



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR ZAYTOUNA PRIMARY SCHOOL

<b>Name of School:</b>	Zaytouna Primary School
<b>Headteacher/Principal:</b>	Aaron Bird
<b>Hub:</b>	Transform Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Transform Multi Academy Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	N/A
<b>Date of this Review:</b>	27/11/2024
<b>Overall Estimate at last QA Review</b>	Leading
<b>Date of last QA Review</b>	18/05/2022
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	26/09/2023

**Quality Assurance Review**

The review team, comprising host school leaders and visiting reviewers, agrees that evidence indicates these areas are evaluated as follows:

**Leadership at all levels** N/A

**Quality of provision and outcomes** N/A

**AND****Quality of provision and  
outcomes for disadvantaged  
pupils and pupils with additional  
needs**

**Area of excellence** N/A

**Previously accredited valid areas  
of excellence** Physical education, school sport and physical  
activity, 30/06/2021  
Leadership of Qur'anic and Islamic Studies,  
04/03/20

**Overall peer evaluation estimate** N/A

**Important information**

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

*Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.*

## **1. Context and character of the school**

Zaytouna Primary School is a larger than average Islamic faith school in the city of Derby. The school's popularity has grown in recent years and it is currently well oversubscribed.

Located in a commercial district of the inner-city area, the proportion of pupils who are disadvantaged is well above average. This percentage has increased significantly over the past four years. Almost all pupils are from minority ethnic backgrounds and a high proportion speak English as an additional language. Pupil mobility is high with only two-thirds of pupils joining the school in Reception. The proportion of pupils with special educational needs and/or disabilities (SEND) including those with an education, health and care plan (EHCP) is below the national average.

The school is part of the Transform Multi Academy Trust which comprises twenty-six primary schools across the Nottingham and Derby area. The school also works in partnership with several organisations within the local community.

The school's ethos is reflected in its core values of 'Peace, Unity and Equality', which are at the heart of all aspects of school life. The school places high importance on the concept of 'community' and that everyone is a learner and a leader.

The senior leadership of the school has experienced significant change over the past year. The headteacher was appointed in September 2023 and a new deputy has been very recently appointed.

### **2.1 Leadership at all levels - What went well**

- Led by the passionate and dedicated headteacher, the senior leadership team (SLT), including new members, work as a highly effective and cohesive team. Their complementary skill sets combine to ensure all elements of the school improvement plan are led by knowledgeable and well-informed staff. Leaders are open, transparent and reflective. They share a clear vision for the school and have established a positive school culture that encourages open communication and teamwork. Distributed leadership is a key strategy adopted by the school to promote its aim that, 'everyone can be a leader.'
- Providing bespoke, continuing professional development (CPD) for staff is a priority for leaders. Staff at all levels access training through the school and trust but are also encouraged to be proactive and seek out learning opportunities personal to their needs and future aspirations. Providing 'pathways to leadership' is aimed at upskilling and empowering the workforce.

An example of this empowerment is the way staff are encouraged to take on positions of responsibility. For example, a higher-level teaching assistant (HLTA) leads on the organisation of inter-house sports competitions and enrichment activities available to pupils. Coaching is seen as a valuable tool to enhance the CPD of staff. This is based on a reciprocal model in which the coach and person being coached are inter-changeable.

- A comprehensive monitoring schedule provides an oversight for leaders to monitor the implementation of the curriculum. Outcomes from these activities contribute directly into the school's self-evaluation and improvement planning.
- The importance of pupil voice in the school is seen as a crucial aspect in shaping a positive and inclusive school environment. Pupils are encouraged to express their thoughts, opinions, and feelings; they feel valued and respected. Pupil-voice initiatives such as the 'champions of change' promote a sense of ownership and responsibility among pupils, empowering them to contribute to decision-making processes that affect their education and school life. For example, pupils have contributed to the design of the playground with a request for quiet areas and reflective spaces. Listening to the views of pupils has also fostered better relationships between teachers and pupils.
- Leaders have established clear roles and responsibilities for staff. For example, the operations manager, pastoral lead and SEND coordinator (SENDCO) work seamlessly to oversee provision for vulnerable learners, including the monitoring of attendance. Each member knows and understands their role and how they fit into the overall strategic management of the school. Open channels of communication ensure that effective provision is in place for all pupils.
- Leaders are committed to ensuring that pupils are prepared for their next stage in education and future life. The school is aspirational for pupils and proactively engages with a vast range of external agencies such as Derby University and Derby Cricket Club to expose pupils to possible futures and careers.

## **2.2 Leadership at all levels - Even better if...**

... further development of lesson design was used to enhance teachers' understanding of sequencing learning including the use of vocabulary.

## **3.1 Quality of provision and outcomes - What went well**

- Pupils are proud of their school and have a deep understanding of its values and how they are reflected in their daily life. Pupils were keen to celebrate

each other's achievements during collective worship and enjoy welcoming pupils from different backgrounds, who arrive new to the school. They spoke passionately about how the school 'treats everyone equally with respect,' and that 'no one has power over anyone else.'

- Technology is used effectively throughout the school to enhance the learning of pupils. Teachers use a range of resources, such as iPads and visualisers, selectively to maximise the opportunities for pupils to learn and retain key information. In a Year 2 English lesson, pupils highlighted adjectives from a given text using an iPad. In Year 3, high quality resources enabled pupils to make rapid progress in an Arabic lesson. Teachers skilfully monitor pupils' progress using an on-line portal. This interconnectivity is both efficient and effective in enabling teachers to facilitate learning.
- Pupils engage well in lessons and are enthusiastic to learn. In phonic lessons, for example, pupils were motivated and actively involved in their learning.
- Positive relationships were evident between pupils and staff across the school. Pupils are comfortable and able to ask relevant questions and are prepared to 'have a go.' In a Year 6 science lesson, for example, pupils were enthusiastic to predict the outcome of exercise on their resting heart rate.
- Technical language and subject specific vocabulary were developed by staff across the curriculum. In science, reference to the use of 'variables' was used in creating a fair test.
- The classroom environment or the 'third teacher' as the school refers to it, is used very effectively to improve the learning of pupils. Displays, both in classrooms and corridors have been thoughtfully and meticulously created to support pupils' understanding and development. Working walls reflect, capture and promote current learning. Classrooms are bright, well ordered and reflect the high standards and culture that exists within the school. In the early years foundation stage (EYFS) the environment is 'language rich' with explicit reference to key vocabulary and reading.
- Teachers seek to link and reinforce learning across the curriculum. For example, in a Year 1 phonics lesson, the teacher reinforced the school's approach to handwriting.
- Lessons follow a clear structure. This layered and sequential approach enables pupils to learn within a context. Recapping of prior learning is used to help pupils consolidate their learning and develop their understanding.
- Teachers set and achieve high standards. This was evident through teachers not accepting pupils' first responses. Teachers required further clarification and probed pupils to extend their understanding.
- Teachers used a range of techniques to scaffold lessons. Teachers' voice was used effectively to clarify and check pupils' understanding. In mathematics, manipulatives were available for pupils who required them.
- Ensuring good attendance of pupils is a priority for the school. The school works innovatively to ensure all pupils attend regularly. For example, the school hires a bus daily to ensure pupils from different parts of the city can attend school on time.

- The school provides an extensive range of opportunities for pupils' personal development. For example, the school offers enrichment activities on a weekly basis in which pupils opt to follow their interests in areas such as the arts and sport.

### **3.2 Quality of provision and outcomes - Even better if...**

- ... challenge for all was ensured throughout all parts of the lesson design.
- ... teachers used the most appropriate strategies for the retrieval of knowledge and skills.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- A culture of 'high expectations for all' has been established within the school. Leaders believe that high quality provision for pupils with SEND and disadvantaged pupils is a core component of their responsibility as a school. The knowledgeable and passionate SENDCO ensures that the provision in school meets the need of SEND pupils, and systems and processes have been established to support them. Early identification of need is central to the school's graduated response and the SENDCO promotes the need for quality first teaching as the first step within this process. She has an in-depth knowledge of all SEND pupils and tracks and monitors their progress.
- Developing effective communication with parents has been a key area of activity for the school. Through establishing this successful relationship, solutions and ways forward have been established. Targets are set and reviewed regularly.
- Ensuring pupils with SEND and disadvantaged pupils attend school regularly is a priority for the school. The SENDCO works with the pastoral manager and operations manager to improve the attendance of pupils who require it.
- The school is committed to ensuring that all pupils have equality of opportunity. To develop the personal development of both SEND and disadvantaged pupils, the school ensures that they are able to access all activities provided by the school.
- Staff are deployed effectively to support SEND pupils. The school is committed to all pupils becoming independent learners and consequently teachers and support staff intervene skilfully at appropriate times, only when needed. Staff adopt strategies such as prompting and probing or the use of positive gestures and praise. Voice modulation, concise questions and allowing time for pupils to consider their response to questions were used particularly effectively.
- Teachers adapt their practice to meet the needs of SEND pupils. This includes the use of modelling, scaffolded activities and flexible seating arrangements based on the adult support available. These adaptations provide

opportunities for pupils with SEND to thrive and make progress. Where appropriate, technology is used, such as headphones, to support pupils and reduce barriers to learning.

- SEND pupils enjoy being in school, have positive attitudes and want to learn.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

... staff use targeted questioning and their knowledge of pupils to support individuals and groups within the class.

#### **5. Area of Excellence**

N/A



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#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools. The School Support Directory can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)