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Amy Storer
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Dear Miss Storer

Additional, remote monitoring inspection of Zaytouna Primary School

Following my remote inspection with Chris Stevens, Her Majesty's Inspector (HMI), of your school on 25 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

This monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received three successive judgements of requires improvement. The school's most recent section 5 inspection took place in July 2019.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- fully implement the school's revised curriculum and monitor its impact on pupils' learning and progress
- ensure that pupils who are in the early stages of learning to read receive consistent adult support to apply their phonics knowledge when reading unfamiliar words.

Context

- The headteacher and chair of governing body have both been appointed since the last inspection.
- Across the autumn term 2020, a small proportion of pupils had to be educated remotely. Three year-group 'bubbles' had to close, one in Year 1, one in Year 2 and another in Year 3.
- Currently, approximately two thirds of pupils are being educated at home. All pupils with special educational needs and/or disabilities (SEND) and just over half of vulnerable pupils are on site.

Main findings

- The school's arrangements for remote education are in line with government guidelines. Leaders are providing a blended approach to remote learning, carefully designed to meet the needs of pupils and families. This consists of online learning as well as paper packs and practical equipment where needed. The vast majority of pupils access live or recorded lessons online. Many have been supplied with laptops and devices.
- There is a strong system in place for checking pupils' participation in remote learning. Leaders and staff make expectations clear to parents. Leaders are alert to any pupils who struggle to participate in remote learning. These pupils are quickly offered support, including the provision of a place on site.
- Leaders are ambitious for all pupils to achieve highly and be equipped as future citizens. Since the last inspection, leaders have rewritten the school's curriculum. They have set out in precise detail what pupils should know, and in what order, in all subjects. Supported by the multi-academy trust, leaders have ensured that staff and subject leaders have been trained to deliver the new curriculum.
- The impact of COVID-19 has hindered the implementation of the school's revised curriculum. Staff are adapting some aspects of the curriculum to meet the demands of remote education, for example in science and physical education. When all pupils return to school, leaders plan to embed the new curriculum and monitor its impact on pupils' learning.

- Leaders and staff promote a love of books and reading. Teachers read to pupils every day. When an inspector observed pupils reading, their keen interest in books and stories was clear to see. Leaders have put in place a structured programme to support the daily teaching of phonics. However, some reading books are not closely matched to pupils' phonics knowledge. They contain too many words that are difficult to decode. Adults do not always insist that pupils who are in the early stages of learning to read apply their phonics knowledge when reading unfamiliar words.
- Leaders, staff and governors are strongly focused on providing education for vulnerable pupils and pupils with SEND at this time. They have ensured that pupils continue to receive the support and care to which they are entitled.
- Governors continue to provide support and challenge in the current circumstances. They assure themselves that pupils are safe, including when learning online. Governors keep in regular contact with leaders and staff. They understand the importance of monitoring staff workload and well-being.
- The multi-academy trust provides effective support for the school. The training they have supplied has had a positive impact on improving staff subject knowledge and leadership. Assistance with policies and risk assessments has reduced the operational burden on senior leaders.

Evidence

This inspection was conducted remotely. We spoke to you, the deputy headteacher and the inclusion leader, the curriculum leaders for reading, physical education and Arabic, two members of the governing body and the chief executive officer of the multi-academy trust to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also observed pupils reading to members of staff and reviewed curriculum plans. We looked at responses to Ofsted's online questionnaire, Parent View, including 25 free-text responses, and 25 staff questionnaires.

I am copying this letter to the chair of the governing body, the chair of the board of trustees and the chief executive officer of the Transform Trust multi-academy trust, the regional schools commissioner and the director of children's services for Derby. This letter will be published on the Ofsted website.

Yours sincerely

Christine Watkins
Her Majesty's Inspector