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11 July 2014

Mrs Linda Thompson
Executive Principal
Tauheedul Islam Boys' High School
Robinson Street
Blackburn
Lancashire
BB1 5PE

Dear Mrs Thompson

No formal designation monitoring inspection of Tauheedul Islam Boys' High School

Following my visit with John Gornall, Her Majesty's Inspector, and Joan Bonenfant, Her Majesty's Inspector to your school on 8 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Secretary of State for Education raised concerns with the Chief Inspector about the effectiveness of safeguarding and leadership and management at the school.

Evidence

Inspectors scrutinised the single central record and other documents relating to safeguarding and child protection. They met with the Principal, Chief Executive, members of the senior leadership team, teachers, students, members of the governing body and representatives of the trustees. Inspectors also spoke to the local authority. A range of documentation was examined including students' books, long-term plans, policies, governors' minutes, attendance records, senior leadership team minutes and records of visitors to the school.

Having considered all the evidence, I am of the opinion that at this time:

The school's safeguarding arrangements meet requirements.

Context

The school is smaller than the average-sized secondary school but is rapidly expanding. Currently there are 273 students spread across Years 7, 8 and 9. Nearly all students are of Asian heritage, mainly Indian or Pakistani. At the time of the visit, staff were preparing to move to new premises in September.

The proportion of students who speak English as an additional language is well above average. The proportion of students known to be eligible for the pupil premium support is average. This is additional funding the school receives for students known to be eligible for free school meals or who are in local authority care. The proportion of students supported through school action is below average. The proportion of students supported at school action plus or with a statement of special educational needs is average.

The leadership and management of the school are shared between a Chief Executive and an Executive Principal.

Behaviour and safety of pupils

Students show a maturity well beyond their years by their scholarly attitudes to learning. They behave in a respectful, polite and considerate manner in lessons and at social times. Students say that lapses of concentration in lessons are met with a 'stern look' from the teacher; typically, this is sufficient for the student to get back to work. Attendance rates are among the highest in the country. Students are punctual to school and to lessons.

Students are taught to be confident and thoughtful about assessing risks. They have a good awareness of how to keep themselves safe through their work with Lancashire Constabulary. Students have been well taught about hate crime, the dangers of drugs, extremism and how to remain safe on the internet.

They have a good understanding of prejudice, discrimination, peace and conflict. As a result, the students whom inspectors spoke to showed great compassion for others and said that there is no bullying at their school.

As a result of a highly effective curriculum, students know about different forms of bullying and why they are unacceptable. Recorded instances of bullying are incredibly rare, but when they do occur, they are meticulously documented and dealt with well by the school.

The quality of leadership and management of the school

Leaders have established an ethos in which students are encouraged to live out their faith through a school culture based upon equality and philanthropy. Citizenship is at the heart of the curriculum, leading to exceptionally high-quality social, moral,

spiritual and cultural education. Students are very well prepared to take their place in modern British society and embrace British values. They have a sophisticated cultural awareness. Their understanding of different faiths and their work to help others are exemplary.

Most of the core curriculum is academically focused and this leads to very high achievement. After academic studies have finished for the day, students enjoy a range of experiences including cricket, football and table tennis, art, science club and horse riding. Beautiful, contemporary artwork adorns the corridors; displays reflect a range of foreign trips and celebrate students' success in national and international competitions.

Students show great concern for the world around them and take the notion of stewardship very seriously. Some students have written campaigning letters to the General Secretary of the United Nations. Others stay behind on Fridays to operate a food bank to provide food parcels to people from the many different local communities close to the school, who live in difficult circumstances. Last year over 14,000 meals were distributed.

Scrutiny of books shows students carefully critique a range of poetry and literature and they have well-developed writing skills. Evidence shows students are confident in evaluating a range of beliefs and values and readily discuss ethical, moral and philosophical issues.

Governors are very experienced and highly effective in holding senior leaders to account for students' social, moral, spiritual and cultural education. Arrangements to keep students safe are appropriate.

The single central record meets requirements and arrangements for safeguarding are very thorough. There is a rigorous vetting process for guest speakers to the school and this is reviewed regularly and updated as necessary. Policies and procedures for child protection and wider safeguarding are similarly robust. Safeguarding is given the highest priority by school leaders and is highly effective.

Her Majesty's Inspectors did not identify any significant priorities for further improvement.

External support

The school provides extensive support for other schools through the Teaching School. They also contribute to the delivery of a number of National College for Teaching and Leadership programmes.

I am copying this letter to the Director of Children's Services, to the Secretary of State for Education, the Chair of the Governing Body and the Academies Advisers Unit at the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Sally Kenyon
Her Majesty's Inspector

cc Chair of the Governing Body