

THE

IVY HOUSE

SECONDARY SCHOOL FOR GIRLS

This is more than a school. It is where *generations* begin.

ADMISSIONS OPEN | PROSPECTUS

The Ivy House Girls School | 65 St Mary's Graces Court, Cartwright Street, London E1 8NB

Call 020 3989 3171 for admissions | www.theivyhouse.school

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah, the Most Gracious, the Most Merciful.

Preface

All praise belongs to Allah, Lord of the worlds. We begin in His name, and every good that is written in these pages is from Him alone.

This prospectus, and the school it describes, is offered as khidma, a service undertaken for His sake. We ask that He accept it from us, purify our intentions, and make The Ivy House Girls School a means of lasting benefit for His servants.

We send peace and blessings upon our teacher, the Prophet Muhammad, peace be upon him, who was sent as a mercy to all the worlds, and whose example is the measure of all that we hope to teach.

Whatever is correct herein is from Allah; whatever falls short is from ourselves, and we seek His forgiveness.

Rabbana taqabbal minna

Our Lord, accept this from us.

The Ivy House Secondary School for Girls

OUR PEOPLE

Staff and leadership

Our pupils are taught and guided by a team of specialists who know each girl as an individual.

Zara Rahman

Executive Headteacher

Alya Rahman

Assistant Headteacher & DSL

OUR TEAM

Rahela Begum	Head of Arabic and Qur·anic Studies
Mostazkira Rahman	Science and STEM Lead
Madiha Khan	Mathematics
Safeguarding	DSL arrangements: see school safeguarding policy

BOARD OF ADVISORS

GJT - Gardens of Jannah Trust

Board of Advisors

Scan the QR code to view the GJT brochure

THIS PROSPECTUS

Contents

THE SCHOOL

- Staff and Leadership 3
- Welcome from the Executive Headteacher 5
- The Ivy House Ethos 6
- Our Vision 7
- Our Heritage: Gardens of Jannah Trust 8
- Our Values 9

OUR APPROACH

- Our Promise 10
- Why This Matters 11
- Allah's Pedagogical Order 12
- Islamic Epistemology 13

THE CURRICULUM

- The Whole Curriculum at a Glance 16
- The Four Pillars 17
- A Curriculum That Transforms 20
- The Subjects 21

BEYOND THE CLASSROOM

- Academic Partnerships 42
- Curriculum Enrichment 43
- The Ivy House Difference 45
- Admissions 46
- Apply Now 47



WELCOME FROM THE

Executive Headteacher

Zara Rahman

Assalamu Alaykum wa Rahmatullahi wa Barakatuh,

Thank you for considering The Ivy House for your daughter. You are deciding where she will spend five formative years, and I do not take that lightly.

We founded this school because we were not willing to choose between faith and rigour. For more than twenty years, through Gardens of Jannah Trust, we studied how the great centres of Muslim learning held the two together, and we built The Ivy House to do the same. We recognise Allah as the source of all truth, and we teach knowledge as an amanah, to be pursued with sincerity, intellectual rigour and moral responsibility.

Your daughter will study mathematics, the sciences, literature, languages and the humanities to a demanding standard, and she will study them within the Islamic worldview rather than alongside it. She will read the Qur'an with understanding through her Arabic, reason with evidence, handle money wisely, and learn to know her own heart. Our partnerships with Umm Al-Qura University and Iqra Arabia connect her to the tradition at its source.

We are a small school by design. Every girl is known by name, and no one disappears. Whether she goes on to become a doctor, an engineer, a teacher or a founder, our aim is that she leaves knowing who she is, why she is here, and what her Ummah needs of her.

I would be glad to welcome you, to show you what we are building, and to answer whatever you wish to ask. May Allah make it a means of good for her, and for us all.

Wassalamu Alaykum wa Rahmatullahi wa Barakatuh,

Zara Rahman
Executive Headteacher, The Ivy House Girls School

THE IVY HOUSE ETHOS

More than education. It is a legacy.

At The Ivy House we prepare young women with strong faith, knowledge and character to thrive in this world and the next.

FAITH

Rooted in Islamic values and guided by the Qur'an and the Sunnah.

KNOWLEDGE

A strong academic foundation that empowers and inspires.

CHARACTER

Building confidence, leadership and compassionate character.

PURPOSE

Preparing young women to make a positive impact in the world.

Indeed, in the creation of the heavens and the earth are signs for people of understanding.

Qur'an 3:190

OUR VISION

Core vision

The Ivy House Girls School is an Islamic secondary school dedicated to nurturing young Muslim women and helping them to develop a deep and meaningful relationship with Allah, a strong sense of purpose, and the knowledge, character and confidence to lead lives of benefit and service.

Rooted in the Islamic worldview and guided by revelation and rigorous scholarship, we believe that education is far more than the memorisation of facts. True knowledge deepens understanding, cultivates wisdom and enables pupils to apply what they learn meaningfully in the real world.

Through a broad and carefully sequenced curriculum, pupils learn to think critically and independently, connect ideas across disciplines, and understand themselves and their responsibilities within the world. We equip them to serve the Ummah and humanity as ethical leaders, explorers and compassionate stewards of the earth, seeking the pleasure of Allah.

And We have not sent you except as a mercy to all the worlds.

Qur'an 21:107

Inspired by this divine mandate, the Ivy House is built on four treasures, Faith, Knowledge, Character and Purpose, so that our pupils go on to benefit the Ummah and the wider human family, embodying the Prophetic example of mercy, justice and service to all creation.

GARDENS OF JANNAH TRUST

Our heritage

Gardens of Jannah Trust was founded to revive a tradition of education in which revelation provides the foundation of knowledge, intellectual rigour shapes critical thinking, and learning is directed towards the service of Allah and the betterment of humanity.

For more than twenty years, our educational model has been developed through extensive research into the history of Islamic civilisation, the philosophy of knowledge, child development and curriculum design, exploring how the great centres of Muslim learning integrated faith, reason and disciplined scholarship to produce generations of scholars, scientists and leaders rooted in their relationship with Allah.

This research led to the establishment of three primary schools and a nursery within the Trust:

Buttercup, Evergreen and Oak Tree Primary Schools, with The Ivy Tots Nursery School.

Together, these schools have refined a distinctive, worldview led curriculum combining academic excellence, character development and spiritual growth. The Ivy House Girls School is the next stage of this journey, extending the vision into secondary education so that young Muslim women deepen their faith, strengthen their character and pursue the highest levels of scholarship.

GJT operates according to the principles of waqf, sustaining Islamic education and da'wah for generations to come. Its purpose is to nurture love for Allah and His Messenger, share the true beauty of Islam, and inspire knowledge, sincerity, compassion and service.

GARDENS OF JANNAH TRUST

OUR VALUES

The principles that guide us

The educational philosophy of The Ivy House is rooted in enduring Islamic principles.

Tawhid

Recognising Allah as the source of all truth and knowledge.

Amanah

Understanding knowledge as a trust and a responsibility.

Adl

Upholding justice and moral balance in all things.

Ihsan

Striving for excellence in every pursuit.

Tazkiyah

Refining character and purifying the heart.

Khulafa fil-Ard

Serving as stewards entrusted to benefit humanity.

OUR PROMISE

Transformational. Not transactional.

MOST SCHOOLS	THE IVY HOUSE
▪ Content is delivered.	▪ The soul is trained.
▪ Grades are chased.	▪ The mind is awakened.
▪ Skills are ticked off.	▪ The character is formed.
▪ Girls leave qualified.	▪ Girls leave transformed.

The exam qualifications come as a natural consequence, not the goal.

WHY THIS MATTERS

Knowledge without character can be dangerous.

- **A brilliant scientist** can cure disease, or create biological weapons.
- **An engineer** can build a hospital or create instruments of destruction.
- **A lawyer** can defend justice, or exploit the innocent.
- **A journalist** can inform society, or manipulate opinion.
- **A teacher** can inspire young minds, or mislead a generation.
- **A politician** can serve the people, or abuse power.

Knowledge determines what we ***can*** do. Character determines what we ***choose*** to do.

This is why education at The Ivy House is transformational, not transactional. Character is formed alongside knowledge.

ALLAH'S PEDAGOGICAL ORDER

Character first. Then the law.

13 YEARS IN MAKKAH

610 to 622 CE | 86 surahs

- "O mankind" (Ya ayyuha'n-naas).
- Tarbiyah: the formation of the soul.
- Tawhid, iman, akhlaq, sabr, yaqin.
- The awe of creation and the reality of the akhirah.

10 YEARS IN MADINAH

622 to 632 CE | 28 surahs

- "O you who believe" (Ya ayyuhal-ladhina amanu).
- Society, family and law.
- Inheritance, marriage, transactions, governance.
- The law arrived to shape the community.

Allah did not begin with rules. Allah began with the human being.

"Had the first thing revealed been 'Do not drink alcohol,' they would have said, 'We will never leave alcohol.'"

Aisha (RA), Sahih al-Bukhari 4993

THE
IVY HOUSE
SECONDARY SCHOOL FOR GIRLS

INSPIRED MINDS. EMPOWERED FUTURES.

ISLAMIC EPISTEMOLOGY

THE PURSUIT OF TRUE KNOWLEDGE

> Knowledge without purpose is information. Knowledge guided by revelation *becomes wisdom.*



AN ISLAMIC WORLDVIEW

An Allah Centred Paradigm of Knowledge

A metaphysical framework for knowing, learning and living.

At The Ivy House, education begins with first principles. Tawhid provides the centre: Allah is the Creator and Sustainer, and reality cannot be reduced to the material alone. What we believe about reality shapes what we recognise as knowledge, how we understand the child, and what we believe education is ultimately for.

TAWHID | METAPHYSICS

What is ultimately real?

The seen and unseen, creation, purpose and accountability belong within one coherent reality.

The Islamic Worldview

FOUR FOUNDATIONAL QUESTIONS

ONTOLOGY

What exists?

Creation is ordered, meaningful and dependent upon Allah.

COSMOLOGY

How is creation ordered?

The material and non material belong within one created reality.

EPISTEMOLOGY

How do we know?

Revelation, reason, observation and trustworthy testimony have their proper places.

ANTHROPOLOGY

What is the human being?

A servant of Allah, moral agent and bearer of amanah.

THE NATURE OF THE CHILD

Fitrah | Intellect | Soul | Body | Agency | Amanah

From worldview to educational purpose

Each discipline retains its distinctive knowledge, methods and academic rigour. The Islamic worldview provides its wider orientation: knowledge is connected to meaning, ethical responsibility and purposeful action. Curriculum therefore seeks not only attainment, but the formation of intellect, character and responsible service.

FROM FIRST PRINCIPLES TO FORMATION

TAWHID > WORLDVIEW > VIEW OF THE CHILD > EDUCATIONAL PURPOSE
CURRICULUM > PEDAGOGY > ASSESSMENT > FORMATION AND ACTION

Knowledge is not isolated from meaning.
Meaning is not isolated from responsibility.
For the Muslim, neither is isolated from Allah.

THE IVY HOUSE

SECONDARY SCHOOL FOR GIRLS

The most powerful curriculum is not what children memorise, *but the lens through which they learn to see the world*.

NOW ENROLLING

THE WHOLE CURRICULUM

At a glance

Eighteen subjects and strands. One formation. Every discipline taught with rigour and rooted in the Islamic worldview.

Scientific Inquiry & Exploration

- Mathematics
- Biology
- Chemistry
- Physics

The Literary Arts & Society

- English
- History
- Geography
- Fine Art
- Muqaddimah

Leadership & Stewardship

- Social Enterprise & Financial Literacy
- Home Science and Practical Technology
- Careers Education
- Physical Education

Spiritual Cultivation

- Arabic Language
- Tahfeez al-Qur'an
- Alimiyah Foundation Study
- Tazkiyah
- Taffakur
- Tadabbur of the Qur'an

Nurtured to think deeply, to reason with evidence, and to act with character.

THE CURRICULUM

The four pillars

Every subject at The Ivy House sits within one of four pillars. Together they form the mind, the tongue, the hand and the heart.

1 Scientific Inquiry & Exploration

THE FOCUS — Mathematics, Biology, Chemistry and Physics.

THE PHILOSOPHY

A rigorous exploration of empirical science as the systematic study of Allah's creation. By seamlessly integrating observation, experimentation and mathematics, pupils cultivate a deep, questioning intellect (Aql). They learn to view the natural world as a canvas of divine signs (ayat), moving beyond simple memorisation of facts to build conceptual knowledge and advanced practical skills.

2 The Literary Arts & Society

THE FOCUS — English Literature and Language, History, Geography, Art, and Muqaddimah (Civilisational Studies).

THE PHILOSOPHY

A deep, comprehensive study of human history, culture and social structures, designed to build exceptional critical literacy. Through the pioneering lens of Ibn Khaldun's Muqaddimah, pupils explore the rise and decline of civilisations and contemporary global challenges. This pillar nurtures highly eloquent, analytical thinkers who master debate, creative expression, and the persuasive power of the written and spoken word.

THE CURRICULUM

The four pillars

Continued.

3 Leadership & Stewardship

THE FOCUS

Social Enterprise & Financial Literacy, Home Science and Practical Technology, Careers Education, and Physical Education.

THE PHILOSOPHY

The transformation of practical life skills into the sacred responsibility of stewardship (Khilafah fil-Ard). Through structured strategic guidance, financial management and leadership development, pupils are explicitly equipped with the commercial acumen, physical resilience and ethical framework required to make thoughtful decisions, manage resources, and confidently impact wider society.

4 Spiritual Cultivation

THE FOCUS

Arabic, Tahfeez al-Qur'an, Alimiyah Foundation Study, Tazkiyah (including Digital Literacy), and Taffakur (Reflection).

THE PHILOSOPHY

The intentional, beautiful polishing of the inner self (Tazkiyah). Grounded in the absolute truth of Tawhid, this pillar shifts the focus from rigid ritual to a deeply lived, internalised faith. Through rigorous textual study, intensive language immersion and philosophical reflection (Taffakur), pupils cultivate a secure Islamic identity, excellent character (Akhlaq), and a profound personal relationship with Allah.

THE
IVY HOUSE
GIRLS' SCHOOL

INSPIRED MINDS. EMPOWERED FUTURES.

"The crisis of the Ummah was *never a lack of intelligence.* It was the loss of *intellectual direction.*"

THE CURRICULUM

A Curriculum That Transforms

Every subject is taught to a rigorous academic standard and woven through with the Islamic intellectual tradition. Eighteen disciplines, each forming both the mind and the soul.

- **English**
  THE LITERARY ARTS & SOCIETY
- **Biology**
  SCIENTIFIC INQUIRY & EXPLORATION
- **Physics**
  SCIENTIFIC INQUIRY & EXPLORATION
- **History**
  THE LITERARY ARTS & SOCIETY
- **Social Enterprise & Financial Literacy**
  LEADERSHIP & STEWARDSHIP
- **Physical Education**
  LEADERSHIP & STEWARDSHIP
- **Arabic Language**
  SPIRITUAL CULTIVATION
- **Alimiyah Foundation Study**
  SPIRITUAL CULTIVATION
- **Taffakur**
  SPIRITUAL CULTIVATION
- **Mathematics**
  SCIENTIFIC INQUIRY & EXPLORATION
- **Chemistry**
  SCIENTIFIC INQUIRY & EXPLORATION
- **Geography**
  THE LITERARY ARTS & SOCIETY
- **Muqaddimah**
  THE LITERARY ARTS & SOCIETY
- **Fine Art**
  THE LITERARY ARTS & SOCIETY
- **Home Science and Practical Technology**
  LEADERSHIP & STEWARDSHIP
- **Tahfeez al-Qur'an**
  SPIRITUAL CULTIVATION
- **Tazkiyah**
  SPIRITUAL CULTIVATION
- **Tadabbur of the Qur'an**
  SPIRITUAL CULTIVATION

A CURRICULUM THAT TRANSFORMS

English

Serious literature. Female voices. Muslim stories held with dignity.

GCSE | AQA English Language 8700 and English Literature 8702

TEXTS AND THEMES

- Boy Everywhere (Dassu): the Syrian refugee journey, by a British Muslim author.
- The Night Diary: Partition through one Muslim and Hindu family.
- Roll of Thunder, Hear My Cry: racial injustice studied seriously.
- Rumi read beside Shakespeare, not as decoration.
- AQA canon: Macbeth, Jekyll and Hyde, An Inspector Calls.

SHE BECOMES

- A reader who can hold difficult truths without flinching.
- A writer who argues from textual evidence, not opinion alone.
- A young woman who sees Muslim women's stories treated as literature.
- A speaker who discusses migration, colonialism and justice with maturity.
- A girl for whom Rumi is as natural as Shakespeare.

Sidq in speech. Adab in reading. The trained ear of one who has met great writers.

A CURRICULUM THAT TRANSFORMS

Mathematics

The science of number, pattern and proof. Al-Khwarizmi's tradition.

GCSE | Edexcel Mathematics 1MA1 | Higher tier default

CONCEPTS AND KEY THINKERS

- KS3: number, algebra, geometry, statistics and probability, taught to mastery.
- GCSE Higher tier as the default route, with Foundation fully supported.
- Fluency, problem solving, reasoning and proof built year on year.
- al-Khwarizmi (algebra), Omar Khayyam (cubic equations), al-Kashi (decimals).
- Euclid, Pythagoras, Fibonacci, Newton and Gauss studied in context.
- End of unit assessment and feedback built into every unit.

SHE BECOMES

- A mathematical thinker, not only someone who does maths.
- A problem solver who works to a rigorous standard.
- A candidate ready for A level Mathematics if she chooses.
- A university ready mind for STEM, medicine, finance and engineering.
- A young woman who can hold her own with any peer, at any school.

Indeed, We have created everything in due measure.

Qur'an 54:49

A CURRICULUM THAT TRANSFORMS

Biology

The science of life. Ibn Sina's tradition. From cell to ecosystem.

GCSE | AQA Biology 8461

WHAT SHE STUDIES

- Cells, tissues, organs and the human body systems.
- Nutrition, digestion, respiration and gas exchange.
- Reproduction, health, disease and the immune response.
- Photosynthesis, ecosystems, evolution and genetics.
- Homeostasis, inheritance and variation at GCSE.
- Heritage: Ibn Sina's Canon of Medicine; al-Razi distinguished smallpox from measles.

SHE BECOMES

- A young woman who understands her own body and its wellbeing.
- A pupil ready for medicine, biology, dentistry or pharmacy.
- A girl who reads a cell as an ayah of Allah's precision.
- A critical reader of health claims and medical information.
- A future doctor, nurse, researcher or scientist.

We created the human from a small quantity of mingled fluid.

Qur'an 76:2

A CURRICULUM THAT TRANSFORMS

Chemistry

The science of matter and transformation. Jabir ibn Hayyan's tradition.

GCSE | AQA Chemistry 8462

WHAT SHE STUDIES

- The particulate nature of matter, states and changes.
- Elements, compounds, mixtures and chemical reactions.
- The Periodic Table, acids, bases and pH.
- Bonding, structure, quantitative chemistry and energy changes.
- Rates, equilibrium, organic chemistry and chemical analysis.
- Heritage: Jabir ibn Hayyan, father of chemistry, named much of its vocabulary.

SHE BECOMES

- A young woman who understands the material world she lives in.
- A pupil ready for pharmacology, medicine or chemical engineering.
- A girl who reads the Periodic Table as a map of creation.
- A critical thinker about materials, environment and product safety.
- A future chemist, pharmacist, engineer or environmental scientist.

It is He who created for you all that is in the earth.

Qur'an 2:29

THE IVY HOUSE GIRLS' SCHOOL

INSPIRED MINDS. EMPOWERED FUTURES.

What if knowledge was meant to awaken curiosity, challenge injustice and solve the *problems of humanity?*



theivyhouse.school

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SCAN ME

A CURRICULUM THAT TRANSFORMS

Physics

The science of nature's laws. Ibn al-Haytham's tradition.

GCSE | AQA Physics 8463

WHAT SHE STUDIES

- Energy: its forms, transfers and resources.
- Motion, forces, waves, light and optics.
- Electricity, magnetism and electromagnetic induction.
- Matter, particles, atomic structure and radioactivity.
- Space physics, gravity and the solar system (Triple Science).
- Heritage: Ibn al-Haytham founded the scientific method; al-Biruni measured Earth's radius to within one per cent.

SHE BECOMES

- A young woman who understands the physical universe.
- A pupil ready for physics, engineering, astronomy or computing.
- A girl who sees planetary motion as an ayah of exact calculation.
- A critical thinker about energy, technology and sustainability.
- A future engineer, physicist, astronomer or computer scientist.

The sun and the moon follow exact calculation.

Qur'an 55:5

A CURRICULUM THAT TRANSFORMS

Geography

The Muslim world properly present. Superpowers, migration, environment.

GCSE | AQA Geography 8035

THEMES AND CASE STUDIES

- Physical geography: weather, water, tectonics and UK landscapes.
- Human geography: population, urbanisation and migration.
- Superpowers and the changing economic world: China, USA, UAE, Turkey.
- Development in Muslim majority countries as substantive case studies.
- Contemporary events with pastoral care: Turkey and Syria 2023, Pakistan 2022.
- Muslim scholars named: al-Idrisi and al-Biruni. Fieldwork in Tower Hamlets.

SHE BECOMES

- A young woman who understands the world she lives in geographically.
- A thinker who sees why borders are where they are, and who drew them.
- A reader of maps, climate data and population pyramids.
- A critic of development labels, examined rather than assumed.
- A girl who feels the weight of khalifa fil ard, to steward the trust.

To travel the earth is to see the signs, and to steward the trust.

THE IVY HOUSE GIRLS' SCHOOL

INSPIRED MINDS. EMPOWERED FUTURES.



What if we taught our children not only to understand the world, but to ask how they *could improve it?*

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SCAN ME

A CURRICULUM THAT TRANSFORMS

History

The connected world, and how it broke. Year 7 to Year 9.

GCSE | AQA History 8145 | KS3 with the Muqaddimah strand

THE ARC, YEAR 7 TO YEAR 9

- The connected world: Rome, medieval Europe, Arabia and the rise of Islam.
- The House of Wisdom and medieval Britain in a connected world.
- Rupture: the Crusades and the Mongol destruction of Baghdad in 1258.
- The Renaissance; Ottoman, Safavid and Mughal civilisations.
- Colonialism and slavery: the East India Company, Berlin Conference and Congo Free State.
- Famine and governance: the Great Irish Famine and Bengal famine of 1943.
- Vietnam: colonial rule, resistance and the Cold War.
- The Middle East: Sykes-Picot, Balfour, Palestine and Bosnia.

SHE BECOMES

- A young woman who understands how the modern world was made.
- A historian who weighs evidence rather than accepting flattering stories.
- A speaker who can discuss Bengal 1943, Palestine 1948 and Srebrenica 1995 accurately.
- A critical reader of narratives that omit Muslim contributions.
- A thoughtful historian who asks whose voices have been preserved.

We do not hand our girls a flattering story. We give them the truth.

A CURRICULUM THAT TRANSFORMS

Social Enterprise & Financial Literacy

Islamic finance from the ground up. Real concepts. Real numbers. Real enterprise.

GCSE | AQA Business 8132 | Social Enterprise & Financial Literacy is the KS3 foundation

◆ CONCEPTS AND SKILLS

- Personal finance: budgeting, saving, banking, credit, debt and tax.
- Accounting: profit and loss, margins, break even and cash flow.
- Business and economics: models, marketing, supply, demand and inflation.
- Investment: shares, bonds, sukuk and halal investing.
- Islamic finance: the prohibition of riba, zakah, waqf, mudarabah and musharakah.
- Enterprise in practice: business planning, pitching, launching and scaling.

◆ SHE BECOMES

- A young woman who understands profit, loss, margin and cash flow.
- A founder who can write a business plan, pitch it and launch it.
- An ethical dealer, fair in transactions and faithful to trusts.
- A financially literate adult who will not fall into riba or predatory debt.
- A girl who knows Khadija bint Khuwaylid was the first Muslim entrepreneur.

◆

The best of people are those most useful to people. She becomes useful.

A CURRICULUM THAT TRANSFORMS

Fine Art

The trained eye. Patient making. Islamic visual tradition at the heart.

GCSE | AQA Fine Art 8202 | Portfolio 60% and Externally Set Assignment 40%

WHAT SHE STUDIES

- Ways of seeing: observational drawing and colour theory.
- Unity and order: Islamic geometric art built from the circle.
- Pattern and print: the arabesque and biomorphic form.
- The beauty of the word: calligraphy, letterform and illumination.
- Built beauty: architecture, perspective and drawing space.
- Artists studied: Monir Farmanfarmaian, Lulwah Al Homoud, Samira Mian, Zaha Hadid.

SHE BECOMES

- A young woman with a trained eye who sees closely and honestly.
- A practitioner of geometry (handasa), the arabesque (islimi) and illumination (tazhib).
- A maker fluent in natural forms and a range of media.
- A candidate with a portfolio and assignment for her final exhibition.
- A future architect, designer, illustrator or artist.

Husn as a category of value: how we see is how we honour. Beauty as tarbiyah, not decoration.

A CURRICULUM THAT TRANSFORMS

Physical Education

Strength as amanah. Discipline as tarbiyah. The body honoured, modesty preserved.

GCSE | AQA Physical Education 8582 | All female environment throughout

WHAT SHE STUDIES

- Athletics, and team sports: netball, basketball, football and cricket.
- Movement and physical literacy: gymnastics, coordination, balance, agility and body control.
- Martial arts and self defence.
- Cross country and fitness in an all female environment.
- Archery, developing focus, coordination, control and discipline.
- GCSE: applied anatomy, physiology and physical training.
- Movement analysis, sports psychology and sociocultural influences.

SHE BECOMES

- A young woman with the strength to serve and the discipline to endure.
- A girl with lifelong habits of physical activity and healthy living.
- A pupil who preserves her health (hifz al-nafs) as her Deen commands.
- A future athlete, coach, physiotherapist or health professional.
- A confident young woman trained in dignity and modesty throughout.

The strong believer is better and more beloved to Allah than the weak.

Sahih Muslim 2664

A CURRICULUM THAT TRANSFORMS

Home Science and Practical Technology

The skills to lead a home with excellence. The sacred role of homemaking, honoured.

GCSE | AQA Food Preparation and Nutrition 8585 | with Home Science and Practical Technology enrichment

WHAT SHE STUDIES

- Nutrition and food science: healthy eating, preparation and hygiene.
- Textiles and clothing: sewing, fabric science and garment care.
- Child development: psychology, development and parenting.
- Health and wellbeing: physical and mental health, and first aid.
- Home management: budgeting, organisation and consumer awareness.
- Family studies, interior design and responsible consumption.

SHE BECOMES

- A young woman equipped to lead a home with skill and organisation.
- A future mother trained in child development and family psychology.
- A cook who can nourish her family with quality halal food.
- A budget holder who understands household finance and choice.
- A young woman for whom homemaking is honoured, not diminished.

The best of you is the best to his family.

Sunan al-Tirmidhi 3895

A CURRICULUM THAT TRANSFORMS

Arabic Language

The language of the Qur'an. Her linguistic inheritance restored.

Modern Foreign Language KS3 to KS4 | Partnership with Umm Al-Qura University, Makkah

◆ WHAT SHE STUDIES

- Arabic script, phonetics and pronunciation.
- Core vocabulary for daily conversation.
- Grammar: nouns, verbs and sentence structure.
- Modern Standard Arabic across reading, writing, listening and speaking.
- Cultural understanding across the Arab world.
- Advanced pathway: Qur'anic and classical Arabic for scholarly texts.

◆ SHE BECOMES

- A young woman who reads the Qur'an with understanding, not only recitation.
- A pupil who engages with the Islamic tradition in its original language.
- A speaker of Arabic able to converse across the Ummah.
- A future scholar with access to primary sources.

◆

Reading the Qur'an with grammatical understanding, and entering the scholarly tradition.

A CURRICULUM THAT TRANSFORMS

Alimiyah Foundation Study

Tafseer, Hadith, Fiqh, Seerah, Aqeedah. The five sciences taught seriously.

GCSE | Cambridge IGCSE Islamiyat 0493 and AQA Religious Studies 8062 Route A

◆ THE FIVE CORE SCIENCES

- Tafseer: Qur'anic exegesis with the classical mufassirin.
- Hadith: the sciences of narration; who transmitted what, and how we know.
- Fiqh: Islamic jurisprudence, understood rather than memorised.
- Seerah: the life of the Prophet, year by year and biographical.
- Aqeedah: creed and belief, ready for contemporary challenges.
- Arabic taught in parallel to enable proper reading of the tradition.

◆ SHE BECOMES

- A young woman with a scholarly grasp of her own tradition.
- A reader of the Qur'an with the tools to enter the mufassirin's conversation.
- A pupil who knows how the tradition was preserved through hadith.
- A thinker who can distinguish fiqh from usul.
- A believer whose aqeedah is formed with clarity, ready for university.

◆

And He taught you what you did not know.

Qur'an 4:113

A CURRICULUM THAT TRANSFORMS

Tahfeez al-Qur'an

The Qur'an memorised, recited with tajweed. Her heart becomes its home.

Internal progression and Ijazah pathway | Female qari teachers | Daily sessions

THE TAHFEEZ PROGRAMME

Delivered in partnership with Iqra Arabia at Umm Al-Qura University, Makkah, our Tahfeez Programme uses carefully structured teaching methodologies delivered by specially trained staff.

Through systematic memorisation, daily revision and precise Tajweed, we aim to nurture the next generation of Huffaz who possess exceptional accuracy, fluency and discipline.

Integrated alongside a rigorous academic curriculum, the programme enables pupils to pursue academic excellence while preserving the Book of Allah.

SHE BECOMES

- A hafiza whose heart carries the Book of Allah.
- A reciter who understands what she recites, through her Arabic.
- A pupil whose tajweed is corrected by qualified teachers.
- A future teacher of Qur'an to her children and community.
- A candidate for ijazah with a chain of transmission to the Prophet.

The best of you are those who learn the Qur'an and teach it.

Sahih al-Bukhari 5027

A CURRICULUM THAT TRANSFORMS

Tadabbur of the Qur'an

The Qur'an encountered, contemplated and lived.

Qur'anic Reflection and Formation | TAWASSUM | TADABBUR | TATBIQ

At The Ivy House, Tadabbur is a disciplined form of engagement with revelation. Pupils learn to attend carefully to the Qur'an, dwell upon its signs and implications, and consider what revelation asks of their character, judgement and conduct.

HOW SHE ENGAGES

- **Tawassum**
  Discerning observation: attending to signs, imagery, language, structure and rhetoric.
- **Tadabbur**
  Dwelling on the meaning of the text, making connections and tracing its implications.
- **Tatbiq**
  Embodied response: considering the accountable response revelation calls the learner towards.
- **Four lenses**
  Signs, Experience, Construction and Context.
- **Pupil experience**
  Structured questioning, discussion and reflective journaling deepen engagement.

SHE BECOMES

- A young woman who approaches the Qur'an with attention, reverence and intellectual seriousness.
- A reader who notices Qur'anic signs, patterns and structure carefully.
- A thinker who dwells on meaning rather than rushing towards an answer.
- A learner who connects revelation with experience and context.
- A believer who considers what revelation asks of her character and conduct.
- A young woman whose Qur'anic knowledge increasingly shapes thought, judgement and action.

The Qur'an is not merely something she learns. It increasingly shapes how she sees, thinks and lives.

A CURRICULUM THAT TRANSFORMS

Muqaddimah

Our own civilisational story. Five years, one Ummah's arc.

Civilisational history strand | One hour per week across KS3 and KS4

THE FIVE YEAR ARC

- Named after Ibn Khaldun's Muqaddimah, the foundational Muslim work on history.
- Foundations: before Islam, the Prophet's mission, the Rashidun and Umayyads.
- Peak and expansion: the Abbasid Golden Age, al-Andalus and the Fatimids.
- Mamluks, Ottomans, Safavids and Mughals.
- The modern division: the colonial encounter and 1924.
- The contemporary Ummah: Palestine, Kashmir and tajdid (renewal).

SHE BECOMES

- A daughter of the Ummah who knows her civilisational story from within.
- A thinker trained in Khaldunian analysis: umran, asabiyyah, the rise of dynasties.
- A young woman who can trace her tradition from Madinah to today.
- A critic who sees why Muslims declined and how renewal is possible.
- A girl who has met Ibn Khaldun, al-Ghazali and Rumi in her own story.

Verily this Ummah is one Ummah, and I am your Lord, so worship Me.

Qur'an 21:92

A CURRICULUM THAT TRANSFORMS

Tazkiyah

The soul's education, grounded in Imam al-Ghazali's Ihya. The heart purified.

Internal assessment | Journey of the Soul Tracker | Not externally examined

THE SOUL AND THE HIGHER OBJECTIVES

- Grounded in al-Ghazali's Ihya Ulum al-Din and Imam Mawlud's Matharat al-Qulub.
- The states of the nafs: al-Ammara, al-Lawwama and al-Mutmainna.
- Diseases of the heart: anger, envy, arrogance and their cures.
- Maqasid al-Shariah, the five higher objectives, formulated by al-Ghazali in al-Mustasfa and systematised by al-Shatibi in al-Muwafaqat.
- Protection of religion, life, intellect, lineage and wealth.
- RSHE and personal development integrated within the tradition.

SHE BECOMES

- A young woman who can recognise the three states of her own nafs.
- A girl who knows the diseases of the heart by name and remedy.
- A soul trained in silence and reflection as disciplines.
- A young woman whose emotions are understood in the light of tradition.
- A daughter of the Ummah who thinks in the categories of her own faith.

He who knows his self, knows his Lord. The purified soul is the purpose of every discipline.

A CURRICULUM THAT TRANSFORMS

Taffakur

Awakening. Five years of learning to see the world clearly.

Internal assessment | Formative reflection | Whole school assembly programme

THE FIVE AWAKENINGS

- Awakening to Self: who am I, who made me, what am I for?
- Awakening to Allah: how the tradition trains us to know our Lord.
- Awakening to History: how the Muslim story shapes today.
- Awakening to Reality: seeing through the modern secular worldview.
- Awakening to Responsibility: what is now asked of a young Muslim woman.
- A nine document suite with a whole school assembly programme.

SHE BECOMES

- A young woman trained to reflect, not only to react.
- A girl who can name the water she swims in: secular modernity.
- A thinker who has practised tafakkur as a discipline.
- A person of clear responsibility, not diffuse confusion.
- A soul for whom awakening is a set of exercises, not a slogan.

They reflect on the creation of the heavens and the earth.

Qur'an 3:191

A CURRICULUM THAT TRANSFORMS

Journaling & Personal Development

The examined life. The reflective mind. The purposeful self.

TAFAKKUR | MUHASABAH | INDEPENDENT THOUGHT | GROWTH

Every pupil maintains a personal reflection journal during Tafakkur lessons. Guided questions, contemplative writing and self-examination help her connect knowledge, faith and the world around her.

THE DISCIPLINE OF REFLECTION

- **Tafakkur: contemplation**
  Observing carefully, questioning thoughtfully and connecting knowledge with purpose.
- **Muhasabah: self-accountability**
  Examining intentions, choices and conduct with sincerity and a commitment to improvement.
- **Intellectual independence**
  Evaluating perspectives and expressing reasoned ideas with clarity.
- **Personal growth**
  Developing self-awareness, resilience and purposeful action.

THE GIRL SHE BECOMES

- Questions rather than merely accepts.
- Connects ideas across disciplines.
- Examines her own character and choices.
- Approaches challenges with wisdom and discernment.
- Turns reflection into responsible action.

From reflection comes understanding. From understanding comes responsibility. From responsibility comes purposeful action.

ACADEMIC PARTNERSHIPS

Rooted in the scholarly tradition.

Our Arabic and Islamic scholarship are strengthened through partnerships that connect our pupils directly to the tradition at its source.

جامعة أم القرى
UMM AL-QURA UNIVERSITY

Umm Al-Qura University

MAKKAH

One of the foremost centres of Islamic scholarship, giving our pupils a direct link to the scholarly tradition at its source and strengthening our Arabic and Alimiyah Foundation Study.

اقرأ العربية
iqra arabia

Iqra Arabia

ARABIC PROGRAMME

A structured, immersive Arabic programme that takes pupils from the script to reading the Qur'an and classical texts with understanding.

BEYOND THE CLASSROOM

Curriculum enrichment

Learning at The Ivy House does not stop at the lesson. Our enrichment programme takes pupils further into their subjects, and further into the world.

MASAR MAKKAH

Our flagship Arabic enrichment pathway, taking pupils beyond the classroom and into the language at its source, delivered with our partners in Makkah.

ENRICHMENT DAYS AND WEEKS

STEM Week

A week of investigation, engineering and problem solving across the sciences and mathematics.

Public Voice & Discernment

Developing confident public speaking, articulate communication, critical listening and the ability to evaluate evidence, arguments and competing perspectives with discernment.

Aviation Pilot Training Course

Year 9 onwards.

THE

IVY HOUSE GIRLS SCHOOL

INSPIRED MINDS. EMPOWERED FUTURES.

> Indeed, in the creation of the heavens and the earth are signs for people of understanding.
>
> Qur'ān 3:190

MORE THAN EDUCATION.

It's a Legacy.



At Ivy House Girls School, we prepare young women with strong faith, knowledge, and character to thrive in this world and the next.

PREPARING YOUNG WOMEN FOR THIS WORLD AND THE NEXT.

CONTACT US
info@theivyhouse.school

VISIT OUR WEBSITE
theivyhouse.school

BOOK A VISIT
Come and see the Ivy House difference for yourself.

THE IVY HOUSE DIFFERENCE

An empowered, faith rooted education that develops *courageous, confident and compassionate* young women, grounded in Islam and ready for the world.

JOINING THE IVY HOUSE

Admissions

A thoughtful admissions process for pupils and families who share our values.

APPLICATION | ASSESSMENT | INTERVIEW | REFERENCES

Admissions to The Ivy House are by application and assessment. We look for young women who are ready to learn with sincerity, and for families who share our commitment to faith, knowledge, character and purpose.

01 APPLY

Applications for September entry must be received by November. In-year applications are welcome at any point, and applicants are invited in as places arise.

02 ENTRANCE EXAMINATION

Every applicant sits our entrance examination as part of the admissions process.

03 INTERVIEW

Successful candidates attend an interview with the pupil and her parents.

04 REFERENCES

A previous school report and a character reference are required in support of all applications.

FEES AND SUPPORT

Please contact us for current fees. Support may be available; please enquire at info@theivyhouse.school or call 020 3989 3171.

Come and see The Ivy House for yourself. We would be glad to welcome you.

ADMISSIONS OPEN

Apply Now

Begin your daughter's journey at The Ivy House.

Scan the code to open our application form and apply.

Call 020 3989 3171 | www.theivyhouse.school

The Ivy House Girls School

65 St Mary's Graces Court, Cartwright Street, London E1 8NB

The Ivy House Secondary School for Girls

THE GIRL WHO LEAVES US

Is not the girl who arrived.

She has been transformed.

Educated. Awakened. Rooted. Ready.

She knows who she is, what she is for, and what her Ummah needs of her.



ADMISSIONS OPEN | ENROL TODAY

Come and discover the Ivy House difference.

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Inspired Minds. Empowered Futures.