

Land of Learning Primary School

5–11 Evington Drive, Leicester, LE5 5PF

Inspection dates

1–3 October 2013

Overall effectiveness

Adequate **3**

Pupils' achievement Adequate 3

Pupils' behaviour and personal development Good 2

Quality of teaching Adequate 3

Quality of curriculum Good 2

Pupils' welfare, health and safety Adequate 3

Leadership and management Adequate 3

Summary of key findings

This school adequate because

- Teaching and pupils' achievement varies across the school and is not yet consistently good. Not all work is matched well to pupils' abilities and more-able pupils are not always stretched enough.
- Although children in Reception undertake a good range of activities indoors and outdoors to help them learn, although they do not have continuous access to a well-equipped outdoor area.
- Teachers are becoming more accurate in their assessment of pupils' attainment but there is still some inconsistency. The school's tracking of progress is beginning to provide a clearer picture of how much progress pupils make.
- Leaders monitor teaching regularly although there is not always enough focus on the quality of pupils' learning and progress in lessons.
- Although the school is improving satisfactorily, not all shortcomings at the time of the last inspection have been fully addressed. School self evaluation is at an early stage of development.

The school has the following strengths

- Pupils develop well personally and spiritually and learn to be good citizens and good Muslims. Relationships are very strong and pupils get on well with each and the staff, who are excellent role models. Islamic studies supports well pupils' personal development and curriculum planning makes important links between subjects.
- The new headteacher has a good understanding of what needs to be done to improve pupils' achievement and the quality of teaching.
- High quality accommodation results in pupils having lots of space and facilities.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- This inspection took place at one day's notice.
- Seventeen part lessons were seen, taught by seven teachers. Four were undertaken jointly with the headteacher, amounting to two hours of observations.
- Five responses were made by parents on Parent View; because numbers of parents and carers responding was small the details of their responses could not be seen. No responses to the Ofsted survey available to pupils were available.
- Discussions took place with staff and school policies and documentation were examined, as was students' work and other evidence about their progress. Records of lesson observations and training were also checked; account was taken of the responses in the 18 questionnaires completed by staff.

Inspection team

George Derby, Lead inspector

Additional Inspector

Tahir Alam

Additional Inspector

Full report

Information about this school

- Land of Learning Primary is a Muslim school located in Evington area of Leicester and is owned and run by the Evington Muslim Centre. A school committee consisting of members of the trustees of the centre governs the school.
- The school opened in 2009 with a Reception class group and 12 months ago moved into newly built premises in the grounds of the mosque. There are three floors. The ground floor is used for the Ofsted separately registered Nursery (EY449298). The first and second floors are used for the school. The school accommodation is used at the end of every school day as a Madrassa and also for meetings in the evening and weekend.
- The school is increasing its pupil numbers each year; it now has Reception to Year 5 pupils and next September will have its first cohort of Year 6 pupils. There are 98 pupils on roll. These are of Asian, Arab or African heritage and most speak English as an additional language. The school is registered to admit up to 300 primary age boys and girls.
- There no pupils who are disabled or who have special educational needs.
- A new headteacher was appointed in September 2013; she had been the school's educational coordinator since 2010. The previous headteacher is now the headteacher of the registered Nursery only. She still has role in the school and oversees pupils' welfare, health and safety.
- Land of Learning Primary School aims to create a happy, safe and secure environment where each child is given the opportunity to learn and live with others. It also seeks to provide firm foundations for children to build on and further develop their knowledge and wellbeing.
- A complaint received by Ofsted was followed up with the school. Following discussion, it was clear that the issues related to the Nursery.
- The school was last inspected in April 2010.

What does the school need to do to improve further?

- Ensure that teaching is consistently good across the school by:
 - planning work which matches all pupils' needs and abilities and providing harder activities to help more able pupils make faster progress
 - ensuring that pupils are regularly reminded about what they will do and learn
 - making more effective use of teaching assistants.
- Improve leadership and management by:
 - ensuring that leaders' observations of teaching focus on the impact teaching has on pupils' learning
 - ensuring that a range of criteria are used to evaluate the school's performance
 - the proprietorial body ensuring that all regulations are met and that members of the school committee increase their skills so they can hold the school to account fully for its work.
- Ensuring the assessment of pupils' attainment and progress is accurate so that:
 - this information is used to plan work for different groups
 - the data gained can be used more comprehensively to track pupils' achievement in reading, writing, mathematics and science
 - pupils making expected progress and greater than expected progress can be identified and any underachievement of different groups such as boys, girls or more able pupils

can be readily addressed.

- Ensure that the outdoor area for learning in the Early Years Foundation Stage is readily accessible and provides a full range of opportunities for children to learn outdoors.
- The school must meet the following independent school standards:
 - ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13)
 - ensure that the admissions register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 17)
 - ensure that the members of the proprietorial body are included on the single central register (paragraph 22(6))
 - ensure that separate toilet facilities for boys and girls aged eight years or over are provided (paragraph 23A(1)(b))
 - ensure that suitable drinking water facilities are provided and that these are readily accessible at all times when the premises are in use and are in a separate area from toilet facilities (paragraph 23F(1)(a))
 - ensure that cold water supplies that are suitable for drinking are clearly marked as such (paragraph 23F(1)(c)).

Inspection judgements

Pupils' achievement

Adequate

Pupils' achievement is adequate. They usually enter from the Nursery with skills, knowledge and understanding that are typical for their age. In Reception, their end-of-year assessments show that they reach the levels expected, with strengths in their personal, social and emotional development although a few have some relative weaknesses in literacy and numeracy. Increased emphasis on supporting children's basic skills this year is already addressing this so that children show increased levels of understanding.

There is a good emphasis on phonics (the sounds that letters make) from Reception throughout the school. Children quickly start to build up words and recognise similar sound patterns and rhymes. Children's positive attitudes have a good impact on their learning, and mean that they try hard and meet the demands that staff make of them.

Pupils make suitable gains in reading, writing and mathematics as they move through the school because they build on what they have learned previously. They are regularly assessed and an examination of the gains they have made reveals that they make the progress expected of them. Although some do make greater than expected progress from their starting points, not enough do and the school's records show there is some unevenness in progress across the school. Achievement in English is relatively weaker compared with mathematics. The school has recognised this and pupils' skills have begun to improve through the increased range of opportunities to write at length and for different purposes. It has also begun to ensure that pupils are exposed to different genres in their reading and writing for example, through the purchase of many books used to support their skills.

The school has no pupils with special educational needs. Those whose skills are at a lower level than others are well supported and make the progress expected.

Pupils' behaviour and personal development

Good

Pupils' attitudes, behaviour and personal development are good and their relationships with one another and staff are strong. Their spiritual and moral development is well nurtured through the Islamic curriculum and the ethos of the school. They have a clear understanding of right from wrong, and behaviour in classrooms and around the school is good. Teachers are good role models for their pupils, and guide and support their development of Islamic identity and in becoming good Muslims. There is some occasional silliness or squabbling when teachers do not make clear their expectations of pupils or they are left undertaking an activity for too long and pupils lose concentration. The school robustly tackles any pupils who make inappropriate remarks, although this is a rare occurrence.

Pupils are polite, very well mannered, and usually helpful to one another and considerate of each other's feelings. These attributes reflect the core values promoted through Islamic studies lessons such as respect, humility, forgiveness, kindness, and caring and sharing. Pupils have opportunities to say their prayers during the routine of the school day and at eating times. Regular assemblies provide good opportunities for reflection and to consider issues relating to cleanliness, patience, truthfulness and about controlling anger.

Through the daily life of the school and the teaching in Islamic studies, pupils are taught to respect other faiths and cultures and British law. They are well prepared for their future lives in modern, multi-cultural, democratic Britain and the school takes suitable steps to ensure that pupils are presented with balanced viewpoints. Pupils understand the role of public services through visitors to the school by, for example, the fire service, nurse, and police. However, pupils undertake few

visits in the community to support their learning in these areas. Pupils raise money for charitable causes such as providing food parcels for the homeless.

Attendance is broadly in line with maintained schools nationally, and pupils say they enjoy school and lessons. The school is rigorous in ensuring that parents are clear that long holidays must not be taken in term time.

Quality of teaching

Adequate

Teaching and assessment are adequate and all the regulations are met. Although inspectors saw some teaching that was good, over time not enough is good or better. Teachers make lessons interesting by developing the links between subjects and this promotes pupils' positive attitudes. Questioning is often probing so that it challenges pupils to work things out for themselves.

Teachers explain what pupils are going to do in lessons and pupils are keen to get down to work. Sometimes opportunities are missed to get pupils to demonstrate what they have understood or to remind them during lessons of what they are learning. Pupils enjoy the many practical activities they are given, often when they work with a partner. Staff provide increasingly wider opportunities for pupils to talk to each other and sharpen their learning. Pupils usually share and take turns well. Occasionally, when they do not understand the purpose of what they are doing they sometimes change the activity and focus on things which are not always directly connected with what they are meant to learn.

While teachers do set work for the different abilities of pupils, sometimes the level is not tailored enough to challenge all pupils, including the more-able pupils. Occasionally in mathematics, for example, the work for more-able pupils simply involves larger numbers rather than more advanced ideas. Teachers now show good levels of knowledge about the subjects and ideas they teach.

Teaching assistants play a valuable and supportive role in helping pupils learn during practical activities, especially those who find learning difficult. When the teacher is addressing the whole class, however, they are not used to best effect; for example, not being involved enough for in guiding individuals or assessing their responses. Teachers regularly check the levels the pupils are working at using a commercial assessment system. Assessment is becoming increasingly accurate, although there are times when there are differences between the outcomes of the tasks pupils complete and the teachers' assessment. Internal checks on accuracy of staff's assessment of the level of pupils' work are undertaken in the school, and these are beginning to be moderated, externally, such as in the Reception class. Assessments are also overseen by the headteacher who acts very usefully as a moderator to ensure accuracy.

Quality of curriculum

Good

The curriculum is good and all the regulations are met. All areas of learning are covered and the curriculum is balanced well. There is a strong emphasis on literacy and numeracy and the promotion of spoken language. It includes the National Curriculum, together with Islamic studies and Arabic. In a few weeks of the year, pupils' learning in subjects is strongly linked to major religious festivals, such as Hajj and Ramadan. In addition, the school undertakes specific 'theme' weeks throughout the year where the subjects are studied in greater depth. The National Curriculum subjects are underpinned by a commercial scheme of work which links subjects, themes and ideas. This is helping pupils to understand well the purpose of what they are learning and they say they enjoy this approach. This was demonstrated when pupils were enthusiastically producing ideas for the design of a cake and a list of instructions in an English lesson. The commercial scheme also helps teachers because the planning is set for them. However, while staff adapt this for the needs of most their pupils, the planning does not always sufficiently meet the

needs of the more-able pupils.

Physical education is now fully planned, as is science (both weaknesses at the last inspection). Physical education is taught offsite at a sports centre or in the grounds of a local park in the summer months. Pupils' use of information and communication technology (ICT) has improved since the last inspection, especially in Reception. These are also planned to expand considerably due to the imminent arrival of an adequate number of new computers for its computer suite.

Arabic is taught to all pupils and, because it is new, all pupils are rightly at the beginning stages, learning the same things. Islamic studies have a positive impact of pupils' personal development and help pupils to understand how to live a good Muslim life.

The school provides a number of clubs, three times a week at lunchtime, although pupils have expressed a desire for a greater range. Facilities within the community are used to enhance learning and strong links are forming with Leicester University to promote community cohesion.

The curriculum for the youngest pupils in the Reception class (the Early Years Foundation Stage) provides a good balance of teacher-led and child-initiated activities. Children have access to more formal activities, such as when they learn the sounds that letters make (phonics), and also have access to indoor facilities where they can undertake messy and imaginative play. Being on the third floor of the school, they do not have free and immediate access to an outdoor area or external resources set up. This was a weakness identified at the time of the last inspection.

Pupils' welfare, health and safety

Adequate

Pupils' safeguarding and their welfare, health and safety are adequate. All but three regulations are met; however, the weaknesses do not compromise pupils' safeguarding or safety.

There is a good range of policies for safeguarding, behaviour, anti-bullying, first aid, and health and safety which are regularly reviewed. Pupils are very aware of the behaviour policy and the ways in which rewards and sanctions work. Most staff have been trained at the higher level in safeguarding and new staff from this September have received individual induction training for child protection from the headteacher. Staff are assigned specific responsibilities for monitoring health and safety matters, emergency lighting and risk assessments, and a good range of checks are in place. There is a detailed fire risk assessment. This outlined a recommendation for staff training and the school is in the process of arranging this. Fire drills are regular and efficiently undertaken. Fire fighting equipment is checked annually and other service checks are in place. The school does not yet undertake weekly alarm tests, although it does regularly monitor the control panel which identifies alarm faults. While there is detailed information on each pupil, it does not keep an admissions register summarising this, as required by the regulations.

The school has thorough recruitment processes. All the required employment checks are made on staff and the single central register appropriately summarises these. Although the school undertakes these fully for the school committee, the member's names and details are not included in the single central register. This means that one regulation concerned with the suitability of the proprietor and other staff is not met.

Leadership and management

Adequate

Leadership and management are adequate. The proprietor has provided newly built, high quality, accommodation which opened 12 months ago. It is suitably furnished with good disability access, is well lit with natural light, and has good sized accommodation for the number of pupils in each class.

A small number of regulations are not met. As these were pointed out during the inspection, the headteacher and proprietors were quickly working out how to rectify the situation. In addition to those already identified, the school has not provided labelled drinking water at a location which is not in the pupils' toilets and there are no separate toilets for boys and girls over the age of eight years, as required. Parents and carers are regularly informed of their children's achievements and their informal feedback about the school's work is mainly positive. However, it is several years since the school has surveyed its parents and carers formally for their views.

The school committee (a group of the trustees) governs the school and is developing the ways it can be informed about the school's work and its effectiveness. Members have started to visit classes and get a better view about teaching and learning, and it is planned to co-opt others on the committee with an educational background.

The school's improvement plan, constructed by the headteacher, is shared with the committee. It adequately outlines relevant key areas for development and shows that the school is exploring and investigating how aspects can be improved. The school is in the early stages of developing its approach to self-evaluation and does not, at present, use a range of specific criteria to judge its quality and performance.

The new headteacher, due to her experience previously in the school, is well placed to move it forward and has a clear view of what needs to be done. Over the past 12 months a pupil tracking system has been introduced. This provides an overview of pupils' achievement which aids pupil groupings and provides a more systematic view of progress. The school focuses well on the tracking the progress of individual pupils and examines whether they are on target to reach the next level or whether there is any underachievement. However, the data is not yet used to explore the relative progress of different groups, such as boys and girls or more able pupils, or identify the amount of progress from pupils differing starting points in reading, writing, mathematics and science.

The quality of teaching is regularly monitored by the headteacher as part of the school's system for appraisal. Evaluations are sharp and provide an accurate picture of teaching. Occasionally, there are missed opportunities to evaluate its impact on learning. Staff performance is monitored regularly and appraisal meetings held to review this. Training is linked adequately to school and staff needs.

All the required information is made available to parents, carers and others. The complaints policy meets requirements and the school has not received any formal complaints in the last 12 months.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	135858
Inspection number	422800
DfE registration number	856/6022

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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	Muslim day school
School status	Independent School
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Number of part time pupils	0
Proprietor	Evington Muslim Centre
Chair	Ibrahim Ahmed Fulat
Headteacher	Sara Vania
Date of previous school inspection	27 April 2010
Annual fees (day pupils)	£1,500
Telephone number	0116 273 5431
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