

Sunrise Primary School

55 Coniston Road, London N17 0EX

Inspection dates

11–13 July 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Satisfactory

Summary of key findings for parents and pupils

This is an inadequate school

- The principal, headteacher and management board have not ensured that all the independent school standards are met.
- Leaders have not ensured the welfare, health and safety of pupils, in line with the requirements of current statutory guidance. Staff have not received up-to-date safeguarding training.
- Leaders have not addressed the issues identified during the previous inspection effectively. While some improvements were made subsequently, these have not been sustained.
- At times, pupils do not demonstrate respectful behaviour towards each other and members of staff. Staff lack effective strategies to address this.
- The primary curriculum does not ensure that pupils make good progress from their starting points. Consequently, leaders do not prepare pupils effectively for the next stage of their education.
- Teaching does not provide enough advice and guidance for pupils on how they can improve their skills. Activities do not provide enough challenge, particularly for the most able pupils. As a result, pupils make inadequate progress over time.
- The management board does not fulfil its responsibilities effectively. Members do not understand their legal obligations to ensure the safety and well-being of pupils. Leaders are not held to account.

The school has the following strengths

- The school actively and effectively promotes pupils' spiritual, moral, social and cultural development.
- The early years provision is strong. On entry, staff assess children's needs and abilities accurately. Their progress is followed with care. Consequently, pupils make noticeable progress from their starting points.
- Pupils enjoy coming to school and are engaged in the activities they undertake.
- The school has nurtured excellent relationships with parents. Many volunteer at the school and the majority are complimentary about the ethos and culture of the setting.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements.

Full report

What does the school need to do to improve further?

- The principal, headteacher and management board must take rapid action to ensure that:
 - the school's safeguarding policy reflects the Secretary of State's latest guidance, 'Keeping children safe in education' (September 2016) and 'Working together to safeguard children' (March 2015), and makes it available on the school's website together with all other required policies
 - all staff receive regular safeguarding training and understand their statutory responsibilities around keeping pupils safe
 - they carry out a fire risk assessment, particularly around evacuation procedures
 - checks on the suitability of staff to work at the school are kept up to date on a single central register and are in line with statutory guidance
 - the proprietorial body applies to undertake 'section 128' checks by the Secretary of State regarding their suitability
 - attendance registers are kept in line with the Education (Pupil Registration) (England) Regulations 2006
 - staff receive appropriate training to address effectively and consistently incidents of poor or insolent behaviour, as identified during the previous inspection
 - all of the independent school standards are met and continue to be met over time.
- The principal, headteacher and management board must ensure that more pupils make good progress from their starting points by:
 - designing a primary curriculum that ensures sustained and substantial progress across a range of subjects, and effectively prepares pupils for the secondary phase of their education
 - supporting pupils to improve their skills and knowledge through high expectations and appropriate advice and guidance
 - planning tasks that challenge, support and motivate pupils, particularly the most able.

The school must meet the following independent school standards

- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively, taking into account the ages, aptitudes and needs of all pupils so that they have the opportunity to learn and make progress in preparation for the opportunities, responsibilities and experiences of life in modern Britain (paragraph 2(1), 2(1)(a), 2(1)(b)(i), 2(2) and 2(2)(h).
- Ensure that teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3 and 3(a)).
- Ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c)).

- Ensure that teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons (paragraph 3 and 3(d)).
- Ensure that teaching demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3 and 3(e)).
- Ensure that teaching utilises effectively classroom resources of good quality, quantity and range (paragraph 3 and 3(f)).
- Ensure that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3 and 3(g)).
- Ensure that teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3 and 3(h)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, having regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- Ensure that the written behaviour policy is implemented effectively (paragraph 9 and 9(b)).
- Ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- Ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 12).
- Ensure that first aid is administered in a timely and competent manner (paragraph 13).
- Ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and that action is taken to reduce risks that are identified (paragraph 16, 16(a) and 16(b)).
- Ensure that checks are made to confirm that no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act (paragraph 18(2) and 18(2)(b)).
- Ensure that appropriate checks are made to confirm, where appropriate, qualifications before a person's appointment (paragraph 18(2), 18(2)(c)(iv) and 18(3)).
- Ensure that the proprietor is checked to ensure that they do not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, and that they obtain an enhanced criminal record check countersigned by the Secretary of State (paragraph 20(6)(a), 20(6)(a)(ii), 20(6)(b) and 20(6)(c)).
- Ensure that a register of checks is kept including each member of staff's qualifications and whether they are subject to a prohibition order (paragraph 21(1), 21(3), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(b), 21(6), 21(7) and 21(7)(a)).
- Ensure that information is made available to parents on the framework that is in place to assess pupils' work (paragraph 32(1), 32(1)(b) and 32(1)(j)).
- Ensure that the school's safeguarding policy is published on its website (paragraph 32(1))

and 32(1)(c)).

- Ensure that information about the telephone number of the proprietor's registered or principal office, including the name and address of the chair of the governing body, is made available (paragraph 32(2), 32(2)(b)(ii) and 32(2)(c)).
- Ensure that the particulars of educational and welfare provision for pupils with education, health and care (EHC) plans and pupils for whom English is an additional language is made available to parents (paragraph 32 (3)(b)).
- Ensure that a written policy on the curriculum is made available to parents (paragraph 32(3) and 32(3)(c)).
- Ensure that the particulars of the school's academic performance during the preceding school year, including the results of any public examinations, are made available to parents (paragraph 32(3) and 32(3)(e)).
- Ensure that details of the complaints procedure and the number of complaints registered under this formal procedure during the preceding school year are made available to parents (paragraph 32(3) and 32(3)(f)).
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their roles and fulfil their responsibilities effectively so that the independent school standards are met consistently, and the well-being of pupils is actively promoted (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The principal, headteacher and management board have not ensured that the independent school standards are met. In particular, they have not prioritised the welfare, health and safety of pupils.
- Leaders are proud of the ethos and culture they have created within the school. However, their evaluation of the quality of education they are providing is inaccurate. The curriculum does not meet the pupils' needs or academic ability. Consequently, the curriculum, while covering all required areas, does not enable pupils to gain knowledge and skills that prepare them for the next stage of their education. Pupils, particularly the most able, do not make the progress they are capable of.
- The previous inspection identified a number of issues around health, safety and welfare. These were addressed before the progress monitoring inspection in June 2013, but some aspects have been allowed to lapse. This is particularly true of issues relating to staff training, information on the school's website and expertise around statutory safeguarding requirements.
- The headteacher teaches full time. Consequently, she has limited capacity to monitor the quality of teaching, learning and assessment. Although she works closely and collaboratively with the principal, the headteacher is not held to account and, as a result, the school's performance is weak.
- Information for parents and carers on the website is not in line with statutory guidance.
- Staff are fully committed to the school, many having been volunteers before being employed.
- The school ethos encourages pupils to develop their self-knowledge, self-esteem and self-confidence. Leaders encourage reflection and self-expression through activities that include circle time, meditation and yoga. Pupils are given a number of responsibilities and roles, for instance being part of the school council, so that they can be involved in decision making. Leaders develop pupils' understanding of British values through teaching them about democracy and making regular visits to historical and significant landmarks across the capital and beyond. Different cultures, backgrounds and religious festivals are marked. This is a strength of the school.
- Parents are complimentary about the work of the school. The majority chose the school due to poor experiences elsewhere or because they believe in the school's principles. Some choose to volunteer and become part of the school community. All spoken to during the inspection are pleased with the quality of education provided for their child. As one parent said, 'This school is a wonderful oasis of playful education', and another, 'Sunrise provides a warm, caring environment... and provides an education where children can flourish as individuals.'

Governance of the school

- The small trust management board has not fulfilled its statutory responsibilities effectively over time. Members do not ensure that school leaders are kept updated on current legislation. The school does not meet all of the independent school standards.
- The management board does not hold school leaders to account effectively or challenge them appropriately. This is because the board comprises the original Sunrise trust proprietors, including the principal, the headteacher and her husband. Therefore, there is little scope for objectivity. While new members have joined, records of meetings indicate that the management board focuses on practical concerns, such as reclaiming fees and dealing with day-to-day matters with the site. They do not have the capacity to deal with wider strategic issues. They have not taken on board the recommendations from the last inspection and therefore not ensured that safeguarding is seen as the highest priority.

Safeguarding

- The arrangements for safeguarding are not effective.
- Safeguarding policies and procedures are out of date. Leaders and the management board were not aware of the statutory guidance, 'Keeping children safe in education' (September 2016) and 'Working together to safeguard children' (March 2015).
- The headteacher, who is also the designated child protection officer, has been on recent training. However, this has had limited impact on safeguarding procedures and policies at the school – they are still unaware of the latest statutory guidance around safeguarding.
- Staff have not received appropriate training. They are consequently not aware of their statutory responsibilities and are not equipped to be vigilant around keeping pupils safe. The headteacher has invited staff to undertake online training, for instance around female genital mutilation and the 'Prevent' duty. However, she has not checked systematically that they have done so or their understanding of what they have learned. Staff were clear during the inspection that they would like further safeguarding training.
- Checks on the suitability of staff to work at the school are not robust. The record-keeping around these checks exposed a number of omissions. Leaders do not ensure that the checks have been carried out and that the relevant documents have been seen. This is particularly true of prohibition from teaching checks, obtaining the original documents of staff's qualifications and checks in relation to the management of independent schools.
- The local authority undertook a safeguarding review in June 2017. This highlighted a number of concerns, which the school has begun to address. However, some issues, around the procedures for parents dropping off and collecting their children, continue to be a concern.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not check that pupils are making appropriate progress as a matter of routine. Pupils are not able to build on their prior understanding, knowledge and skills. This is because teachers do not provide them with information on how they can improve.
- Pupils have regular opportunities to write for pleasure or around the topics they are

studying, but teachers do not support pupils to improve the quality of their writing. They are not encouraged to extend their vocabulary. Consequently, other than in terms of spelling and punctuation, the quality of pupils' writing over time does not improve.

- Teachers do not ensure that the level of challenge is high enough to stretch the most able pupils. The topics do not give pupils opportunities for depth or breadth. In mathematics, for instance, there is an over-reliance on basic calculation, rather than reasoning, problem-solving and numeracy in real-life contexts. Consequently, pupils do not demonstrate an understanding of mathematical concepts. This does not prepare them appropriately for the next stage of their education.
- Teachers do not track carefully enough the progress pupils make from different starting points. There are two classes in the primary phase at the school. Each class has a wide range of ages.
- Pupils enjoy their learning and the different opportunities available to them. For example, it can be outdoors, creative and project based. As a result, they are confident learners.
- School leaders ensure that subject specialists, for instance in French and music, take some sessions. Pupils appear to enjoy these opportunities.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. Leaders have not ensured that safeguarding arrangements meet statutory requirements. Consequently, information provided to pupils about keeping safe in modern Britain is not up to date nor comprehensive. The current risk assessments do not adequately protect pupils' welfare because they do not provide enough information. Some risk assessments are missing, such as those relating to fire safety.
- Leaders have not ensured that there is a fire risk assessment in line with the Regulatory Reform (Fire Safety) Order 2005. They have not appropriately risk assessed evacuation procedures or acted on the advice of an external review of fire safety procedures, particularly around emergency lighting and electronic fire alarms.
- The arrangements for first aid are appropriate. However, procedures for checking the expiry date of first-aid equipment and administering medicines to pupils are too haphazard.
- School leaders are mindful of keeping the environment clean and reducing risk. The management board keeps a book of concerns, for instance areas needing repair, some of which are dealt with appropriately.
- Since the previous inspection, the Food Standards Agency has assessed the kitchen, awarding it a high grade for cleanliness.
- Leaders promote effectively pupils' spiritual, moral, social and cultural development throughout the curriculum. The school's principles encourage the 'character-building values of integrity, moral courage, self-confidence, self-reliance and a spirit of service'. Respect and tolerance are fostered and different cultures, traditions and religions celebrated.

- The creative environment, particularly outdoors, allows pupils to discover, investigate and play. Much thought has been given to encouraging pupils' physical and exploratory skills. Staff supervision is appropriate during these times. Trips to the forest school are regular and adored by the pupils.
- The personal, social, health and economic education programme encourages pupils to stay fit and healthy. Time is given to discuss, grow and prepare food so that pupils will understand the choices they make in order to become healthy adults. Physical expression is encouraged. Through yoga, sports and a healthy diet, pupils are encouraged to love and respect themselves and those around them.
- Pupils are given appropriate information about staying safe online and how they might avoid cyber bullying. They are clear that they would share any concerns they might have with school staff, because they trust the adults around them.

Behaviour

- The behaviour of pupils requires improvement.
- The school encourages all members of the school to respect each other's wishes and decisions. However, some pupils' energetic behaviour can sometimes inhibit other pupils' play. Some pupils are reluctant to adhere to reasonable requests by staff, for instance to come in to class following a break. Some pupils' low-level disruptive behaviour prevents others from learning.
- Recorded complaints from parents and staff, received in the last academic year, indicate concerns over the behaviour of some pupils towards staff and each other. While strategies are now listed in the behaviour policy, some staff struggle to use these consistently to effectively tackle behaviour that is inappropriate.
- However, the majority of pupils are highly articulate, caring and respectful of each other. They mix well together across all age groups, showing genuine concern for each other's feelings. They are encouraged to respect and celebrate differences and do so regularly. The older ones look after those who are younger. Pupils explained that 'squabbles' are quickly dealt with and name-calling not tolerated. They say that they feel safe and well cared for in school.
- The majority of pupils attend part time, being educated the rest of the week at home. Monitoring attendance is complicated and not helped by school leaders registering pupils inconsistently, using the codes set down by the Education (Pupil Registration) Regulations 2006.

Outcomes for pupils

Inadequate

- Pupils arrive at different times during the early years and primary phase. Many arrive highly expressive and creative, with good communication skills and a desire to explore and learn. Information provided by school leaders during the inspection indicates that the very small number who leave key stage 2 each year attain above the national average. However, over time, these pupils do not make the progress they are capable of from their individual starting points. This was evident in the work seen during the inspection and discussions with pupils.
- The most able pupils in particular do not make the substantial progress they are capable

of. They are curious and literate, but tasks lack challenge, preventing them from gaining a deep knowledge and understanding of complex concepts and skills.

- In key stage 1, pupils make some progress with their reading, writing and mathematics. However, as in key stage 2, an over-reliance on repetitive tasks and limited stretch and challenge mean that progress is too slow.
- Pupils enjoy reading and are able to talk about books with confidence. Each class reads a shared text and pupils are encouraged to read individual books for pleasure, which they do regularly. The school has appropriate texts in classrooms to inspire wider reading. However, pupils heard reading in key stage 1 during the inspection, while able to read unfamiliar words, were not able to explain what the new vocabulary meant. This limits pupils' skills in preparation for the next stage of their education.

Early years provision

Inadequate

- Safeguarding in the early years is ineffective because school leaders have not ensured that statutory welfare requirements and safeguarding policies, procedures and staff training meet the requirements of current legislation.
- The early years leader has an accurate understanding of the strengths of the provision and a clear vision for what the staff hope to achieve, based on educational research. Both early years groups are managed well and key staff are clear about their responsibilities with individual children. The early years leader works closely with the local authority's early years team to ensure that practice at the school is in line with that of other schools and that assessments of children's ability are accurate. She checks that staff are undertaking their duties in line with her high expectations.
- Relationships with parents and carers are very strong. Information is shared at the start and end of each session to ensure that individual children's needs are met effectively. All parents spoken to during the inspection praised the early years staff for the care and support given to their children. These effective relationships ensure that initial assessments of children's aptitudes and abilities are accurate.
- Children arrive happy and eager to start their day. Often, other children will come to greet and welcome them, making them feel safe and cared for. They have clear routines and know key staff. They mix well with the older children and make the most of their freedom to move around the different parts of the school, particularly the outdoor area. They are inquisitive and creative, wanting to explore the large garden and the wide and good range of play equipment available to them. Children are encouraged to make their own decisions about what activities they wish to take part in. Staff are on hand to talk to children and extend their learning and play.
- Staff are assigned to particular children and get to know them very well. Throughout each session, they keep careful notes and photographic evidence of what the children can do as they compile each child's profile. Staff keep comprehensive records of each child, ready for the next stage of their education.
- Pupil premium funding is used effectively to encourage more children to stay for lunch. Children are encouraged to take responsibility for the choices they make, and supported to prepare their own snacks or serve themselves lunch. They talk enthusiastically about their food choices and how they are grown, and socialise well together.

- The early years leader keeps careful records of children who may require further support or assessment for a special educational need and/or disability. She works carefully with external agencies to ensure that early help is offered to parents, carers and the child.
- Children particularly enjoy the many trips and activities organised by staff, especially the regular trips to forest school. The 'Big floor book' records the numerous visits to places across London. These prepare children effectively for life in modern Britain.
- The environment is clean and well resourced, with adequate space for the children to play and learn. Child-initiated play is encouraged and staff support them to extend their learning. Consequently, children in the early years make progress towards meeting the early years goals from their starting points, with many reaching a good level of development.
- As one parent stated, 'My son absolutely loves Sunrise nursery... the teachers are all lovely and promote everything positive from healthy living, playing nicely together and good manners.'

School details

Unique reference number	102168
DfE registration number	309/6066
Inspection number	10008573

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

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	57
Number of part-time pupils	40
Proprietor	Sunrise Education Trust
Chair	Didi Ananda Manika
Headteacher	Mary Anne Lovage
Principal	Didi Ananda Manika
Annual fees (day pupils)	£5,538
Telephone number	020 8885 3354
Website	www.sunrise.org.uk
Email address	primary@sunrise.org.uk
Date of previous inspection	12–13 December 2012

Information about this school

- Sunrise Primary School is a non-selective independent school for pupils aged between two and 11. The school opened in 1987 and is owned by the Sunrise Education Trust.
- In December 2012, the school was judged to be satisfactory, having failed a number of standards around safeguarding, health and welfare, and behaviour management.
- In June 2013, following a monitoring visit, the school was judged to be making good progress, with many of these standards then being met.

- Approximately 10 children in the early years are eligible for pupil premium funding.
- No pupils have a statement of special educational needs or an EHC plan.
- The majority of pupils are part time, with many being home educated during the rest of the week.
- There are two classes in the early years and two classes in the primary phase.
- The school does not employ supply staff or middle leaders.
- The school does not meet requirements on the publication of specified information on its website.
- The leaders' vision is to provide a Neo-Humanist Education, which encourages a universal human society.

Information about this inspection

- The inspector observed teaching, learning and assessment across all four groups, spent time with pupils during 'free time' and watched a circle time session. She heard pupils read and talked to them about their work.
- The inspector held discussions with representatives from the management board, the headteacher, the principal, the early years leader, staff and a representative from the local authority early years team.
- The inspector took account of the eight responses to Ofsted's online questionnaire, Parent View, six responses to the staff survey, and views of current pupils and children in the early years. She spoke to parents as they dropped and collected their children from school.
- The inspector scrutinised a wide range of documentation including records related to pupils' behaviour and attendance, minutes of meetings, information on the progress made by pupils, the school's assessment system and pupils' work.
- The inspector reviewed safeguarding and welfare records and policies and procedures, including staff training records and school risk assessments.

Inspection team

Helen Matthews, lead inspector

Her Majesty's Inspector

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