

Sunrise Primary School

Independent school standard inspection report

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Reporting inspector	Susan Gadd HMI

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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

Sunrise Primary School is a non-selective independent school for pupils aged between two and 11 years. The school opened in 1987 and is situated in Tottenham in the London borough of Haringey. There are 42 pupils on roll. The Early Years Foundation Stage consists of two classes: Reception and Nursery, with seven full-time and 15 part-time children. In the nursery class, there are six children under the age of three. The registered childcare provision for these children did not form part of this inspection. The school receives nursery funding for 15 children. The school provides an after-school crèche for pupils.

There are two teaching groups in Key Stage 1 and 2, both of which are taught in one room. There are no pupils in Year 6 and no pupils with a statement of special educational needs. The school is run by the Sunrise Education Trust and is part of the Neo-Humanist Movement that aims to encourage a 'universal human society' and 'develop a whole child to bring out the individual talents'. It aims to promote healthy lifestyles through encouraging pupils to follow a vegetarian diet and participate in yoga exercise. The school was last inspected in 2009, and received a progress monitoring visit in 2010.

Evaluation of the school

Sunrise Primary School meets its aims and provides a satisfactory quality of education. Learning and progress from the Early Years Foundation Stage to the end of Year 5 are satisfactory, as a result of the satisfactory curriculum, teaching and assessment. Pupils' behaviour, along with their spiritual, moral, social and cultural development, is also satisfactory. Despite the good level of day-to-day care of pupils, the welfare, health and safety arrangements, including those for safeguarding, are inadequate. This is because the school does not have robust systems in place to review their safeguarding, health and safety procedures. The school has made significant improvements in the Early Years Foundation Stage since the last inspection and previous failed regulations are now met. Most but not all regulatory requirements are met.

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

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

Quality of education

The curriculum for pupils from the Early Years Foundation Stage through to Year 5 is satisfactory. It is broad and balanced and provision is based on Neo-Humanist principles. The main strength of the curriculum is in the range of subjects covered. Work for the youngest children is appropriately linked to national guidance, with a notable emphasis on learning through first-hand experiences. Provision for the youngest children is satisfactory. They have regular opportunities to use the outdoor learning environment to develop their understanding of the natural world. However, the school rightly has plans in place to make greater use of this area to enhance children's learning experiences across the wider curriculum.

Older pupils in Key Stages 1 and 2 receive work that is based on the requirements of the National Curriculum. Schemes of work in English, mathematics, science, geography and history are detailed and support progression. However, other schemes of work such as drama, French and physical education, whilst adequate, lack this level of detail. Some published materials are used to help provide pupils with work that matches their individual needs. Geography, history and science are taught mainly through topics. These are enhanced through school trips: for example, pupils visited Hampton Court to support their work on the Tudors.

From Reception through to Year 5, pupils have an opportunity to develop their singing skills through music and 'kirtan' (religious hymn singing). Physical education is taught through regular visits to a local swimming pool and sports centre. In developing the 'all round child', the curriculum strongly focuses on their personal, social and health education. Within this, spiritual development is the strongest feature. For example, pupils meet regularly for circle time, where they develop a love of the world around them and have good opportunities for self-reflection and meditation. In Key Stages 1 and 2, pupils are taught yoga effectively to help develop a healthy lifestyle and self-discipline. Pupils attending the after-school crèche enjoy the relaxed atmosphere of the facility.

Teaching and assessment are satisfactory across the school. Children join Reception with basic skills that are broadly typical for their age. In general, they make satisfactory progress, although in speaking and listening and social development, children's progress is good. This is as a result of good adult modelling of language and the many opportunities provided for children to work together. For example, in Reception, while measuring out ingredients for baking, children were encouraged to develop their understanding of number by rehearsing words such as 'first', 'second', etc. They happily helped one another in passing around ingredients and stirring them together; one child said to another, who was having difficulty, 'Shall I help you stir that?' However, this good practice is not consistent across the school. This is because opportunities to extend children's learning are occasionally missed through a lack of adult direction, particularly in the outdoor environment. Consequently, children in the Early Years Foundation make satisfactory rather than good progress.

In Key Stages 1 and 2, although the majority of teaching observed was satisfactory, there were some pockets of good practice. For example, in one lesson, good use of adult observations and teacher questioning led to pupils' developing a good understanding of adjectives. The use of information and communication technology enabled pupils to consider how best to present their stories. However, this good practice is not consistently embedded across the school. Occasionally the pace of learning is slow. In some cases, tasks are too difficult or too easy because teachers have not used their observations to plan and pitch the work at the right level. Pupils who require additional support have individual education plans and make similar progress to that of their peers, as a result of the support that they receive. Despite this, occasionally adults are unclear how best to support the minority of pupils who have particular emotional and behavioural needs. As a result, pupils make satisfactory progress from their starting points.

Assessment procedures throughout the school are satisfactory. In the Early Years Foundation Stage, adults carry out spontaneous and focused observations. Focused assessments are detailed and identify pupils' next steps in learning. However, the school recognises that the spontaneous observations are often descriptive and it is planning to develop a more evaluative approach. Adults carry out teacher assessments, and end of year tests, in English and mathematics in Key Stages 1 and 2, which they use to inform their day-to-day planning. However, these data are not always present in the school tracking system, which means that the school is unable to accurately track the progress that pupils make over time. Pupils are set targets in literacy and numeracy and many can talk about how these support them in improving their work. Marking generally celebrates pupils' achievements; however, it does not always provide pupils with suitable guidance on how to improve their work.

Spiritual, moral, social and cultural development of pupils

Pupils' moral, social and cultural development is satisfactory in Key Stages 1 and 2, while spiritual development is good for all pupils. In the Early Years Foundation Stage, children develop good social skills through the many opportunities to work together. Children happily share toys and are taking responsibility for their own and others' belongings.

The school provides a harmonious, family environment for pupils to learn in. Pupils enjoy coming to school and this is reflected in broadly average attendance. There are regular opportunities to attend assembly, engage in 'kirthan', meditation and yoga. Daily meditation provides pupils with a valuable opportunity to be self-reflective. Singing in assemblies is spiritually uplifting and all children enjoy this part of the school day.

Behaviour is satisfactory. Pupils know the difference between right and wrong and can talk about the importance of school rules, although occasionally a few find it difficult to take responsibility for their own actions. Pupils have a satisfactory opportunity to contribute to school life and the wider community. Many pupils have daily tasks within the classrooms and around the school. Beyond the school, they

regularly visit a home for the elderly at Christmas to sing songs and raise money for charities. For example, pupils talked about a fundraising pyjama day where they raised money for a school in Haiti. Pupils gain a satisfactory understanding of cultures and public institutions through visits and visitors such as the police and fire brigade and through the celebration of festivals such as Christmas, Diwali and Chinese New Year.

Welfare, health and safety of pupils

Provision for pupils' welfare, health and safety is inadequate. This is because the person responsible for overseeing safeguarding arrangements has not kept up to date with their child protection training. Other staff have received the appropriate safeguarding training and it is up to date. The child protection policy does not indicate the necessary procedures for reporting all types of allegation. Additionally, on occasions adults are not always clear about the correct procedures to follow for reporting possible child protection concerns. Systems for ensuring pupils' health and safety on the school premises are weak; for example, the school does not rigorously follow up on recommendations from routine health and safety checks. A behaviour policy is in place and it explains how pupils will be encouraged and rewarded to behave well, although sanctions and procedures leading up to a possible suspension or removal from the school roll are not clear. Procedures in other health and safety areas are satisfactory. Adults know all pupils very well and take good care of their daily needs. The school has the appropriate number of first aiders and accidents are suitably recorded. Satisfactory risk assessments have been produced for school trips and the day-to-day running of the school. Electrical equipment and fire extinguishers are checked on a regular basis and fire drills occur at appropriate intervals and evacuation outcomes are formally recorded. The school's policy on dealing with bullying meets requirements as does their policy on school excursions.

Pupils of all ages are encouraged to live a healthy lifestyle through regular opportunities to exercise, an understanding of healthy foods through curriculum discussions and the hot vegetarian lunches cooked on site.

Suitability of staff, supply staff and proprietors

The school has carried out the appropriate checks on the staff and proprietors to ascertain their suitability to work with children before confirming their employment. These checks are recorded on a single central register, as required.

Premises and accommodation at the school

The school is located in a converted detached house in a residential street. The premises provide appropriate spaces for pupils to learn in. The outdoor garden, which is in the process of being developed, provides a valuable additional resource to support the curriculum. Most classrooms are appropriately decorated while others have been recently plastered and are due to be repainted. The school does not meet all the regulations in this area. The kitchen, which is used daily to cook hot lunches

for staff and pupils, has not been externally inspected to ensure that it meets the appropriate regulations.

Provision of information

Parents and carers are overwhelmingly positive about the school. They particularly commented on how friendly the adults are and appreciate the regular communication that takes place between the teachers, parents and carers. The school operates an open door policy and parents and carers feel able to talk to the adults about their child's achievements as well as any concerns that they may have. Parents and carers receive regular information through the school newsletter and information on the school website. In addition, they have the opportunity to review their child's progress through parent-teacher meetings. A formal report is written by teachers at the end of each academic year which celebrates pupils' achievements. New parents and carers receive a useful prospectus. Despite this, the school does not meet all the requirements in this area. In particular, it needs to ensure that parents and carers are aware that they can have access to policies such as admissions, discipline, promotion of good behaviour sanctions and exclusions.

Manner in which complaints are to be handled

The complaints procedure meets regulatory 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'), with the exception of those listed below.³

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- ensure arrangements made to safeguard and promote the welfare of pupils at the school have regard to guidance issued by the Secretary of State (paragraph 7)
- ensure a written policy to promote good behaviour amongst pupils sets out the sanctions to be adopted in the event of pupils misbehaving, and is implemented effectively (paragraph 9)
- ensure that effective measures are taken to ensure pupils' health and safety which have regard to the Department for Education guidance (paragraph 11)

³ www.legislation.gov.uk/ukxi/2010/1997/contents/made.

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure that where food is served; there are adequate facilities for its hygienic preparation, serving and consumption (paragraph 23(l)).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- ensure that the following information is made available to parents of pupils and parents of prospective pupils, and on request, to the Chief Inspector, the Secretary of State, or an independent inspectorate:
 - particulars of the school's policy on and arrangements for admissions, exclusions, the promotion of good behaviour, and sanctions to be adopted in the event of pupils misbehaving (paragraph (24)(1)(b)).

What the school could do to improve further

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

- Ensure that teachers' observations are used well to set work to meet the needs of individual pupils.
- Provide adults with additional training so that they have a range of strategies to support the small minority of pupils with behavioural and emotional needs.

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	Primary		
Date school opened	1987		
Age range of pupils	2–11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 10	Girls: 11	Total: 21
Number on roll (part-time pupils)	Boys: 10	Girls: 5	Total: 15
Number of children aged 0–3 in registered childcare provision	Boys: 2	Girls: 4	Total: 6
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Number of pupils who are looked after	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£4,953		
Annual fees (childcare)	£4,953		
Address of school	55 Coniston Road London N17 0EX		
Telephone number	020 8853354		
Email address	primary@sunrise.org.uk		
Headteacher	Mary Anne Lovage		
Proprietor	Sunrise Education Trust		

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 Sunrise Primary School, London N17 0EX

Thank you for the help that you gave us when we visited your school. You all told us how much you enjoyed coming to school and that all adults looked after you well so that you always felt safe.

Your school is a satisfactory school and most government requirements are met. These are the things we liked best about your school.

- You have a satisfactory curriculum which is made interesting by the range of subjects you learn and the trips you go on.
- You make good progress in your spiritual development as a result of daily yoga, meditation, circle time and 'kirthan'.
- You make satisfactory progress in English and mathematics as a result of satisfactory teaching and assessment.
- You have appropriate opportunities to learn about a range of religions and cultures.
- Children in the Early Years Foundation Stage make good progress in their social development, speaking and listening skills.

In order for it to become a good school, we have asked the adults to do a number of things:

- Make sure that staff child protection training and records are kept up to date and any recommendations from health and safety checks are dealt with quickly.
- Arrange for a specialist to make sure that your kitchen is safe.
- Ensure that your parents and carers know about all the policies that the school has in place and that policies contain all of the information that they should.
- Help you make good progress by ensuring that adults always provide you with work that challenges you to achieve your best.
- Provide additional training to adults so that they have different ways to support you with your behaviour.

You can help by continuing to work hard and regularly attending school.

Yours sincerely
Susan Gadd
Her Majesty's Inspector