

# Inspection of Zaytouna Primary School

500 London Road, Derby, Derbyshire DE24 8WH

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Inspection dates: 26 and 27 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Aaron Bird. This school is part of Transform Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Meredith, and overseen by a board of trustees, chaired by Peter Munro.

## **What is it like to attend this school?**

Pupils thrive at this unique and inclusive school. There is a real sense of community spirit. Pupils enjoy opportunities to become active citizens. They are proud to be members of the school council and prayer leaders. Pupils are happy and feel safe. They feel listened to and valued.

The promotion of equality of aspiration for all pupils, including those with special educational needs and/or disabilities (SEND), is of vital importance to this school. The majority of pupils speak English as an additional language and achieve well.

All pupils enjoy a varied curriculum. Most subjects are taught well. However, in a small number of subjects, the teaching does not yet ensure that all pupils develop a secure understanding of the knowledge they gain.

Pupils behave well. They show respect to everyone and know the importance of being kind. Pupils say their school is special because they have a prayer hall and can pray together.

The school's promotion of pupils' personal development is exceptional. Pupils benefit from a wide and rich set of experiences. They appreciate these and have high aspirations for themselves.

Parents and carers are overwhelmingly positive about the school. Most agree that this is truly a fantastic school with great teachers and friendly staff.

## **What does the school do well and what does it need to do better?**

The school is ambitious for all pupils to do well, including those with SEND. The outcomes for most pupils are positive. The curriculum is carefully planned and builds on the knowledge that pupils should know over time. The school's aim, to develop pupils' mind, body and soul, is reflected well in the curriculum.

Most teachers deliver knowledge in a way that pupils can clearly understand. When this is the case, pupils build their knowledge well over time. However, in a small number of subjects, this is not yet the case.

Teachers check what pupils know in most lessons. The recap of previous learning helps pupils to recall what they have learned before in order to assist them in their current learning. Any misconceptions are mostly addressed in the moment.

Most pupils with SEND achieve well. The inclusive classroom environment allows all pupils to access learning in ways that are right for them. The adaptations for pupils with SEND support their learning effectively. Pupils with SEND get the support they need, at the right time and in the right way. They are equally encouraged to be as independent as possible.

Reading is a priority. Children begin to learn to read as soon as they start school. All pupils follow a structured approach to learning phonics. All staff are well trained to teach phonics. Pupils read using their phonic knowledge. Those who struggle to read get the support they need to catch up. On occasion, pupils do not receive books that support them well enough to become more confident and fluent readers. Early readers have some understanding of what they read. Pupils show a real enthusiasm for reading. They enjoy visiting the school library and choosing their own books.

Children in the early years settle into new routines quickly. They enjoy learning and playing together. The environment supports children's communication and language skills well. Despite lower starting points, children make good progress with their social and emotional skills. Children know right from wrong. They remind each other of the high expectations. Staff interactions support children's learning effectively. Children are well prepared for Year 1.

Pupils have good attitudes to their learning. They behave well in lessons and around the school. Pupils clearly know and follow the school rules of 'be ready, be respectful and be safe'. They know the rewards and sanctions well. They are proud to earn their enrichment time and look forward to this weekly event.

Pupils' personal development is exemplary. The school has a deep understanding of the unique nature and needs of its own, and the wider, community. Staff do much to meet these needs. The core values of peace, unity and equality are clearly part of everyday life at this school.

The school does everything in its power to broaden pupils' horizons. This has a positive impact on preparing pupils for life in modern Britain. Pupils have a good understanding of different religions and cultures. They know the importance of respecting these differences. Pupils understand and recognise healthy and unhealthy relationships. They know how to get help if they feel worried.

All staff are positive and feel proud to work at this school. They say that the school feels like a family and that they feel very well supported.

The school knows its strengths and areas for development well. It works closely with the trust, from which it receives both challenge and support, to make the necessary changes. This ensures that there is a positive impact on pupils' education.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some foundation subjects, teachers' delivery of the curriculum does not yet ensure that all pupils develop a secure understanding of the knowledge they are learning. As a consequence, in these subjects, not all pupils are able to recall and build on what they have learned previously. The school should ensure that teaching in these subjects, including through the use of assessment and adaptations, enables all pupils to know and remember more, from the early years to Year 6.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	138776
<b>Local authority</b>	Derby
<b>Inspection number</b>	10268260
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Munro
<b>Headteacher</b>	Aaron Bird
<b>Website</b>	<a href="http://zaytounaprimary.co.uk">http://zaytounaprimary.co.uk</a>
<b>Date of previous inspection</b>	20 May 2021, under section 8 of the Education Act 2005

## Information about this school

- The headteacher and deputy headteacher are new to post this academic year.
- A section 48 inspection of the school's religious character took place in March 2017.
- There is a breakfast and after-school club run by the school.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the COVID-19 pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, who is the designated safeguarding leader, the deputy headteacher and the assistant headteachers.
- The lead inspector met with members of the trust and the governing body, including the chair of governors and chief executive officer.
- Inspectors carried out deep dives in early reading, mathematics, physical education, computing and music. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils. Inspectors also observed some pupils reading to staff.
- Inspectors reviewed the school's safeguarding arrangements, including the procedures for recruiting staff.
- Inspectors considered responses to Ofsted's online parent survey, Ofsted Parent View.
- Inspectors met with groups of staff and reviewed their responses to Ofsted's online survey for school staff.
- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding.
- Inspectors considered responses to Ofsted's online pupil survey. They also met with pupils both formally and informally. Inspectors observed pupils' behaviour in lessons and during break and lunchtimes.
- Inspectors reviewed leaders' self-evaluation of the school and their school improvement plans. They also considered documentation relating to attendance and behaviour, the curriculum and governance.

## **Inspection team**

Anita Denman, lead inspector

His Majesty's Inspector

Simon Hollingsworth

His Majesty's Inspector

Jayne Ashman

His Majesty's Inspector

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