

Land of Learning Primary School

5–11 Evington Drive, Leicester, Leicestershire LE5 5PF

Inspection dates

2–4 October 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The proprietor and school leaders have ensured all the independent school standards are met. They create an aspirational culture and promote an ethos where pupils' personal development and welfare sit at the centre of the school's work.
- There is a clear strategic intent in the school's work. All leaders set high expectations and monitor the work of the school carefully. As a result, there have been improvements in standards in English and mathematics since the last inspection.
- The curriculum provides for pupils to learn about a wide range of subjects. There are regular enrichment activities, which are enjoyed by pupils and enable them to apply their learning in different contexts.
- Parents and carers are supportive of the school and say that their children are safe and cared for well. They say the school keeps them well informed about their children's academic progress.
- Pupils' attitudes and behaviour are outstanding. They are polite and respectful at all times, both with adults and each other. They have an excellent understanding of the school's core values, which can be seen in the daily life of the school.
- Children make good progress in early years. Early reading, writing and mathematical skills are taught effectively. Children are prepared well for their transition to Year 1.
- Teaching is good overall and there is some highly effective teaching in the school. However, not all teaching is at this highest standard and, occasionally, this limits the progress that pupils make.
- Pupils achieve well in reading, writing and mathematics, reaching standards that compare favourably to national averages. However, the standard of work in other subjects is not as high because progress is variable.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so it is highly effective throughout the school and standards are equally strong in all subjects by:
 - providing targeted professional development, including sharing the most effective practice, to support less experienced and new colleagues
 - ensuring that pupils make consistently good progress and achieve at least the standards expected for their age in subjects other than English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor and school leaders have ensured that all the independent standards have been met. There is a clear vision for the school, and leaders are constantly striving for excellence. High expectations apply to staff and pupils alike, and these are communicated clearly to the school community. Central to the school's work is the pupils' personal development and well-being. Leaders actively promote a culture of respect and tolerance. The school's core values are well understood by all pupils through the acronym 'FRIEND', which stands for faith, resilience, integrity, empowerment, nurture and diversity.
- The school building is very well maintained and provides an environment conducive to learning. The atmosphere reflects the calm efficiency of the headteacher and senior team, while at the same time promoting pupils' enthusiasm and enjoyment of learning.
- Leaders have implemented a range of monitoring activities that inform them of the school's performance. Assessment information is recorded in detail and updated at regular intervals. Leaders check the progress pupils are making in English and mathematics and benchmark outcomes against national expectations. Regular meetings are held with teachers to identify any pupils who are at risk of falling behind and may need additional help.
- The curriculum is broad and covers a range of subjects as well as English and mathematics. It has been designed to 'nurture curiosity'. Schemes of work provide the basis for step-by-step learning as pupils move through the school. Enrichment activities are provided during special weeks, such as 'World Heritage Week' or 'Geometry and Islamic Art Week', and these may include off-site visits or visitors to the school. For example, visits from police and army personnel helped pupils to learn about the British values of democracy and the rule of law. Learning about other religions, other countries and times past contributes well to pupils' spiritual, moral, social and cultural development.
- Professional development and training are available to all staff, including a thorough induction process for new staff. Leaders are outward looking. For example, they work with colleagues from other local schools to share knowledge and ideas. Teachers keep teaching journals, reflect on their practice and welcome feedback after monitoring activities. The leadership team now includes middle leaders who are able to provide skilful support and mentoring for less experienced colleagues, but have not had enough time as yet for this to have an impact on all staff.
- Parents and carers are supportive of the school and some told inspectors that they have recommended the school to family and friends. They say that their children are happy at the school and are 'doing well'. Good communication keeps parents well informed about academic progress and school events. A small number of parents had some concerns that recent changes in staffing had affected continuity in their children's learning. However, inspectors found that pupils' progress has not been adversely affected.
- Since the last inspection, the school has been successful in improving outcomes for pupils. Most children in early years now achieve a good level of development. Standards in English and mathematics have risen and the proportion of pupils achieving the expected standards for their age at the end of key stage 2 is above the national average.

However, improvement is not as strong in other subjects as progress remains variable between subjects and in different year groups.

Governance

- The proprietor and governors are actively involved in setting the strategic direction of the school and ensuring that it continues to improve. They do this by:
 - having a clear understanding of their statutory duties and responsibilities
 - making regular visits to the school to check on the quality of teaching and the standard of pupils' work
 - promoting and upholding the school's core values and aims, to ensure that pupils are well prepared to be good British citizens of the future
 - ensuring that they attend school events and are available to meet with parents
 - providing support and challenge to school leaders, keeping themselves well informed about how effectively leaders ensure that the school is progressing towards key improvement priorities.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's safeguarding policy is available on the school's website and reflects the most recent government guidance. There are clear procedures for reporting and recording concerns. Staff are vigilant and ensure that any minor worries are addressed quickly so they do not escalate.
- Leaders are aware of potential risks to pupils. They ensure that risk assessments are carefully carried out and implemented. Leaders work with parents and external agencies, where appropriate, to ensure that pupils receive the best possible support.
- Staff receive regular training and refreshers to ensure that they are familiar with the latest guidance. For example, staff have received training on how to recognise signs of abuse and how to safeguard pupils against radicalisation and extremism.

Quality of teaching, learning and assessment

Good

- Teaching is good overall and there is some that is highly effective. Pupils engage well in their learning because teachers have high expectations, often make learning interesting and apply the behaviour policy consistently. The work in pupils' books is well presented and, throughout the school, is consistent with the agreed expectations for how work is to be set out.
- In line with the school's policy, assessments are made regularly and in a timely manner. Teachers use this information to help them plan next steps in learning and to match work to pupils' needs. Pupils have personal targets and know what they need to work on in English and mathematics. Teachers frequently check pupils' understanding of their work.
- Teachers use a range of effective strategies to challenge pupils and help them achieve deeper knowledge and understanding. For example, a group of the most able pupils in

Year 5 were set an additional task while learning about equivalent fractions. Pupils were given a range of fractions with some numbers missing and had to use what they had learned to find the value of one of the fractions. It was explained to the inspector, 'the numbers are different, but the value is the same.'

- Questioning is often used to check what pupils know. Sometimes, it is used effectively to deepen pupils' learning. For example, in science in Year 6, through precise and persistent questioning, the teacher skilfully probed pupils' knowledge of how to collect and use data linked to what they wanted to find out. This led to a deeper understanding of the reliability and validity of complex data used in scientific experiments.
- Although there is strong teaching across the curriculum, teaching is generally more effective in English and mathematics where work is matched more accurately to pupils' abilities than in subjects such as history and geography. Not all teaching is of a consistently high standard and this sometimes limits the pace at which learning moves forward and the standards pupils achieve.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very confident learners. They have highly positive attitudes to learning and take great pride in their work and achievements. They persevere and show resilience when tasks are challenging. They are keen to contribute to discussions and put forward their ideas.
- Pupils are very well prepared, both personally and academically, for their next stage in education and later life because they are actively encouraged to find out about life in the wider community and consider global issues.
- Pupils talk with great conviction about how they should respect the views and beliefs of others and show tolerance for those who have different ways of life. Enrichment weeks such as 'Diversity Week' enable pupils to explore in more detail different religions and cultures.
- Pupils know how to 'be a good friend'. They embrace the school's core values ('FRIEND') and understand where they align and overlap with British values and Islamic values, seeing similarities rather than differences.
- All aspects of pupils' well-being are promoted effectively. Pupils are actively encouraged to lead healthy lifestyles and take regular exercise. For example, the physical education (PE) curriculum enables pupils to try a range of different sports and activities, from martial arts to football.
- Pupils say that they feel safe at school. They say that the school is a 'bully-free zone' and have confidence in their teachers to resolve any incidents should they arise. Pupils learn how to stay safe online and older pupils explain effectively the potential dangers of social media. Pupils are clear about what to do and whom they can go to if they have concerns or worries. They said, 'you can trust people here.'

Behaviour

- The behaviour of pupils is outstanding.
- Pupils' conduct is excellent, both in lessons and at other times of the day. Incidents involving poor behaviour or low-level disruption are very rare. This is because teachers are consistent in their expectations for behaviour and pupils are respectful of the school's core values. Inappropriate behaviour or language is not tolerated.
- Pupils consider behaviour to be very good and give clear explanations of how the 'traffic-light' system works. They said, 'everyone's a team, we do it together.' The school's well-established routines and expectations ensure that there is a very calm and orderly atmosphere.
- Since the last inspection, attendance has improved and is now above the national average. Leaders have successfully put robust systems in place to follow up absences quickly and encourage good attendance.

Outcomes for pupils

Good

- Outcomes have improved since the last inspection. Standards in reading, writing and mathematics at the end of key stage 2 are above the national average and most pupils achieve the standards expected for their age in these subjects.
- Pupils read widely and with confidence. Younger pupils have a good knowledge of letters and sounds, read accurately and answer questions about the texts they read. Older pupils say that they enjoy reading for pleasure and choose books based on their interests. They read confidently, expressively and with good understanding of the text. They understand the importance of reading to support learning in other subjects. Pupils are encouraged to bring books from home, as well as using the school library.
- Pupils' workbooks and school data show that pupils make consistently good progress in English and mathematics, though this is even better where teaching is highly effective. Books show that pupils are developing mathematical fluency and are confident in calculation.
- Samples of writing in English books show that pupils write for a variety of purposes and audiences. They make good progress over time and books provide evidence of high-quality outcomes for some pupils. Writing in other subjects, such as history and geography, is generally not of the same standard.
- Assessment data shows that standards are not as high in subjects other than English, mathematics and science, and progress varies between year groups and subjects. For example, pupils' geographical skills are not as well developed as their scientific skills. Assessments in history show inconsistencies in the proportion of pupils who make the progress expected of them.

Early years provision

Good

- Children join the Reception class with skills and knowledge broadly in line with expectations for their age. Most children achieve a good level of development by the end of the year and are well prepared for the transition to Year 1.
- The early years leader has a clear overview of the strengths and areas for development of the provision and, along with senior leaders, ensures that all statutory requirements for the setting are met. Children's progress is tracked carefully.
- Children's personal development and well-being are central to the setting and the needs of the children are met effectively by key workers and the wider staff team. Children behave well and show an interest in their learning.
- Basic reading and writing skills are well taught through phonics. Teachers use a range of strategies to make learning interesting for the children. For example, a group of children went on a word hunt around the classroom to find words associated with Postman Pat.
- Teachers plan carefully to ensure that all areas of learning are represented. There is a range of learning activities provided both indoors and outside. Some of the activities reflect the children's own interests that have been followed up by the teacher. Children are encouraged to try all the activities on offer so they develop a range of skills and extend their vocabulary through discussion of the task. For example, a group of boys enjoyed playing in the role-play area, currently a kitchen, discussing with an adult how to make a meal. Parents are encouraged to attend workshops and meetings at the school. The school values the involvement of parents because their input contributes to the accurate assessment of what children know and can do. Parents of young children said that their children enjoy coming to school and make good progress.
- Although many new initiatives have been introduced since the last inspection, some are relatively new and it is too early to judge their impact. However, other strategies are now embedded and have led to an improvement in the proportion of children achieving a good level of development. The school continues to improve the outdoor environment by providing a wider range of resources to support different areas of learning.

School details

Unique reference number	135858
DfE registration number	856/6022
Inspection number	10053979

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	296
Number of part-time pupils	0
Proprietor	Javid Patel
Chair	Mustaq Master
Headteacher	Sara Vania
Annual fees (day pupils)	£1,980
Telephone number	0116 273 5431
Website	www.landoflearning.co.uk
Email address	office@landoflearning.co.uk
Date of previous inspection	6–8 December 2016

Information about this school

- Land of Learning Primary School is a Muslim school, owned and run by the Evington Muslim Centre. It shares the site with the mosque. The school is purpose built and has learning spaces on three floors. The ground floor is used for the separately registered nursery. It is a multi-use building, used for a madrassa at the end of the school day and for meetings in the evenings and weekends.
- At the previous inspection in December 2016, the school was judged to require improvement. The number on roll continues to rise and is now close to the maximum number of 300 for which it is registered.

- Most pupils are of Asian, Arab or African heritage and speak English as an additional language. There are very few pupils who have special educational needs (SEN) and/or disabilities.
- The school's vision is to nurture holistic life-long learning and service rooted in classical knowledge within a safe, stimulating, high-quality environment.

Information about this inspection

- Inspectors visited all classes to observe learning. Some observations were carried out jointly with the headteacher and deputy headteacher.
- A tour of the school was carried out to check on the suitability of the premises.
- Inspectors held meetings with the proprietor and governors, headteacher, senior leaders and middle leaders.
- Inspectors reviewed a sample of pupils' work with the headteacher and senior leaders, and scrutinised the school's assessment information.
- During the inspection, inspectors reviewed a range of documentation, including school policies relating to safeguarding.
- Inspectors held discussions with groups of pupils and listened to pupils read. They also talked with pupils at other times during the inspection.
- A check on the school's website was carried out to confirm that the required information and policies, including the safeguarding policy, are available.
- Inspectors talked informally with a number of parents at the beginning of the school day and took into account 23 responses to Ofsted's online questionnaire, Parent View.
- Inspectors took into account 25 responses to the staff questionnaire.

Inspection team

Jane Salt, lead inspector	Ofsted Inspector
Janis Warren	Ofsted Inspector

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