

Inspection of Land of Learning Primary School

5-11 Evington Drive, Leicester LE5 5PF

Inspection dates: 29 April to 1 May 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

This school is highly effective in helping pupils become responsible, respectful and active British citizens. Underpinning its approach are the school's values of 'nurture, excite and growth'. These are the golden threads which weave throughout everything the school does. Pupils are incredibly proud to attend this school.

The school has demonstrated a commitment to respond to the previous inspection findings and has made further improvements. The school is highly aspirational, not only for pupils but for the community too. It is outward-looking, always seeking ways to benefit pupils. Pupils do well here.

Pupils take an active part in improving the school. Student councillors make recommendations to improve playtimes, which the school acts upon. 'Homework heroes' check that other pupils have finished their homework and provide help if needed. The 'spotless squad' help keep classrooms tidy. The way the school helps develop pupils' character is exceptional.

The school has extremely high expectations for pupils to behave well. Pupils respond to these expectations with exemplary behaviour. Warm and respectful relationships are evident throughout the school. The routines for learning mean that no time is wasted. Pupils display consistently positive attitudes towards their learning.

What does the school do well?

The school has established a highly ambitious curriculum for all subjects. The key strands of learning have been logically and precisely thought through. This enables pupils to build their learning securely over time and deepen their understanding. For example, teachers help pupils make links between what they have learned about the Second World War and renowned artists such as Anselm Kiefer. Teachers receive training so they have the requisite subject knowledge to teach effectively. They regularly check pupils' understanding. Pupils achieve highly.

The school understands the importance of pupils learning to read well. As leaders state, 'Reading is the breathing in, writing is the breathing out.' All elements of the reading curriculum have been well considered, including word reading, comprehension and developing a love of reading. The teaching of phonics follows a clear, progressive sequence. Teachers identify when pupils fall behind. They receive the support they need and soon catch up. Pupils enjoy phonics. Pupils learn to read with fluency. The school has a sharp focus on ensuring that pupils acquire a wide, rich and varied range of vocabulary. This deepens pupils' spoken and written communication.

Children in the early years get off to the best of starts. The foundations for future learning become well established. Teachers' understanding of the early years foundation stage (EYFS) curriculum is very strong. Activities are well crafted. Staff carefully pose questions, connect ideas and nurture curiosity. They explain things clearly. Children understand what is expected of them and engage meaningfully with

their learning. They talk about their learning in depth. For example, one child talked about how solar panels turn the sun's energy into electricity to power people's homes. Language features highly, and the vocabulary children use is impressive. Children work for sustained periods, interacting with one another productively. The early years is a joyful place.

The support for pupils with special educational needs and/or disabilities (SEND) is highly effective. The school works well with parents and carers and wider services to ensure that these pupils get the extra help they need. Pupils with SEND learn the same curriculum as their peers.

Pupils' exemplary behaviour is the product of the school's consistent rules and high expectations. These are so well established that pupils follow them without the direction of staff. Self-control and self-regulation are clearly evident.

Pupils' personal development is at the heart of everything that the school does. This provision is exceptional. There are many rich opportunities to develop pupils' talents and interests. The school welcomes visitors, such as a dentist, firefighter and police officer, to talk about their careers. Pupils make comparisons between their own religion and other religions, developing a sense of empathy. Difference is celebrated and respected. The school sensitively tackles challenging world topics. For example, pupils participated in an art project to explore how they could contribute to world peace. Inspired by the work of visiting artists, pupils created their own artwork on concepts such as peace, love and kindness. They proudly exhibited their work in the wider community.

Leadership is exemplary. There is a strong, and commonly understood, vision for this school. There is a highly effective cycle of reflection, review and improvement. Staff spoken to are very positive about the time and consideration given to their well-being and workload. The proprietor body and governing body have a strong sense of moral purpose. They are knowledgeable about their roles and undertake them diligently. They hold leaders to account with the sole intention of improving the quality of provision for the pupils who attend.

The proprietor has ensured that all the independent school standards (the standards) are met securely and consistently. All required information is available to parents, including the safeguarding policy, which is available on the school's website. The school complies with schedule 10 of the Equality Act 2010 and any regulatory guidance on the EYFS. The school's premises are maintained very well. The proprietor has made sure that the premises are suitable, including outdoor areas. Risk assessment procedures are appropriate, understood and acted on by all staff.

Safeguarding

The arrangements for safeguarding are effective.

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.

School details

| | |
|--|--|
| Unique reference number | 135858 |
| DfE registration number | 856/6022 |
| Local authority | Leicester |
| Inspection number | 10342068 |
| Type of school | Other independent school |
| School category | Independent day school |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 208 |
| Number of part-time pupils | 0 |
| Proprietor | Evington Muslim Education Trust |
| Chair | Mohmed Arif Patel |
| Headteacher | Sara Seedat |
| Annual fees | £2352 |
| Telephone number | 01162735431 |
| Website | www.landoflearning.co.uk |
| Email address | office@landoflearning.co.uk |
| Date of previous inspection | 7 to 9 December 2021 |

Information about this school

- The school does not use any alternative provision.
- Since the previous inspection, the proprietor body has changed its name from Evington Muslim Centre to Evington Muslim Education Trust.
- As well as a proprietor body, the school also has a separate governing body.
- The school is registered to admit 300 pupils.
- The school has an Islamic ethos.

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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher and the special educational needs coordinator.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector met with two members of the proprietor body, including the chair, and the chair of the governing body.
- Inspectors took account of the responses to Ofsted Parent View, including free-text responses, and Ofsted's survey for school staff. An inspector spoke informally with parents outside the school.
- To evaluate the effectiveness of safeguarding, 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 that puts pupils' interests first.
- Inspectors considered pupils' behaviour in lessons, around the school site and at lunchtime. Inspectors scrutinised the school's records relating to attendance and behaviour.

- Inspectors considered relevant documentation and reviewed the school's facilities to check the school's compliance with the standards.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Liz Moore

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025