

Inspection of Tawhid Boys School, Tawhid Educational Trust

Cazenove Road, London N16 6PA

Inspection dates: 5 to 7 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils are happy at this school. They enjoy learning a broad range of subjects, including religious studies. Staff ensure that pupils are ready for the next stage in their education. Leaders review the curriculum regularly so that they can meet the range of pupils' needs in the school.

Staff have high expectations and pupils respond to these well. Pupils work hard and behave sensibly around the school. Teachers address any low-level disruption when it occurs. Bullying is rare. If it happens, leaders resolve it quickly and effectively. Leaders keep pupils safe in school. They make sure that pupils learn about how to stay safe outside of school.

Leaders foster a strong sense of community. They are determined to support pupils to develop into confident young people who have empathy for others. Leaders ensure that pupils are prepared well for life in modern Britain. They aim to help pupils to value and respect others. Pupils have the opportunity to learn about different faiths. They also work with pupils from other local schools on fundraising activities. Staff enrich the curriculum through a variety of educational trips and visits.

What does the school do well and what does it need to do better?

In secular subjects, leaders ensure that pupils study a broad curriculum. This is balanced with the school's religious studies programme. The curriculum is coherent and well planned. In Years 10 and 11, pupils build on what they have learned in Years 7 to 9. They have the opportunity to study a range of subjects at GCSE. Leaders plan to widen further the choice of subjects on offer.

Leaders identify any gaps in pupils' learning and adapt the curriculum to address these. For example, as a result of the pandemic, staff gave some pupils extra lessons to help them to catch up in English and mathematics. Leaders have devised a well-planned approach to reading. This approach ensures that all pupils read independently and access a wide range of literature. Pupils achieve well across the curriculum.

Leaders identify the knowledge they want pupils to learn. Teachers plan and sequence lessons to build pupils' understanding over time. For example, in physical education, pupils increase their knowledge and expertise in different sports. As they move through the school, pupils master the knowledge and skills involved in different roles, such as team member, captain and referee. In Years 10 and 11, teachers' checks on what pupils know and remember are well embedded. However, in Years 7 to 9, teachers' use of assessment is not so strong.

Teachers present subject content clearly and select appropriate resources, including texts, for pupils to use in their learning. Pupils enjoy talking about their learning from previous years in school. They can draw comparisons between current and

previous units of work. For example, pupils in Year 10 compared the stance that different faiths take on themes such as the nature of God.

Leaders have worked to improve the provision for pupils with special educational needs and/or disabilities (SEND). For example, they have looked at ways to teach key vocabulary to all pupils. This works well in some subjects, meaning that all pupils can access and use challenging texts. However, some staff's expertise in meeting the needs of pupils with SEND is underdeveloped. Leaders have plans in place to address this.

Pupils are proud of their school. They talked enthusiastically about the school's positive ethos. Pupils understand the system for rewards and sanctions. They behave well in lessons and are motivated to learn. Pupils also appreciate the extra-curricular activities on offer. Leaders provide well-planned and thoughtful careers guidance to help pupils consider their next steps.

Leaders ensure that the statutory requirements for relationships and sex education are met. All pupils study a well-planned personal, social, health and economic (PSHE) education programme. This helps pupils to learn about the importance of making responsible and safe decisions in a range of contexts. Pupils get the chance to look at different viewpoints, including moral perspectives. For example, pupils in Year 8 talked about the impact of smoking on health and finance. They also considered the religious viewpoints around smoking.

Parents and carers appreciate the support that leaders provide, including during the pandemic. The proprietor body supports and challenges school leaders well. Trustees work with school leaders to ensure that the independent school standards are met. The school complies with schedule 10 of the Equality Act 2010. The site is well maintained and leaders make the most of the space available. For example, they have found space for a school library.

Leaders work in collaboration with other local schools and the local authority. Leaders ensure that teachers have access to training which helps them to develop their practice. Staff are positive about working at the school. They said that the school is well led and that leaders consider their workload.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding policy on the school's website is in line with statutory requirements. Leaders ensure that staff are given suitable training to help them identify pupils who may be at risk of harm. Staff understand how to report concerns. Leaders work closely with the local authority to follow up on concerns as necessary. They ensure that all the necessary pre-employment checks are carried out on all staff.

Leaders are knowledgeable about their responsibilities for safeguarding pupils' welfare. They ensure that pupils learn about keeping themselves safe. For example, the PSHE programme covers topics such as mental health and online safety. Pupils are confident that staff will help them with any problems they have.

What does the school need to do to improve? (Information for the school and proprietor)

- In Years 10 and 11, leaders ensure that teachers check what pupils know and remember in different subjects over time. The assessment procedures in Years 7 to 9 are not so firmly embedded. Teachers do not routinely check what pupils know and remember. As a result, lesson tasks are not always suitably matched to pupils' needs. Leaders should ensure that the use of assessment in all year groups is consistently effective.
- Leaders and teachers are ambitious for all pupils. They have worked with the local authority to strengthen the provision for pupils with SEND. Occasionally, teachers do not adapt learning as well as they could to meet the needs of these pupils. When this happens, it affects how well these pupils learn. Leaders should continue their work to ensure that all staff are trained and well supported to tailor learning for pupils with SEND.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	132736
DfE registration number	204/6407
Local authority	Hackney
Inspection number	10226753
Type of school	Muslim day school
School category	Independent school
Age range of pupils	10 to 16
Gender of pupils	Boys
Number of pupils on the school roll	118
Number of part-time pupils	None
Proprietor	Tawhid Educational Trust
Chair	Abdul Ghani Alibhai
Headteacher	Usman Mapara
Annual fees (day pupils)	£3,750
Telephone number	0208 806 2999
Website	www.tawhid.org.uk/
Email address	info@tawhid.org.uk
Date of previous inspection	24 to 26 April 2018

Information about this school

- This is a secondary school for boys with an Islamic ethos.
- The school is registered for pupils in the age range of 10 to 16. Since 2016, the school has only admitted pupils from age 11 (Year 7). The proprietor intends to apply to the Department for Education to change its registered age range from 10 to 16 to 11 to 16.
- The school was last inspected in April 2018 when it was judged to be good.
- Leaders do not use alternative provisions.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors held meetings with senior leaders to evaluate the impact of their work. Inspectors also held meetings with the chair of the proprietor body, individual staff and different groups of pupils.
- Inspectors carried out deep dives in these subjects: PSHE, English, mathematics and religious studies. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors observed arrangements at breaktime and lunchtime.
- To inspect safeguarding, inspectors spoke to groups of pupils and teachers across the school, considered pupils', parents' and staff's responses to Ofsted's surveys, and spoke to safeguarding leaders. Records of pre-employment checks and safeguarding documentation were also reviewed.

Inspection team

Alice Clay, lead inspector

Her Majesty's Inspector

David Radomsky

Her Majesty's Inspector

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