



Tauheedul Boys

Tauheedul Islam Boys' High School

Annual Report to Parents

2020



Part of Star



What have been our successes this year?

Over the past year, we have supported all members of our school community during the COVID-related lockdown and closure. This included:

- Keeping the school open for vulnerable learners and children of keyworkers, including hosting provision for local primary schools.
- Checking on the welfare of each of our students through regular calls homes.
- Remotely teaching a full timetable to all of our students.
- Preparing and delivering food packs to vulnerable people in our community supported by local businesses in our community such as Express Cuisine, Morrisons, Fareshare and Khanjra Foods.
- Liaising with our parents to donate hundreds of pieces of PPE to elderly homes.
- Sending messages of gratitude and hope to our essential workers across the borough.
- Secured exceptional grades for our students despite the closure of schools and cancellation of exams in the summer of 2020.
- Sustained an 'Outstanding' rating by Ofsted.
- Achieved one of the best levels of attendance and lowest levels of absenteeism in the country.
- Continued to develop our curriculum to make the learning in all subjects rich, deep and knowledge-based – and enhancing learning in technical and creative subjects.
- Continued to improve the standard of our teaching through regular training and coaching.
- Continued to improve the support we provide for learners with special educational needs and complex needs – through new qualifications, enhanced training and better resources.
- Continued to provide excellent pastoral support (including mental health) for our learners, led by our Heads of Year and supported by 'mentoring' for our most vulnerable learners.
- Enhanced the faith and character development of our learners through projects such as the 'Fast Programme', 'spirituality days', special virtual programme for Ramadhaan, volunteering placements, initiatives around manners and charitable fundraising.
- Delivered projects for our Leadership Specialism.
- Introduced the 'Star Readers' programme, competitions, clubs and other initiatives to encourage increased reading for pleasure by all students.
- Raised over £15,000 for charity and completed over 10,000 hours of community service and volunteering by our students (as part of The Star Diploma).
- Delivered the Duke of Edinburgh programme and the National Citizens Service for a record number of our Year 10 students.
- Delivered excellent careers guidance for students of all ages, sustaining all eight benchmarks of the Gatsby Framework – with impartial guidance interviews, visits by professionals from a range of careers, trips to universities and local industry, support for university applications and a Careers Aspirations Day.
- Delivered a programme of learning, sports' and charitable activities with staff and parents.
- Invested significantly in the development of future and existing middle and senior leaders, through the National Professional Qualifications for Middle and Senior Leadership.
- Sustained the role of parents through an active Parents' Council delivering several projects and events for the wider community.
- Liaised with all of our stakeholders to deliver the final year of a new strategic development plan for the next four years.
- Secured the Investors in People Gold Award.





What are we trying to improve?

Currently, we are working hard to improve:

- Our curriculum so that we have more opportunities to learn in technical and creative subjects.
- How well we maintain our excellent exam results over the next few years.
- How well we maintain the percentage of students who achieve the English Baccalaureate certificate by successfully achieving grades 9-5 in English, Maths, Science, History or Geography and a modern foreign language.
- The number and range of outdoor and extra-curricular experiences available to our students across the curriculum.
- How we continue to encourage learners, particularly those who enter secondary school with poor literacy skills, to read more frequently.
- The Leadership Specialism of the school will be developed further and help every learner to access activities within each of Star's five leadership foundations of sport, creativity, performing arts, enterprise and careers, charity and social action.
- To further enhance the Leadership opportunities through the User Experience Matrix by embedding Leadership opportunities in school such as the Army Cadets, Duke of Edinburgh, Scouts and National Citizen Service.
- To effectively deliver social action projects including Uniformity the upcycled uniform shop.
- Our systems for remote learning, so that students can continue their school timetable through online lessons in the event of school being closed or being unable to attend
- Our systems for simultaneous teaching so that pupils can be taught if they are both in school and at home without any detrimental impact.
- How we continue to provide excellent pastoral support to learners – including with mental health - particularly a small minority of learners with particular emotional and behavioural difficulties.
- How we enable learners, parents and staff to make better use of our sports', ICT and recreational facilities outside of school hours.
- To continue to develop opportunities for fixtures and extra-curricular activities on the weekends to compliment the evening madrassah commitment.
- Sustained the role of parents through and active Parents Council delivering several projects and events for the wider community including the work with the NCS.





How have our results changed overtime?

Although results will vary year-by-year because of the different abilities of each cohort, our results have been consistently outstanding over the past four years and the school is within the top 5% of all schools nationally for attainment and progress.

At **GCSE**, the school has achieved outstanding results for the past five years:

Year	% of students achieving at least five GCSEs at A*-C inc English and Maths		% of students achieving the English Baccalaureate	
2016	95		73	
Year	% of students achieving Grades 9-4 in English and Maths	% of students achieving Grades 9-5 in English and Maths	% of students achieving strong the English Baccalaureate	'Progress 8' Score
2016	n/a	n/a	n/a	+1.15
2017	93	76	63	+1.55 (Ranked 3 rd)
2018	90	77	46	+ 1.35
2019	84	67	32	+0.77
2020	90	81	n/a	+1.37

The school's GCSE results compare very favourably with those of other schools in the local authority and nationally. Our school is one of the highest achieving schools in the country (based on value-added which measures how good a school is at improving a student based on their previous results).





How do we make sure our pupils are safe, happy and well?

At Tauheedul Boys', we believe that ensuring our learners are safe, happy and well is a key priority. 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 students with particular emotional, behavioural or spiritual needs.
- Peer mentoring provided by trained students to support younger students with particular needs.
- Training for all staff on safeguarding (including aspects such as radicalisation and online safety), mental health and first aid.
- Working closely with the uniformed services, local authority experts and parents to support children with particular behavioural or emotional needs and to tackle truancy.
- Regular assemblies, collective worship and guidance from Learning Coordinators that focus on safe practices, good character, effective choices and positive values.
- Regular lessons for learners on mainstream British values and the risk of radicalisation and sexual exploitation (including guidance on relationships and sex education).
- Regular lessons in P.E., Science and Citizenship as well as termly Sports Days that focus on healthy lifestyles.
- Regular opportunities to develop character through regular fasting, charitable giving and initiatives around politeness and volunteering.
- Regular lessons on how to identify and manage risk during their everyday work, rest and play.
- Training all students on the acceptable and appropriate way to use Information Technology, and the internet in particular, and monitoring how students use technology.
- All new students and parents receiving an e-Safety session as part of their induction to the school.
- Strong anti-bullying ethos, policy and procedures that ensure that students 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 students.
- A strong Student Shura (Council) and prefects who meet regularly with the Principal and give an insight into issues that are causing concern.

During the recent closure of the school due to COVID-19, the school:

- Kept open on each day, including weekends and holidays, for vulnerable learners.
- Checked on the welfare of all vulnerable learners with weekly calls and visit to homes.





- Processed food vouchers, delivered hot meals, and loaned laptops to children from impoverished families.
- Liaised with the Local Authority, neighbouring schools and social workers to coordinate support for vulnerable students.





How are we making sure that our curriculum is ambitious, develops cultural capital and is organised to meet the needs of all learners?

At Tauheedul Boys', we aim to ensure that the needs of each child are taken into account by our curriculum and our teachers. We do this by:

- Ensuring that almost all of our learners complete the full English Baccalaureate of subjects – including learning in English Language, English Literature, Maths, Science, Humanities (History and Geography) and Modern Foreign Languages.
- Delivering a curriculum that is rich, deep and knowledge-based for all learners.
- Having a clear scheme of work for all subjects in which units of learning are clearly sequenced and learners are taught to remember more knowledge over time.
- Developing the 'cultural capital' of our learners by:
 - Teaching the essential knowledge that pupils need to be educated citizens
 - studying the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.
 - Ensuring all students study Citizenship, to appreciate the tenets of democracy and how public institutions work.
 - Using English lessons to teach some of the best poetry and literature of different ages.
 - Promoting reading for pleasure, including participation in the Star Readers' challenge.
 - Teaching Ethics and Philosophy through Religious Studies lessons.
 - Delivering Art and Music lessons.
 - Teaching the breadth and depth of British, European and World History through the ages and impact on present day.
 - Delivering Geography lessons to improve understanding of cultures, interconnectivity of the world's communities and species.
 - Using Science lessons to teach about the contributions of some of the most consequential scientists in History.
 - Delivering three modern foreign languages in a way that brings a foreign culture into the classroom, including using bespoke authentic resources where possible.
- Embedding the R-18 framework within our curriculum and helping every learner to access activities within each of Star's five leadership foundations of sport, creativity, performing arts, enterprise and careers, charity and social action.
- Providing subject choices at GCSE and beyond, so that more able learners can secure grades 9 – 7 and less able learners can complete vocational courses and continue to receive support in English and Maths.
- Providing withdrawal sessions for particular students to accelerate their progress in literacy and numeracy using booster resources provided by the Government.
- Setting students in English, Maths, Science and Humanities lessons.
- Undertaking assessments at the start of Year 7 to identify students who will need support in the





classroom with literacy and numeracy.

- Setting individual targets suitable to each child's ability and tracking the progress of each child closely and regularly to provide support when and where needed.
- Working closely with parents and experts in the local authority to develop individual learning plans for students who have special educational needs.
- Providing regular training to our staff to support students with physical and educational needs.
- Providing support staff in lessons for those students who have low levels of literacy or numeracy.
- Assessing students every half-term in all subject areas, so teachers are constantly aware of students who need support and challenge, and how they can help them to improve.
- Differentiating in our lesson planning and teaching to support and challenge the least and most able.
- Providing training to our staff to deliver lessons with varied activities that engage learners with different ways of learning.
- Supporting learners with special educational needs through qualified and experienced support staff, effective partnership with expert staff from the Local Authority and the best equipment.





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

Our school expects all students 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.
- Monitor attendance to online lessons if a pupil is not in school and is able to access learning via Teams and One Note to limit the loss of learning.
- If a pupil is internally excluded, they will access the learning by logging on to Teams and One Note so they will be part of the lesson but will not be in the physical classroom.
- Ensuring that all students 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.
- Reporting attendance to parents each half-term and meeting parents if attendance is too low.
- Working closely with the Local Authority to support students with lower levels of attendance.
- Rewarding outstanding attendance and punctuality by all students.

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

- Promoting an ethos of high expectations across the school and beyond.
- Celebrating our STAR values of Service, Teamwork, Ambition and Respect.
- Ensuring that all students 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.
- Appointing and training students as restorative justice practitioners to help students have excellent relationships with each other.
- Linking school leadership roles to excellent standards of behaviour and etiquette.
- Providing mentoring for students with persistent emotional or behavioural difficulties.
- Using a graduated system of behaviour reports for students who are persistently disruptive.
- Meeting regularly with parents of students who are persistently disruptive.





How do we deliver 'Leadership' skills as part of our 'Leadership' Specialism?

Our Leadership specialism is at the heart of everything we do. Our students learn all about their rights, roles and responsibilities as young leaders in Britain and the world today. Our STAR R-18 Framework develops moral, performance and civic leadership capacities and provides our students with the skills and confidence they need to participate as future leaders and responsible, active citizens in our democratic society.

To help our students to become successful leaders and active citizens, we:

- Help every learner to access activities within each of STAR's five leadership foundation of sport, creativity, performing arts, enterprise & careers, charity & social action.
- Deliver Life Skills lessons, Termly Leadership Days and community service projects to help our students put their moral and civic leadership skills into practice.
- Enable our students to take part in projects around racism, cancer awareness, the environment, human and animal rights, equality and disaster relief.
- Recruit our students to important leadership roles within the school – such as Student Council, FA Referee, PE Ambassador, Restorative Justice Practitioner, Peer Mentor, Librarian, Form Captain and Prefect – to promote positive relationships between students, represent their concerns and show leadership of key areas of the school. In particular, the Student Council is elected by their peers following a democratic campaign and meet with the Principal on a half-termly basis.
- Deliver a termly student newsletter – Al Qalm (The Pen) edited and published autonomously by learners – to report on school activities and important national themes and issues.
- Offer an 'Alumni Teacher' programme, in which Y13 College students are recruited to support the teaching of targeted students in intervention lessons.
- Deliver the Duke of Edinburgh Award – developing and applying leadership skills to physical activity, volunteering and activities such as orienteering and expeditions.
- Deliver a Leadership Accreditation Programme endorsed by SSAT.
- Deliver Termly Leadership Days.
- Encourage our students to participate in the National Citizens Service (NCS).
- Deliver a FA Refereeing Level 1 Course.
- Uniformity Social Action Project.
- FCE Ambassadors running the weekly Foodbank.
- Ask our students to participate in a range of activities to learn about the dangers of political and religious extremism. Students participate in activities with young people from other schools to develop ideas to promote British values. In lessons, students also learn about the importance of moral leadership – learning about inspiring leaders, such as Martin Luther King, and themes such as Fundamental British Values.
- Ask our student leaders to represent the school at key events such as memorials to mark the Holocaust, Srebrenica Massacre and Armistice Day.
- Work with the Anne Frank Trust to train a number of ambassadors to share what happened in the Holocaust, and the lessons to learn from it, with their peers.
- Encourage our students to lead on charitable projects. Last year, £15,000 was raised for local and national charities.
- Ask each of our students to deliver a speech to their peers in assembly on a topic or issue close to their heart. This promotes oratory and communication skills.





What activities and options are available to pupils?

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

- A wide range of extracurricular activities and clubs that exist in different subject areas and within each of STAR's five leadership foundations of Sport, Creativity, Performing Arts, Enterprise & Careers, Charity and Social Action.
- Enrichment visits to events to challenge and engage most able students, in particular in English, Maths and Science.
- Literacy and numeracy support sessions and revision sessions at KS3 and KS4 to support student achievement.
- A range of trips and activities to enthuse students and develop skills for learning and life including International trips to Rome, Spain and France.
- A programme of special assemblies, fasting, reflection circles, 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 'Spirituality Days', 'Art Days' and other activities to enhance creative and values learning.
- Participation in 'Leadership Days' to learn about, and develop an appreciation of, British values and the centenary of World War 1.
- Involvement in local authority projects aimed at community cohesion – including marking key events such as the Holocaust, Srebrenica Memorial and Armistice Day.
- Participation in different sports to compete with local schools in fixtures over the weekend.

In addition, students in Year 11 can also participate in a number of Activities. These include:

- University visits and University preparation events & courses.
- A programme of visits by professionals from a range of sectors, to raise awareness of careers and university courses.
- A careers' fair and workshops with leading universities and employers to improve awareness of opportunities beyond students' time in Year 11.
- A mentoring programme delivered in partnership with Universities to promote progression further.
- Arranging visits and providing bespoke support, for Gifted And Talented students to access the best Universities.
- Special programme such as The Duke of Edinburgh Award, the National Citizens Service, First Aid and Social Action Projects to enrich and enhance the curriculum.
- A number of 'societies', clubs and activities linked to each subject.
- Enhancement and research courses linked to each subject.
- Serving as prefects and peers mentors to younger students.





How do we provide quality information, advice and guidance to our learners?

We strive to help our young men pursue the best possible progression pathways after completing their education at our school. We deliver all eight benchmarks of the Gatsby Framework for Careers, Education, Information and Advice. These eight benchmarks include:

1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
- In order to help them prepare for college, university and the world of employment, we provide timely careers guidance, enterprise and leadership initiatives in school.
 - We continue to develop links with leading local employers in professions, business, industry and the public, community and voluntary sectors. We invite leading, successful and accomplished individuals from the community and beyond to inspire our learners to be the very best they can be.
 - Students are offered one to one independent advice and guidance interviews to explore their study and career options beyond school and college. These guidance interviews provide an overview for students and their options including Apprenticeships and information on the current Labour Market.
 - In Year 11, some pupils have the opportunity to visit a range of universities and participate in a visit to Oxford University.
 - Each pupil visits a workplace for experience. Due to Covid-19 there was no work experience.
 - There was an online Careers & Working with Employers Day on Monday 13th July 2020.
 - Our annual Careers Fair takes place in the summer term. Inspiring guest speakers provide a keynote address before students explore over thirty providers from various sectors. Parents are invited to join their son in exploring university stalls, apprenticeship providers, employers and voluntary services. A wide spectrum of providers attend the fair including representatives from Rolls Royce, Microsoft, Oxford University and many other organisations that support our students careers education. Due to Covid, this was postponed.
 - Our Careers' Education, Information, Advice and Guidance (CEIAG) provision is evaluated with pupils, teachers and employers on an annual basis.
 - We track our students for three years after they leave our school & college to better understand how successful they are in progressing to careers and new courses.

What do our pupils do after Year 11 and Year 13?

Each year, around 98% of Year 11 students at Tauheedul progress to Further Education. Most of these students study A Levels, though a minority undertake vocational courses such as those relating to Sports, Science and ICT.





What have pupils told us about the school, and what have we done as a result?

At Tauheedul, we really value the perspectives of our students.

In independent feedback that we commissioned last year, we found that our students:

- Are strongly supportive of the school's academic achievements.
- Believe that the school is very well organised and managed.
- Feel that learning and teaching in the school is very good – but want teachers to make the lessons and assemblies more enjoyable.
- Appreciate the support that they receive to do well in exams, particularly recognising the revision resources that each subject provides, but want more support to deal with stress.
- Believe that the school has a caring ethos with good advice on healthy lifestyles and relationships.
- Are proud of our faith heritage and ethos, particularly the new initiatives in fasting and daily reflection circles, and believe that the school teaches British values very well.
- Appreciate that their views are listened to, and that they are able to use the Student Shuraa (Council) to express their concerns.
- Feel safe and secure, including from bullying, and that the school encourages them to eat healthily and exercise more often.
- Recognise that the quality and range of school meals have improved.
- Value the Enrichment opportunities now opening up at the school.

In response to the views of our students, we have:

- Introduced even more activities to help encourage learners to adopt healthier lifestyles, including lots of after-school sporting clubs, and an enhanced school menu available to all learners.
- Improved support for students with stress by delivering training for our staff, offering workshops and drop-in clinics to learners and organising assessments to make them less burdensome.
- Improved our system for recording achievements and excellent work - then reporting them to parents using our half-termly report cards and celebrating them through termly rewards assemblies.
- Introduced and improved the 'STAR' Baccalaureate – which rewards learners for good attendance, behaviour and volunteering.
- Improved the quality of assemblies – with more entertaining activities, external speakers and a range of themes.
- Improved training to our teachers to make lessons more enjoyable.
- Enhanced the information, advice and guidance for learners by delivering workshops and a careers' fair attended by leading universities, apprenticeships providers and employers.
- Value the facilities for computing & printing.
- Improved the school planner to make it more engaging, informative and accessible.
- Improving facilities for storing students belonging in school.
- Enabling more learners to study creative subjects.





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' Shuraa (Council).
- Gather the feedback on school provision as part of the regular parent surveys.
- Receive guidance from parents and the community on school plans and initiatives.
- 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, such as 'Presentation Evening' each year.
- Provide support for community projects through our experiential curriculum in PSHE/Life Skills and support for charitable projects.
- Provide support and challenge to the school through the parent governors in the Local Governing Body of the school. This year, we elected new Parent Governors to serve on the Local Governing Body.
- Seek advice, guidance & updates through the termly Principal's surgery.
- Look to develop and deliver learning and sports provision for parents and the community as part of our extended services.

What have we done in response to our Ofsted report?

The school was inspected by Ofsted in April 2014 and was rated as 'Outstanding' in all areas.

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

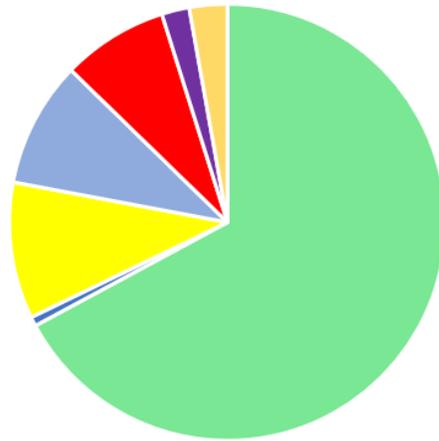
- Continued to improve our facilities to make it safer and more convenient for our students, staff and parents.
- Continued to improve our curriculum by introducing more subjects and more choice including Computer Science, Performing Arts, vocational courses in Sports Studies, Arts and Creative iMedia.
- Worked to improve teaching further, by focusing on sharing excellent practice to 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 did we allocate our budget last year?

Last year, the school spent £3.8million. The chart below shows how we allocated this spending.



■ Staffing ■ Other Employee Expenses ■ Premises ■ Supplies ■ Services ■ Meals ■ Transport Costs

What capital (buildings) projects did we undertake last year?

Significant work was undertaken during 2019-20 to improve the safety, security and efficacy of the school estate.

This includes:

- Installation of sanitising units and other facilities to support the safe reopening of the school during the COVID-19 pandemic.
- New signage around the school building, particularly with respect to social distancing and new arrangements in school.
- Additional water dispensers procured to minimise risk of infection along the corridors.
- Additional shoe storage outside the reflection hall.
- Installing blinds, including blackout blinds around the school estate.
- Supply and fitting of notice boards including Culture boards to recognise student achievements.
- Maintaining the excellent standards of the School estate through frequent deep cleans and painting.

