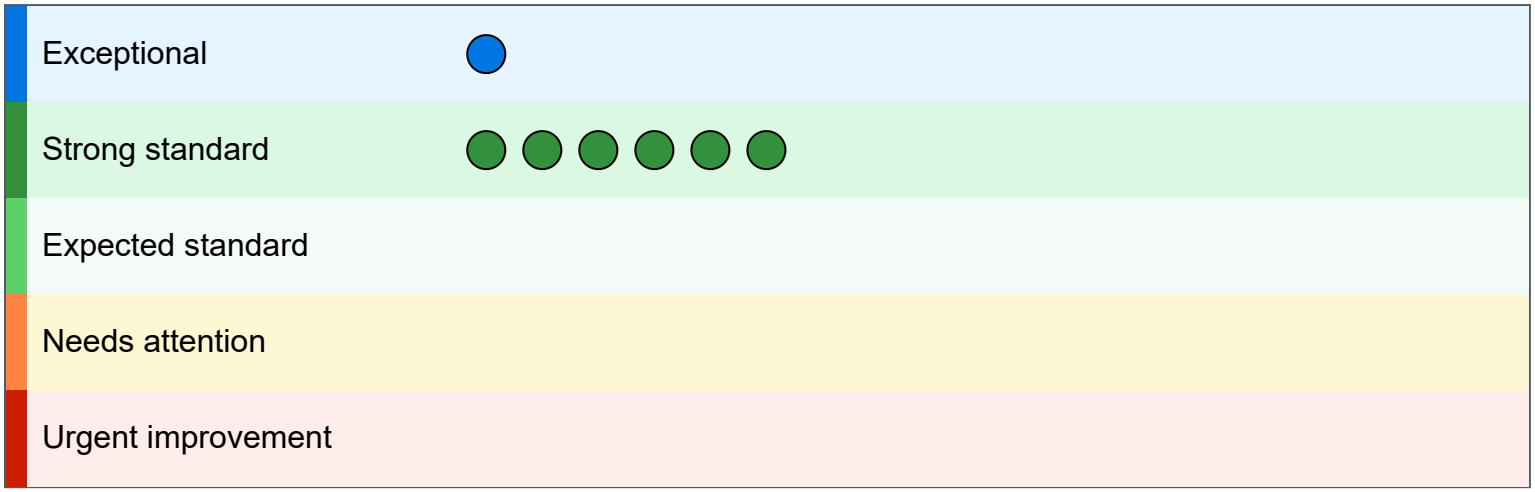
Sunnyfields Primary School

Address: Hatchcroft, Off Greyhound Hill, Hendon, London, NW4 4JH

Unique reference number (URN): 101311

Inspection report: 7 July 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Attendance and behaviour

Exceptional

Leaders have established a deeply embedded culture, where excellent attendance is expected, valued and celebrated. Parents and carers understand why every day at school matters because staff communicate this message with clarity, consistency and conviction. Attendance has remained consistently above the national average over time for all groups, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Leaders identify emerging concerns early and work tenaciously with families to remove barriers to attendance through precisely tailored support. As a result, pupils attend regularly, are ready to learn and benefit fully from the school's ambitious curriculum.

Pupils' behaviour is exemplary. They demonstrate excellent self-discipline and take great pride in meeting the school's high expectations. Pupils make lessons and social times calm, purposeful and respectful because they consistently show kindness, consideration and responsibility towards others. Leaders have created a highly influential culture of respect, responsibility and inclusion that permeates school life. As a result, pupils demonstrate a strong moral purpose and a deeply embedded respect for the rights, views and differences of others. Bullying and any form of discrimination, harassment or abuse are extremely rare and dealt with swiftly and effectively. Pupils who need additional support receive highly effective, tailored provision that helps them make positive choices and flourish.

Strong standard

Achievement

Strong standard

Many children join the early years with knowledge and skills below those typically expected for their age, particularly in language and communication. From these starting points, pupils quickly develop secure foundations in reading, writing, mathematics and communication. This helps them progress confidently through the curriculum. Leaders remove barriers to learning through a relentless focus on securing high attendance and positive behaviour, which creates a foundation for pupils to succeed.

Published outcomes demonstrate pupils' high achievement over time. Pupils consistently attain standards above the national average in reading, writing and mathematics by the end of Year 6. Over three quarters of pupils speak English as an additional language. Those who join the school with little or no English catch up rapidly in their spoken, reading and written English. Across the wider curriculum, pupils gain confidence in using subject-specific vocabulary to explain their understanding and communicate their learning. Disadvantaged pupils achieve as well as their peers in the school and consistently outperform non-disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities make notable progress from their individual starting points.

Pupils achieve well and leave the school extremely prepared for the next stage of their education.

Curriculum and teaching

Strong standard

Leaders have designed a carefully sequenced curriculum with high ambitions for every pupil. Leaders place a high priority on spoken language and communication. They help pupils develop the vocabulary they need to access learning across the curriculum. Staff deliver the school's phonics programme skilfully, giving pupils the best possible start in their early reading and writing.

Staff have a high level of subject knowledge. They present new learning and information clearly and give pupils regular opportunities to practise and apply what they have learned. This supports pupils to develop confidence and independence.

Leaders have adapted the curriculum so that all pupils, including those with special educational needs and/or disabilities and those who may face other barriers to their learning and/or wellbeing, can successfully learn alongside their peers. Staff provide highly effective additional support where needed. In some subjects, staff occasionally do not adapt teaching as precisely as they do in other areas. Leaders are working closely with staff to refine adaptations across the curriculum. Staff provide memorable learning experiences, including debate, educational visits and practical activities. For example, they use events such as 'World Week', 'Mapping Week' and fieldwork to help pupils develop their geographical knowledge and skills.

Early years

Strong standard

Leaders have designed an ambitious early years curriculum that gives children a strong start to school. Staff quickly get to know each child and work closely with families so that children settle happily, feel safe and are ready to learn. Some children join with knowledge and skills below those typically expected for their age, particularly in communication and language. In response, leaders have designed an early years curriculum that prioritises communication and language alongside early reading, writing and mathematics.

Staff use high-quality conversations, skilful questioning and carefully planned play to extend children's language, curiosity and thinking throughout the day. Staff take pride in creating spaces, where children can observe the natural world, develop curiosity and enjoy learning, both indoors and outdoors. Staff regularly check what children know and can do, providing timely support to help children develop communication, attention and confidence. Staff help children become increasingly independent, work cooperatively and sustain their concentration. They build strong partnerships with parents and carers and plan transitions carefully so that children settle well and move confidently to the next stage of their education.

Staff ensure that children, including those with special educational needs and/or disabilities and those who speak English as an additional language, achieve well across the early years curriculum.

Inclusion

Strong standard

Inclusion is at the heart of the school's work. Leaders have created a welcoming culture, where every pupil is valued and expected to succeed. Staff quickly identify barriers to learning and/or wellbeing using information from assessments and external professionals. They act promptly to provide the right support and regularly review its impact. As a result, pupils learn well and take a full part in school life.

The school's internal provision, 'Blossoms', is a key feature of leaders' inclusive approach. It provides tailored support that helps pupils access learning successfully. Skilled staff provide highly effective support. For example, they break learning into manageable steps, helping pupils build confidence and growing independence. As a result, pupils with special educational needs and/or disabilities are able to experience success and make progress from their individual starting points. The expertise developed through 'Blossoms' strengthens inclusive practice across the school.

Leaders use additional funding effectively to support disadvantaged pupils. Pupils with barriers to their learning and/or wellbeing achieve well, attend regularly and benefit fully from school life. Staff work closely with families, social care and other professionals to ensure that pupils receive the right help at the right time. Parents and carers value these strong relationships and the school's commitment to helping every pupil to belong and flourish.

Leadership and governance

Strong standard

Leaders have an ambitious vision for the school, reflected in their commitment to being ‘a small school doing big things'. Pupils' learning, wellbeing and inclusion are at the heart of every decision. Leaders regularly evaluate the impact of their work and adapt provision to meet pupils' changing needs. Leaders work highly effectively with external professionals to secure the right support for pupils, who face barriers to learning and/or wellbeing. Leaders know the community well and use this understanding to identify the right priorities for improvement. As a result, pupils benefit from a high-quality education in a caring and inclusive environment.

Parents and carers speak highly of the school's caring, welcoming ethos. One parent reflected the views of many by saying, 'The staff are knowledgeable, supportive and genuinely know every child as an individual.'

Leaders invest in staff and create a purposeful culture of professional learning. Early career teachers receive the support and professional development they need to develop their practice with confidence. Leaders are mindful of staff wellbeing and workload, ensuring that systems are purposeful and manageable. As a result, staff feel trusted, valued and well supported.

Governors fulfil their statutory responsibilities, including those relating to safeguarding. They draw on a wide range of first-hand evidence to provide effective challenge and support. Governors ensure that resources are used wisely and remain focused on securing the best outcomes for all pupils. Governors provide strong strategic oversight. Their secure understanding of the school's strengths and priorities helps ensure that improvement is carefully planned and sustained over time. Leaders also share their expertise beyond the

school, contributing positively to supporting schools in the local authority and within the wider education community.

Personal development and wellbeing

Strong standard

Leaders have created a well-planned and empowering personal development programme that helps pupils grow into confident, responsible and considerate young people. The school's values-driven culture is woven through school life. Pupils believe kindness and respect are defining features of their school. They know their views matter and understand how they can make a positive difference to others. Staff know pupils well and provide effective pastoral support so that all pupils, including those facing barriers to learning and/or wellbeing, feel included and ready to learn.

Leaders ensure that the personal, social, health and economic curriculum prepares pupils well for life in modern Britain. Pupils are knowledgeable about healthy relationships, physical and mental health, online and offline safety, equality and different family structures. They understand fundamental British values and develop respect for people from different backgrounds, faiths and cultures. Leaders adapt the curriculum to respond to emerging issues. For example, helping pupils make informed and responsible choices in response to artificial intelligence.

Pupils benefit from a wide range of leadership opportunities, clubs, visits and wider experiences that broaden their interests and raise their aspirations. Pupils influence decisions that improve school life, such as through their school parliament. For example, they successfully campaign for road safety improvements in the local community, presenting their ideas at the town hall. Pupils are proud that they raise money to support an orphanage in India. School councillors visit the Houses of Parliament to deepen their understanding of democracy, while digital leaders promote the safe and responsible use of technology. Leaders promote sustainability through a range of activities. Pupils care for the school pond and gardens, take part in the local gardening competition and support tree-planting projects overseas. Leaders ensure these opportunities are open to all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities.

Pupils leave the school as thoughtful, compassionate and active citizens, who are well prepared for the next stage of their education and life beyond school.

What it's like to be a pupil at this school

Pupils thrive at this diverse and welcoming school. They feel safe, enjoy learning and know they belong. Pupils are kind and respectful. They play happily together and trust staff to help them when needed. Parents and carers value the school's high levels of care and the many opportunities their children have to learn and grow.

Children in the early years settle quickly because staff build strong relationships with them and their families from the start. This gives them the confidence to learn and prepares them well for Year 1. Staff quickly identify and remove barriers to learning. As a result, pupils, including those with special educational needs and/or disabilities (SEND), disadvantaged

pupils and those who speak English as an additional language, achieve very well. Pupils who join at different points during the school year receive effective support. This helps them gain confidence, make friends and take a full part in school life. By the end of Year 6, pupils are very well prepared for secondary school. National test and assessment results reflect the rapid progress they make.

Pupils' behaviour and attendance rates are exemplary across the school. Social times are calm because pupils show self-control and care for one another. Bullying is rare. Pupils know what it is and trust staff to deal with concerns quickly. Pupils attend regularly because they enjoy school. They do not want to miss learning or the many wider opportunities on offer.

Pupils develop a strong understanding of fairness, respect and responsibility. Pupils with SEND, including those with the highest levels of need, receive carefully planned support that helps them become more independent. Pupils take part in sport, music, the arts, educational visits and leadership roles that broaden their interests and raise their ambitions. Through the school parliament, they learn that their ideas matter, they can improve their school and help others. Pupils leave as confident, respectful and thoughtful young people, well prepared for the next stage of their education.

Next steps

- Leaders should continue to develop teachers' expertise in adaptive teaching across the curriculum to further strengthen this aspect of the school's work.

About this inspection

The chair of governors in this school is Sanjana Seth .

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 7 July to 8 July 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, assistant headteacher, special educational needs and disabilities coordinator, members of the governing body, staff, pupils and a representative from the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Lisa Meyer

Lead inspector:
Tom O'Donnell, His Majesty's Inspector

Team inspectors:
Janice Howkins, Ofsted Inspector
Karen Jaeggi, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

253
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

272
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

31.71%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.74%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

18.97%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	61%	Above
2024/25 (final)	80%	62%	Above
2023/24 (final)	73%	61%	Above
2022/23 (final)	82%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (final)	90%	75%	Above
2023/24 (final)	88%	74%	Above
2022/23 (final)	89%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	72%	Above
2024/25 (final)	87%	72%	Above
2023/24 (final)	81%	72%	Above
2022/23 (final)	86%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	73%	Above
2024/25 (final)	87%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23 (final)	96%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	46%	Above
2024/25 (final)	85%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	70%	46%	Above
2022/23 (final)	83%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	62%	Above
2024/25 (final)	92%	63%	Above
2023/24 (final)	90%	62%	Above
2022/23 (final)	89%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	59%	Above
2024/25 (final)	92%	59%	Above
2023/24 (final)	80%	58%	Above
2022/23 (final)	89%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	93%	60%	Above
2024/25 (final)	85%	61%	Above
2023/24 (final)	90%	59%	Above
2022/23 (final)	100%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	68%	13 pp
2024/25 (final)	85%	69%	15 pp
2023/24 (final)	70%	67%	3 pp
2022/23 (final)	83%	66%	17 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	90%	80%	11 pp
2024/25 (final)	92%	81%	11 pp
2023/24 (final)	90%	80%	10 pp
2022/23 (final)	89%	78%	11 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	78%	10 pp
2024/25 (final)	92%	78%	14 pp
2023/24 (final)	80%	78%	2 pp
2022/23 (final)	89%	77%	12 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	93%	80%	13 pp
2024/25 (final)	85%	81%	4 pp
2023/24 (final)	90%	79%	11 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	100%	79%	21 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.8%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	4.8%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.4%	13.0%	Below
2023/24 (3 term)	7.5%	14.6%	Below
2022/23 (3 term)	10.2%	16.2%	Below

Our grades explained

Exceptional 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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