



Tauheedul Boys

Tauheedul Islam Boys' High School

# *Prospectus*

2023-2024



*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

# Welcome

## Welcome to Tauheedul Islam Boys' High School.

As Principal of Tauheedul Islam Boys' High School (TIBHS), I extend a very warm welcome to you all and hope that this brochure gives you a flavour of what life at a high performing faith school with a specialism in Leadership is like.

TIBHS is a Muslim faith-based school that promotes fundamental British values and welcomes applications from all faiths and none. At TIBHS, we believe that every young man – regardless of faith, race or background – is unique and special and has the capacity to succeed within our STAR values rich ethos.

The STAR values at our school are:

- SERVICE
- TEAMWORK
- AMBITION
- RESPECT

Our job as a school is to help each and every young man discover and unlock their unique talents and maximize their potential. This unshakeable belief drives our uncompromising pursuit of educational excellence. We expect our parents/carers to play an active part in pursuit of this educational excellence by attending parents' evenings, curriculum guidance evenings, pastoral evenings and pupil performance review meetings, as well as ensuring that homework is completed on time and to the best standard.

We believe that every young man has an active role to play in the local community and in wider society. Our Khidmat programme (community service programme) is designed to get our young people actively engaged in charity work and volunteering.

At TIBHS, our young men not only work hard but they play hard, too. We expect all our young men to participate actively in a range of extra-curricular clubs whether that is the scouts, the Army Cadets or after school enrichment such as Rugby. After all, a healthy body fosters a healthy spirit and mind!

A huge thank you to the sheer commitment of staff, the hard work and determination of the young men and support of parents and governors.

We expect our young men to be creative, innovative, independent and resilient and we are committed to fostering their interest in social enterprise. Our pupils leadership team in Y11 have launched an upcycled uniform social action project

- Uniformity - to support our families with quality uniform at discounted prices. Who knows – one day, one of our young men may help to find some of the solutions to the challenges facing our planet today.

All of this is only possible in a climate of mutual care, trust and discipline. We expect our young men to demonstrate the highest levels of discipline both within school and on their way to and from school. We expect parent/carers to play a full and active part in ensuring that their child follows our highest expectations on uniform, punctuality, attendance and behaviour.



This will compliment an ethos and culture of exemplary standards, behaviours and values suited to our iconic, state of the art building. I am delighted and excited that we have opened the doors to our new sixth form - TB6 - in September 2022. We offer an experience of exceptional learning and teaching which stretches and prepares the students with an ambition to pursue prestigious career pathways, attend higher education at Russell Group and Ivy League universities and training with leading organisations to study a high end degree apprenticeship.

Our guiding principles and mission have remained the same – for TIBHS to be a place where our young men aged between 11 and 18 can achieve educational excellence and benefit from outstanding opportunities for character development, leadership and service to communities.

We were inspected by Ofsted in April 2014 for the first time, and the school was graded 'outstanding' in all areas, which was a truly remarkable achievement and testament to the efforts of our young learners and staff, and support of parents, governors and the community.

I hope you find the Open Evening very informative and beneficial.

Wassalaam.

**Majid Ditta**

**Principal**

# 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 always protected.**

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 emotional and behavioural difficulties. 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 our 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 DSL (Designated Safeguarding Lead) in the school alongside two DDSLs (Deputy Designated Safeguarding Leads).
- 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 cyberbullying 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) including Mental Health 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 annual 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.

## Faith and Character Education Development

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 Boys'.

Our policy on Faith and Character Education 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 young men 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

## 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 pupils, deliver weekly assemblies and have a full programme of activities to complete during registration including a Reading programme.
- Promote learning from, with and about other faiths – particularly during Religious Studies lessons.
- Deliver Life Skills (including teaching on Fundamental British Values) for all pupils in all year groups.
- 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,

# Keeping our learners safe, happy and well is paramount to everything we do

around £20,000 is raised by our young men for local, national and global causes.

- Encourage our learners to participate in volunteering – through the Duke of Edinburgh Award and the Star Diploma and Social Action Award. Last year, our young men completed nearly 15,000 hours of volunteering between them.

## Learners with Special Educational Needs

We work hard to meet the needs of all young men 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 boys 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 of our young men – 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 term.
- Deliver a Star Diploma 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 young men, and we regularly monitor each pupil's record. We expect attendance at 98% or above (which means that a pupil 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 young men 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 – which includes visiting speakers who offer guidance on responsible choices to make and advice on healthy living.
- We have a large number of activities to develop our young men as leaders.

These include:

- Young men participating in key roles such as Shuraa (Council) Representative, librarian, restorative justice practitioners, journalist for the Al Qalm magazine, 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 support with this, our school-based NHS Mental Health Team support the mental health and wellbeing of all of our young men.

# Achieving and Sustaining Excellence

## **What underpins excellence at Tauheedul Boys' is what happens in the classroom, the way we teach, how we assess and how we promote a culture of achievement in the school.**

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 our young men, 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 young men frequently, and use this information to inform our planning. If the data is suggesting that a young man is in danger of not achieving his potential, then we plan a programme of intervention, possibly including additional lessons after school, to ensure that he is not falling behind. We respond promptly to any issue relating to achievement. We will also, when required, provide additional in class support for any pupil who has particular learning needs. We will send a report card to parents and guardians regularly on how their son is 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 son 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 young men at Tauheedul Boys' 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 young men enjoy coming to school.

It is our responsibility to give all our young men who leave TIBHS the widest possible options in terms of careers and further study. Our young men, 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. TIBHS 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 our young men 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 our young men 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. Our pursuit of academic excellence is based on a simple premise; that whatever your son achieves in terms of academic results on leaving the school, he could not have achieved any more. He has fulfilled his potential. This process involves a great deal of hard work from all involved – the school and its teachers, parents and guardians, and, most importantly, our young men themselves.



# Achieving and Sustaining Excellence

The curriculum at TIBHS:

- Is primarily academic, broad and balanced in nature;
- Emphasises learning in literacy, numeracy, languages, humanities and science;
- Offers a wide curriculum including technical and creative subjects.
- Encourages high levels of participation in subjects that lead to the English Baccalaureate (EBacc) – at least 80% of the delivery time in each year is dedicated to EBacc subjects;
- Prioritises academic achievement in literacy and numeracy for least able learners;
- Provides highly positive, memorable experiences and rich opportunities for high quality learning;
- Has a positive impact on all our young men's behaviour and safety;
- Contributes to our young men's spiritual, moral, social and cultural development;
- Adopts an inclusive, values-driven approach in line with the ethos of the school;
- Fosters, in all, the fundamental British values of democracy; the rule of law; freedom of religion; freedom of choice; freedom of thought; freedom of speech; freedom of association; tolerance and respect; fairness; liberty; social responsibility; equality for all.
- Contributes to the Leadership foundation of Sport, Creativity, Performing Arts, Enterprise and Careers, Charity and Social Action.
- Contributes to the Faith Character Education of the school.





# Achieving and Sustaining Excellence

The curriculum reinforces the three elements of the mission statement:

## Element 1: Educational Excellence

At the core of the school's curriculum will be a specialist and obligatory menu at Key Stages 3 and 4 for all our young men of academic subjects leading to the English Baccalaureate and including English, mathematics, sciences, languages, humanities, arts and technology.

## Element 2: Character Development

Concurrently with the core academic curriculum, our young men will participate in a programme of character development including sports, cultural, creative and other extra-mural activities.

## 3: Service to Communities

The curriculum for this element will be structured to help the development of citizenship, social enterprise and service to communities.

At Key Stage 3, our young men study:

- ✓ English
- ✓ Maths
- ✓ Science
- ✓ Geography
- ✓ Religious Studies
- ✓ History
- ✓ Art & Design
- ✓ Performing Arts [Nasheed (Music) & Drama]
- ✓ Urdu
- ✓ French or Arabic
- ✓ Computer Science
- ✓ Physical Education
- ✓ Life Skills
- ✓ Design Technology (including Food and Nutrition)

At GCSE, our young men study:

- ✓ GCSE English Language
- ✓ GCSE English Literature
- ✓ GCSE Maths
- ✓ GCSE Double Science (or Separate Sciences in GCSE Biology, GCSE Chemistry and GCSE Physics)
- ✓ GCSE History or GCSE Geography

- ✓ GCSE French or GCSE Arabic
- ✓ GCSE Urdu
- ✓ GCSE Computer Science,
- ✓ GCSE Religious Studies
- ✓ BTEC Art & Design,
- ✓ OCR Creative iMedia
- ✓ NCFE Graphics
- ✓ NCFE PE
- ✓ GCSE+ in Modern Foreign Languages
- ✓ GCSE+ in Computer Science,
- ✓ GCSE+ in RS

During Year 10, our young men are able to complete GCSEs in either Urdu, French or Arabic, Religious Studies, Computer Science and Creative iMedia.

Our young men also receive additional time for personal study and get the opportunity to undertake projects relating to community service and charity.

All of our young men are able to study courses to achieve the English Baccalaureate – a national certificate given to those our young men who complete GCSEs at grades 9-5 in English Language, Maths, Science, History or Geography and a Modern Foreign Language. Our young men 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 in Biology, Chemistry and Physics.



# Support and development

TIBHS' ethos is centred on ambition and that determination must be at the centre of everything the school does. We believe that all our young men should be able to learn in a safe environment, free from interruptions caused by disruptive behaviour, and will implement a world class climate to learning unambiguously.

We have a highly personalised approach to meeting the academic, physical, mental, emotional and spiritual needs of every young man. We use information and data from primary schools, our own assessments, national tests including the Cognitive Ability Test (CATs) and from our meetings with our young men and their parents to make sure we know our pupils well and understand their individual needs.

Our young men, 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 Boys' will never adopt a 'one size fits all' view of education: our vision is for a truly personalised approach to learning and teaching.

In addition, all our young men with a Statement of Educational Needs, will have those needs met in full. As an inclusive school, we give priority to children with Special Educational Needs (SEN) in our admission arrangements. We employ qualified staff to provide specialist support to our young men with SEN.

- The school's arrangements for Pastoral Care guarantee that your son feels safe and secure, and the Tarbiyyah Mentoring programme will give specialised and individual guidance for any young person in need. We always seek out the positive with the young people in our care and your son's achievements in any area of school life will be acknowledged with achievement points, certificates and other rewards.
- All parents and carers are kept fully up-to-date with their son's academic progress with termly report cards (half termly for years 10 and 11) and regular parents' consultation evenings. This is set out in the schools' Assessment, Recording and Reporting Policy'. If your son is at risk of not achieving nationally expected levels at GCSE, a senior leader from the school will meet with you and your son every half-term. These meetings will review progress and agree how your son, the school, and you as the parent/carers, can work together to help him to succeed.

- Tauheedul Boys' is a safe learning environment, as detailed in the 'Health and Safety Policy' on the school website.
- At TIBHS character development is a significant priority. As a school we offer many opportunities including Scouts, DofE, NCS and the Army Cadets.
- In order to prepare our young men for the world of work, careers guidance is provided by independent experts and by our teachers including a leader for 'FUTURES'. As a school we have met all the 8 GATSBY benchmarks. As part of our careers programme, the young men in Year 11 have their progression routes mapped out for them based on actual GCSE results they have sat in Year 10, predicted GCSEs in Year 11 and career aspirations. We organise unique Career Aspiration Days and Leadership Days, to allow our young men to show their creative and entrepreneurial talents to the full. Our young men in Year 11 are also able to complete community service projects and take part in/attend events to learn workplace skills, as well as develop an appreciation of those who are less fortunate. In addition, Year 10 experience the world of work with a Work Experience Week.





# Faith

## Our Faith and Character Education lies at the heart of all that we do at Tauheedul Boys'.

TIBHS is a school with an inclusive Islamic faith ethos. We are proud of our faith, its values and its emphasis on a shared view of humanity – one family and one world for which we all share responsibility. We take a progressive, outward-facing, inclusive and globally orientated interpretation of the Islamic faith.

Everything we do is designed to enable all our young men to live their lives according to the values of self-discipline, compassion and mutual respect for all people regardless of difference and respect for the earth itself. These fundamental values underpin the Islamic faith and our British way of life.

The school aims to celebrate all that faith has to give and instil a sense of joy at being part of the local and wider community. We have an inclusive approach to faith, welcoming people of all faiths and none and recognising that we are all part of, and contributing to, something far greater than ourselves.

We place great emphasis on character development – exemplary character, promoting values such as respect, care, tolerance, self-discipline and love for each other. We promote an ethical lifestyle, enabling our learners to feel empowered to fulfil their responsibilities to themselves, their families, wider humanity and an environmental responsibility – a green and sustainable agenda.

Regardless of their religious beliefs, we want to prepare all our young men to become high achieving, fully engaged citizens in multi-cultural 21st century Britain. For our Muslim young men, we want to help them to explore how they can apply faith values in their everyday lives as committed and tolerant members of British society. We are not associated with – or subscribe to the views of – any faith organisation or movement. We want them to become model British citizens, inspired by faith to uphold fundamental British values, reject extremism in any form and to prosper as part of British society.



We want our young men to make a genuine and determined contribution and, by their actions, to demonstrate the best of what the Muslim faith can contribute to British life and culture.

Faith and Character Education will inspire us to encourage all of our young men 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.

The school is committed to the three I's of the Faith Charter, which are:

**Ikhlas** (Sincerity) – Strong leadership, teamwork and resilience  
**Ihsan** (Going the Extra Mile) – loyalty and respect  
**Itqan** (Striving for Excellence) – achieve excellence and shape their own future

In order to encourage the personal development of our young men, the school offers:

- 'Religious Studies' lessons where our young men learn about their faith and other faiths.
- Morning registration programme, where our young men study 'Hadeeth (thought) of the Week' and set and review weekly personal goals.
- Daily and weekly Reflection circles.
- Surah Faatihah (opening chapter of the Qur'aan), which is recited by a young pupil before their peers at the start of each lesson.
- Optional Qur'aan clubs, including Surah Kahaf, a chapter which is listened to each Friday.
- Opportunity to perform Zuhar (afternoon) and in certain months Asr salaah collectively during the winter months.
- A weekly assembly, delivered by our young men and dedicated to messages for spiritual, moral, social and cultural development.
- Community service projects, events to raise funds for charity, a 'fasting programme' and other regular events to nurture fundamental British Values and enhance our young men's awareness of community service.
- Inter faith programmes where our young men meet others from all faiths and none to learn about and celebrate one another's beliefs.
- Celebrating key events in the Islamic calendar eg. Ramadan, Hajj and Rabi Al – Awwal.

# Attendance and behaviour

We expect the highest standards of attendance and punctuality. Research evidence and national statistics link good attendance to the achievement of academic and social potential. Attendance and punctuality also reflects pupil and parent commitment to achievement and to our school's mission.

We encourage the young men to work towards 100% attendance and set a minimum attendance target of 98% per year (equivalent to the top quartile of all English secondary schools). Excellent attendance is celebrated and recognised at the end of each term at our awards assembly. At TIBHS our attendance has always been in the top 1% of all schools nationally.

## Behaviour

Our approach to behaviour and discipline can be described as "tough love" to achieve the highest of expectations for behaviour. We operate a firm but fair approach. We apply this rigorously, robustly and consistently. We want to make sure that disruptive behaviour by the few does not damage the achievements of the many. The Code of Conduct for staff and pupils and the Home-School Agreement set out our expectations clearly.

## Enrichment within the curriculum

The school has a firm commitment that learning in each curriculum area should not just be about delivering a scheme of work or programme of study to achieve outstanding examination results, but should also be about our young men enjoying learning and developing creativity within that subject.

Each curriculum area will be expected to develop enrichment activities for learners and to signpost these activities.

Enrichment within curriculum areas should be aimed at:

- Increasing enjoyment within that curriculum area
- Providing challenge and developing independent learning in the most able
- Developing the profile of the curriculum area or particular skills and themes within that area
- Linking the curriculum area to the school's Specialist Leadership Foundations of Sport, Creativity, Performing Arts, Enterprise and Careers, Charity and Social Action
- To consolidate and reinforce the STAR values of Service, Teamwork, Ambition and Respect



## Parental Engagement

We put a lot of emphasis on parental involvement in a child's educational development. Educational research shows the beneficial effects it has. A positive partnership between the school and parents, with active parental involvement, will help pupils personal, academic and spiritual development during their vital years in school.

Parents are as important as teachers in:

- **Monitoring learning** – regularly discussing learning, homework and attainment with their child
- **Fostering values and good character** – supporting their child's personal development and encouraging them to develop a positive character
- **Supporting organisation** – helping their child to be organised for success, by having all the right equipment and uniform and by being in the right place at the right time
- **Motivating and raising aspirations** – motivating their child and encouraging them to fulfil the potential with which they have been blessed

# Looking after our staff and our community

**Outstanding schools do not work in isolation and cut off from the rest of the community.**

**Outstanding schools like TIBHS are constantly looking ahead to the future needs of our young men, our staff and our community.**

## **Supporting our Staff and Governors**

- 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 learning support 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' Shuraa (Council) which meets the Chair of Governors and/or Principal each term - providing advice, giving feedback and raising concerns.
- A Parent Shuraa (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 Shuraa or ask them to raise concerns with, and provide feedback to, the leadership of the school
- Host sporting and fundraising activities which are organised by parents.
- Deliver 'coffee mornings' and 'coffee evenings' with advice to enable parents to support the learning and development of their children.
- Supporting parents with positive parenting workshops.

## **Supporting Our Wider Community**

To support our wider community, we:

- Deliver regular Open Days and Open Evenings.
- Encourage volunteering with almost 15,000 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 £20,000 each year for local, national and global causes.
- Commemorate important events – such as the Holocaust and Armistice Day – by participating in local functions.

## **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 pupils and the development of our wider community.





Tauheedul Boys



## **Tauheedul Islam Boys' High School**

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**"This is an outstanding school."**

**"Students achieve outstandingly well. The proportion of students making better progress than expected from their individual starting points is exceptionally high."**

**"Students say that they feel exceptionally safe in school. Behaviour in lessons and around the school is exemplary. Attendance levels are exceptionally high."**

**"A wide range of activities ensures that students' spiritual, moral, social and cultural development is of the highest quality."**

**"The school prepares students exceptionally well for future success and life in a multicultural society."**

**"The school's work to keep pupils safe and secure is outstanding. Students feel exceptionally safe in school."**

(Ofsted, 2014)