

TAUHEEDUL ISLAM BOYS' HIGH SCHOOL

Inspection Report

Local authority: Blackburn and Darwen
Inspected under the auspices of: AMS UK
Inspection dates: 28 February – 1 March 2017
Lead inspector: Yusuf Seedat

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school	Secondary and 6 th Form College
School category	Free School
Age range of pupils	11-18
Gender of pupils	Boys
Number on roll	518
Appropriate authority	The Governing Body
Chair	Mr Mohamed Isap
Headteacher	Mr Mubaaruck Ibrahim
Date of previous school inspection	No previous S48 Inspection
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Introduction

Inspection team

Lead Inspector: Yusuf Seedat
Team Inspectors: Hasina Varachia and Mohammad Asad

This inspection was carried out by three inspectors who visited nine lessons or parts of lessons including collective prayers session. They held meetings with governors, staff and groups of children. Inspectors observed the school's work and looked at a range of documentation, including children's written work, teachers' lesson plans, the RE and citizenship curriculum, the school's self-evaluation documents and the school's 5-year Strategic plan and the Faith Values and Ethos plan for 2016-2017. In accordance with the protocol that exists between the Department for Education (DfE) and AMS UK (Section 48), the lead inspector had a look at the school's recent Ofsted inspection report, which took place in April 2014 and the July 2014 monitoring inspection report under Section 8 of the Education Act 2005.

The inspection team looked at the following in detail:

- The religious education (RE) curriculum
- The progress pupils make in RE
- The quality of teaching in RE
- Leadership and management for RE
- Spiritual, moral, social and cultural development (SMSC), including collective worship.

Information about the school

Tauheedul Educational Trust opened its first Muslim faith based free secondary school, for boys in Blackburn, Tauheedul Islam Boys' High School (TIBHS), in September 2012. The leadership and management of the school is led by the Principal and Chief Executive, Mubaaruck Ibrahim, and is overseen by the Tauheedul Educational Trust. The school is smaller than the average-sized secondary school but a rapidly expanding 11-18 school.

The school currently has no Sixth Form college provision, but has plans to begin this in September 2018. The school is situated in Shadsworth, Blackburn - the premises were previously occupied by Blakewater High School.

Nearly all students are of Asian heritage, mainly Indian or Pakistani.

Inspection judgments

Overall effectiveness	1
The achievement of pupils in their religious education.	1
The quality of teaching and learning.	1
The effectiveness of leadership and management of religious Education, including the role of the school's governing body in RE.	1
The extent to which the religious education curriculum meets pupils' needs.	1
The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.	1

Overall effectiveness: the quality of religious education provided at Tauheedul Islam Boys' High School is Outstanding because:

The school's leadership and management, particularly the Principal, ensure that the whole school focus and diligently meet the aims of the school i.e. "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."

They have strategically implemented the Faith, Values and Ethos plan, which is pivotal in all that the school does, resulting in meeting its aim of academic excellence and preparing students to be future leaders. The schools' Leadership Framework is designed to instil the three interdependent Leadership Characteristics of Performance Leadership, Moral Leadership and Civic Leadership which focuses on leadership development, laying out the key competencies required to develop as well-rounded, ethical and accomplished leaders of tomorrow. Inspectors observed the framework being implemented in a Year 9 assembly, where pupils prepared and delivered an excellent presentation with speeches on relevant topics, such as International Women Day, honouring a guest and No Smoking Day (2nd March).

The pupils' outstanding spiritual, moral, social and cultural development gives them a sense of responsibility to be active British Muslim citizens contributing to the local, national and global communities.

The first GCSE exam results in 2016 show the school performance is outstanding and are well above the minimum expectations for students' attainment and progress.

TIBHS is one of the top 3 schools in the country for the progress that students make compared to similar students in other schools across the country and is the highest based on gender.

Teaching is outstanding and together with a rich and relevant RE curriculum, contributes to outstanding learning and achievement. All students complete a GCSE qualification in Religious Studies and results are excellent (over 90% A*-C in each of the past two years). Students will be completing a GCSE in Citizenship in 2017 and internal data demonstrates that outstanding progress and results will be delivered in the summer (all students have achieved A*-C in the Controlled Assessments which has been moderated by experienced staff from their sister school (TIGHS) who are well adept in delivering a 100% pass rate).

The whole curriculum, especially the Religious and Citizenship moulds students into good citizens, with a sense of responsibility for their actions and gives students a practical and successful understanding of their religious and social rights and empowers students with the necessary skills and abilities to play a full and inclusive role within society. Students are taught to explore their identity as members of the local community, British citizens, members of the European Union, part of a global humanity and people of faith. The aim is to ensure that students are comfortable with multiple identities, recognise their rights and responsibilities in each of these identities and have a sense of belonging to each group.

The curriculum incorporates 'Active Citizenship' at KS3. This delivers learning on Fundamental British Values (FBV) and political and religious extremism, so that learners have an understanding of the importance of being safe from radicalization.

What does the school need to do to improve further?

Further enhance the SMSC provision by developing an SMSC compliance toolkit for use by senior leaders and governors.

Ensure that the school provide more Islamic resources for the library.

The quality of achievement and progress of the provision of RE in the school is outstanding because:

The achievement and progress over time of pupils in RE is outstanding because pupils achieve exceptionally well, given their starting points. In 2016, a very impressive 95% of pupils achieved A*- C grades with 42% achieving an A or A* grade. Remarkably, all learners, including those with learning difficulties and disabilities achieve at least three levels of progress with the majority achieving four levels and a third achieving five levels of progress across the key stages.

Scrutiny of pupils' books shows very good learning and progress, with deepening understanding over time and pupils demonstrating clear understanding in their responses to tasks. Evidence seen shows pupils are articulate and confident individuals who evaluate a wide range of beliefs and values and are ready to share their thoughts on a range of issues and are therefore well prepared for the next stage of their education.

The school has taken appropriate steps to address changes to the GCSE RE curriculum and pupils are well placed to address new content. There continues to be very high levels of participation for the GCSE course.

Close monitoring and effective individual support from the very beginning of their learning journey in year 7 ensures pupils with Special Educational Needs achieve very well.

The quality of teaching and learning in delivering the RE curriculum is outstanding because:

Accurate and detailed assessments of pupils' knowledge and understanding, combined with teachers' extensive subject knowledge and high quality teaching secures rapid progress. Intricate planning of lessons clearly shows teaching staff have developed innovative and highly successful approaches to capture interest of all pupils. They demonstrate high levels of commitment and engagement with the result that pupils are enthusiastic and successful learners with very positive attitudes.

Teachers use questioning very skilfully in lessons to challenge pupils and extend their learning. They listen carefully to what pupils say and value their responses. Throughout lessons, pupils routinely reflect upon what they are learning.

Flexible approaches to planning lessons ensures pupils keep up with what is expected. It also allows the most-able pupils to flourish, deepen their understanding and applying their knowledge in different ways in all subjects. Lesson observations by middle and senior leaders confirms this view.

A combination of challenging work and interesting material means that in lessons pupils maintain a high level of engagement in what they are learning about so behaviour in lessons is excellent. For example, in an outstanding year 8 RE lesson, pupils were thoroughly engaged as a result of the use of a recent video which was selected to help encourage pupils relate their understanding of equality and discrimination in a modern context. One pupil went on to say that even with the human right to freedom of speech, there must always be consideration for others.

Teaching values the diversity of pupils' experiences which provides pupils with a comprehensive understanding of people and communities beyond their own.

Staff have benefitted from extensive training and continued professional development. The lead for teaching and learning in the school ensures staff all receive the support needed to deliver the very best outcomes for pupils, ensuring they achieve their potential and beyond.

Marking of pupils' work is regular and accurate and provides clear guidance on how pupils can improve further. Marking challenges pupils to respond to teachers' comments and as a result, subsequent work shows clear improvement. This ensures pupils take responsibility for their own learning. Inspectors however noted that pupils do not receive written overt praise for their efforts and progress towards learning objectives and success criteria which would allow pupils to feel their efforts have been acknowledged.

A thorough tracking system is in place and clearly shows that the progress of learners in RE is assessed formally through assessments each half-term. These are used to provide regular feedback to pupils and parents, along with targets for improvement.

The effectiveness of leadership and management of Religious Education is Outstanding because:

Governors and leaders have strategically planned or designed that the school's distinctive spiritual ethos with a mission statement: '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' is very effectively implemented and permeates throughout the school.

The Faith, Values and Ethos Policy has been developed by the school to guide staff and governors on how to support the school's ethos in an inclusive manner and all staff receive annual training on Faith, Values and Ethos and Regular CPD is provided to support staff in developing spirituality and contributing to shaping the Islamic ethos of the school. This instils a sense of purpose and commitment to the Islamic Ethos of the school.

There is a 5-year strategic plan and an annual operating statement. Governors, parents, learners and staff are involved in the development of these plans which embodies the faith aspect of the school.

The leadership team including the foundation governors monitor and evaluate the schools 5-year Strategic plan and the school's faith, values and ethos policy very effectively leading to sustained impact upon the quality of provision, behaviour of student and on achievement.

Safeguarding is very robust and effective such that all prospective staff and Governors are vetted to ensure that they have views which are consistent with the inclusive faith, values and ethos of the school and Fundamental British Values. Charities are also vetted, and approved by the Principal, before funds can be raised for them. All potential external speakers are vetted, and approved by senior leaders, to ensure that their views are consistent with mainstream British Values. A record of all external speakers and charities is maintained and shared with the DfE on an annual basis.

Leaders' work to protect pupils from radicalisation and extremism is exemplary and respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all teaching staff, especially those that are methodologically untrained and/or newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving. Regular QAP audits are undertaken by senior and middle leaders to monitor performance in R.E. and the personal development of learners.

Parents are very supportive of the school and acknowledge that the sustained success, in academic achievement and in all areas, is as a result of the robust and strong leadership and management of the school, at all levels.

The extent to which the religious education curriculum meets pupils' needs is outstanding because:

The quality of the Islamic curriculum itself, including meeting the statutory requirement for a daily act of collective worship (*salat*) is outstanding because:

Religious Education is part of the Humanities Faculty. The RE department coordinates with curriculum areas across the school to celebrate Islamic contributions to civilisation which is reflected in some fabulous mosque displays and models within the Technology Faculty; Islam and science display in science rooms and Islamic contribution to Mathematics.

The teaching of Religious Education and Living Islam is structured around the curriculum supported by an excellent partnership with Blackburn with Darwen SACRE and RE Consultants. This provides them with an outstanding base upon which to achieve outstanding quality and outstanding standards across the key stages 3 and 4.

R.E. lessons equip learners with the knowledge, skills and understanding necessary to become vibrant, active and spiritually intelligent young men in Britain. Learners are nurtured to play a full and inclusive role within society without compromising their individual religious beliefs and values. Individual spirituality and self-reflection is fostered through the R.E curriculum which utilises quality resources and an innovative system to monitor, assess and evaluate spiritual progress of learners.

The school also provides extra-curricular provision for *Hifz* (memorisation of the Quran), for those students who want to take up that option. The school also maintains an outstanding relationship with the local *madaaris/ makaatib* - over 70% of learners attend Madrasah in the evening and are enrolled onto Islamic learning programmes at those establishments.

40% of TIBHS students have embarked on the *Hifz* programme and 12 students who left in Year 11 last year were awarded a *Hifz* award in recognition of them completing their *Hifz* whilst at school. Those students who have become *Hufaaz* and those who are becoming Hafiz between them complete a *Qu'ran* every Friday, at least 3 *Qu'rans* are completed in total each Friday. Provision is made for those boys' who would like some quiet time to recite and memorise their *Qu'ran* in the mornings and at lunch times

This provision further enhances spirituality and memorisation capacity of the students. The extraordinary aptitude of memorisation developed in the students further contributes to academic excellence.

The school actively promotes its distinctive spiritual ethos with a mission statement which permeates all that the school does. This is underpinned, monitored effectively through the Faith, Values & Ethos Faculty which focuses on Spiritual development throughout the curriculum and spiritual enrichment activities. This includes delivery of

key subjects: Active Citizenship, Arabic, *Nasheed* (Music) and R.E, including an innovative unique *Nasheed* Curriculum, *Nasheed* competition, *Nasheed* Choir, *Qirat* competition, annual faith trails to other places of worship, Spiritual Weekly Islamic Learning Circles and annual *Seerah* competition.

Hadith (Thought) of the Week is delivered very efficiently during weekly registration time, learners are introduced to the '*Hadith* (Thought) of the Week' which is collectively explored, individually reflected upon and challenges set for the week. The selected narrations are those most relevant to the lives of young people and develop their values, character and place in the world. For example, (*hadith* of the week), during inspection they fostered the understanding of the inter-dependence of one another, hence the need for having qualities like cooperation, kindness, tolerance, and respect for a successful and strong community.

Spirituality is further developed through *Hadith* (Thought) of the Week and the daily/weekly recitation of *Qur'anic* chapters, such as Surah *Faatihah* and Surah *Kahf*, Islamic *Nasheed* and motivational speeches. Spirituality is further enhanced by the learning environment in displaying *Hadith* of the Week throughout the campus.

The school has a successful and effective spiritual support provided for learners with particular spiritual and emotional needs through the school's *Tarbiyyah* Mentoring Programme and Every Child Matters group. The *Tarbiyyah* mentors, who are a team of counsellors, with a strong background in Islamic-based counselling provide highly effective spiritual support to those with particular spiritual and emotional needs through the school's *Tarbiyyah* Mentoring Programme.

CPD training is provided for the school's *Tarbiyyah* Mentoring team, enhancing mentoring and counselling skills.

The school's strong links with external agencies ensure that members of staff are highly trained to assess learner needs accurately. The involvement of senior leaders and parents in the reviewing of the spiritual, emotional and academic progress of learners at risk is outstanding. Heads of Year conduct one to one pastoral meetings with each pupil to review performance and ensure academic and personal spiritual progression. They also work closely with the *Tarbiyyah* Mentoring Team and ECM team to refer pupils of concern.

What does the school need to do to improve further?

Ensure that the school provide more Islamic resources for the library.

The extent of pupils' spiritual, moral, social and cultural development is Outstanding because:

Students' spiritual, moral, social and cultural development is outstanding. The Tauheedul Trust and the leadership and managements focuses on SMSC, through the school's ethos and systems and policies, to be central pivotal to all it does.

Spiritual development is one of the school's core values which are embedded such that students demonstrate the readiness to challenge all that would constrain the human spirit (for example: poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, farce, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values). They further develop spirituality by reflection through daily prayer, fast and acts of worship and regular mentoring. This is also achieved through various extra- curricular initiatives such as undertaking a range of interfaith activities, interfaith trails, visits by speakers of different faiths, an interfaith conference that is delivered locally each year and explore their own character development through Life Skills lessons at KS3 and Citizenship lessons at KS4. Students participate in, and deliver assemblies regularly to foster their values and ethos. This also develops and instils their leadership skills.

There is a strong sense of moral purpose on the part of leaders and governors, and students show high levels of respect for others, act to help those less fortunate than they are and have well-developed views on a wide range of moral and ethical issues. The provision is delivered through engaging students in debating moral and ethical issues through Life Skills and Science lessons, evaluate the moral and ethical implications of human actions through Science, Religious Studies, Humanities, Citizenship and the morning registration programme and exploring the concepts of right and wrong through assembly, Religious Studies lessons and Citizenship lessons.

Tauheedul Boys' outstanding Social development is through students undertaking many activities which help to raise awareness of the hardship and suffering of others. They help to raise funds for charities and social enterprises – locally, nationally and globally. They acquire excellent social skills (empathy, emotional literacy and effective participation) through team-working in lessons, meeting and collaborating with other young people of different socio-economic backgrounds and with young people from other schools undertaking on a number of projects throughout the year.

Students are encouraged to play an active role in the community. They raise impressive amounts of money for a wide range of charities and even run a food bank for local, deprived families. In year 11 they follow a unique Khidmah or community service programme, where for one afternoon a week they are taken off the timetable and are placed in a variety of organisations (from doctor's surgeries, nurseries, infant schools, primary schools to charities, hospices and care homes) to provide service to the wider

community. Activities such as these deepen their spiritual, moral, social and cultural development further.

The outstanding cultural development of students at Tauheedul Boys' is instilled in students through developing strong British values through their learning across the curriculum and activities relating to special events such as the centenary of World War 1. They also participate in a number of enrichment activities, including community cohesion forums, to develop an appreciation of cultural diversity.

Students said to the inspectors that 'we feel safe in the school and we know who the safeguarding officer, we have toot-toot on the computer (an online safeguarding help line) so we know we are safe.' One student commented 'Diversities is embraced in our school, we get different contexts and a better understanding of everyone.'

There are very strong relationships between students and staff, and a shared love of learning, which contribute to students' outstanding attitudes and behaviour inside and outside of lessons. They show courtesy and good manners, and are welcoming and respectful to visitors, staff and each other.

The school prepares students exceptionally well for future success and life in a multicultural society. The school has been open for nearly 6 years but rapidly, the leadership Framework in place, is clearly laying out the key competencies required to develop as well-rounded, ethical and accomplished leaders of tomorrow and this was evidenced in speeches and video extracts from TIBHS first GCSE awards ceremony where Students leaders were highly articulate and spoke at length, with great eloquence and humour.

What does the school need to do to improve further?

Further enhance the SMSC provision by developing an SMSC compliance toolkit for use by senior leaders and governors.

Views of parents and carers

Parents are overwhelmingly supportive of the school which they feel provides an excellent education and develops their children's confidence and leadership skills. The school management help students to make independent choices and take full responsibilities for their actions and as one parent says, 'encourages high standards in all it does including in Islamic studies and in faith'.

Glossary

What inspection judgments mean

Grade	Judgment	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.