



# Sunrise Primary School

Independent School

Inspection report

---

DfES Registration Number	309/6066
Unique Reference Number	102168
Inspection number	296877
Inspection dates	8-9 February 2007
Reporting inspector	Dr Kanwaljit Singh AI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

---

Age group 2-11	Published 2 March 2007	Reference no. 296877
-------------------	---------------------------	-------------------------

---

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

## 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, in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

## Information about the school

Sunrise Primary School is a non-selective independent school for pupils aged two to eleven years. Provision at the school includes a nursery class, and one for primary pupils six to 11 years of age who are taught in two distinct groups in a large classroom. There are 15 pupils on roll in the primary school and 13 in the Nursery, nine of whom attend only part time. The school is run by the Sunrise Education Trust and operates from a detached house with three large rooms, and a small rest room. The school is part of the Neo-Humanist Movement that aims to encourage a universal human society and '*develop a whole child to bring out their individual talents.*' It promotes a healthy lifestyle through a strictly vegetarian diet and yoga exercises. Pupils are also taught a simple form of meditation. The school was last inspected in 2002.

## Evaluation of the school

Sunrise Primary School successfully meets its aim of 'developing a whole child'. Parents are overwhelmingly positive about the school. It provides a good quality of education and care with outstanding provision for pupils' spiritual and cultural development. This ensures that pupils gain in confidence and make good progress in all aspects of school life. The school meets all but one of the requirements. It has made good improvements since the previous inspection.

## Quality of education

The quality of the curriculum is good. All areas of the National Curriculum are taught, with appropriate focus on English and mathematics. The addition of French, yoga and meditation provides variety and breadth.

In the Nursery, the curriculum is based on the Early Learning Goals, and Montessori methods and equipment are used, for example to improve pupils' motor skills. They have daily opportunities to sing and meditate and do simple physical exercises. The outdoor area is used well to extend the curriculum. The quality of teaching in the Nursery is good, pupils are taught to share, work and play together. Any behaviour problems are sorted out in a firm but relaxed manner. Pupils have many opportunities to read books, learn numbers through singing rhymes, complete jigsaws and use other materials. There is a good balance of activities led by staff and those chosen by pupils themselves.

Opportunities to enjoy, concentrate and learn are used well. Examples of this were seen in role play and when staff took pupils out to see, touch and smell the snow and observe changes in the playground.

Owing to small numbers, pupils are taught in mixed-age ability groups of 6-8 and 9-11 year-olds and work is matched appropriately to their needs. This ensures good progress for most pupils. Resources are only adequate, but the school makes every effort to ensure that the resources available within the local community are used for the benefit of the pupils. For example, pupils swim and have other sporting activities weekly in the nearby secondary school and use information and communication technology facilities in the local library to develop research skills. The school curriculum is based on topics and uses Qualifications and Curriculum Authority and other commercially published schemes of work as and when required. However, daily planning is minimal and does not indicate consistently what pupils are learning and how this progresses from the previous work. This makes it difficult for the school to track pupils' progress systematically and set appropriate targets. Visits and visitors bring the curriculum to life, and there are excellent opportunities for multi-cultural understanding. Pupils visit museums and theatres. They speak with nostalgia about their visit to a Victorian classroom. They go on a three-day residential visit and this supports their personal development effectively. Further enrichment is provided by specialist teachers in French, music and yoga.

The quality of teaching is good but the use of assessment is only satisfactory. In lessons, teachers ensure that work is well explained and pupils understand what they are doing. Teachers consistently use their time well and maintain a good pace. They use well chosen questions to assess pupils' understanding and provide good opportunities for pupils to express their views. Teachers' subject knowledge is good. Because of the small number of pupils in each group teachers are able to meet individual needs effectively and this assists their good progress. The management of pupils' behaviour is good and challenging behaviour from one or two is handled well. Pupils' work in books is not always presented neatly. Teachers' marking is satisfactory but they do not always identify what is good about the work and what pupils need to do to improve it further.

The school assesses pupils' work using the Foundation Stage profile and the end of key stage tests. However, assessment information is not used consistently to identify areas for development. For example, Year 6 pupils' National Curriculum test results indicate that their achievement is relatively lower in mathematics than in English. Analysis of the assessment data clearly shows that pupils' progress in data handling and algebra is weak. The school has not used the information from this analysis to set targets for improvement.

## Spiritual, moral, social and cultural development of the pupils

The provision for pupils' spiritual and cultural development is outstanding and it is good for their moral and social development. The school is right to be proud of the emphasis it places on developing the whole child. Spiritual development is promoted excellently through assemblies, meditation and *kirtan* (religious hymn singing). There are excellent opportunities for pupils to reflect on God's love for all people. The singing in assemblies is spiritually uplifting and pin-drop silence during meditation provides pupils with excellent opportunities for reflection. There is a strong moral dimension to the school. Attendance is good and as pupils remarked, 'School is fun. We learn to work with others.' Pupils enjoy coming to school and have good opportunities to work together, for example in dramatic productions, musical activities, and when they go on a residential visit. Lunchtime and play time are social occasions when pupils chat and play amicably.

Pupils are taught to behave well and to have respect for others. A positive behaviour policy is applied consistently and, as a result, pupils' behaviour, including that of the youngest, is good. Staff provides very good models of behaviour, in a friendly and relaxed way, and pupils value their support and guidance. Relationships between pupils and with staff are good. Pupils have positive attitude to learning and are given opportunities to take a wide range of responsibilities in the school. On many occasions they take telephone messages and deliver them responsibly. They support charities and raise funds, including money for children in Peru. They go to an old people's home to sing for them. Pupils' achievements in English and mathematics are good and along with their achievements in music, drama and French promote their long-term economic well-being.

Provision for pupils' cultural development is outstanding and is promoted through visits to places of worship such as a Hindu Temple and celebrations of Eid and the Hindu festival of Holi. Black history month is celebrated and two parents came to talk about their experiences of being black British in this country. Dance, music and drama further contribute to pupils' cultural development, as do visits to theatres and museums. Parents are invited twice a year to cultural events such as the Thai dance and music evening. Pupils learn to sing songs in Sanskrit. From an early age pupils learn about diversity and show respect for other cultures. Staff belong to different minority ethnic groups and provide good role models to pupils. The school meets its aim of 'nurturing in each child, an understanding of, and love for, the universal whole to which each of us belong'.

## Welfare, health and safety of the pupils

The provision for the welfare, health and safety of the pupils is good. Parents strongly agree that their children are safe at school and are very appreciative of the good care and supervision provided by the school. Pupils are confident that they can tell staff about any concerns they have and that staff will address these. Any incidents or accidents are recorded appropriately and parents informed. However, the school does not always ensure the receipt of the reply slip from parents to indicate that they know about the accident. Issues about personal safety are dealt with effectively through the school's personal, social and health education curriculum. Any name calling or bullying that occurs is addressed quickly. Pupils are well aware of the implications on health if drugs are misused. Relationships between staff and pupils are of mutual respect. The school has a policy for safeguarding pupils and risk assessments are made prior to residential trips or day visits out of school. Pupils are encouraged to follow active and healthy life styles through the teaching of meditation, yoga and vegetarian packed lunches. Young nursery pupils know that cereal for breakfast is healthier than chips. There are good opportunities to take exercise through weekly lessons in swimming and games. The school complies with the Disability Discrimination Act (2002) and has drawn up a three-year accessibility plan, but is finding it hard to implement because of lack of funding. All staff have some training in child protection procedures and the nominated member of staff has attended the full course.

## Suitability of the proprietor and staff

All staff have been checked with the Criminal Records Bureau. However, the procedures for vetting and appointing staff do not yet fully meet requirements, as, for example, they do not cover medical fitness or character references.

## School's premises and accommodation

Premises and accommodation are satisfactory. The classrooms are of a good size and the outdoor area is well equipped with climbing frames, a slide and a swing. The pond is used imaginatively to support learning in science. However, the playground is not large and as some pupils remarked, 'we would like a bigger playground to play football.' Pupils visit a neighbouring secondary school regularly to use their sports hall and swimming pool. The school has also permission to use the nearby field. The school hall is used extensively for meditation, yoga, music, French and school assemblies.

## Provision of information for parents, carers and others

The school provides good information to parents and other interested parties through the prospectus and newsletters. It holds termly parents' meetings and provides an annual written report on their children's progress and attainment. However, the report does not identify clearly what a pupil has learnt and needs to learn next. Parents are also given information on curriculum topics to be taught in advance of each term to enable them to support their children's learning. There are also opportunities for parents to give their views through a questionnaire. The vast majority of parents think that the school provides everything they want for their children. One parent wrote 'My daughter has developed rapidly. Teaching is excellent. Absolutely nothing negative to say.' Parents are invited twice yearly to attend social events at the school.

## Procedures for handling complaints

The school has recently updated its complaints policy and it now fully meets the requirements.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below;

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- prior to the confirmation of the appointment of all staff, have appropriate checks carried out to confirm their identity, medical fitness, previous employment history, character references and, where appropriate, qualifications and professional references (paragraph 4(c)).

## What the school could do to improve further

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

- improve the marking of pupils' work so that they know what is good about their work and what needs improving.
- analyse assessment data and use the findings to track pupils' progress and set targets for improvement.

## School details

Name of school	Sunrise Primary School		
DfES number	309/6066		
Unique reference number	102168		
Type of school	Primary school		
Status	Independent		
Age range of pupils	2-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 12	Girls: 7	Total: 19
Number on roll (part-time pupils)	Boys: 2	Girls: 7	Total: 9
Annual fees	£3,900		
Address of school	55 Coniston Road		
	London		
	N17 0EX		
Telephone number	0208 885 3354		
Fax number	0208 886 6279		
Email address	sunriseeducationtrust@yahoo.com		
Headteacher	Mrs Mary Anne Lovage		
Proprietor	Sunrise Education Trust		
Reporting inspector	Dr Kanwaljit Singh AI		
Dates of inspection	8-9 February 2007		