

Sunrise Primary School

Independent school progress report

DCSF registration number	309/6066
Unique Reference Number (URN)	102168
URN for registered childcare and social care	EY303209
Inspection number	354259
Inspection date	26 April 2010
Reporting inspector	Michèle Messaoudi

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Purpose and scope of the visit

This inspection visit was carried out by Ofsted under Section 162A of the Education Act 2002¹, as amended by schedule 8 of the Education Act 2005.²

The visit was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

Sunrise Primary School is a small non-selective independent school for pupils aged two to 11 years. The school opened in 1987 and the provision for children under the age of three was registered in 2005. The school is situated in the Tottenham area of the London Borough of Haringey. There are 40 pupils on roll with diverse ethnic backgrounds. There are nine pupils with English as an additional language. No pupil has a statement of special educational needs, but two pupils have moderate behavioural and learning difficulties. The Early Years Foundation Stage provision at the school includes a Nursery class for three children under the age of three and for 20 children aged between three and four years. The school receives nursery funding for 20 children. Pupils from the age of five to eleven are taught in two large classrooms. There are currently no Year 3 pupils. The school is run by the Sunrise Education Trust and is part of the Neo-Humanist Movement that aims to encourage a 'universal human society' and 'develop a whole child to bring out the individual talents'. It aims to promote healthy lifestyles through encouraging pupils to follow a strictly vegetarian diet and participate in yoga exercises. Pupils are also taught a simple form of meditation.

Context of the visit

The school was last inspected by Ofsted in October 2009. Its action plan and the timescales proposed to address those requirements not met were evaluated as satisfactory in March 2010. This is the first visit to monitor the progress the school has made in implementing its action plan.

Summary of the progress made in implementing the action plan

At the time of the last inspection, there were weaknesses in the assessment of pupils' learning in the primary classes. Assessment was found to be inadequate in the Early Years Foundation Stage, where initial assessments were not used

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

effectively to identify children's starting points and to help plan activities that matched children's varying needs and abilities so that they could reach their full potential. The full implementation of its action plan enables the school to assess all pupils' learning regularly and thoroughly and use the assessment information to plan teaching so that pupils can make better progress.

Detailed observations of children's play in their first two weeks at school enable the Early Years Foundation Stage teachers to assess children's competencies across several areas of learning. They use these initial assessments as a benchmark to monitor individual children's progress, and also to plan activities that match their needs and aptitudes closely. A system of individualised weekly planning is informed by a wide range of assessments throughout the school. In the Early Years Foundation Stage, teachers formulate the child's next step towards the expected goals at the end of each observation, and use this step as a learning objective for future activities. In the primary classes, teachers demonstrated a good understanding of individual pupils' needs and aptitudes and provided a good level of challenge to all. Teachers assessed pupils' understanding through questioning and gave constructive feedback to individuals. This enabled pupils to understand how to further improve their work as they progressed through the tasks. At the end of some lessons, teachers questioned pupils in order to involve them in the assessment of their learning, asking, 'What have you learned today? Have you achieved what you set out to do?' Lesson evaluations inform future planning. Assessment results are used to form a picture of individual pupils' progress over time. The efficacy of planning and assessment is reviewed regularly to enable the school to further improve its systems. The assessment requirements are met in both the Early Years Foundation Stage and the primary classes.

The previous inspection found that there were shortcomings in the required training of staff in child protection. This requirement is now met, as all members of staff have received the appropriate level of child protection training.

The last inspection also found that there were deficiencies in the school's fire safety procedures. A fire risk assessment has been carried out by an accredited outside contractor and the school has addressed all of the resulting recommendations. Portable electrical appliances have been tested and a system for making regular checks of the premises and responding promptly has been implemented. Fire safety checks are now recorded centrally. The requirements of this standard are now met.

At the last inspection, the school did not meet all the requirements in respect of the suitability of the proprietor. The school has carried out all the appropriate checks on all the trustees to confirm their identity and right to work in the United Kingdom. It has obtained Criminal Record Bureau (CRB) checks on all the trustees. All these checks are now recorded in the required manner in the single central register compiled for this purpose. The requirements of this standard are now met.

The previous inspection found that in order to meet all the requirements of the childcare register, the school had to provide better resources for children under three

years old and make appropriate arrangements for potty training and nappy changing. The school has purchased sleeping mats, water tables and sand tables and a wide range of play equipment and toys. The school now has an effective system to review the provision of resources. Appropriate arrangements, laid down in policies, are now in place for potty training and nappy changing, providing hygienic conditions, privacy and suitable supervision. Robust systems ensure that staff are fully aware of the procedures to follow. These requirements are now met.

Compliance with regulatory requirements

The school has made good progress and now meets all regulatory requirements.

School details

Name of school	Sunrise Primary School		
DCSF number	209/6066		
Unique reference number (URN)	102168		
EY URN (for registered childcare only)	EY303209		
Type of school	Nursery and primary		
Status	Independent		
Date school opened	1987		
Age range of pupils	2–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 15	Girls: 15	Total: 30
Number on roll (part-time pupils)	Boys: 3	Girls: 7	Total: 10
Number of pupils aged 0-3 in registered childcare provision	Boys: 2	Girls: 1	Total: 3
Annual fees (day pupils)	£4,095		
Annual fees (childcare)	£4,095		
Address of school	55 Coniston Road London N17 0EX		
Telephone number	020 8885 3354		
Fax number	020 8886 6279		
Email address	sunriseeducationtrust@yahoo.com		
Headteacher	Mrs Mary Anne Lovage		
Proprietor	Sunrise Education Trust		
Reporting inspector	Mrs Michèle Messaoudi		
Date of inspection	26 April 2010		