



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ZAYTOUNA PRIMARY SCHOOL

Name of School:	Zaytouna Primary School
Headteacher/Principal:	Amy Storer
Hub:	Transform Hub
School phase:	Primary
MAT (if applicable):	Transform Multi Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	18/05/2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	30/06/2021
Grade at last Ofsted inspection:	Requires improvement
Date of last Ofsted inspection:	2/07/2019

1. Context and character of the school

Zaytouna is a larger than average Islamic faith school in the city of Derby. Most pupils come from inner city areas of high deprivation. The proportion of disadvantaged pupils is well above average. Almost all pupils are from minority ethnic backgrounds and 93% speak English as an additional language. Only around half of the current pupils started at the school in Reception, indicating its growing reputation as an anchor institution in the community, and the support provided for pupils with special educational needs and/or disabilities (SEND). Two thirds of pupils on the SEND register joined in the last 18 months. The school is now over-subscribed.

The school building was converted from a science research facility. Classrooms are spacious. The large well-resourced library is attractive and welcoming. There is a prayer room and a multipurpose hall. Outdoors, the large 'Olive Tree'¹ area provides a sheltered artificially turfed area for games and recreation. Every nook and cranny indoors is imaginatively utilised to provide areas for learning and calm spaces for relaxation.

The school's motto, 'Peace, Unity and Equality' underpins all aspects of school life. All senior leaders provide strong role models regarding the mantra 'Everyone a learner and everyone a leader'. The headteacher is completing a doctoral study on leadership identities and their impact on educational excellence. The Deputy Head is studying for a MA in Expert Teaching and provides 'Coaching on Coaching' for ECT mentors nationwide. The two assistant heads are pursuing NPQH programmes, and one of the English leads is the ECT partnership lead for Derby.

2.1 Leadership at all levels - What went well

- The success of this exceptional school owes much to the inspirational leadership of the headteacher. She works in close partnership with the dynamic deputy head in pursuit of excellence across all aspects of the school. Leaders at all levels share this ambition. Their contagious enthusiasm is a key factor in the positive attitudes of all staff and pupils.
- The notion of 'everyone a learner, everyone a leader' resonated during meetings with the Champions of Change, Sports Leaders, members of the School Parliament, and Leaders of Learning. Their comments included, 'Children's voices are heard', 'We give teachers ideas, and they plan their lessons for us' and 'We make things happen'. When asked if their roles had prepared them for Secondary school, the children were clear of the impact: 'It builds my confidence', 'It makes you brave' and 'It encourages you to stand up for what is right and what it's like to work as a team'.

¹ Zaytouna means olive in Arabic, and an olive tree features on the school's crest.

- A remarkable sense of calm permeates the purposeful climate for learning, underpinned by a palpable sense of community, reflecting the school's core values of peace, unity, and equality. Parents were keen to point out the dramatic change in the ethos over recent years. Their comments included, 'We're all so different, and from different backgrounds, but we're all one', and 'I've never seen a leader or member of staff without a smile on their face.'
- Pupils said they felt welcomed and described how they are met with friendly faces in the morning. Pupils were highly enthusiastic about enrichment activities such as Drumba², mehndi, patterns, and various sports. They liked the fact that they could choose their own things to learn about.
- Leaders have achieved remarkable success in developing a strong partnership with parents. Daily verbal communication, Class Dojo, newsletters, and emails, help parents feel connected and included in school life. Parents view the school as an extension of their family and feel relationships between children and staff are 'incredibly special and are rooted in love, respect, and kindness.' Parents particularly value the madrassa provision, led by school staff, in filling a much-needed gap in the community.
- Useful partnerships with several external agencies and organisations are formed, cultivated, and maintained, to benefit the quality of provision for pupils at the school and beyond. The Local Authority's New Communities Achievement Team, for example, works closely with staff to support new starters under 'operation warm welcome' initiative.
- Governors are highly effective in their challenge and support of the school. They are visible and fully aware of their role in school improvement. The recruitment of governors with specialist skills and expertise enables them able to offer challenge to leaders. They have a fully informed understanding of standards within the school, enabling them to hold leaders to account.
- Strategic leadership is evident at all levels. Subject leaders, for example, use carefully created action plans to sustain high standards in the implementation of their curriculum areas across the whole school. Clarity of expectation is shared across all members of staff. Ongoing quality assurance means that subject leaders are confident in where the implementation of their subject is most effective, and in targeting support in areas of development. This means that intervention is rapid, and all staff benefit. Training in progression in grammar, for example, had a positive impact, and is supporting all pupils in accelerating progress in independent writing.

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

... leaders explored ways in which they could further share their considerable expertise with other settings locally and more widely.

² Drumba combines drumming and strenuous physical routines.

3.1 Quality of provision and outcomes - What went well

- Pupils achieve exceptionally well despite the considerable odds. On starting school in Reception, or entering other year groups, almost all pupils have very little English. Many have had little previous schooling, and some are from families who have sought refuge in the UK from areas of conflict.
- Over the last three years, achievement has risen considerably. Despite the ever-increasing influx of pupils into Zaytouna since 2019, around two-thirds of pupils are reaching age-related expectations across each year group. End of Key Stage 2 outcomes for combined reading, writing and mathematics are projected at 61% for this academic year, which is close to the most recent national average.
- Pupils' academic achievement is the result of a stimulating curriculum, consistently strong teaching, their extremely positive attitudes, and exemplary behaviour. The success of 'mind, body and soul', rationale underpinning the curriculum is evident in the range and breadth of pupils' experiences and their all-round development.
- Pupils are very well prepared for secondary education, not least in the competence in IT. Every pupil in Key Stage 2 has an individual computer tablet. This significantly enhances their learning, enables teachers to provide immediate feedback and support, and allows parents to keep a close eye on their learning activities and progress.
- Children enjoy learning in the spacious, well-equipped Reception classrooms. Learning zones, provide easily accessible stimulating resources. Children show good levels of independence as they choose from a wide range of equipment such as number lines, pegs, scissors, and hole punches. Displays help children recall previous learning and promote interest in current activities. The proportion of pupils reaching the Early Learning Goals last year was above the most recent national figures, illustrating the success of the provision, especially in developing children's English language skills.
- The use of resources in teaching phonics, underpinned by the secure subject knowledge of teachers and support staff, ensures that pupils are quick to learn. Through consistent routines and strategies, pupils' confidence moves on apace. The predicted proportion of pupils achieving the expected scores in the forthcoming phonic check is 82%, equalling the most recent national outcomes.
- Reading for pleasure is a strong driving force within the school. A quality text spine ensures that all children can immerse themselves in a range of fiction and non-fiction texts that supplement and complement their learning. A virtual library, created during lockdown, and a monthly newsletter shared with parents on Class Dojo, help promote a love of reading.

- Pupils are rightly proud of their writing portfolios, 'Authors at Work', which include examples of their work from Year 1 to Year 6. These indicate highly effective teaching and strong progress. Work in Year 2 includes sentence starters such as 'It all began like this...'. A year 4 pupil opened his historical account with, 'According to Viking mythology ...'. Writing an 'application to join Shackleton's polar expedition', a Year 6 pupil included, 'In conclusion, I believe without doubt that you will accept me for this role'.
- Mathematics is taught skilfully across the school. Typically, lessons start with revisiting prior learning and explicit explanations of new work. Modelling, frequently incorporating different visual representations, successfully supports pupils conceptual understanding. Pupils are challenged throughout lessons and a variety of questioning reinforces learning. Open-ended activities provide opportunities for staff to assess how confidently pupils apply new learning. Such consistent approaches have led to increasing proportions of pupils reaching a great depth in mathematics term-on-term. Among many examples, one Year 6 pupil explained how he had used his understanding of ratio to identify the differing lengths of hypotenuse in a sequence of triangles.

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

- ... pupils had further opportunities to deepen their understanding through exploring open-ended questions.

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

- A team of highly skilled and experienced professionals works towards a common goal in supporting vulnerable groups. Outcomes of rigorous self-evaluation provide the next steps for improvement and refinement, meaning that children benefit from the most up to date and comprehensive provision.
- Attainment and progress data is scrutinised, along with information on attendance, wellbeing, and participation in extracurricular activities, resulting in rich conversations amongst professionals. The connected nature of the school's individual education plans, provision mapping and assessment means that leaders have a comprehensive understanding of every vulnerable child.
- All class teachers take responsibility for all groups and are very ably assisted by the fully committed, well-trained and highly skilled support staff.
- Pupils with SEND achieve exceptionally well from their starting points due to the comprehensive support from their induction and throughout their time at Zaytouna. The progress that disadvantaged pupils make has shown significant improvements and attainment gaps are narrowing rapidly.

- Parents are active partners in the provision their children receive. Regular events such as coffee mornings allow them to talk to professionals, network with other parents, and discuss their child in a supportive and non-threatening environment. Feedback has been exceptionally positive and attendance at these events has increased rapidly.
- The team at Zaytouna works successfully to improve the attendance of the most vulnerable. Provision includes a school bus, a free breakfast club, home visits, phone calls and nudge texts. Attendance is now in line with, or above average, and attainment gaps are closing increasingly rapidly.
- Enrichment is carefully planned to meet the pupils' needs. Pupils feel they have choices and can be independent in these choices. For example, a child who left the school last year, began Taekwondo during enrichment time, and is now a national gold medallist.

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

No areas for improvement were identified during the review.

5. Area of Excellence

NA

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders would like to explore how they can further share and extend their expertise through links with schools in similar contexts.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

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.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.