

# Sunrise Primary School

55 Coniston Road, London N17 0EX

**Inspection date**

11 June 2019

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)*

- At the previous inspection in October 2018, there were no curriculum plans in place for some subjects in Years 1, 2 and 3. The curriculum plans that were in place lacked challenge and did not take into account pupils' different aptitudes, including for the most able.
- The school's action plan identified a number of specific actions designed to improve the quality of education. These include schemes of work and planning for all subjects in all year groups. However, the timescale for the development of schemes of work for all subjects and year groups was incorrectly stated as the end of 2019, rather than at the end of summer 2019.
- Leaders have produced a new curriculum policy and schemes of work for all subject areas and for all year groups. Suitable curriculum plans are now in place for all the required areas of learning. The curriculum policy and plans take into account the learning needs of pupils, including the most able pupils.
- The requirements for this paragraph are now met.

#### *Paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(f) and 3(g)*

- The previous inspection found that assessment was weak. Teachers did not use information about pupils' progress to plan as well as they should. The quality of teaching, learning and assessment was far too variable across classes and groups. Activities did not provide enough challenge for pupils, particularly the most able. Consequently, pupils made inadequate progress over time.
- The plan identified a number of actions designed to improve assessment and inform planning. These included putting in place an assessment framework. However, the plan, incorrectly stated that this would be at the end of 2019, rather than at the end of summer 2019.
- Leaders have improved the assessment system to track the progress of pupils. However, this is not fully developed and implemented to monitor and analyse the progress of pupils from their starting points across a wide range of subjects. Consequently, there is

insufficient evidence that pupils make good progress in a range of subjects. The work in pupils' books shows that pupils' progress over time is not good.

- In the previous inspection, assessment was not effectively used by teachers in planning activities to meet pupils' needs. However, the planning of lessons has improved. Teachers are beginning to use some assessment information and their knowledge of pupils well to set appropriate work for pupils. For example, in a mathematics lesson at key stage 2, a most-able pupil was provided with different and challenging work on word problems. As a result of these improvements, paragraph 3, 3(d) is now met.
- Leaders have not ensured that there are sufficient checks on the quality of teaching to bring about improvements. There is a lack of professional development and training opportunities for teachers to improve their teaching practice. However, staff meetings are increasingly used to share good classroom practice.
- There is a lack of checks on pupils' work in their books and insufficient guidance on how pupils can improve their work. As a result, misconceptions and errors in pupils' work are not routinely picked up to reinforce learning. Sometimes, pupils do not complete their work in mathematics and learning moves on too soon to new concepts, leaving gaps in some of their knowledge. Expectations of pupils' presentation of their work are not high enough.
- Pupils enjoy reading and the higher-attaining pupils in particular read with confidence and enthusiasm. However, some of the younger lower-attaining pupils lack the appropriate knowledge of phonics to read difficult or unfamiliar words.
- Pupils do not routinely write at length in English and other subjects to improve their writing skills.
- Sometimes, resources are not made readily available to pupils to ensure no learning time is lost. In a key stage 2 geography lesson, for example, some pupils did not have access to the range of coloured pencils they needed to highlight different countries on the world map. The world map that pupils were using was out of date, referring to Mumbai as Bombay. Pupils said that they would like to use computers more frequently to support their learning.
- The requirements for paragraph 3, 3(a), 3(c), 3(e), 3(f) and 3(g) continue not to be met.
- Leaders have not ensured that all the standards in this part are now met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a) and 34(1)(b)*

- The previous inspection found that the headteacher and management committee did not ensure that all the independent school standards were met. Leaders had not ensured that pupils received an acceptable standard of education. The management committee was not rigorous or effective in holding the headteacher to account.
- Since the previous inspection, the management committee has been strengthened with an appointment of a new chair. The committee members have received training on independent school standards from an external consultant. Consequently, their knowledge and understanding of independent school standards have increased. Meeting the independent school standards is now a standing item at the management committee meetings. This enables the management committee members to challenge the

headteacher on the work senior leaders do to bring about improvements. The management committee members now visit the school more frequently to observe the work of the school informally and check the arrangements for safeguarding pupils.

- The school's safeguarding policy is available on the school website and is up to date and meets the current guidance issued by the Secretary of State. Leaders ensure that staff receive regular training on safeguarding to enable them to understand and carry out their responsibilities to keep pupils safe.
- The management committee members have worked with the headteacher to ensure that the curriculum policy and schemes of work are updated appropriately. Curriculum plans now take into account the abilities of pupils, including the most able pupils.
- The management committee members have also addressed some of the areas for improvement in the early years identified in the previous inspection. They have, for example, improved the outdoor learning opportunities, recruited a new early years leader and ensured a greater focus on the early years learning and development requirements. Improving the early years provision continues to be a priority for leaders.
- At the previous inspection, about one-third of pupils attended the school on a part-time basis and this, leaders said, was having a negative impact on the levels of attendance. Leaders have improved attendance through ensuring that all pupils now attend full-time.
- The proprietor and school leaders have ensured that the independent school standard 2(1) is now met. Paragraph 3, 3(d) is met because of improvements in the planning of lessons. However, leaders know that they have more work to do to improve the quality of teaching to enable pupils to make good progress and meet paragraphs 3, 3(a), 3(c), 3(e), 3(f) and 3(g).
- The proprietorial body and school leaders have not ensured that the independent school standard in this part is now met.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

## School details

Unique reference number	102168
DfE registration number	309/6066
Inspection number	10102735

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 status	Independent school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	28
Proprietor	Sunrise Education Trust
Chair	Meenakshi Singh
Headteacher	Mary Anne Lovage
Annual fees (day pupils)	£5,538
Telephone number	020 8885 3354
Website	<a href="http://www.sunrise.org.uk">www.sunrise.org.uk</a>
Email address	<a href="mailto:primary@sunrise.org.uk">primary@sunrise.org.uk</a>
Date of previous standard inspection	2–4 October 2018

## Information about this school

- Sunrise Primary School is a non-selective independent school for pupils between two and 11 years of age. The school opened in 1987 and is owned by the Sunrise Education Trust.
- The leaders' vision is to provide a neo-humanist education, which encourages a universal human society.
- No pupils 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.
- There is a newly appointed leader of early years and a chair of the management committee since the previous inspection.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This is the first progress monitoring inspection since the previous standard inspection. At the request of the Department for Education (DfE), the inspection was carried out without notice.
- The inspector was asked to report against the requirements contained within Parts 1 and 8 of the independent school standards.
- In July 2017, the school was judged to be inadequate, having failed to meet a number of standards concerning safeguarding, the curriculum, teaching, learning and assessment, and leadership and management.
- In March 2018, a progress monitoring inspection took place. The school was judged not to be meeting all of the independent standards that were checked during the inspection.
- A standard inspection in October 2018 again judged the school to be inadequate in relation to a number of standards, including the curriculum, teaching, learning and assessment, and leadership and management.
- The school proposed an action plan to address the un-met standards at its standard inspection in October 2018. The school's action plan was evaluated as not acceptable by Ofsted and rejected by the DfE on 4 April 2019.
- The inspector visited all the classrooms, including early years, to observe learning and to look at pupils' work. He held discussions with the headteacher, who is also a member of the proprietorial body, and four members of the management committee, including the chair.
- The inspector held a meeting with a group of six pupils from key stage 2 to discuss their views of the school and their learning. The inspector listened to pupils in key stages 1 and 2 read and discussed their reading with them.
- The inspector looked at a wide range of documentation related to the independent school standards, including teaching plans, policies and schemes of work. The inspector also looked at the school's policy and procedures relating to safeguarding and child protection.

## Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain un-met at this inspection*

#### **Part 1. Quality of education provided**

- 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(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 now meets 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)(1) 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(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.



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