

Rann Horizon School

Independent school standard inspection report

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Reporting inspector	Michèle Messaoudi

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Purpose and scope of the inspection

This inspection was carried out by Ofsted 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.^{1, 2}

Information about the school

Rann Horizon School is a new independent Christian day primary school which was registered in October 2012 to provide full-time education for up to 15 boys and girls aged from five to 11 years. It welcomes children from all religious and ethnic backgrounds. It is housed in a church and is located in a quiet part of Clapham in the London Borough of Lambeth. There are currently three pupils on roll, aged from five to nine years, all of whom have English as their first language. None of them has a statement of special educational needs and none are in receipt of government funding. This is the school's first inspection.

One of the school's key aims is 'to give every child a rich learning and living experience which will continue to benefit them for the rest of their lives and prepare them for eternity'.

Evaluation of the school

Rann Horizon School provides a good quality of education and meets most of its aims. Pupils make good progress in their academic learning owing to good teaching. They also make good progress in their personal development and pupils' strong spiritual and moral development is reflected in their good behaviour, high attendance and excellent attitudes to learning. The curriculum is satisfactory with some strengths that include good provision for basic skills. Provision for welfare, health and safety, including safeguarding arrangements, is satisfactory. The school meets all of the regulations for independent schools.

Quality of education

The curriculum is satisfactory. It is broad and balanced between all of the required areas of learning and so provides pupils with a wide range of learning experiences. One of its main strength lies in the good provision for English, mathematics, science and information and communication technology which enables pupils to develop good basic skills. Great emphasis is placed on the teaching of reading skills and pupils learn to read very effectively through a methodical and structured approach and access to a great variety of texts, many of which are challenging. Pupils' investigative skills are developed well in science, mathematics and other subjects. Links between different subject areas often make pupils' learning more coherent and

¹ www.legislation.gov.uk/ukpga/2002/32/contents.

² www.legislation.gov.uk/ukpga/2005/18/contents.

interesting. For example, when exploring the Iron Age, pupils investigated iron as a material and learnt to weave cloth. In addition to National Curriculum subjects, pupils learn French from Year 1 and learn to touch type when using computers. Music is currently limited to singing and the school plans to introduce instrumental tuition in the near future. The provision for physical education (PE) is satisfactory and the school has plans in hand to introduce swimming in the spring term 2013.

Another strength of the curriculum lies in the strong provision for pupils' spiritual and moral development. Daily assemblies that focus on Biblical stories give pupils opportunities to reflect on moral values and their individual responses to specific situations. For example, when reading about the life of the Prophet Moses, pupils discussed the best and unacceptable ways to express anger. Personal, social, health and citizenship education (PSHCE) reflects the Christian ethos of the school and suitably complements religious education.

The planning of the curriculum is satisfactory. Schemes of work are not always detailed but they are adequate to support the teaching of the current, experienced and well-qualified staff. The curriculum is satisfactorily resourced. It is currently not enhanced by educational visits or enriched by extra-curricular activities.

While the overall quality of teaching is good, assessment is only satisfactory because it is at an early stage of development. Provision is not outstanding because the curriculum and teaching do not promote outstanding outcomes. The staff foster excellent working relationships based on mutual respect. Consequently, pupils follow well-established routines, make good use of time, feel at ease to ask questions and enjoy learning. The teaching is underpinned by high expectations of what each pupil can achieve and a good understanding of each pupil's needs, aptitudes and current attainment. At the beginning of lessons, very effective questioning helps pupils to review what they have learnt previously and to build on their knowledge. Pupils demonstrate excellent recall of what they have learnt because they are actively engaged in their learning. They understand what they are learning and why because teachers explain clearly what the learning objectives are and how they fit in the wider context of studying a particular topic. Pupils learn through a variety of tasks that challenge them well, and probing questioning helps pupils think more deeply about the subject matter. Pupils' learning is supported by effective use of resources. However, pupils do not always have access to word banks to check the spelling of words when writing and so their independence is not promoted consistently. Effective use of praise and rewards helps pupils to apply constant effort and motivates them to achieve well. As a result of good teaching, pupils make good progress in relation to their varying starting points.

There are developing systems to assess pupils' attainment throughout the year and to monitor their progress effectively. The staff check on pupils' learning frequently during lessons and give them constructive verbal feedback to help them improve. Marking comments are sometimes helpful, but not consistently so. The school refers to National Curriculum targets to assess pupils' attainment. However, the use of targets is underdeveloped for the purpose of involving pupils more deeply in the assessment of their own learning so that they can make even better progress.

Interim reports inform parents and carers of the topics covered during the term and suitably inform them about what their children can do, pending the compilation of a fuller, annual report. They give little indication of what their next steps in learning might be.

Spiritual, moral, social and cultural development of pupils

While pupils' spiritual, moral, social and cultural development is good overall, their social and cultural development is satisfactory. Pupils' spiritual and moral development is particularly strong and pupils make good progress in their personal development, which was noted by parents and carers met during the inspection. Pupils have a keen sense of right and wrong. They regularly reflect on moral issues and are very adept at extracting moral lessons from Biblical stories. In PSHCE, pupils recently discussed different forms of bullying and the most effective ways to handle bullying incidents if and when they occur. They respect the adults who teach them, their peers and their environment. They are considerate to others and, while their behaviour is good overall, it is often outstanding in lessons. Pupils are consistently encouraged to reflect on their behaviour as soon as it falls short of the expected high standards and so they develop self-discipline. Pupils enjoy school a great deal and their attendance is high. They demonstrate excellent attitudes to learning by applying consistent effort during lessons, sustaining their concentration and participating actively. They take pride in their work and are eager to achieve highly. They show high levels of self-esteem and self-confidence.

Pupils' social and cultural development is satisfactory. Pupils form positive relationships with staff and peers. They are friendly and welcoming towards visitors. They contribute to school life by helping to keep their classroom tidy and adhering to school rules. Pupils learn how to become responsible citizens through the citizenship programme. However, they do not have opportunities to practise citizenship by fulfilling specific responsibilities and contributing to the local or wider community. Pupils' cultural and multicultural development is promoted well through the curriculum. For example, in addition to Christian beliefs and practices, pupils have learnt about the places of worship of Muslims and Jews and they have learnt about the festival of Diwali. However, their social and cultural development is not enhanced by educational visits or other enrichment activities.

Welfare, health and safety of pupils

The school makes satisfactory provision for pupils' welfare, health and safety. Safeguarding arrangements meet requirements. The staff are satisfactorily supported by the appropriate level of training in child protection and a sufficiently detailed child protection policy which is suitably implemented. The appropriate vetting checks are carried out on staff and volunteers.

The essential policies and procedures aimed at minimising risks reflect the latest national guidance. The risk assessment of the premises, while adequate, lacked sufficient detail in places but this was rectified during the inspection.

A suitable system of rewards and sanctions supports pupils well in observing high standards of behaviour. There has been no need to apply any form of sanction to date. The school has a satisfactory standard of fire safety. Registers are maintained in line with requirements. Pupils feel safe because the staff care for them well and are very attentive to their individual needs. Supervision is vigilant and accidents are rare.

Pupils are encouraged to adopt healthy lifestyles through the curriculum and guidance on healthy packed lunches and snacks. They have daily opportunities to exercise vigorously indoors or outdoors. They enjoy skipping, jumping and playing ball games.

Suitability of staff, supply staff and proprietors

Robust recruitment procedures ensure that all of the required checks are carried out on the proprietors and staff. These checks are appropriately recorded in a single central register.

Premises and accommodation at the school

The premises provide suitable teaching accommodation for safe and effective learning. The classroom walls are enlivened by displays of pupils' work. Pupils have access to a small outdoor area for play and to a large hall for physical education and other activities.

Provision of information

Parents and carers receive information that is up to date and accurate, mainly through a prospectus. All of the required information is provided, or is made available to parents, carers and others. Parents and carers appreciate the school's open door approach. Those who expressed their views during the inspection are delighted with the progress made by their children.

Manner in which complaints are to be handled

The procedures for managing complaints fairly and swiftly meet all requirements.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

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

- Further develop the provision for music and physical education.

- Further develop procedures to assess pupils' learning and involve them more in evaluating their own progress.
- Provide enrichment activities to enhance the curriculum and give pupils hands-on experiences that support their social and cultural development.

Inspection judgements

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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School details

School status	Independent		
Type of school	Christian primary school		
Date school opened	September 2012		
Age range of pupils	5–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 2	Girls: 1	Total: 3
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£4,788 to £6,588		
Address of school	Clapham Methodist Church 121 Clapham High Street Nelson's Row Clapham Common London SW4 7JR		
Telephone number	020 7720 1591		
Email address	rannhorizonschool@gmail.com		
Headteacher	Robert Timmerman		
Proprietor	Rann Horizon School Limited		

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 December 2012

Dear Pupils

Inspection of Rann Horizon School, London SW4 7JR

I would like to thank you for your warm welcome when I visited your school recently. I really enjoyed meeting you, talking to you and observing you at work. I was delighted to see how happy you are at school. I was impressed to see how hard you work, how proud you are of your work and how self-confident you are. You told me that you enjoy your school day and love to learn through many different activities.

This inspection found that your school gives you a good quality of education and meets all government requirements. You study a wide range of subjects. The teaching is good, and so you make good progress. The daily assemblies help you to gain a very good sense of right and wrong and to reflect on the moral lessons taught by Biblical stories. You are respectful towards your teachers, your classmates and your classroom environment. You behave well and often very well. You are polite and thoughtful. You say that you feel safe and your teachers look after you well.

I have made some recommendations to make your school even better. I have asked the school to plan a broader range of music and physical education activities for you. I have also asked the school to organise educational visits and clubs, and to give you practical opportunities to contribute to the local and wider community. Finally, I have asked teachers to help you to gain a clearer picture of what to do to improve your work.

You can play your part in helping your new school to improve by continuing to attend school regularly, listening to your teachers all the time and striving to work as well as you can.

I wish you the very best for the future.

Yours sincerely

Michèle Messaoudi
Lead inspector