

Sunrise Primary School

Independent school inspection report

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URN for registered childcare and social care	EY303209
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Reporting inspector	Fatiha Maitland AI

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Age group: 2–11

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002¹, as amended by schedule 8 of the Education Act 2005², the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

The inspection of registered provision³ was conducted under Section 49(2) of the Childcare Act 2006.

This was a light touch inspection which focused principally on: the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last 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 within the London borough of Haringey. There are 35 pupils on roll with diverse ethnic backgrounds. There are nine pupils with English as an additional language (EAL). No pupil has a statement of special educational need, but two pupils have moderate behavioural and learning difficulties. The provision at the school includes a Nursery class for eight children under the age of three and five children at the ages of three and four. The school receives nursery funding for 12 children. Pupils from the age of five to seven and 10 to 11 are taught in two large classrooms. There are no eight- or nine-year-olds in school. 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. The school was last inspected in 2007.

Evaluation of the school

Sunrise Primary School provides its pupils with a satisfactory quality of education, However, it does not meet the requirements for all aspects of their welfare, health and safety, where the arrangements for safeguarding are not up-to-date and are therefore inadequate. This impacts on the overall effectiveness of the Early Years Foundation Stage and as a result this is inadequate. Furthermore, the use of

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

³ Schools which provide childcare for children from birth until the term in which they reach their third birthday must register this provision separately with Ofsted.

assessment in the Early Years Foundation Stage is inadequate. The curriculum is otherwise good and well enhanced by activities which provide variety and breadth to pupils' learning. Teaching is satisfactory with examples of good practice. Systems to assess pupils' attainment and progress are at a very early stage of development and a rigorous system to evaluate pupils' performance over time has just only been established. Provision for pupils' spiritual, moral, social and cultural development is good overall with strengths in their cultural development. Parents feel well informed of their children's progress and are highly supportive of the school, which has made satisfactory progress in most areas since its last inspection.

Quality of education

The quality of the curriculum is good, as it was at the last inspection. All National Curriculum subjects are taught, with appropriate focus on English and mathematics. All the required curriculum documentation is in place and much of it is of good quality. The school curriculum is based on topics and uses Qualification and Curriculum Authority (QCA) and other commercially published schemes of work. The addition of French, music, drama, dance, yoga and meditation provides variety and breadth to pupils' learning. The quality of provision in the Early Years Foundation Stage is satisfactory as it is in its early stages of adopting the Early Years curriculum.

As a result of the low number on roll, pupils are taught in two mixed-age ability groups of 5 to 7 and 10 to 11-year-olds and this ensures that they receive good attention from the adults and enables those with learning difficulties and with EAL to make good progress in their speaking and listening skills as well as in their personal, social and emotional development.

Pupils have suitable access to computers with internet facilities and use them well to support their work in literacy. Although resources to support teaching and learning are only adequate, the school makes every effort to ensure that the resources available within the local community are well utilised for the benefit of the pupils. For example, children in the Nursery class and pupils from all age groups make regular visits to the local library in order to widen their reading skills or use information and communication technology (ICT) to enhance their research skills. Pupils make good use of the local park, swim regularly and have other sporting activities weekly in the nearby secondary school. Visits and visitors bring the curriculum to life, and there are good opportunities provided to promote pupils' cultural awareness and understanding. Pupils enjoy residential trips, which support their personal and social development effectively. They visit museums and theatres and are delighted to share their experiences about their latest visit to the Royal Albert Hall where they took part in singing. Specialist teachers in French, music and yoga provide further enhancement to pupils' experiences.

During the last inspection, the quality of teaching and assessment was good, but it is now satisfactory overall due to the limited use of assessment information in all parts

of the school including in the Early Years Foundation Stage. Teachers often provide tasks that pupils find interesting. They make good use of the resources available to support pupils' learning. Staff are good at using the positive relationships they have with the pupils to encourage good behaviour and to ensure that all individuals develop a sense of responsibility. They have sound subject knowledge, and explain all activities clearly to pupils. As a result, pupils work enthusiastically and make the best of what is on offer.

Systems to assess pupils' attainment and progress are at a very early stage of development. As a result teachers do not have sufficiently precise information available to inform their planning and the activities provided therefore do not always match pupils' abilities. In some instances teachers ask challenging questions to test pupils' thinking. At these times pupils apply themselves well, contribute to the lesson and make good progress in their learning. However, this kind of approach is not seen consistently in the majority of lessons observed. As a result, pupils only make satisfactory progress, including those with learning difficulties. Pupils' work in books is not always presented in a tidy fashion. Marking is regular, but does not always show pupils what they could do to improve the quality of their work. The school has now established a more rigorous system to correct the deficiencies in assessment.

Spiritual, moral, social and cultural development of the pupils

Spiritual, moral, social and cultural development of all pupils is good overall as it was at the time of the last inspection. The good role models presented by the staff and the positive relationships they have with pupils have resulted in good moral development. Pupils' behaviour is good in both classes and around the school. They distinguish right from wrong and respond well to positive behaviour strategies. Lunchtimes and break times provide valued opportunities for staff and pupils to enjoy each other's company and this does much to promote pupils' social awareness. Pupils contribute satisfactorily to the life of the school as seen in their roles as helpers at tidy-up time. They gain a good sense of contributing to the immediate and wider community. For example, they take an active part in recycling projects and fund-raising to support those who are less fortunate than themselves. The school has good systems to help pupils gain a better understanding of British institutions. For example, visits are arranged to places such as the Houses of Parliament and the local library.

Pupils are polite and courteous to visitors. They speak highly of their school and display positive attitudes towards learning. Their enjoyment is strongly reflected in their good attendance. Pupils enjoy assemblies, meditation and kirtan (religious hymn singing), which fully support their spiritual development. There are valued opportunities for pupils, including those in the Early Years Foundation Stage, to reflect on God's love for all people. The singing in assemblies is spiritually uplifting. Pupils are given good guidance that helps them learn to make full use of periods of total silence in assembly for meditation and reflection.

Provision for pupils' cultural development is strong and this is promoted through visits to places of worship such as a Hindu temple and celebrations of festivals such as Eid, Diwali and the Hindu festival of Holi. Black history is celebrated and visitors are encouraged to share their feelings and experiences about being Black British in this country. Pupils take an active part in music, multicultural songs and visits to theatres and museums, which further contribute to their cultural development. Further strengthening of pupils' cultural awareness results from invitations to their parents to special events such as a Thai dance, a vegetarian dinner and other occasions where they are encouraged to share their cultures and traditions with the school.

Safeguarding pupils' welfare, health and safety

At the last inspection, provision for ensuring pupils' welfare, health and safety was good, but this is now inadequate as a result of deficiencies in training new staff in safeguarding arrangements, in checking and recording the suitability of all trustees, and in ensuring that all aspects of fire safety are up-to-date. The school's otherwise good support and guidance ensure that pupils' personal development progresses well. A range of relevant policies has been revised and a suitable plan is in place to address a range of disability, discrimination and access issues. The school has a sound approach to inclusion, with appropriate provision set up for pupils with behavioural or learning difficulties. There are thorough systems for risk assessing educational visits and the recording of accidents and incidents. The school has sound systems for requesting prior written permission from parents for seeking emergency medical advice or treatment. The school has good first-aid procedures and ensures that the first-aid boxes are regularly checked and replenished. Day-to-day supervision around the school is good. Attendance and admission registers are completed satisfactorily. The school fulfils its duties in relation to the Disability Discrimination Act 2002.

Pupils feel safe and valued and are confident to ask for help when they need it. They have developed a good understanding about healthy lifestyles. They engage diligently in sports, games and swimming activities, which promote their physical health. Vegetarian meals are cooked on the premises daily from fresh ingredients and pupils appreciate this, for, as one pupil commented, 'There is always something good to choose and enjoy.'

The quality of safeguarding arrangements is inadequate. The school has recently reviewed its safeguarding policy by involving its members of staff. Although both the nominated child protection officer and the deputy officer have up-to-date training, new members of staff have not yet received such training and the school, as a matter of urgency, has now made appropriate arrangements through the local authority for its provision.

The school carries out regular fire drills and there is a fire extinguisher on the first floor of the building. The school recently built a new kitchen to prepare and serve meals on its premises, and although no fire safety check has been carried out by a qualified fire safety officer the school has now taken steps for this to be completed.

The school has robust procedures for running the necessary checks on existing and newly recruited staff. It maintains the required single central record of checks on members of staff working in school, which enables it to verify that all checks are made and to monitor this process easily. However, the required checks on all members of the trustees are not confirmed in the register and are incomplete. The school has taken steps to address this matter as a priority.

Effectiveness of the Early Years Foundation Stage

Provision for two to five-year-olds is satisfactory in many respects, but the school's safeguarding requirements are not fully up-to-date, as stated earlier in the report. This has an impact on the quality and effectiveness of the provision, as well as that of leadership and management at this stage of education, and as a result they are inadequate overall. Children's learning and development are otherwise suitably planned in all six areas of learning. The school is in the early stages of adopting the new Early Years Foundation Stage curriculum and of linking planning between the age groups. A consequence of this is that arrangements to ensure that pupils build up their knowledge and skills progressively, although currently under-developed, are improving. As a result, most children make satisfactory progress in relation to their very low starting points when they start school, particularly in their communication and personal, social and emotional skills. Children's learning and development are routinely observed and recorded to show the progress they make and to contribute to their profiles and this has a positive effect. However, initial assessments are not used effectively enough to identify children's starting points or to help plan work that matches needs of different abilities, so that not all reach their full potential. Relationships are positive and children from different backgrounds and cultures play well together in a positive learning atmosphere. Staff are sensitive to children's social needs, value them as individuals and add outdoor learning experiences through regular trips to the local park and library. The youngest children have sufficient area to move around but there is insufficient emphasis on ensuring that children get the best out of water and sand play. There is a satisfactory balance between adult-led and child-initiated activities, so that children develop good learning habits. Resources are accessible and adequate, but limited in choice and quality. The facilities for nappy changing and potty training are not always used appropriately. Healthy eating is encouraged through the wholesome food provided. Parents are pleased with the provision, for which the manager has clear plans to improve further.

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 the curriculum and teaching (standard 1) and must:

- assess pupils' work regularly and thoroughly and use such information to plan teaching so that pupils can make better progress (paragraph 1(3)(g)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that the new members of staff receive the required training for child protection (paragraph 3(2)(b)).
- assure itself that there is a satisfactory level of fire safety, identified by its risk assessment under the Regulatory Reform (Fire Safety) Order 2005, and by any report from the Fire Authority (paragraph 3(5)).

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

- ensure that appropriate checks are carried out on all the members of the trustees to confirm their identity and right to work in the United Kingdom and that enhanced Criminal Records Bureau (CRB) checks are obtained (paragraph 4B(4) and (5))
- ensure that the register shows that checks on all members of the trustees are made on their identity and that enhanced CRB checks are recorded with a unique reference and date on which each check was completed (paragraph 4C(6 and 7)).

In order to comply with the learning and development requirements of the Early Years Foundation Stage, the school must:

- make better use of initial assessments to determine clear baselines soon after the children join the Early Years Foundation Stage and use the information to plan activities that match the different abilities.

In order to meet the requirements of the Childcare Act 2006, those who provide the registered provision for children under the age of three must:

- provide better resources
- ensure appropriate arrangements for potty training and nappy changing.

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.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education			✓	
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs			✓	
How well pupils make progress in their learning			✓	

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils				✓
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?			✓	
What is the quality of provision in the EYFS?				✓
How effectively is the EYFS led and managed?				✓
Overall effectiveness: how well does the school meet the needs of children in the EYFS?				✓

School details

Name of school	Sunrise Primary School		
DCSF number	309/6066		
Unique reference number	102168		
EY URN (for registered childcare only)	EY303209		
Type of school	Primary school		
Status	Independent		
Date school opened	1987		
Age range of pupils	2-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 16	Girls: 14	Total: 30
Number on roll (part-time pupils)	Boys: 2	Girls: 3	Total: 5
Number of pupils aged 0-3 in registered childcare provision	Boys: 6	Girls: 2	Total: 8
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
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	Fatima Maitland AI		
Dates of inspection	16 October 2009		