

What have our successes been this year?

Over the past year, we have:

- Delivered an 11-18 school with 515 learners and 66 members of staff.
- Achieved an outstanding set of results with our Year 10 learners who sat their GCSEs in the summer.
- Been rated as 'Outstanding' by Ofsted following an inspection in March 2014 – our first inspection with the highest possible rating.
- Improved the learning environment with improved ICT suites.
- Improved the catering service further so that all learners and staff could enjoy nutritious hot meals each day.
- Achieved the best levels of attendance in the country.
- Continued to improve the standard of our teaching through regular training, coaching and a focus on our own professional practice.
- Continued to improve the support we provide for learners with special educational needs and complex needs – through enhanced training and better resources.
- Continued to provide excellent pastoral support for our learners, led by our Heads of Year and supported by improved 'mentoring' for our most vulnerable learners.
- Enhanced the character development of our learners through projects such as the 'Fast Programme', 'Spirituality days', daily reflection circles, community service placements and charitable fundraising.
- Raised thousands of pounds for charity.
- Been designated the Gold Award by Investors In People (IIP) - the only school in the Trust to currently hold it.
- Been designated with the Quality Mark by the Basic Skills Agency.
- Been designated as a National Support School by the National College for Teaching and Leadership.
- Invested significantly in the development of future and existing senior leaders.
- Invested significantly in the development of future and existing middle leaders, through the National Professional Qualifications for Middle Leadership (NPQML).
- Supported the fledgling Tauheedul Schools and sponsored academies by sharing our expertise, time and resources.

What are we trying to improve?

Currently, we are working hard to improve:

- How well we deliver and sustain an excellent set of exam results next year and beyond, particularly in the light of the examinations becoming difficult at GCSE and A Level.
- How well we sustain the percentage of learners who achieve the English Baccalaureate Certificate by successfully achieving a grade A*-C in English, Maths, Science, Additional Science, History/Geography and a Modern Language.
- Opportunities for our learners to have leadership opportunities and take part in enriching experiences in all of their subjects.



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- Our learning and teaching, so that it is consistently 'outstanding' more often, by ensuring all of our lessons have pace and challenge and are engaging.
- How we continue to provide excellent pastoral support to learners – particularly a small minority of learners with particular emotional and behavioural difficulties.
- How we support learners with disabilities and special educational needs with our teaching support staff.
- Our foundation curriculum for the small number of learners who struggle with our academic curriculum.
- How we enable learners, parents and staff to make better use of our sports', ICT and recreational facilities outside of school hours.
- How we sustain our standards and our faith ethos, whilst continuing to ensure that the school is as inclusive and welcoming to people of all faiths and cultures as possible.
- How we sustain the leadership and management of the school to support the long-term future of the school.
- Our Learning Resource Centre so that it encompasses the latest technology and access to quality books for research and reading for pleasure.

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

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

- Providing subject choices at GCSE and beyond, so that more able learners can complete AS Level courses and less able learners can complete vocational courses and receive support in English and Maths.
- Providing withdrawal sessions for particular learners to accelerate their progress in literacy and numeracy using booster resources provided by the Government.
- Setting learners in English, Mathematics, Science and Humanities lessons.
- Introducing a new single grading system for all year groups to reflect how new GCSEs will be assessed.
- Undertaking assessments at the start of Year 7 to identify learners who will need support in the classroom with literacy and numeracy.
- Setting individual targets suitable to each learner's ability and tracking the progress of each learner closely and regularly to provide support when and where it is needed.
- Working closely with parents and experts in the local authority to develop Educational Health Care Plans (EHCP) and individual learning plans for learners who have special educational needs.
- Providing regular training to our staff to support learners with physical and educational needs.
- Providing support staff in lessons for those learners who have low levels of literacy or numeracy.
- Assessing learners every half-term in all subject areas, so teachers are constantly aware of learners who need support and challenge.
- Differentiating in our lesson planning and teaching to support and challenge the least and most able.



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- Providing training to our staff to deliver lessons with varied activities that engage learners with different ways of learning.

How do we make sure our learners are healthy, safe and well-supported?

At Tauheedul, we take the health, safety and well-being of our learners very seriously. This includes:

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

What have we done in response to our Ofsted report?

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

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



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- Continued to improve our facilities following the school's temporary relocation in September 2014.
- Continued to improve our curriculum by introducing more subjects and more choice. Such as Art, Business Studies, PE, Citizenship at GCSE level and Art, Drama, Food Technology at Key Stage 3.
- Continued to improve the quality of marking and feedback.
- Worked to improve teaching further, by focusing on sharing excellent practice with all of our teachers.
- Continued to enhance initiatives and activities to encourage our learners to develop healthy lifestyles – including the awareness of learners and staff to the risk of radicalisation and sexual exploitation.

How are we working with parents and the community?

We work with our parents and community to:

- Seek advice and guidance from them through our Parents' Council.
- Inform them of school activities and progress through a termly newsletter and annual report.
- Involve them in learning more about the school through numerous Open Days and Parental Induction Meetings.
- Inform them of their son's progress through half-termly reports and parents' consultation meetings each year.
- Inviting them to key events in the life of the school to celebrate our collective successes.
- Receive guidance from parents and the community on school plans and initiatives.
- Provide support for community projects and support for charitable projects through our Big Society Programme.
- Provide support and challenge to the school through the parent governors in the Governing Body of the school.
- Develop and deliver learning and sports' provision for parents and the community as part of our extended services.

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

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

- Having a clear attendance policy that tackles truancy and monitors attendance closely.
- Recording attendance and punctuality electronically in each lesson.
- Ensuring that all learners and parents are aware of our extended leave policy, which bans holidays during term time, and the consequences of lengthy absences on academic progress.
- Asking all parents to make routine medical appointments outside of school hours.
- Working closely with the Educational Welfare Officer, other experts and parents to support learners with lower levels of attendance.
- Rewarding outstanding attendance and punctuality by all learners.

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



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- Promoting an ethos of high expectations across school and beyond.
- Ensuring that all learners and parents have an induction meeting, sign a Home-School Agreement and are aware of the student code of conduct.
- Having a clear rewards and sanctions system that rewards excellent behaviour and progress and deters disruptive behaviour.
- Providing mentoring for learners with persistent emotional or behavioural difficulties.
- Using a graduated system of behaviour reports for learners who are persistently disruptive.
- Meeting regularly with parents of learners who are persistently disruptive.

What activities and options are available to learners?

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

- A wide range of extracurricular activities and clubs that exist in different subject areas.
- Enrichment visits to events to challenge and engage most able learners, in particular in English and Maths.
- Literacy and numeracy support sessions and revision at KS3 and KS4 to support learner achievement.
- A range of trips and activities to enthuse learners and develop skills for learning and life.
- A programme of special assemblies, fasting, daily reflection, charitable giving and community service to promote personal and character development.
- Participation in 'World Book Day', 'National Science Week', 'Languages Week' and other special days to mark wider learning in each curriculum subject.
- Participation in 'enterprise days' to learn about business and work related skills.
- Participation in 'Spirituality Days', 'Art Days' and other activities to enhance creative and values learning.
- Participation in activities to learn about, and develop an appreciation of, British values, the centenary of World War 1 and the 800th year of the Magna Carta.
- Involvement in local authority projects aimed at community cohesion.
- College and University visits and college preparation events and courses.
- A programme of visits by professionals from a range of sectors, to raise awareness of careers, college and university courses.
- Serving as prefects and peer mentors to younger learners.

