

Inspection of Tauheedul Islam Boys' High School

Sumner Street, Blackburn BB2 2LD

Inspection dates: 5 and 6 March 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Outstanding

The principal of this school is Majid Ditta. This school is part of Star Academies multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sir Mufti Hamid Patel, and overseen by a board of trustees, chaired by Kamruddin Kothia OBE DL.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2014. The school received a monitoring inspection under section 8 of the Act on 8 July 2014.

What is it like to attend this school?

The school expects nothing but excellence from pupils, including those with special educational needs and/or disabilities (SEND). Pupils are encouraged to have the highest aspirations for their achievement and for their future careers. They are committed to their studies, showing determination and resilience. As a result, pupils, including those who are disadvantaged, achieve exceptionally well.

This ambition extends to the new sixth form, where students thrive in the unashamedly academic environment. They are well supported to develop the confidence and experience necessary to secure prestigious destinations for their next steps in education or employment.

Pupils' learning about tolerance and respect is abundantly evident in the positive way that they interact with each other. Staff and pupils develop strong relationships; they warmly greet one another as they move between lessons. Pupils value the ethos of care and compassion that permeates the school. Many pupils and staff told inspectors that the school feels 'like a family'.

Pupils make excellent use of the clubs and activities that the school provides to support their wider development. This includes many sports clubs and teams, as well as the Duke of Edinburgh's award scheme and the school's own scouts pack. Pupils also benefit from many trips and visiting speakers that enhance their learning and develop their social skills.

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

The school is relentless in its pursuit to provide the highest quality of education. It is well supported in realising this ambition by local governors and the trust. Rigorous quality assurance systems ensure that those responsible for governance have a clear and accurate understanding of the effectiveness of every aspect of the school's provision.

The school has designed a curriculum that goes beyond the typical, providing pupils with a wide range of learning experiences. The school has carefully considered the local and regional context, particularly in the design of the new sixth-form curriculum. It ensures that pupils are equipped with the knowledge and qualifications that allow them to progress to suitably aspirational next steps.

The school has embedded a consistent approach to ensure that staff are highly effective in supporting pupils' learning. In each subject, staff know precisely how pupils' knowledge should develop over time. They design effective learning that helps pupils, including those with SEND, to remember, consolidate and extend their subject knowledge. This is also the case in the sixth form, where staff use their expertise to present complex information in an accessible manner that builds on students' prior learning. This allows students to develop a broad and coherent body of knowledge.

Staff are unrelenting in their approach to identifying and rectifying pupils' misconceptions. Where gaps in knowledge are identified, staff provide effective support that helps pupils to quickly catch up. The school is alert to indications that suggest that a pupil may have SEND, swiftly implementing suitable support for these pupils to overcome any barriers to learning. As a result, across the curriculum, pupils with SEND achieve highly.

The school places a strong emphasis on the importance of reading for academic success and for enjoyment. Pupils from Years 7 to 13 are supported to make ambitious choices for their independent reading, as well as encountering a vibrant assortment of novels during 'read aloud' time. The school swiftly identifies pupils that find reading more difficult. Skilled staff help them to rapidly improve their reading comprehension and fluency.

Throughout school, pupils maintain the highest standards of conduct. Pupil leaders, as well as sixth-form students, are excellent role models for the school community. Pupils have high rates of attendance and punctuality.

Pupils receive a comprehensive package of careers information and advice. The school liaises with local education providers and employers. This helps to inform pupils about a wide variety of academic and vocational opportunities. The school is tenacious in its approach, ensuring that no pupil leaves without a suitable onward destination.

The programme to support pupils' wider development is extensive and highly effective. The well-structured curriculum is supplemented by an impressive array of activities that grow pupils' leadership skills, as well as enhancing their social, moral, spiritual and cultural development. The school is determined that each pupil, irrespective of disadvantage, is exposed to an exceptionally rich diet of experiences that they will remember and benefit from for years to come.

Staff are incredibly proud to work at the school. They appreciate the school's strong support for their career development, as well as the ongoing commitment to reduce extraneous workload and to enhance staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138220
Local authority	Blackburn with Darwen
Inspection number	10321433
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Boys
Number of pupils on the school roll	714
Of which, number on roll in the sixth form	85
Appropriate authority	Board of trustees
Chair of trust	Kamruddin Kothia OBE DL
CEO of trust	Sir Mufti Hamid Patel CBE
Principal	Majid Ditta
Website	www.tibhs.com
Dates of previous inspection	25 and 26 March 2014, under section 5 of the education act

Information about this school

- The school is part of Star Academies multi-academy trust.
- Since the previous inspection, the school has expanded its age range to include pupils from age 11 to 18.
- The sixth-form provision was opened in September 2022. Consequently, there are currently no published outcomes available for pupils in the sixth form.
- The school does not use alternative provision for its pupils.
- The school has an Islamic ethos and welcomes pupils of all faiths and none.
- The school's last section 48 inspection, for schools of a religious character, took place in 2014. The next section 48 inspection is likely to take place within the next 12 months.

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 and have taken that into account in their evaluation of the school.
- Inspectors met with leaders, including the principal, and a range of staff. The lead inspector spoke with representatives of the local governing body and of the trust board, including the CEO.
- The lead inspector met with a representative of the local authority.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation documents, improvement plans and minutes of meetings of the governing body. Inspectors also reviewed records of pupils' behaviour and attendance.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with pupils about their experiences of school and their views on behaviour and bullying. They observed pupils' behaviour during lessons and at social times.
- Inspectors carried out deep dives in English, mathematics, science, physical education, geography and computing. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and with pupils and looked at samples of pupils' work.
- Inspectors reviewed the curriculum in a small number of subjects that are taught only in the sixth form.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online surveys for staff and for pupils.

Inspection team

Charlotte Oles, lead inspector

His Majesty's Inspector

Stephen Cox

Ofsted Inspector

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