

# Inspection of Tawhid Boys School, Tawhid Educational Trust

Cazenove Road, London N16 6PA

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Inspection dates:

7 to 9 May 2025

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Good

Does the school meet the independent  
school standards?

**Yes**

## **What is it like to attend this school?**

Pupils enjoy coming to this small and friendly school. Staff greet them warmly at the school gates when they arrive each day. Pupils like the fact that staff know them as individuals and do their very best to help them achieve well. Pupils know that they can speak to their tutors if they have any concerns and, as a result, this helps them to feel safe in school.

The school has high expectations for pupils' academic achievement. Pupils are keen to excel, and they achieve very good outcomes in subjects such as English, mathematics and science. While such positive achievements are not currently consistent across all subjects, the school has identified the subjects where pupils achieve less well, and it has put effective strategies in place to rectify this.

Pupils behave well in lessons and around the school, including at breaktimes. The school uses its premises astutely to make best use of the available space. This helps to create a harmonious community, where pupils of all ages get along well with each other. Pupils enjoy taking on leadership opportunities, for example by working as librarians in the school library. They also enjoy participating in many educational visits to museums and the theatre, and in particular a recent trip to Turkey.

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

The school has designed a curriculum that is broad and meets the requirements of the independent school standards (the standards). In addition to Islamic studies, pupils study a range of subjects that includes physical education (PE), art and Arabic. The school has identified the key knowledge and skills that it wants pupils to know and remember across all subjects. They have made sure that curriculum content within subjects is taught in a logical order so that pupils can build on their knowledge step by step over time. For example, Year 11 pupils in English were able to use their knowledge of life in Victorian Britain to discuss the theme of death in 'A Christmas Carol' by Charles Dickens.

Teachers choose appropriate lesson activities to introduce new subject content. They break complex concepts down into smaller chunks so that pupils can access the new learning more easily. Teachers also check pupils' understanding of new and previous learning. If teachers spot gaps or misconceptions in this learning, they address these promptly. Pupils act readily on feedback on their work, and, where necessary, make corrections or improvements.

The school assesses all pupils when they join the school in order to identify if any pupils may have special educational needs and/or disabilities (SEND). However, some aspects of the school's provision for pupils with SEND are not as effective as they could be. Until very recently, pupils' individual support plans did not identify their needs fully. The support identified also focused solely on English and mathematics. As a result, pupils with SEND were not successfully supported to

progress well through all areas of the curriculum. Drawing from external support, the school has begun to address this. It is beginning to identify pupils' needs more precisely and set appropriately focused and measurable goals that can be applied to all subjects to support pupils' academic learning. However, this work is at the very early stages of development.

Reading is given a high profile in this school. The school promotes reading in various ways, including through the well-resourced library and book corner in the English classroom. Pupils are also expected to always have a reading book with them and read silently at the start of every English lesson. The school checks pupils' reading and comprehension when they join the school. It uses this information to support pupils with their reading and ensure that they read suitable books. The school makes sure that weaker readers are helped to improve their reading accuracy and fluency.

Pupils are keen to come to school and they enjoy their learning. Attendance rates are high. Pupils know, and follow, the school rules. They are motivated to earn reward points and wear their merit badges with pride. If pupils get distracted in lessons, teachers intervene promptly to get them back on track.

The school has designed a personal, social, health and economic (PSHE) education programme that meets the requirements of the standards. Pupils learn how to keep themselves safe, physically and online. They learn about relationships at an age-appropriate level. The PSHE programme includes lessons on fundamental British values and the protected characteristics as set out in the Equality Act 2010. However, the school has not checked how well the curriculum is helping some pupils to understand this aspect of the PSHE programme. As a result, where pupils' awareness of these issues is not as secure as it could be, the school is unable to act to address these gaps in learning in a timely manner.

Pupils benefit from a comprehensive careers programme. This has been purposefully built into the curriculum from Year 7 onwards. It includes, for example, individual careers advice and guidance for every pupil as well as work experience placements for all pupils in Year 10.

Leaders, together with the proprietor body, ensure that the school consistently meets the standards. This includes compliance with schedule 10 of the Equality Act 2010. Trustees hold school leaders to account effectively and ensure that they are well informed about the quality of the school's work.

Staff and parents have a positive view of the school's work. Staff feel that leaders consider their well-being when implementing new ideas and strategies.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Until very recently, the school's approaches to the assessment and planning of support for pupils with SEND did not accurately identify pupils' needs. As a result, the goals and support for these pupils lacked focus and were narrow in scope. Work to rectify this is new, and these pupils are not at present supported as well as they could be with their learning across the curriculum. The school should now ensure that its revised approaches are fully embedded so that all pupils with SEND get the benefit of the school's new approaches as quickly as possible.
- The school does not have suitable approaches to check how well pupils are building their awareness and understanding in PSHE. As a result, gaps in pupils' knowledge are not addressed as effectively as they could be. The school should make sure that it checks what pupils know and remember in PSHE and uses this information to adapt teaching so that pupils can fill any gaps that they have in their knowledge.

## **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.

## School details

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| <b>Unique reference number</b>             | 132736   |
| <b>DfE registration number</b>             | 204/6407   |
| <b>Local authority</b>                     | Hackney  |
| <b>Inspection number</b>                   | 10375102   |
| <b>Type of school</b>                      | Other independent school                                   |
| <b>School category</b>                     | Independent day school                                     |
| <b>Age range of pupils</b>                 | 11 to 16   |
| <b>Gender of pupils</b>                    | Boys   |
| <b>Number of pupils on the school roll</b> | 107  |
| <b>Number of part-time pupils</b>          | 0  |
| <b>Proprietor</b>                          | Tawhid Educational Trust                                   |
| <b>Chair</b>                               | Abdul Ghani Alibhai  |
| <b>Headteacher</b>                         | Usman Mapara   |
| <b>Annual fees (day pupils)</b>            | £4,400   |
| <b>Telephone number</b>                    | 020 8806 2999  |
| <b>Website</b>                             | <a href="http://www.tawhid.org.uk">www.tawhid.org.uk</a>   |
| <b>Email address</b>                       | <a href="mailto:info@tawhid.org.uk">info@tawhid.org.uk</a> |
| <b>Date of previous inspection</b>         | 5 to 7 July 2022   |

## Information about this school

- Tawhid Boys' School is a secondary school for boys with an Islamic ethos.
- The school was previously registered for pupils in the age range of 10 to 16. Since the last inspection, the school applied to the Department for Education to amend the age range to 11 to 16. This application was successful.
- The school uses no alternative provision.
- The school is located at 21 Cazenove Road, Stoke Newington, London N16 6PA.
- The school is registered to admit 140 pupils.

## 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders of the school. The lead inspector also met the chair of trustees.
- Inspectors carried out deep dives in these subjects: English, mathematics, PE and PSHE. For each deep dive, inspectors held discussions about the curriculum, 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.
- 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 observed arrangements at breaktime and lunchtime.
- Inspectors looked at several documents related to the independent school standards.

## Inspection team

Mark Smith, lead inspector

His Majesty's Inspector

David Lloyd

Ofsted Inspector

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