

## ZAYTOUNA PRIMARY SCHOOL

Inspection Report

---

**Local authority:** Derby  
**Inspected under the auspices of:** AMS UK  
**Inspection dates:** 21 March 2017  
**Lead inspector:** Hasina Varachia

This inspection of the school was carried out under section 48 of the Education Act 2005.

---

<b>Type of school</b>	Primary School
<b>School category</b>	Free School
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	277
<b>Appropriate authority</b>	Academy Trust
<b>Chair</b>	Arran Whitehouse
<b>Headteacher</b>	Miss Jacqueline Stephenson
<b>Date of previous school inspection</b>	No previous S48 Inspection
<b>Address</b>	500 London Road Derby DE24 8WH
<b>Telephone number</b>	01332 383 379
<b>Email address</b>	<a href="mailto:office@zaytounaprimery.co.uk">office@zaytounaprimery.co.uk</a>
<b>School website</b>	<a href="http://www.almadinahschool.co.uk">www.almadinahschool.co.uk</a>

# Introduction

## Inspection team

Lead Inspector: Hasina Varachia

Team Inspectors: Yusuf Seedat and Mohammad Asad

This inspection was carried out by three inspectors. They visited four lessons or parts of lessons including observing registration, break time and lunch time and the collective prayer session. They held meetings with the senior leadership team, governors, staff and groups of children. Inspectors observed the school's work and looked at a range of documentation, including children's written work, planning, the RE and Qur'an and Islamic Studies curriculum, the school's self-evaluation documents, the school's RE development plan and parent questionnaires. In accordance with the protocol that exists between DFE and AMS UK (Section 48), the lead inspector had a look at the school's recent Ofsted inspection and monitoring reports.

The inspection team looked in detail at the following:

- The Religious Education (RE) curriculum
- The progress pupils make in religious education
- The quality of teaching in religious education
- Leadership and management for religious education
- Spiritual, moral, social and cultural development, including collective worship.

## Information about the school

Zaytouna Primary School, formerly named Al-Madinah Primary School, is an Islamic free school. It is run by the Zaytouna Education Trust. The school is an average sized primary school with pupils from a range of minority backgrounds. All pupils are of Muslim faith. The proportion of disadvantaged pupils is above the national average.

## Inspection judgments

<b>Overall effectiveness</b>	2
<b>The achievement of pupils in their religious education.</b>	2
<b>The quality of teaching and learning.</b>	2
<b>The effectiveness of leadership and management of religious Education, including the role of the school's governing body in RE.</b>	2
<b>The extent to which the religious education curriculum meets pupils' needs.</b>	2
<b>The extent of pupils' spiritual, moral, social and cultural development including the daily act of collective worship.</b>	1

### **Overall effectiveness: the quality of religious education provided at Zaytouna Primary School is good because:**

The school aims to ensure all pupils have access to a curriculum in which pupils achieve their full potential, develop as excellent and confident pupils who are ambitious and successful.

Pupils achieve well as a result of effective teaching which ensures that pupils' learning is good.

Pupils are ambitious and have high expectations for themselves. They have an excellent attitude and this makes a marked contribution to their many accomplishments. They are happy, mature, confident, caring individuals.

The head teacher, other leaders and governors communicate high expectations and ambition. They have a very clear vision of how they want the school to be and are taking the right steps to achieve them.

Attendance is a cause for concern but the school recognises this and is taking appropriate steps to improve.

Pupils are given many opportunities to develop as strong British citizens and demonstrate their respect and learning of Islam through many practical experiences. Charity work includes raising funds for those in need. These experiences enable them to show initiative and understand how they can contribute positively to the lives of others.

British Values are effectively promoted throughout the curriculum, assemblies and displays. Pupils are given an opportunity to exercise democracy by taking part in the school's council elections. The school council plays a very active role in the school.

Relationships with parents is excellent and they are encouraged to play a key role in the school.

The quality of collective worship is outstanding; pupils participate with confidence, respect and sincerity.

Yearly Islamic events such as the Miraj, Eid and Hajj are marked in the school and pupils thoroughly enjoy learning through project work and presentations on key dates.

The relevance of Islam in Britain is taught to pupils so that they develop into positive role models of their faith and also citizens who enrich the communities they choose to live in. Pupils study examples of successful and famous British Muslims who have excelled in different fields including, Yusuf Islam, Sami Yusuf and Nadia Hussain. The school wants pupils to feel proud of their faith and are working hard to achieve this aim.

The school has built a highly cohesive environment in which pupils are aware of spiritual, moral, social and cultural (SMSC) values and are rewarded for displaying them. The behaviour policy is linked to spiritual and moral reflection and steers pupils to be reflective individuals. Reward systems work on the principle of positive praise and giving attention to and highlighting those doing good. This encourages very good behaviour.

**The achievement of pupils at the school in their religious education is good because:**

The vision of the school is to ensure that the Islamic ethos runs throughout the school like a 'golden thread'. They are working well towards achieving this aim. Pupils have dedicated Quran & Islamic Studies (QIS) lessons and the school incorporates the teachings of the Prophet (peace be upon him) to all aspects of school life. QIS is a subject given significant importance and the teachings are not just imparted in Islamic studies lessons but in other subjects across the curriculum. An example includes Year 6 pupils who recently explored the life of Muslims during the Victorian era. The result is that the pupils throughout the school are now making good progress in their understanding of Islam and its relevance to everyday life.

Teachers measure and track pupils' knowledge and understanding carefully. In their QIS lessons the progress of the pupils is very good. Concerns in progress in Year 5 and 6 in Islamic Studies have been securely addressed. These pupils are now making rapid progress and are expected to be achieving at age related expectations by the time they leave the school.

Pupils have access to a good selection of Islamic reading books in class and in the library.

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

- Provide greater support for pupils with SEN and those with particular needs so that they can make better progress and achieve their full potential.

## **The quality of teaching and assessment in the school is good because:**

The Religious Education (RE) curriculum, including QIS, is rich and relevant. In RE lessons are planned according to the Derbyshire RE Syllabus. Medium term plans are thoughtfully put together and include various religious festivals and national events which take place throughout the year. Lessons address national and international events. For example, the school has held assemblies after reported terrorist attacks to ensure that pupils understand that terrorists do not represent Islam and that Islam is a religion of peace.

In QIS, teachers prepare long and midterm plans and discuss their planning before each term. High teacher expectations of pupils' achievements result in most abilities being stretched and challenged. Planned tasks and activities recognise different starting points and build on each pupils' prior knowledge, skills and understanding. Good resources are designed to support all pupils. There is a high level of expectation upon pupils to recite the Qu'ran with *Tajweed* (rules of recitation) and mistakes in memorisation are quickly corrected and addressed.

In lessons, pupils receive positive praise, encouragement and recognition for their good work. An example of this is in Year 3 when pupils' involvement in recognising the importance of teamwork was swiftly praised. This lesson particularly saw praise used effectively to encourage a pupil with EAL to contribute to and be part of the lesson.

In Qur'an lessons, pupils who are below expected levels of progress are given extra support and more able pupils are challenged and given *surahs* (chapters) to memorise based on their individual learning points.

Negative stereotypes are challenged. A lesson with Year 5 pupils highlighted a lack of aspiration from pupils. The school addressed this by forging links with Rolls Royce who ran a STEM project which was run by male and female Muslims from the local community which included engineers, former NASA employees and project managers. This had a significant impact on the pupils resulting in a change in their aspirations and ambitions for employment in the future.

Accurate and detailed assessments of pupils' knowledge and understanding, combined with teachers' good subject knowledge and secure teaching ensures good progress. Staff are committed and this results in pupils working with a very positive attitude; they are enthusiastic and keen to learn.

Teachers use questioning in lessons to challenge pupils and extend their learning. They listen carefully to what pupils say and value their responses. A combination of challenging work and interesting material means that in lessons pupils maintain a high level of engagement in what they are learning about so behaviour in lessons is good.

Pupils' work is presented very well indeed and marking of pupils' work is regular and accurate and provides clear guidance on what pupils have done well. This ensures pupils take responsibility for their own learning. This however, is not consistent and pupils would benefit

from receiving areas for development and further challenge which would enable all pupils to engage in dialogue and move learning on.

From the questionnaires received, a significant number of parents felt that there is insufficient homework set for QIS which they would welcome.

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

- To ensure pupils consistently receive feedback on how to improve which would enable pupils to progress further in their learning.
- To set appropriate homework which would allow pupils to build on the learning of QIS lessons.

## **The effectiveness of leadership and management of Religious Education is good because:**

The leadership team consist of highly qualified, well informed and ambitious individuals. The school is well supported by the governing body. They have a clear vision based on ensuring the best possible academic and personal experiences and outcomes for all pupils. All staff have personalised development plans which ensures they remain on a path of continuous improvement.

The curriculum and the way it is planned and implemented is highly successful in delivering academic and personal success for pupils. It is regularly reviewed. Many varied and interesting activities are provided for pupils which extend and enrich their experiences.

The school governing body is committed to maintaining the school's Islamic ethos by regular reviews and evaluation. Governors share the same aims and ambition as leaders and work in full partnership with them.

Reports are provided by the head teacher on the RE provision and demonstrate that pupils' SMSC development is of high order. Regular CPD is provided to support staff in developing spirituality and contributing to shaping the Islamic ethos of the school. New staff are supported through a thorough induction programme. The school has in place a detailed plan for RE and a number of targets are at the advanced stages of completion.

The school works effectively with parents recently offering a weekly Islamic lesson for adults which has received excellent feedback from attendees, providing a translation service, and resources to help support learning at home. Parents are provided with detailed reports about their child's progress. An overwhelming majority of parents would recommend the school to other parents.

British Values are taught throughout the RE and PSHE curriculum looking at their own community, caring for the environment, the emergency services and the people who help us. Key events are recognised including, Remembrance Sunday, national anti-bullying and anti-racism events. During the inspection, pupils celebrated the International Day for the Elimination of Racial Discrimination. Pupils are taught about friendship and making the right choices. They learn about their rights and responsibilities and think carefully about how they can show responsibility. They do this very well indeed.

The head of Islamic Studies plays a key role in ensuring that the spiritual life and mission of the school supports the academic and personal development of pupils. He has ensured that pupils are well prepared for their future.

Leaders ensure that all staff receive annual training with regard to radicalisation and extremism. Leaders and governors within school have ensured that some members of staff are trained to train, these staff have delivered staff training internally and externally. Current events are swiftly covered in assemblies.

The school has a robust system of safeguarding and has been praised for its initiatives. Regular meetings ensure that the leadership team and safeguarding team keep a close eye and concerns are swiftly followed up. Leaders look forward to sharing this good practice with other schools.

**The extent to which the religious education curriculum meets pupils' needs is good because:**

The curriculum is well supported with PSHE and other curriculum subjects, helping pupils to deepen their understanding of their heritage and values. National curriculum subjects have good cross-curricular links with the Islamic curriculum and are being developed further. For example, Year 1 are using Islamic theme books for their guided reading sessions. The phased plan is to fully embed Islamic teaching throughout the wider curriculum of studies and where possible, to also embed the wider curriculum into QIS lessons.

Quranic studies are taught orally and their progress is monitored. Pupils are taught using the 'Steps in Qu'ran Reading' resources which emphasises on *Tajweed*. There is a high level of expectation of children to recite the Qu'ran in *Tajweed* and pupils are expected to master basic pronunciation before being allowed to proceed to Quranic recitation.

**The extent of pupils' spiritual, moral, social and cultural development is outstanding because:**

It is supported by the extremely effective values system which is implemented in all subjects and throughout the school. The nurturing and development of pupils' own faith and culture is a strength in the school. It is promoted well through daily PSHE lessons, QIS lessons, assemblies, other programmes, like sayings of the week and the general ethos of the school.

The spiritual development of pupils is developed through many different ways and practically implemented by daily collective prayers for Key Stage 2 and recitation of the Qur'an and reading daily *du'as* (supplications). Some of these are led by pupils to develop leadership, self-esteem and self-worth. The children also learn empathy through charitable events and gratitude by reflecting on the blessings they have.

The moral development of pupils is well catered for by giving pupils opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities. Pupils demonstrate the ability to recognise the differences between right and wrong and their readiness to apply this understanding to their own lives like in a Year 6 lesson observed during the inspection which saw pupils discuss the differences between prejudice and discrimination and where pupils offered reasoned views about moral and ethical issues. Pupils are taught about current issues that may affect them and how to deal with them in accordance with British law and from an Islamic perspective. Examples of this include, lessons for older pupils on e-safety, social media, radicalisation and extremism. Children are given open channels for discussion to talk about major current events and to express their views and opinions about them.

The school council is democratically elected and has taken a lead on a number of initiatives such as, promoting good behaviour and promoting British Values by linking common Islamic values with them. This is further reinforced by the school's values, providing a clear moral code as a basis for behaviour which is promoted consistently throughout all aspects of the school. This is clearly evidenced through school rules, PSHE, daily reflections and assemblies.

Pupils' social awareness is extremely well-developed. The school has run a number of charitable events and food bank collections which is a part of the yearly routine around the month of Ramadhan. Staff and pupils are swift to support humanitarian causes when urgent appeals are made.

Opportunities for interfaith dialogue for pupils are made available through pupils partaking in sporting events and competing against other schools. Through RE and Islamic Studies pupils learn about various cultures and faiths. Pupils deepen their understanding further by taking part in visits to the local centres of faith including, visits to the church, guduwara and a mosque. Further plans are in place to other places of worship and to further form links with schools of different faiths.

**Views of parents and carers**

- Parents are overwhelmingly supportive of the school.
- Some parents feel they would like to see more work provided for children to complete at home.

## Glossary

What inspection judgments mean

<b>Grade</b>	<b>Judgment</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. AMSUK inspectors will make further visits until it improves.