



**Tauheedul**

**School Profile 2007/08**

**Tauheedul Islam Girls' High School and Sixth Form College**

## **What have been our successes this year?**

Over the past year, we have:

- Achieved outstanding SATs and GCSE Results in summer 2007 and 2008. In 2007, our results made us one of the top 100 highest achieving schools in the country (based on contextually value-added which measures how good a school is at improving a student based on their previous results and factors such as gender and ethnicity).
- Improved the curriculum further to introduce several new subjects.
- Achieved Humanities Specialist Status, with Citizenship as our lead subject.
- Enhanced student-voice through a more involved Student *Shura* and more student-focused activities.
- Improved our short and medium term planning across the school.
- Recruited a team of middle leaders to manage the different subject areas.
- Developed a new 6<sup>th</sup> form partnership with Blackburn College to start in September 2008.
- Added new classrooms through the refurbishment of dormers on the top floor of the school.
- Added a temperature control system to all classrooms to improve the learning environment in summer and winter months.
- Improved the outdoor provision with a new safer play area for our students.
- Received a 'good' spirituality inspection of the school, designed to monitor and maintain our Islamic ethos.
- Developed a thorough and detailed plan for the new school after Tauheedul moves to Beardwood in 2015 as part of the 'Building Schools for the Future' programme.

## **What are we trying to improve?**

Currently, we are working hard to improve:

- Our learning and teaching so that it not just consistently 'good' but is 'outstanding' more often, with more use of assessment for learning and information and communication technology (ICT) in the classroom.
- Results in GCSE Maths which are 'good' but need to match the 'outstanding' level achieved in English at GCSE.
- Enrichment activities for our students so that they can develop enterprise and creative skills, emotional literacy and spiritual intelligence through projects and special events.
- Support and challenge for our least and most able students so that they make 'outstanding' progress and are engaged at all times.
- The curriculum further to offer more choice at Key Stage 4 and beyond, with more subjects in Humanities and creative areas.
- Space in the building and provide larger learning spaces to enhance the learning environment for all of our students.

## How have our results changed over time?

Although results will vary year-by-year because of the different abilities of each cohort, our results have improved over the past three years and the school is one of the highest achieving in the country.

At **Key Stage 3**, the results are shown below:

	2006	2007	2008
<b>English</b>	Level 5+ = 97% Level 6+ = 71% Level 7+ = 27%	Level 5+ = 100% Level 6+ = 88% Level 7+ = 37%	Level 5+ = 97% Level 6+ = 60% Level 7+ = 13%
<b>Maths</b>	Level 5+ = 87% Level 6+ = 64% Level 7+ = 39%	Level 5+ = 93% Level 6+ = 80% Level 7+ = 35%	Level 5+ = 85% Level 6+ = 65% Level 7+ = 37%
<b>Science</b>	Level 5+ = 88% Level 6+ = 53% Level 7+ = 24%	Level 5+ = 90% Level 6+ = 57% Level 7+ = 22%	Level 5+ = 85% Level 6+ = 57% Level 7+ = 7%

Although there has been a drop in some of the results in 2008 (which is due to the different ability of the cohorts), there has been three years of high achievement in the SATs results.

The school results compare favourably with those of other schools in the local authority and nationally.

	2007 TAUHEEDUL	2007 LOCAL	2007 NATIONAL
English	Level 5+ = 100% Level 6+ = 88% Level 7+ = 37%	Level 5+ = 74% Level 6+ = 25% Level 7+ = N/A	Level 5+ = 73% Level 6+ = 35% Level 7+ = N/A
Maths	Level 5+ = 93% Level 6+ = 80% Level 7+ = 35%	Level 5+ = 76% Level 6+ = 54% Level 7+ = N/A	Level 5+ = 77% Level 6+ = 57% Level 7+ = N/A
Science	Level 5+ = 90% Level 6+ = 57% Level 7+ = 22%	Level 5+ = 69% Level 6+ = 34% Level 7+ = N/A	Level 5+ = 72% Level 6+ = 41% Level 7+ = N/A

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

Year	% of 15 year-old achieving	
	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. Eng & Maths
2005	77	69
2006	96	69
2007	98	82
2008	100	97

The school's GCSE results compare very favourably with those of other schools in the local authority and nationally. For the past three years, the school has achieved the best GCSE results in Blackburn with Darwen.

## **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 child are taken into account by our teachers. We do this by:

- Setting students in English, Maths and Science 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.
- Providing support staff in lessons for those students who have low levels of literacy or numeracy.
- Embedding regular assessment for learning in all subject areas, so teachers are constantly aware of students who need support and challenge.
- Differentiating in our lesson planning and teaching to support and challenge the least and most able.
- Providing regular training to our staff to support students with physical and educational needs.
- Providing training to our staff to deliver lessons with varied activities that engage learners with different ways of learning.
- Working closely with parents and experts in the local authority to develop individual learning plans for students who have special educational needs.
- Providing withdrawal sessions for particular students to accelerate their progress in literacy and numeracy using booster resources provided by the Government.

## **How do we make sure our pupils are healthy, safe and well-supported?**

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

- A strong Islamic 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'.
- Regular assemblies and collective worship that focus on safe practices, good character and Islamic values.
- Regular lessons in P.E., Science and Life Skills as well as a Sports Day that focus on healthy lifestyles.
- 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 self-defence training and awareness for students.

- A strong Student *Shura* and prefects who meet regularly with senior leaders and give an insight into issues that are causing concern.
- Providing peer and staff mentoring for students who have emotional or behavioural problems.
- 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 structured guidance from Learning Coordinators on good relationships, effective choices and Islamic values.

### • **What have we done in response to our Ofsted report?**

In response to our Ofsted inspection report in November 2006, we have:

- Improved our curriculum by introducing more subjects and more choice.
- Developed alternative choices for students at KS4 who are less able.
- Provided accelerated GCSE and A Level courses for the most able students in school.
- Improved differentiation in the classroom to support the least able and challenge the most able students in the classroom.
- Improved our results in GCSE Maths through better support and booster sessions with targeted students.
- Introduced more practical activity across the curriculum, particularly in Maths and Science, to enhance engagement for all students.
- Enhanced the way that our Governing body works to effectively support and challenge the school.
- Improved the enrichment provision for our students to enhance their enjoyment, creativity and enterprise skills.
- Achieved recognition for developing our students and staff through the *Investors in People* award.

### **How are we working with parents and the community?**

We work with our parents and community to:

- 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 daughter's progress through two reports and at least one parents' consultation meeting each year.

- Inviting them to key events in the life of the school to celebrate our collective successes, such as 'Presentation Evening' each year.
- Receive guidance from parents and the community on school plans and initiatives.
- Maximise support for the school's proposals, such as its recently successful Humanities specialism bid.
- Provide support for community projects through our experiential curriculum in Citizenship and support for local charities.
- Gain an insight into their perspective on strategic planning issues such as the 'Building Schools for the Future' Programme.
- Provide support and challenge to the school through the parent governors in the Governing Body of the school.
- Provide learning and welfare events for parents and the wider community at the school.

### **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 eradicates truancy and monitors attendance closely.
- Ensuring that all students and parents are aware of our extended leave policy and the consequences of lengthy absences on attainment and 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 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.
- 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.
- Providing mentoring for students with persistent emotional or behavioural difficulties.
- Using a system of behaviour reports for persistently disruptive students.

## **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 feedback last year, we found that our students:

- Are strongly supportive of the school's historic academic achievements, but identified the need to broaden the curriculum and provide opportunities to study Art, PE and other subjects.
- Were proud of the Islamic heritage and ethos of the school and have requested greater focus on their spiritual development.
- Believe that the school has a caring ethos, but asked that there is greater provision for students with special educational needs and alternative provision for students for whom the GCSE programme may not be solely appropriate.
- Enjoyed learning and achieving in the school, but asked that the school provides more enrichment and trips.
- Felt that the school was well-managed and listens to their needs, but wanted more of a say in informing the plans of the school.

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

- Improved the curriculum to offer more subjects and greater choice for students of different ability.
- Developed an elected student *Shura* that works with senior leaders of the school and informs planning of major initiatives and changes.
- Enhanced the learning environment through refurbishment and installation of a temperature control system.
- Developed peer and staff mentoring for particular students with behavioural, emotional and learning needs.
- Introduced more trips and enrichment activity for young people across the curriculum and beyond the timetable.

## **What activities and options are available to pupils?**

We are increasing the number and range of activities available to all pupils. These include:

- A wide range of extracurricular activities and clubs that exist in different subjects areas.
- Enrichment visits to events to challenge and engage most able students in particular subject areas such as 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.
- A programme of special assemblies and events to promote personal and spiritual development.
- Participation in the 'Young Enterprise' scheme and enterprise days.
- Participation in 'Creativity Days' to enhance creative learning.

- Involvement in a wide range of charity events.
- Involvement in local authority projects aimed at community cohesion.
- A 'Tauheedul's Got Talent' competition and assembly that celebrates talent in all students.

### **What do our pupils do after Year 11?**

In 2007, over 95% of Year 11 students at Tauheedul progressed to Further Education. Most of these students studied A Levels, though a small minority undertook vocational courses relating to Childcare.

This is much higher than the average for other local schools (71%).