

Inspection of Lote Tree Primary School

643 Foleshill Road, Coventry, West Midlands CV6 5JQ

Inspection dates: 12–14 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Requires improvement

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils enjoy coming to the school. They like the broad curriculum, which combines Islamic studies with a wide range of subjects. They are happy and safe because they are well looked after by staff. The school's values, encompassing shared British and Islamic principles, are at the heart of everything the school does. These are modelled exceptionally well by pupils and staff.

Pupils behave well in lessons and as they move around the school. They are polite and welcoming to visitors. Pupils are not worried about bullying. They say it happens rarely and, if it does, pupils know to tell a 'trusted adult' who will sort it out quickly.

The promotion of pupils' personal development is a priority. Leaders want all pupils to make a positive contribution to the school and wider community. Pupils are proud of the charitable contributions they have made, including to Macmillan cancer support. Pupils are keen to look after the environment. They are working with staff to reduce the amount of plastic used by the school.

Staff want pupils to do as well as they can. They are working hard to build further on the recent improvements in pupils' achievement at the end of each key stage.

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

Since the last inspection, leaders have improved the curriculum. Subjects are well planned, so that pupils can build and deepen their knowledge. Leaders ensure that teachers know the order in which different parts of each subject should be taught. They provide effective training for teachers, so that they have good subject knowledge. Consequently, the curriculum is delivered effectively. This means that pupils are supported to know and remember more. In history, for example, pupils in Year 4 can draw on what they have learned in previous years. They can explain the differences between the Viking and Roman invasions of Britain. Some changes are quite recent. Leaders know they need to carry out checks on how well the changes have been implemented to make sure that pupils achieve as well as they can in all subjects.

Staff teach phonics well. Pupils enjoy learning to read, because lessons are fun. Staff make sure that pupils practise reading every day. Books are matched to the sounds that pupils already know. This means that pupils can become confident and fluent readers.

Leaders promote a love of reading. Pupils in Year 6 spoke enthusiastically about their favourite books and authors. At the moment, they are enjoying listening to 'Lion Boy' by Zizou Corder. They are completely hooked. Teachers make sure that pupils develop the skills they need to understand what they are reading.

Pupils make good progress in mathematics. Teachers have high expectations of what

pupils can do. They plan work that builds on what pupils already know. There is effective support for pupils who are at risk of falling behind. Any gaps in pupils' learning are quickly addressed. Pupils apply their knowledge when they solve problems. At the moment, pupils do not use mathematical language confidently when they are explaining what they have done. This is because they do not understand this vocabulary well enough.

Children have a super start in the early years. They are happy and confident because they are well looked after. Relationships are very positive. Staff ensure that there is a constant focus on communication. They know it is an area that many children find difficult when they first start at the school. Sometimes this is because some children speak English as an additional language. Staff model good speaking and have high expectations of how children will respond. The environment is well organised to reflect all areas of learning, and a wide range of resources are available. Staff work in partnership with parents and carers to ensure that children have the best possible experience when they are at the school.

Teachers know and understand the needs of pupils with special educational needs and/or disabilities. When necessary, they adapt tasks to meet the needs of these pupils.

Pupils have positive attitudes to learning. There is very little disruption. This means that teachers can get on with delivering lessons. Pupils are keen to share answers, and most take good care with the presentation of their work. They work well on their own or in small groups, for example when carrying out scientific investigations. Pupils enjoy spending time together at breaktime and lunchtime. They are appropriately supervised by staff.

Attendance is improving, because of the effective strategies that leaders have put into place. The proportion of pupils who are persistently absent from school has significantly decreased.

Staff provide well for pupils' personal development. Leaders aim for pupils to be well prepared for the next stage of their education and their future lives in modern Britain. Leaders are aspirational for the pupils. At the annual 'careers day', leaders invite in men and women with a range of different jobs to talk to pupils about what they do – for example, engineers, doctors, pharmacists, car designers and members of the Royal Airforce.

Pupils learn about different religions and cultures. Leaders make sure that the school recognises special events throughout the year, such as Diwali and bonfire night, as well as Islamic festivals. Pupils are respectful of differences and understand that it is wrong to discriminate against someone because of their religion, culture, gender or disability. Pupils learn about key issues in their local area and the wider world. They are particularly interested in the environment and what they can do to protect it.

The proprietor makes sure that leaders and governors have the skills they need to be effective. Together, they have ensured that all the independent school standards

continue to be met in a consistent way. They know the school's strengths and areas for improvement. Since the last inspection, the governors have improved the way they hold leaders to account. For example, they make regular checks on how the school's action plans have been implemented and the progress made towards any targets that have been set. A suitable accessibility plan is in place.

Safeguarding

The arrangements for safeguarding are effective. A suitable safeguarding policy is available on the school's website.

Leaders check to ensure that anyone working at the school is safe to do so. New staff receive important safeguarding information on induction. All staff are trained so that they know how to spot any concerns about a child's welfare. Everyone is confident in how to report any concerns. Leaders work closely with agencies to ensure that the most vulnerable pupils get the help that they need. Leaders complete risk assessments for pupils, visits and activities. They respond to any potential risks effectively. The school site is safe and secure.

What does the school need to do to improve?

(Information for the school and proprietor)

- The recently revised curriculum is mostly well planned. However, this is not the case in some subjects. Consequently, pupils do not do as well as they could in those subjects. Leaders should make sure that the curriculum is planned and implemented in each subject in every class so that pupils progressively build on their knowledge and understanding. They will then be able to assure themselves that pupils are reaching the standards of which they are capable in all subjects.
- Pupils have sound calculation skills, which they apply when solving mathematical problems. Pupils are less secure in understanding mathematical vocabulary and terminology. As a result, pupils are not confident in using appropriate mathematical language when explaining their reasoning. Leaders should ensure that teachers develop pupils' understanding and use of mathematical vocabulary when they are explaining their methods and reasoning.

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 Ofsted Parent View information 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're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	103753
DfE registration number	331/6022
Local authority	Coventry
Inspection number	10092448
Type of school	Other Independent School
School category	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Number of part-time pupils	0
Proprietor	Mohammed Naim Ashique
Chair	Mohammed Suleman Bhayat
Headteacher	Mariam Ashique
Annual fees (day pupils)	£1,700
Telephone number	024 7626 1803
Website	www.lotetreeprimary.com
Email address	headteacher@lotetreeprimary.com
Date of previous inspection	10–12 October 2017

Information about this school

- Lote Tree is an independent day school for primary-aged boys and girls. It has an Islamic ethos.
- This school has provision for two-year olds.

Information about this inspection

We 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.

- Inspectors met with the headteacher, the deputy headteacher and the nursery leader. Inspectors also met with the proprietor. The lead inspector met with two governors, including the chair of the governing body.
- Inspectors considered reading, English, history and personal, social, health and economic (PSHE) education in more depth. Inspectors met with curriculum leaders and teachers and looked at curriculum plans and pupils' work in these subjects. They visited lessons and met with pupils. Inspectors looked at curriculum plans and visited a sample of lessons in other subjects, including mathematics, geography and science.
- Inspectors looked at a range of safeguarding documentation, including the single central record of the checks made on staff's suitability to work with children and young people. Inspectors also looked at child protection, attendance and behaviour records.
- Inspectors spoke to staff and pupils informally during the inspection and met with a small number of parents. Inspectors considered the 10 responses to Ofsted's Parent View survey, including two free-text messages. Inspectors also considered the five responses to the Ofsted staff survey.

Inspection team

Jo Evans, lead inspector

Her Majesty's Inspector

Catherine Crooks

Her Majesty's Inspector

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