

Land of Learning Primary

Independent school inspection report

DCSF registration number	856/6022
Unique Reference Number (URN)	135858
URN for registered childcare	EY275456
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Reporting inspector	Jane Melbourne HMI

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A¹ of the Education Act 2002, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Land of Learning is owned by the Evington Muslim Centre. It originally opened as a nursery provider in 2004 and this provision was last inspected in November 2007. It then registered as a school for up to 45 children aged two to eight years in June 2009. There are currently no children attending under three years-of-age. Currently, the oldest group of children are in Year 1 and the school will add to the age range annually. This is the school's first full inspection.

The school currently operates from adapted residential property adjacent to the Masjid Umar Mosque. It is to move in June 2010 to temporary accommodation nearby until the new school building is completed on the present site, anticipated to be in spring 2012. The Department for Children, Schools and Families (DCSF) has approved the temporary change of address and the subsequent increase in numbers to 60. An Early Years inspector has also checked the new site for its suitability.

All of the 68 children on roll are from Asian, Arab or African background and all speak English as an additional language. All currently are of Muslim faith, although the school welcomes anyone from the local community regardless of their religious following. There are no children currently with statements of special educational need.

Children in the nursery attend morning or afternoon sessions and, like the full time reception children, they follow the Early Years Foundation Stage curriculum. Year 1 children follow some elements of the National Curriculum alongside Islamic teaching. Islamic practices are followed across the provision. There are currently 56 children who receive funding for their nursery education. Land of Learning 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.

Evaluation of the school

Land of Learning provides a satisfactory quality of education, including for those in the Early Years Foundation Stage, and it meets its aims. Children are safe because safeguarding arrangements meet the current regulations. Children's behaviour is

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

consistently good and their spiritual, moral and social development is a strong feature of the school. Consequently, children from an early age make good progress in their personal development and well-being. Children are happy and are positive about their learning. Some children make good progress, although their progress is satisfactory overall because they are not all doing as well as they should be. The school meets all but three of the regulations, which are related to the curriculum and to the quality of teaching and assessment.

Quality of education

The quality of education is satisfactory overall. The curriculum, including for those children in the Early Years Foundation Stage, is satisfactory. In the school, it is based on the National Curriculum and incorporates most of the essential elements, including a strong emphasis on literacy and numeracy. Science is taught, although opportunities for practical science are linked towards design and technology or food technology. Information and communication technology (ICT) is available, but this is not used to its potential either in its own right or to enhance other areas of the curriculum. The school generally follows Qualifications and Curriculum Authority (QCA) schemes of work to guide practice, but the school's curriculum policy does not effectively translate into its current practice. Schemes of work do not ensure continuity from the Early Years Foundation Stage into Key Stage 1 and plans are not sufficiently adapted to meet the needs of all children. Often children are doing work which is very similar and staff do not have high enough expectations for them, particularly those who learn quickly and are capable of more. The new creative curriculum, which is intended to link subjects, focuses too much on the topic and not whether the learning objectives are appropriate or sufficiently build on what children can already do. There is too little consideration for problem solving and developing children's own thinking skills. Children are often listening for too long because there is still too much whole class teaching. The school is just about adequately resourced, other than for large physical education (PE) equipment. There are reasonably frequent school trips and visitors to enhance the curriculum. Despite the mosque being pivotal within the community and a popular spiritual landmark across the Midlands, the school itself does not have as many direct links with other schools in the locality or with potential community partners to enhance the curriculum. However the school does have strong links with children's families and individual members of the local community. The provision for creative development is satisfactory. In line with Islamic tradition, music is not offered.

The quality of teaching and assessment for all children, including those in the Early Years Foundation Stage, is satisfactory overall. Children refer to the adults and teachers in school as Apas. Apas subject knowledge is sometimes insufficient. Explanations are sometimes poor, or the learning objectives are not closely enough linked to children's next steps. Sometimes the objectives are not closely enough aligned to stimulating activities and therefore are not achieved at all. This produces lessons that are less than satisfactory. In the best lessons, teachers have good subject knowledge, make the lesson relevant and move the lesson on at a good pace. In these lessons, there is good practice to share. Islamic studies tend to be

taught to a consistently good standard. Children are given learning targets for literacy and numeracy, but these are not always referred to often enough or changed frequently enough when already achieved. Consequently they are not an effective tool to assist children's learning and their next steps are not sufficiently identified. Reading is taught reasonably well. Parents support the school well with this and, because of small class sizes, children benefit from regular individual support. Personal, social and health education is another strongly taught area in the school and this impacts positively on children's learning and progress. The assessment framework is in its early stages in the school. It is better established in the Early Years Foundation Stage. Children's efforts in reading, writing and mathematics are compared to National Curriculum levels. There is no assessment in science or other subjects. Pupils are assessed on entry and at various points in the year, so the school is beginning to gain a greater awareness of children's progress over time. However, there is no moderation of these assessments currently, so they cannot be checked for accuracy. Children's progress, including the youngest, is satisfactory overall because in most lessons they are making satisfactory progress. Older children are sometimes given good quality advice through detailed marking, but this is not yet consistent or in line with the school's marking policy. Children with special educational needs and/or disabilities are given good levels of support and the school works closely in these cases with parents and other agencies.

Spiritual, moral, social and cultural development of the pupils

Children's spiritual, moral, social and cultural development is good overall. There is a resoundingly positive ethos, which children and their families sense from when they join the Early Years Foundation Stage. Relationships are respectful and this significantly contributes to children's personal development and well being. Islamic greetings, reading of the Qur'anic Suras and Hadith 'Islamic stories' support children's spiritual, moral and social development well. There are good opportunities for children to discuss their feelings, consolidate their learning and to share their Islamic knowledge and understanding with their peers. Praise is used well by all staff, acknowledging children's strengths. Apas are exemplary role models. Good behaviour and moral values are actively promoted by all. As a result, children behave well in lessons and around the school. They all understand the difference between right and wrong. The cultural development of children, whilst satisfactory, is not as strong. Whilst children's understanding of their own culture is good and they are taught to develop tolerance of others, they lack an understanding of cultures more widely. The school does not make the most of its proximity to other schools. Children enjoy school and this is shown in their positive attitudes and generally good attendance. Punctuality is an issue for some families, though. The school ensures that children acquire a broad knowledge of English services and institutions through its topic work around people who help them, visits into the locality and the many visitors to the school who explain their roles.

Welfare, health and safety of the pupils

The welfare, health and safety of children are good overall, as apas make this their priority and they supervise the children well. Records are all completed and up to date, with one exception. The inspection team are satisfied that fire safety and the minimising of risk are rigorous and meet requirements. Children demonstrate they are concerned for the safety and well-being of others. The incidence of accidents, formal sanctions and bullying are very low. As a consequence, children feel safe and they know they can turn to their apas if they have any worries. Lessons, early morning circle time and snack times ensure that the majority of children know how to stay healthy. However, the school provides only satisfactory opportunities for children's physical development as staff do not build sufficiently on children's existing skills nor allow them to progress well physically. There are no extra-curricular physical activities for the older children, although children are taken on trips into the local community and sometimes go further afield to link with the current topic, for example an imminent trip to the Birmingham Sea Life Centre. The designated Child Protection Officer/head teacher and a deputy have attended the necessary up-to-date training. All staff are first aid trained and those working in the Early Years Foundation Stage have paediatric first aid training. The school fulfils its duties under the Disability Discrimination Act 2002 and has a three-year-plan in place. This ensures that the school moves towards being more accessible to prospective children of all abilities as the new school building is completed.

Suitability of the proprietor and staff

The school complies with the regulations for the appointment of staff. All applicants, including non-teaching staff, are checked with the Criminal Records Bureau and their references and qualifications are corroborated. All the required information is kept on a single central record which is easily accessible to the responsible authorities.

School's premises and accommodation

The premises provide appropriate space for all children with regular, but not continual, access to the outdoor area. Access to the outside space for learning is limited due to the dual use of the area as a car park for mosque users. Whilst staff take every precaution to ensure these arrangements do not inhibit children's safety, they do inhibit the learning requirements of the Early Years Foundation Stage and the programme for physical development across the school. The teaching accommodation is satisfactory, although there are restrictions for leaving out resources and display due to the dual use of the building for Madrassah classes after school. The premises are kept clean and tidy.

Provision of information for parents, carers and others

The school works hard to involve parents as partners in their children's learning. For example, they are encouraged to hear their children read and to promote the daily

changing of their books. The school provides all of the necessary regulatory information for parents and there are comprehensive notice boards. School policies are readily available. Parents receive regular reports of their children's progress and are able to meet with their child's apa. Staff have yet to distribute details of pupils' academic performance across the school as the school has only fairly recently begun to compare children's achievements to National Curriculum levels. Parents are overwhelmingly positive about the school and are happy with the standard of education their children are receiving. Individual comments of disagreement were not general, although some did tally with the inspection findings, such as the quality of the curriculum and activities.

Procedures for handling complaints

The school's complaints policy complies with regulations. All parents returning questionnaires believed that the procedures were appropriate. The school has had no formal complaints in the past year.

Effectiveness of the Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills below what are expected for their age, particularly in their communication with others. As they settle quickly and form strong relationships with their apas, they soon become familiar with routines, receptive to learning and begin to make up any lost ground. They progress satisfactorily overall and by the time they complete their reception year, they are close or in line with where they need to be, although their progress in mathematical development, particularly calculation, is much slower. Children's best achievement is in their personal, social and emotional development. Most children have access to the outdoor play area using wheeled toys and games equipment, but they are not able to access climbing apparatus to support their gross motor skills, which was a requirement from the previous early years' inspection. The afternoon only children have little use of outside altogether. The current outdoor provision does not effectively support the development of skills across all areas of learning as required in the Early Years Foundation Stage. Children are able to tap rhythms and use shakers to accompany their singing and sunnats (sung prayers) for their musical development. This aspect of the curriculum is understated even given the religious nature of the school.

Children are happy and courteous to visitors. They show respect for, and consideration to, each other and get on well together. Those from different cultural backgrounds play together in harmony. Expectations for behaviour are clear and so children behave well. The use of key workers to lead different activities and to supervise the many rooms or outdoor area ensures children move around freely and get used to a variety of adults. Consequently, learning flows without interruption. Children apply themselves well and willingly take part in activities, gradually contributing more to discussions as time progresses. They feel safe and are confident to ask for help and support when they need it. Children are encouraged to adopt

good hygiene practices and they are supported in following healthy eating habits by drinking milk and water, consuming fruit daily and avoiding sugary or salty snacks.

Staff work together closely and provide a secure learning environment which reflects the children's cultural background. They support children's developing English language together with their home language when necessary. They use a reasonable range of teaching methods and have adequate resources and tools for most areas, which are generally deployed satisfactorily. The learning environment mostly interests and engages the children, although there are limitations placed upon the setting by the dual use of the building. Planning is mainly focused on activities themselves rather than any intended learning which might come out of the activities for particular children. Staff are therefore not planning sufficiently closely for children's next steps in all areas of learning. They do not take enough observations to inform future planning and assessment and to ensure children progress as far as possible, although key workers are checking for gaps in children's learning on a termly basis. The children's satisfactory achievement in the Early Years Foundation Stage is due to sound individual support which is given to each child.

Leadership and management are satisfactory. Robust steps are taken to safeguard children and to ensure that those working with children are suitable people. Staff work well in partnership with parents and refer to outside agencies when a need arises, ensuring the continued appropriate support for children. However, staff have no robust systems in place to monitor teaching practice or to check that the planning is capturing children's next steps effectively. Despite many positive aspects of the provision and its popularity, the Early Years Foundation Stage is satisfactory overall.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations'), with the exception of those listed below.³

The school does not meet all requirements in respect of the curriculum, teaching and assessment (standard 1) and must:

- establish a curriculum policy which accurately portrays the breadth of the provision, is supported by appropriate plans and schemes of work to ensure coverage and continuity across year groups, and implement it effectively (paragraph 1(2))
- ensure that lessons are well planned to account for the full range of abilities, including those who are quick to learn, using effective teaching methods and suitable activities and managing class time wisely to ensure there is sufficient learning taking place (paragraph 1(3)(c))

³ www.opsi.gov.uk/si/si2003/20031910.htm

- ensure that apas demonstrate appropriate knowledge and understanding of the subject matter being taught (paragraph 1(3)(e)).

In order to comply with the learning and development requirements of the Early Years Foundation Stage, the school must:

- improve the opportunities for outdoor learning
- provide opportunities for children to access large play equipment, particularly for climbing, and to promote the development of their large muscles.

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

School

- develop the curriculum for physical education ensuring it builds on children's existing skills and provides sufficient physical challenge

Early Years Foundation Stage

- make more effective use of information gained from observations of children and the ongoing assessments to fully inform the planning, including the choice of activities.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			√	
How well the curriculum and other activities meet the range of needs and interests of pupils			√	
How effective teaching and assessment are in meeting the full range of pupils' needs			√	
How well pupils make progress in their learning			√	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils		√		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?			√	
What is the quality of provision in the EYFS?			√	
How effectively is the EYFS led and managed?			√	
Overall effectiveness: how well does the school meet the needs of children in the EYFS?			√	

School details

Name of school	Land of Learning Primary		
DCSF number	856/6022		
Unique reference number (URN)	135858		
EY URN (for registered childcare only)	EY275456		
Type of school	Day School		
Status	Independent		
Date school opened	01 June 2009		
Age range of pupils	2-8		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 11	Girls: 9	Total: 20
Number on roll (part-time pupils)	Boys: 23	Girls: 26	Total: 49
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£ 42.50 per week for reception from term following cessation of funding; £1350 for KS1/2		
Address of school	5-7 Evington Drive Leicester Leicestershire LE5 5PF		
Telephone number	0116 273 5428		
Email address	landoflearning@hotmail.co.uk		
Headteacher	Mrs Safia Nanabawa		
Proprietor	Evington Muslim Centre		
Reporting inspector	Jane Melbourne HMI		
Dates of inspection	27–28 April 2010		