

Sunrise School

55 Coniston Road, London N17 0EX

Inspection dates

2–4 October 2018

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

Summary of key findings for parents and pupils

This is an inadequate school

- The headteacher and management board, have not ensured that all the independent school standards are met.
- The management board is not rigorous or effective in holding the headteacher to account.
- Planned improvements have had insufficient time to have the desired impact.
- Leaders have not ensured that pupils receive an acceptable standard of education.
- The curriculum is poorly planned and does not meet pupils' needs.
- Teachers' assessment practice is weak. They do not use information about pupils to plan as well as they should.
- The quality of teaching, learning and assessment is far too variable across classes and groups. Activities do not provide enough challenge for pupils, particularly the most able. Consequently, pupils make inadequate progress over time.
- The early years provision is inadequate. Children make poor progress over time.
- Attendance is low. Too many pupils arrive late to school.

The school has the following strengths

- The promotion of pupils' spiritual, moral, social and cultural development is effectively threaded through all areas of the school's work.
- Pupils are polite, courteous and respectful. They are proud of their school. They conduct themselves well in lessons and around the school building.
- The school has positive relationships with parents and carers. They are overwhelmingly supportive of the school, especially its ethos and culture.

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?

- Improve leadership and management by ensuring that:
 - systems to improve the school are sufficiently robust and rigorously monitored
 - the curriculum is well planned and enables pupils to achieve well across all their subjects
 - the management committee holds leaders to account effectively for ensuring that pupils receive a good quality of education.
- Improve the quality of teaching and pupils' outcomes by:
 - ensuring that all teachers have good subject knowledge and high expectations of their pupils
 - making sure that teachers set tasks which challenge pupils in their learning
 - ensuring that teaching time is used productively
 - ensuring that teachers routinely check on pupils' progress, picking up any misconceptions and adjusting their teaching more effectively.
- Improve provision in the early years so that children make good or better progress from their starting points.
- Improve rates of attendance and reduce the number of pupils who are late for school.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and the management group have not ensured that all the independent school standards are met.
- Leaders do not have an accurate view of the effectiveness of the school. Improvement planning and leaders' monitoring of the school's work are weak.
- Leaders and managers have not ensured that pupils have an effective quality of education. Pupils' outcomes are far too variable across classes and year groups. This is because of inadequate teaching over time. Leaders have recently recruited a full-time teacher to help improve the quality of teaching. It is too early to see the impact of this appointment.
- Leaders have recently reviewed and made some improvements to the curriculum. For example, each week pupils visit Epping Forest to learn about and appreciate the local environment. However, the subject curriculums are not planned well and do not meet the requirements of the independent school standards. There are no curriculum plans in place for some subjects in Years 1, 2 and 3. The curriculum plans that are in place lack challenge and do not take into account pupils' different aptitudes, including for the most able.
- Leaders have not taken effective action to improve attendance over time. Attendance is too low and too many pupils are late for lessons.
- Leaders use specialist teachers and visits, such as to the local athletics stadium, the Houses of Parliament and nearby park, to enhance learning for pupils.
- Leaders promote fundamental British values in line with the school's ethos. Pupils have a secure understanding of these values, for example about democracy.
- Leaders have sought advice from external consultants following the previous inspection and subsequent monitoring visits. This is beginning to have an impact in improving the learning environment in the early years.
- All parents and pupils who shared their views are positive about the school.

Governance

- The management committee is chaired by the headteacher. Therefore, it does not provide adequate challenge to school leaders to ensure that their work is effective. Members too readily accept information that is provided to them. The management committee does not have sufficient understanding of the independent school standards.
- The school's action plan states that curriculum plans for all pupils would be in place by 20 August 2018. The management committee has not ensured that leaders have implemented this. As a result, subject curriculums are still not effectively planned.
- The management committee is supportive of the school but is not incisive in its understanding of the school's strengths and significant weaknesses. Members have paid little attention to prioritising actions to improve the quality of education that the school provides.

Safeguarding

- Arrangements for safeguarding are effective. Those standards that were not met at the last inspection have been addressed. The link safeguarding governor visits the school frequently to monitor safeguarding practice.
- There is an appropriate safeguarding policy that meets the requirements of statutory guidance. It is available on the school's website.
- The headteacher and the designated safeguarding leader are fully aware of local risks that could pose a threat to the safety of pupils. They ensure that staff have regular training to enable them to be vigilant in spotting any pupils at potential risk of harm. This includes training around female genital mutilation and the 'Prevent' duty.
- All pupils spoken to during the inspection feel safe.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching is inadequate. Teachers' expectations are far too low and teaching does not help pupils to achieve the best that they can. Although some improvements have been made to help teachers improve their skills, these are not embedded to ensure that teaching is effective.
- Teaching is poorly planned because teachers do not use their assessments of pupils' work to help them meet their pupils' needs. They do not routinely pick up on pupils' misconceptions. For example, teachers do not systematically challenge letter and number reversals. Consequently, pupils' development in writing and simple calculation is delayed.
- Teaching does not challenge pupils to make good or better progress. Teachers do not use time well. Low-level activities, while occupying and engaging pupils, do not enable them to improve their knowledge and understanding. For example, an activity for pupils in Year 3 linked to literacy was too easy and did not sufficiently extend their grammatical knowledge. The school has started to explore ways to measure pupils' different starting points in mathematics in upper key stage 2 but these are not yet making a difference.
- Older pupils are given activities that are far too easy for them. Evidence from pupils' work over time shows that the most able pupils are given low-level activities that do not help them to deepen their knowledge, skills and understanding.
- Teachers have not established a culture of high expectations so that pupils can do well. For example, although pupils may spell words correctly in a spelling test, when those words are used in a piece of writing, they are not consistently being spelt correctly.
- External subject specialists, for example in art, French and music, support the quality of teaching in the school. Pupils enjoy these sessions. In music, pupils learn to play chords on the ukulele. They practise their finger placement which enables them to more successfully change chords.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils take insufficient pride in their work. Presentation is poor because teacher expectations are not high enough.
- A minority of pupils attend school part time and are educated the rest of the week at home. Leaders have improved the monitoring of attendance, but pupils' attendance is low. The school's information about current attendance shows that it is below last year's national average for all primary schools.
- Too many pupils are late for school and, consequently, not prepared for lessons.
- The school's vision seeks to 'awaken in the children a joy of learning and a thirst for knowledge that will stay with them for the rest of their lives'. Leaders use their vision to effectively promote pupils' spiritual, moral, social and cultural development throughout the curriculum.
- Teachers and other adults foster the values of respect and tolerance, in particular when teachers choose to use 'circle time'. As well as helping pupils to concentrate, pupils reflect on different situations. For example, older pupils consider how to best manage a difficult situation and to avoid conflict. Pupils enjoy such activities and participate well.

Behaviour

- The behaviour of pupils is good.
- Pupils and parents say that there is no bullying in the school. Staff give clear messages to pupils about learning to respect each other. They provide opportunities for pupils to reflect so that they become more aware of how to conduct themselves.
- Behaviour in the playground is good. Pupils were keen to talk to the inspector about this. They play well together with the range of equipment that is available to them.
- Pupils are considerate and caring. For example, older pupils look after younger children as they explore the climbing apparatus in the adventure playground. Pupils mix well together in different groups. All pupils feel safe and well cared for.
- Pupils' conduct in lessons and around the building is good.

Outcomes for pupils

Inadequate

- Pupils arrive in the school at different times during the year. Many pupils arrive with specific needs. Information provided by the school indicates that the very small number who leave key stage 2 go on to do well in their secondary school. However, a review of the school's assessment information and pupils' learning over time shows that, overall, pupils make inadequate progress from their individual starting points.
- Pupils' books in different subjects, including English and mathematics, show low expectations and low attainment over time across the school.

- Pupils are insufficiently challenged. Where support has been provided, for example in the case of pupils who speak English as an additional language, their progress has not improved.
- Pupils read with varying degrees of confidence. Better readers read from their books with fluency, expression and confidence. Others are less accurate, mispronouncing words such as 'further' and 'satisfaction'. Less able readers struggle to read. Pupils attempt to sound out the word but do not use their knowledge of phonics to help them blend different sounds, for example the 'ea' sound in 'bean'.
- Insufficient time is given by leaders for the teaching of phonics in Years 1, 2 and 3.

Early years provision

Inadequate

- The early years is inadequate because children make weak progress during their time in the provision. Consequently, they are not well prepared for the next stage in their learning.
- Outcomes are poor. In the recent assessments, no child at the end of Reception achieved a good level of development. Leaders give insufficient focus to improving children's outcomes when planning the provision.
- Activities do not meet children's needs effectively. For example, during an activity, some children attempted to solve a number problem. However, they had difficulties with number recognition because the challenge was too difficult.
- Leadership of the early years is in the early stages of development. Support has been provided from the local authority and links are established with a nearby school so that best practice can be observed. However, the impact of this support is not yet evident.
- The environment does not sufficiently promote all areas of learning. For example, the book corner has little to stimulate a love of reading or to encourage children to use the area.
- The organisation of both the indoor and outdoor learning environments does not clearly identify all areas of learning. Improvements have been made; however, access to the outdoor curriculum is limited. Children are insufficiently encouraged to explore their environment.
- Relationships with parents are strong. Parents of children in the early years praised the work of staff. They appreciate how well staff know and support their children.
- Staff establish clear routines for children. They provide a positive and caring climate for learning. As a result, children feel safe and secure. They are happy and play sensibly together.
- Staff ensure that all children make a positive start to the day. For example, any child unhappy at leaving their parent is gently and appropriately persuaded to join the other children.
- Staff update each child's learning journal. This includes notes made by adults from their observations. Information is shared with parents to support their child's development.

School details

Unique reference number	102168
DfE registration number	309/6066
Inspection number	10055400

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	28
Number of part-time pupils	10
Proprietor	Sunrise Education Trust
Chair	Mary Anne Lovage
Headteacher	Mary Anne Lovage
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	11–13 July 2017

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. The chair of the management committee is the headteacher.
- In December 2012, the school was judged to be satisfactory, having failed to meet a number of standards concerning 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 being met.

- In July 2017, the school was judged to be inadequate, having failed to meet a number of standards concerning safeguarding, curriculum, teaching, learning and assessment, and leadership and management.
- In March 2018, a progress monitoring inspection took place where the school was judged not to be meeting all the independent standards that were checked during the inspection.
- The leader's vision is to provide a neo-humanist education, which encourages a universal human society.
- There are three classes in the school. There is one class in the early years, one for Years 1, 2 and 3, and one for Years 4, 5 and 6.
- No pupils currently have an education, health and care plan.
- There are no pupils currently in alternative provision. The management committee fulfils the role of a governing body.

Information about this inspection

- In July 2017, a full standard inspection judged the school to be inadequate. Subsequently, the school submitted an action plan. This was rejected by the Department for Education. In March 2018, a progress monitoring inspection took place. The school did not meet all the independent school standards that were checked at that time. Leaders submitted a second action plan in July 2018. It was accepted by the Department for Education in August 2018.
- This inspection also included monitoring of the progress that the school has made in meeting the independent school standards that were judged not to be met at the previous standard inspection in July 2017. This was therefore also the school's second progress monitoring inspection.
- The inspector held meetings with the headteacher, senior leaders and members of the management committee. He also spoke with members of staff and pupils. A telephone conversation was held with a representative from the local authority early years team.
- The inspector looked at pupils' work and reviewed the school's assessment information and curriculum planning. He observed learning in each of the classes and listened to pupils reading.
- The inspector reviewed the school's single central record and a wide range of documentation, including school policies, records about pupils' behaviour and attendance, minutes of meetings and other documents related to safeguarding.
- The inspector took account of the 33 responses to Parent View, Ofsted's online questionnaire, eight responses to the staff survey, and views from current pupils and children in the early years. He spoke to parents at the beginning and end of the school day.

Inspection team

Rick Barnes, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if:
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work:
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
 - 3(a) 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;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates 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.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school:
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

The school must meet the following early years learning and development requirements

- 1.3 Deliver a programme of learning that is shaped by the three prime areas of learning:
 - communication and language;
 - physical development;
 - personal, social and emotional development.
- 1.4 Support children in their learning development in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
 - literacy;
 - mathematics;
 - understanding the world;
 - expressive arts and design.
- 1.5 Provide educational programmes which involve activities and experiences for children in the prime and specific areas.
- 1.6 Ensure the individual needs, interests, and stage of development of each child in their care is considered and this information is used to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- 1.12 Provide clear expectations on the level of progress children should be expected to have attained by the end of the EYFS as defined by the early learning goals.

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