, literature, film and culture of Pakistan and areas of India where Urdu is an official language.

The four themes are studied alongside a choice of popular literary texts and films that includes both contemporary and more classic titles.

Students will:

- Develop language skills and strategies, including comprehension strategies such as using contextual clues and cues, and communication strategies to build fluency and confidence in Writing.
- Develop speaking skills as part of their courses of study (although there will be no assessment of those skills).
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment.
- Develop as independent researchers through the language of study.

How will I be assessed?

Students sit exams at the end of the course. To meet the Assessment Objective around knowledge and understanding of the target language culture, students need to demonstrate this in the Writing components.

In addition to assessing communication and grammar, clear mark schemes encourage students to develop their ideas, use language to persuade and analyse and provide critical responses in their writing.

A Level Urdu is assessed through 3 externally-examined papers that test listening, reading and writing skills. Students complete all assessments in May/June in any single year.

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.

AS and A level Computer Science

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

Grade 7 or above in Maths. Computer Science Grade 7 or above is desirable.

What will I learn?

A Level Computer Science focuses on the fundamental concepts of computer architecture and the developments of software. The theory component of the course investigates topics such as internal workings of the CPU, hardware, software, networking, algorithms, data structures and computational thinking, legal, moral, cultural, and ethical issues. Apply the principles of computational thinking to a practical coding programming project.

How will I be assessed?

The course is assessed by two written examinations on computer systems, algorithms and programming, both papers are weighted at 40% each. One non exam assessment (NEA) on a programming project weighted at 20%, completed in the second year.

What career opportunities are there from this course?

Many of our learners go on to study Computer Science, Software Engineering or Games Development at higher education. Additionally, others may choose degree apprenticeship routes or go into employment in the technology industry such as:

- Cyber Security Expert
- Data Analyst/Scientist
- Software Engineer
- Programmer
- Web/Games Developer
- Network Architect/Engineer

Vocational Pathways

BTEC National Extended Diploma in Health and Social Care Level 3

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

Grade 5 or above in GCSE English (Language or Literature) & GCSE Mathematics.

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 5 or above in GCSE English (Language or Literature), Grade 5 or above in GCSE Mathematics and Grade 5-5 in GCSE Combined Sciences.

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 HE* Programme that supports students with competitive admissions courses, including UCAT and BMAT preparation for programmes in medicine and dentistry
- 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
- Mini MBA Programme

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 on the Council's dedicated website:

www.blackburn.gov.uk/schools-and-education/school-admissions

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.



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

Tauheedul Quotations

What our Ofsted inspectors say...

'Tauheedul Islam Girls' High School & Sixth Form College is an outstanding school.'

'Pupils embrace learning and embody the finest academic attitudes to study when in class.'

'The curriculum is carefully thought out and has an ambitious range of subjects.'

'Staff are quick to spot the signs that pupils may be at risk of harm. These concerns are acted upon promptly.'

'Pupils experience an exemplary wider programme of personal development. As a result, pupils are well equipped to take their place in modern Britain.'

'Behaviour is exemplary at all times and there is no disruption to learning. Staff resolve any rare incidents of bullying quickly.'

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/>

Pupils, and students in the sixth form, leave this school full of ambition for their future.

(Ofsted 2022)




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