



19th July 2021

Dear parents,

As-Salaamu-Alaykum and a very happy Monday!

The sun is shining on the Zaytouna Family Home and I'm delighted to share with you the report from Challenge Partners. This was a three-day review where a team of four reviewers came into school. They spoke to leaders, observed classes, met with parents, completed a book scrutiny and had conversations with children and governors. I'm incredibly happy about what they saw, what they heard and what they now say about us.

This is yet another piece of evidence that captures accurately the progress that we have made in becoming a school of excellence. The areas for development were already known to us and will form key parts of our development plan for next year.

It's important to me that everyone recognises their role in this success - this is testament to a team effort with everyone doing their bit.

A clear vision, high expectations and a no excuse attitude is a powerful trio when executed by a team of like-minded professionals.

I'm genuinely excited to see what we get up to next year...and from what I've heard, there are LOTS of people inside and outside of school who feel exactly the same.

Thank you all for your ongoing support, challenge and patience - you are wonderful!

Best wishes,

Miss Storer



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ZAYTOUNA PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	30/06/2021
Overall Estimate at last QA Review	Working towards effective
Date of last QA Review	04/03/2020
Grade at last Ofsted inspection:	Requires improvement
Date of last Ofsted inspection:	20/05/2021 (monitoring visit)

1. Context and character of the school

Zaytouna is a larger than average Islamic faith school in the city of Derby. Located in a commercial district of the city, the school draws most of its pupils from the inner-city area of Normanton and has its own school bus. It became part of the Transform Multi Academy Trust, comprised of 19 schools across Nottingham and Derby, in September 2018. Having supported the school as a member of the central Trust team, the headteacher took up her substantive post in September 2019 and the deputy headteacher was appointed in June 2019. After a significant period of staffing instability prior to this, staffing is now stable and the school is growing rapidly. Parents from a wider area are now choosing Zaytouna as their first preference because of its vibrant academic offer, its provision for pupils with special educational needs and/or disabilities (SEND), as well as its Islamic distinctiveness.

Almost all pupils are from minority ethnic backgrounds and a high proportion speak English as an additional language (EAL). Drawing from areas of significant deprivation, the proportion of disadvantaged pupils is above the national average and growing. The number of pupils with SEND is below the national average, although, the percentage of pupils with an education, health and care plan (EHCP) is slightly above the national average and increasing.

Underpinned by the fundamental principles of 'Peace, Unity and Equality', Zaytouna aims through its curriculum and ethos to develop the mind, body and soul, with 'Everyone a Learner and Everyone a Leader.'

2.1 Leadership at all Levels - What went well

- The proactive headteacher and her deputy lead the school with passion, commitment and dedication. Their infectious enthusiasm is mirrored by staff across the school, who constantly strive to provide the very best, both academically and socially, for all the pupils in their care. They set the highest standards for themselves and expect the same from their pupils.
- A highly ambitious shared vision, underpinned by an ethic of excellence, is driving the school forward quickly, whilst ensuring that firm foundations are being laid. Consequently, 'even better ifs' from the last Challenge Partners' review have been met.
- Leaders at all levels, including governors and subject leaders, many of whom are relatively new to role, are working hard to fulfil their roles to a high standard, despite hinderances caused by the pandemic. Everyone is seen and valued as a leader at Zaytouna, whatever their role in school, and are part of the 'Zayteam.'
- Pupils are involved in a range of leadership roles, including as 'leaders of learning,' with involvement in environment audits, learning walks and book

scrutinies and as 'champions for change.'

- Professional development is one of the main pillars of school improvement and is heavily focused on 'quality of education' priorities. Teaching and learning principles, with quality first teaching as a focus, for both teachers and teaching assistants (TAs), have had a significant impact on the consistency of expectation and outcomes, especially in reading and mathematics. The deputy headteacher is a specialist leader of education (SLE) for curriculum and behaviour and other leaders have been supported to access national qualifications, including the national professional qualification for senior leadership (NPQSL).
- Support from the Transform Trust includes opportunities for subject leaders to engage in professional development and share ideas. Associate leaders also provide helpful support. Whilst the Trust is made up of a diverse range of schools and the autonomy of each school is important, 'together we are better, together we achieve,' is central to the collaborative approach.
- The school culture and ethos have caring and supportive relationships at its heart. Therefore, the wellbeing of all stakeholders is paramount. Opportunities to liaise with the local community are maximised by leaders who have established strong and trusting relationships. Parents are overwhelmingly positive about the school and its family ethos. They very much appreciate the development of the 'whole child' and the way British values and Islamic faith values are intertwined through a well-crafted and sensitive approach which promotes the importance of 'human values.' Weekly 'enrichment' opportunities are provided for all pupils during school time and a range of extra-curricular activities offers participation in activities including golf, fencing and curling. As parents spoken to said, 'my child has had opportunities I wouldn't have dreamed of,' and 'I want to come here, and I'm an adult.'

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

...leaders of foundation subjects had more opportunities, post-pandemic, to monitor progression across blocks of learning and develop confidence in articulating their findings.

...new governors continued to enhance their knowledge and understanding of wider curriculum developments and the impact these have on outcomes.

3.1 Quality of Provision and Outcomes - What went well

- Children get off to a flying start in Reception class because of the strong emphasis on communication and talk within a stimulating setting. Activities and opportunities are interesting, fun and encourage independent thinking. During the review, children animatedly shared their thoughts when learning about 'Goldilocks' as to who the porridge thief was who spilled porridge on the

classroom floor and upturned a chair.

- The introduction of Read Write Inc. has ensured that phonics outcomes have been consistently at or above the national average in recent years by the end of Year 1. Additional sessions, however, are currently provided for catch up as a result of the pandemic.
- Outcomes in reading, writing and mathematics vary, depending on the number of pupils new to English who join mid-year. Despite the pandemic, the proportion of pupils reaching the expected or higher standard in reading and mathematics is strong. Assessment in core subjects is robust, with teacher assessment and test outcomes carefully analysed to identify next steps for whole classes, groups and individuals.
- A decision to introduce 'Power Maths', whilst retaining a personalised approach and other useful resources, has further embedded the mastery approach introduced over the last two years. Therefore, there is a strong consistent structure in mathematics across the school, with appropriate challenge, including for the more able pupils.
- Following research and opportunities for mathematics and English subject leaders to pair up with associate leaders from the Transform Trust, a clear and consistent approach to reading has become embedded across the school. The use of Literacy Shed has ensured clear year group planning progression. Carefully chosen core texts linked to the 'enterprise' curriculum and consistent use of the 'VIPERS' strategy has improved reading outcomes significantly across the school. A vibrant well-stocked library, books which match taught phonics and opportunities to meet with authors, including virtually during the review, have promoted a real love of reading across the school.
- After much research and consultation, the 'enterprise' curriculum was written by school leaders. It includes a global dimension and facilitates a wealth of opportunity to promote pupils' spiritual, moral, social and cultural development, whilst progressively meeting national expectations in foundation subjects. This vibrant and thought-provoking curriculum, linked to well-chosen core texts, provides opportunities for experiential learning and deeper thinking, supported by Rosenshine's principles. It builds on prior learning and vocabulary very effectively and encompasses issues of peace and conflict, rights and responsibilities, identity and diversity, sustainable development and health and wellbeing. For example, the peace and conflict focus in Year 3, when studying the Roman era, is further developed in Year 4 through the study of the Vikings. The local area is also incorporated, where relevant. One example of this is in Year 5 when pupils study peace and conflict in World War Two and consider how Derby contributed to the war effort.
- The vibrant learning environment, a wealth of visits and visitors and helpful resources reinforce learning well. Islamic studies and Arabic from Reception to Year 6 provide a strong faith and foreign language element to Zaytouna, whilst incorporating British values.
- Prior to starting school life, families are warmly welcomed. The culture for learning

throughout school is strong, pupils want to come to school and are well prepared for the next stage of education.

3.2 Quality of Provision and Outcomes - Even better if...

- ...as a result of the current priority focus on writing, outcomes improved to match the success achieved in reading and mathematics .
- ...assessments in foundation subjects were to be more sharply refined to evidence progress towards meeting the end of block expectations.

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The curriculum in core subjects is appropriately adapted to enable pupils to work on expectations for the relevant stage in their learning. In science, foundation subjects and 'enterprise,' pupils access the full curriculum either with additional support from the teacher or skilled teaching assistants, scaffolding or tasks suitably matched to their ability. For example, in a Year 1 phonics lesson, the teacher worked with a small group of seven pupils, some with SEND and others new to English, to model explicitly and move each child on from their individual starting points.
- The revised positive behaviour policy, which encourages collaboration through house points and points towards Friday 'enrichment' time, supports all pupils, including those who are vulnerable, in wanting to do the right thing for themselves and their peers. Pupil surveys show that increased engagement in physical activity has improved wellbeing and subsequent learning. Transport on the school owned bus, the use of class Dojos and attendance awards have also improved the attendance of vulnerable pupils.
- The difference in progress and attainment between disadvantaged and non-disadvantaged pupils has been significantly narrowed, with disadvantaged pupils in some classes doing better than their non-disadvantaged peers. Where this is not the case, gaps are often related to children joining the school mid-year with little or no English.
- Pupils with SEND are well supported and make good progress from their starting points, with precise targeted support and intervention to meet their needs. Leaders recognise that pupils often have more than one identified need and having successfully trialled the strategy this year, 'inclusion plans' are to be introduced. The work of the inclusion leader and her team is a strength of the school, supporting mental health, wellbeing and parent partnerships highly effectively. This will be further enhanced through the 'Ark' provision from September 2021, where specific vulnerabilities will be supported alongside quality first teaching.

4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

- ...the difference in outcomes between disadvantaged and non-disadvantaged pupils were to be consistently narrowed in all year groups to match those of the best.
- ...pupils new to English had more visual resources to support their learning.

5. Area of Excellence

Physical Education, School Sport and Physical Activity (PESSPA) – having a big impact through an excellent curriculum and strong leadership.

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

As pupils at the school had historically accessed very little out-of-school sport or physical activity and displayed low levels of fitness, leaders prioritised the creation of a whole school 'physical education, school sport and physical activity' (PESSPA) offer in school. Not only would this improve pupils' physical health but also their mental health and wellbeing. Therefore, the aim was to create a PE curriculum entitlement which would enable pupils of all abilities to access as much high-quality sport as possible and become as fit as possible, primarily during school hours but also supplemented by an extra-curricular offer.

Due to the bespoke curriculum introduced and the enrichment offer, this has been achieved without affecting pupils' time available to attend Mosque after school. The carefully planned PE programme, created by school leaders, has two strands. One is the 'Real PE' scheme, which focuses on progression of the fundamentals such as agility, balance and co-ordination. This is led by class teachers following appropriate training through the Derby School Sports Partnership and internal school-based training; it is delivered from Reception to Year 6. It provides a scaffold for teachers in their knowledge, understanding, confidence and competence in progressional PE planning and delivery. The skilled HLTA supports non-specialist teachers and TAs who work alongside the teacher to enable pupils with specific needs access to the curriculum and appropriate challenge. The second strand, planned and led by the PE and School Sports Leader on a weekly basis from Year 1 to Year 6, is the school's own sport-based scheme which moves pupils on from the fundamentals covered in the 'Real PE' scheme to focusing on more sport specific objectives such as 'marking an opponent.' Through

this, pupils are able to make clear connections in applying fundamental skills in a sporting context. For example, the 'Real PE' unit on agility and footwork is taught alongside the sport units on invasion games and pupils are introduced to a variety of sports, such as handball, netball and American football, in order to demonstrate how invasion skills are applicable across a variety of sports rather than just focusing on one. Hockey, lacrosse and golf are taught through 'sending and receiving,' with volleyball, badminton and tennis linked to 'net/wall games.' The two stranded scheme also incorporates high intensity training, including fitness circuits and a competitive element. For pupils who prefer non-competitive sport, there are opportunities to take part in 'friendly' festival events and tournaments, such as curling, boccia and footgolf. Within the 'Real PE' strand, there is an additional focus on developing the 'whole child,' with every lesson having a physical and a non-physical objective. Consequently, social, emotional and cognitive skills are encouraged and assessed every lesson alongside physical skills.

Recognising that after school clubs are not accessible to all pupils because of other commitments, an inter-house system was established across Key Stage 2 to maximise school sport provision. This saw all Key Stage 2 pupils participate competitively in a sport on a weekly basis, with opportunities to enable pupils of all abilities to participate with enjoyment in something they are interested in. These lunchtime opportunities feed into the house point system and league tables provide good opportunities for adults to support pupils with appropriate choices. After school provision is extensive on three days per week, with timing tailored to enable pupils to attend other commitments. These clubs include taekwondo, fencing, lacrosse and hockey. Over half of pupils in the school also choose to spend their weekly 'enrichment' time accessing one of the sports on offer.

Limited outdoor space has been wisely utilised, including the creation of the Olive Tree Arena from a temporary hangar structure. This demonstrates clearly that physical constraints can be overcome with creative thinking and organisation. Parents were consulted and involved in decision making. Their choice of including cricket as a sport of community interest led to a partnership with Derbyshire Cricket Club and opportunities for funded places at professionally organised inclusive events, with full kit included.

Physical activity is promoted in classrooms and during lockdown school sport provision continued with family participation. Monthly fitness calendars were created with daily exercises to complete. Two live morning workout videos were streamed weekly via YouTube, which another local school also joined. Other sites for activities, such as yoga, dance and fitness, are also promoted. Tweets from other schools related to this further support the profile of the school's strengths in this field.

5.2 What evidence is there of the impact on pupils' outcomes?

Termly fitness tests led by an external provider demonstrated the lack of fitness of many pupils across the school. Leaders were concerned that this important catalyst for physical health and character development would also cause restrictions across the

curriculum.

As a result of the actions implemented, engagement of all pupils in physical activity has improved significantly. All pupils participated in at least one external sporting event pre-pandemic and attendance at PE sessions online was in line with all other lessons. Workout videos were viewed at least 100 times with some as many as 800 times during home working. There is a waiting list for participation in clubs. The significantly increased involvement in physical activity has also increased pupils' resilience and independence and reduced the number of behavioural incidents.

Assessments show much improved PE outcomes across the year groups due to the effective two strand curriculum and enrichment. In Year 6 for example, 84% of pupils are working at age related expectation in PE, with 24% at the higher standard. When these pupils were in Year 4, only 30% of them were working at age related expectation and none at the higher standard. Accreditation of the Silver Youth Sport Trust Quality Mark demonstrates the impact of the work of the school on pupils' outcomes, as do two awards received for the continued commitment to physical activity during lockdown from the Derby City Schools Sports Partnership. In addition, 83% of Year 6 pupils, when surveyed, said that their wellbeing had improved.

5.3 What is the name, job title and email address of the staff lead in this area?

Name: Patrick Mannion

Title: PE & School Sport Lead

Email: patrickmannion@zaytounaprimery.co.uk

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

Leaders look forward to working with schools in different parts of the country to find out about a range of innovative practice related to their next step developments. They will also continue to work with their local hub on shared development points.

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.



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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.