

# Inspection of Land of Learning Primary School

5–11 Evington Drive, Leicester LE5 5PF

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Inspection dates: 7 to 9 December 2021

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Outstanding</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils flourish at this school. They say they are happy here and feel safe. The school's core values encourage pupils to be a good FRIEND. Consequently, pupils' faith, resilience, integrity, empowerment, nurture and [respect for] diversity shine through.

Staff expect pupils to work hard. They do. Pupils' work in a broad range of subjects is of a good quality. They are proud of their work and enjoy talking about it. Pupils' behaviour is exemplary. There are well-established routines. This means that children in the Reception class through to pupils in Year 6 understand exactly what the expectations are. Staff deal with the very rare incidents of bullying swiftly. Low-level disruption is not tolerated. Lessons run smoothly and without incident.

Pupils receive a high-quality personal development curriculum. There is a wide variety of opportunities for pupils to develop their talents and interests. Pupils take an active part in the local community. They raise money for local charities, for example.

Parents and carers have positive views of the school, with one typical comment being, 'A lovely well-balanced school which provides a variety of opportunities for my child to develop and grow into a confident and happy individual.'

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

Leaders are well on the way to constructing a well-planned and sequenced curriculum. In subjects such as mathematics and history, the knowledge that pupils will learn is clearly identified. In other subjects, such identification is not as precise. While there are plans for these subjects, they do not always go into sufficient detail about what pupils will learn and when. They do not always tell teachers the exact knowledge that subject leaders want pupils to know and to remember.

In mathematics, teachers use assessment wisely. There are end of unit tests that help teachers to understand which parts of the curriculum pupils have learned and remembered. Shorter, more frequent quizzes help teachers to plan their next lessons. Teachers help to fill any gaps in pupils' understanding.

The teaching of early reading and phonics is a strength. Staff have received appropriate phonics training. There is a consistent approach that starts in the Reception class and continues through key stage 1. Pupils take an active role in these lessons. They enjoy them. Due to the COVID-19 pandemic, some pupils are not where staff want them to be in how well they can read. However, accurate assessments tell staff which pupils are to receive extra help to become fluent readers.

Staff promote a love of reading in several ways. There are many opportunities for pupils to read for pleasure, visit the school library and share book reviews and blurbs with their friends. The more confident and fluent readers have a good selection of challenging books to choose from.

Pupils have very positive attitudes to school and to their learning. They are keen to do well and to succeed. Pupils readily answer teachers' questions and take an active role in lessons. Pupils enjoy being rewarded with points for working hard, being polite and behaving well. Despite the impact of the COVID-19 pandemic, pupils' attendance and punctuality have remained strong.

Pupils benefit from an extensive range of opportunities to develop their talents and interests. These include clubs for calligraphy, cooking, computing, science and music. Planned activities match closely with the school's core values. Pupils are taught and encouraged to be resilient, confident, independent and to develop a strength of character. Pupils have a clear understanding of how to live a healthy and active lifestyle. They have an age-appropriate understanding of healthy relationships. Pupils are being very well prepared for life in modern Britain. They have a strong understanding of British values. Visits to various places of worship mean that pupils have a comprehensive understanding, and respect for, faiths and cultures that are different to their own. Pupils are given opportunities to understand how to be respectful and active citizens.

The curriculum caters well for pupils with special educational needs and/or disabilities (SEND). Teachers are skilled at providing activities that help to support these pupils in their learning. In phonics, for example, pupils with SEND have extra sessions and resources to help them keep up rather than catch up.

Children in the early years are getting a good deal. The appropriate curriculum is planned out well. However, it is not always clear how children's learning is preparing them for Year 1. Staff are knowledgeable. The four Reception classrooms are well resourced. They contain appropriate activities around the different areas of learning. Relationships between staff and children are warm and positive. Children are happy and keen to learn.

Senior leaders are focusing on the right areas of the school to improve. They provide a strong vision and a set of values that are followed by pupils, staff and parents alike. Staff say that leaders are sensitive to their workload and well-being.

Leaders had previously made links with other schools and settings. This enabled some staff to share their good practice and to learn from others. However, not all staff currently have these opportunities. They are missing out on the sharing of ideas with others and the moderation of pupils' work, for example.

The proprietor has ensured that all the independent school standards are met. The building and classrooms are maintained to a very good standard. The required policies are up to date and contain the necessary statutory guidance. The safeguarding policy is available for parents to download from the school's website.

There are appropriate procedures in place around first aid, risk assessment and fire safety. The school complies with schedule 10 of the Equality Act 2010.

The governing body meets frequently and offers good support to leaders. Governors visit the school. They find out for themselves the strengths and potential development areas. However, there is no formal structure for the headteacher to provide the governors with the information they need. Governors do not plan their visits in a systematic way. It is not always clear how they hold leaders to account for their actions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders responsible for safeguarding have received up-to-date training. They are knowledgeable regarding the latest guidance around peer-on-peer abuse. Leaders are tenacious in seeking outside support for any pupil or family that may need it. Safeguarding records are detailed and securely stored.

There are effective procedures in place to record any welfare concerns that staff may have about pupils. Staff have a strong knowledge of safeguarding. They know about county lines drug trafficking and are aware of what to do should there be a case of suspected female genital mutilation or should they be concerned about the behaviour of a member of staff.

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

### **(Information for the school and proprietor)**

- In some subjects, curriculum plans are not yet sharp enough. They do not make clear the most important content that all pupils should know and remember. This means that some subject leaders do not have a precise enough overview of the knowledge pupils will learn from Reception through to Year 6. Leaders should ensure that all subject curriculum plans contain the exact knowledge that subject leaders want all pupils to learn and remember.
- Prior to the COVID-19 pandemic, leaders had begun to make links with other schools. This was to enable staff to share good practice. Currently, these links are not in place. Staff are therefore not able to moderate pupils' work by working with colleagues in other schools. They are also not able to share best practice with, or benefit from learning from the practice of, professionals from other schools. Leaders should ensure that staff have the opportunity to form links with other schools, to develop further their own professional practice.
- The governing body does not receive key information about the school in a strategic way. While governor meetings and visits by individual governors occur, they are not planned out systematically. Therefore, it is not always clear how the governors are holding leaders fully to account for their actions. Leaders should ensure that governors receive all relevant information about the school and that

their meetings and visits to the school enable them to hold leaders fully to account

## **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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	135858
<b>DfE registration number</b>	856/6022
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10210452
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent 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>	221
<b>Proprietor</b>	Evington Muslim Centre
<b>Chair</b>	Imtiaz Dassu
<b>Headteacher</b>	Sara Vania
<b>Annual fees (day pupils)</b>	£2,090
<b>Telephone number</b>	0116 273 5431
<b>Website</b>	<a href="http://landoflearning.co.uk">landoflearning.co.uk</a>
<b>Email address</b>	<a href="mailto:office@landoflearning.co.uk">office@landoflearning.co.uk</a>
<b>Dates of previous inspection</b>	2 to 4 October 2018

## Information about this school

- The school does not use the services of any alternative providers.

## Information about this inspection

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors held various meetings with the headteacher, deputy headteacher and the leaders responsible for different curriculum subjects, the early years, phonics and early reading and for pupils with SEND.
- The lead inspector held meetings with two members of the proprietor body and the three members of the governing body, including the chair.
- Inspectors carried out deep dives into phonics and early reading, mathematics, computing and history. Inspectors looked at curriculum plans, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- To inspect safeguarding, the lead inspector checked the single central record. Checks were made on staff training and their knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.
- Inspectors toured the school premises, scrutinised documents relating to pupils' behaviour and attendance, observed pupils during social times and spoke with staff, parents and pupils. The responses to Ofsted's staff, parents and pupils' questionnaires were considered.

## Inspection team

Peter Stonier, lead inspector

Her Majesty's Inspector

Stephen Long

Ofsted Inspector

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