

**Statutory Inspection of Muslim Schools
Section 48 Inspection Report
Tauheedul Islam Girls High School and Sixth Form College**

Tauheedul Islam Girls High School and Sixth Form College

31 Bicknell Street
Blackburn
BB1 7EY

Local authority: Blackburn with Darwen

Dates of inspection: 24/05/2010

Date of last inspection: This is the school's first S48 inspection

Headteacher: Mufti Hamid Patel

Inspector's name: Mohammad Ismail

School context

Tauheedul Islam Girls' High School is the only maintained Muslim school in the north west of England and became voluntary aided in 2006. The school is accommodated in a local mosque building. Almost all students are of South Asian origin British Muslims. The school serves the local Muslim community as well as those living in the nearby towns. In June 2008 the school was awarded humanities specialist status, with citizenship as its lead subject, and humanities and English as the other specialist subjects. In September 2008, the school entered into partnership with a local college to provide sixth-form education. The school aims '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'. At the time of inspection there were 426 students on roll.

The distinctiveness and effectiveness of Tauheedul Islam Girls High School is outstanding as a Muslim school

The principal and the school's governing body have a clear vision and a set of appropriate plans for the Religious Education (RE) section to ensure effectiveness of the Islamic studies provision. In addition the provision receives excellent support from the spiritual guidance of the principal, his assistant and the deputy director of learning who are all Islamic scholars. The lead RE teacher plays a key role in implementing the RE curriculum. The provision is effectively monitored by the ethos and spiritual development committee of the school's governing body. The RE team enjoy the full support of the governing body. All members of the teaching staff in the RE team are subject qualified. The school's other teaching staff are from different faiths and backgrounds. They are excellent role models for their students. The whole school community is reflected by the Islamic spirituality of love and care in which all members work as a team. They plan their lessons and share information with each other. There is an effective assessment and progress monitoring system in place. All students work very hard towards achieving five spiritual, moral and social development tasks 'the spiritual progression map'. They feel safe in an Islamic environment, enjoy their learning and make very good progress. The school prepares them for their future life and economic well being. They are polite and very

respectful. They greet each other and the visitors. They assert their views and opinions and they are fully aware of the National Institutions in England. There is an elected school council through which students' views are taken into account by the school in any decision making process. All students love their school and express their strong affiliation to their faith. They respect other cultures and learn about them in different lessons. There are planned visits to other places of worship. The school maintains strong working relationships with other faith communities and enjoys the full support of parents and the local Muslim community. The school meets its aim by maintaining itself to be an outstanding school.

Established strengths

- Outstanding behaviour
- Outstanding impact of Islamic spiritual development programme
- Effective monitoring system of every individual student's spirituality
- Excellent leadership and management support
- Highly effective strategic planning for the development of spirituality
- Outstanding Islamic teaching and pastoral care
- Strong support from the local Muslim community
- Excellent relationship with other faith communities
- Award winning in humanities with specialism in citizenship
- Outstanding spiritual, moral, social and cultural development
- Outstanding in promoting community cohesion
- All adults in the school are excellent role models for students
- Effective self-evaluation system

Focus for development

- Increase the resource bank of Islamic reading books for aesthetic reading
- The school's numbers are rapidly growing, restructure the RE team to be prepared for the forthcoming expansion
- Implement plans to commence *zuhur* prayer in the school during the summer months once the new *masjid* is operational in June 2010.

The school, through its distinctive Islamic character is outstanding at meeting the needs of all learners

The school has an excellent system of monitoring students social, moral and spiritual development. Each and every student has to effectively go through five grades of Islamic spirituality. All students feel safe and happily enjoy their learning. There is a sufficient quality and quantity of resources for Islamic studies. However, the school should address the limitation of students own time reading books which will give them the opportunity to enhance their knowledge about different Islamic topics. All students express their keen desire for RE and in particular Islamic education. As a result some students take part in extra after school classes to prepare them for higher education in Islamic studies and some are involved in memorisation of the holy Qur'an. The whole environment is reflected by peace and comfort. Students are achieving well above expectations. As a result students'

behaviour is outstanding, they are courteous and polite. They respect each other and their teachers. They greet visitors. They assert their view point in a very positive manner. They conversed with the inspector in a most appropriate way. All this was evidently observed during lessons, around the school and in the school's council meeting. The principal, his assistant and other members of the team are qualified and practising Islamic role models for their students. The RE section appropriately conduct regular meetings to assess, evaluate and plan accordingly as part of the Humanities department. Due to the rapid increase in numbers, the RE as a section needs to have more team meetings to address future needs. Students' work shows that they are making very good progress. There is an effective assessment and marking system in place. The school celebrates strong support from parents and is closely involved in their children's spiritual development through regular meetings, the voice newsletter and the school website. A 'parents and friends' organisation has been set up to enhance spiritual, educational and recreational provision for other women in the community. The organisation trains them in parenting and how they can support their daughters. The school assemblies' programme provides students the opportunity to differentiate between the right and wrong and respect other cultures. The school is accommodated in a mosque facility, which is fully equipped with *wudoo* (pre prayer ablution) facility and a beautiful prayer hall. They enjoy taking part in their collective *duaas* (supplications). All students are involved in raising funds for charity and establishing links with other schools locally, nationally and internationally all with the aim of being an outstanding Islamic school with excellent community cohesion. The RE provision is effectively supported by the governing body and leadership and as a result the whole school's outcomes for spirituality exceeds expectations.

The impact of collective worship on the school community is outstanding

All students start and end their school day with a beautiful collective *duaa* (supplication) led by a student. This spiritual exercise strongly reflects on students' social development. All students take part in this exercise with enormous interest and enthusiasm. It's an exercise during which students demonstrate their strength of affiliation to their faith and their connection with *Allah* (God). Students also have the opportunity to offer a daily act of worship *zuhur* (after noon prayer) during the winter which will be extended in June to cover the whole school year. In this process students perform their *wudoo* (pre-prayer washing). After *wudoo* they have the opportunity to say their prayer in the *masjid* (prayer hall) which is nicely decorated and kept clean. The RE team and other female Muslim members of staff are present during the process for supervision and guidance. The whole school and house assemblies incorporate a weekly source of reflection for staff and students. Students actively participate in the research, planning and delivery of assemblies, conducting group research and preparing presentations. The assistant principal shares his knowledge and insight with the students during the whole school's Friday assembly. At registration time students are effectively involved in setting and reviewing personal and spiritual goals with guidance from learning coordinators. Students participate in a quiet reflection every Friday during the reading of a chapter from the holy Qur'an *Surah Alkahf* (the cave). Each week, students are introduced to a '*hadith* (traditions narrated from the Prophet Muhammad (peace and blessings be upon him)) of the

week' which is collectively explored and individually implemented through practice during the week. Each *hadith* is selected very carefully to be most relevant to the social and spiritual lives of young people. All this makes the school's provision for its students' collective worship outstanding.

The effectiveness of the religious education is outstanding

The school provides an outstanding quality of education. The School follows RE from the National Curriculum as well as developing a successful curriculum 'Living Islam' by adopting carefully selected textbooks and materials. The curriculum is broad and balanced and it meets the needs of all the students. The programme for social, moral and spiritual development is excellent. This programme is effectively linked to spirituality progression maps which help both teachers and students to measure student levels in this area. The curriculum includes Qur'anic studies with a selection of hadith, fiqh (theology) Islamic history, manners and nasheeds (Islamic songs). The example of practice of sunnah is reading of Surah Alkahf (the cave) with rules of tajweed (the correct recitation of Qur'an) every Friday. In addition, every week, learners are introduced to a new hadith as the theme of the week. Teaching is outstanding and the school's teaching begins each week with target-setting sessions for each class. Differentiation of levels for different students' needs are appropriately taken into consideration. All the teachers in RE are qualified teachers with subject specialism. The teachers share information and take the assessment data into account when planning. Teachers deliver their lessons with good planning, using appropriate language and methods. There is a marking and assessment system in place which informs planning. Excellent RE results from last year prove that students are making outstanding progress. An outstanding system of monitoring and evaluation is in place which records every student's spiritual progress. The school's RE provision is excellent in focusing on developing students' knowledge, skills and understanding to become active and spiritually intelligent British Muslim women and to play a full and inclusive role within society without compromising their religious values. This makes the school very strong in promoting Islamic spiritual and moral values according to its ethos. The assistant principal leads the RE provision in consultation with Standing Advisory Council for Religious Education (SACRE) to make sure the students needs are fully met and there is sufficient input about other faiths and traditions in the curriculum. The RE curriculum is strongly linked across with other subject areas of the curriculum. The effectiveness of the religious education is outstanding.

The effectiveness of the leadership and management of the school as an Islamic school is outstanding

The leadership has a clear vision for the future of the school to be an outstanding Muslim school and about the social, spiritual and economic well being of the students at the school. The principal has a clear and well focussed vision for the school to be an excellent Muslim school in which all learners develop academically, socially and

spiritually. Through a set of measures, the school involves parents and the community in the process of students' spiritual, moral and social development. The school enjoys the benefits of having an excellent governing body and an inspirational leadership team. The RE provision is appropriately guided and supported by the spiritual development subcommittee which is represented by local Islamic scholars. In this way the school enjoys excellent support from people with different talents and abilities. This committee conducts regular evaluation cycles to effectively monitor the provision and plan accordingly. There is a long term and a midterm strategic plan in place with clear targets. The subcommittee meets every term to monitor the progress. The principal and assistant principal (ethos and spirituality) are highly qualified in Islamic teachings. The school has appointed a deputy director of learning, ethos & spirituality who is strongly committed to the Islamic ethos of the school. The school has, within its team, a network of local Muslim women *alimahs* (qualified in Islamic teachings) who actively contribute in shaping the Islamic life of the school. The governing body and all staff are committed to the school ethos and mission statement, which is appropriately displayed around the school and reflected in the school's documentation. The school's own assessment and evaluation system is effective. Daily briefing, weekly staff meetings, regular team meetings, lesson observations and staff training sessions are conducted. Due to the excellent leadership the school has become an outstanding school in a very short period of time. All RE staff express their love and dedication to the school and they are well aware of the Islamic ethos of the school.