

23 June 2015

Dear Parent/Carer

Sunrise Christian School, Glasgow

Sunrise Christian School, located in Robroyston, Glasgow, was inspected in June 2015 following the recent registration as a new school in August 2014. This inspection provided information to the Registrar of Independent Schools about the quality of the school's educational and care provision.

The school opened in August 2014. HM Inspectors conducted a pre-registration visit in August 2014. The school was registered with the Registrar of Independent Schools to provide education for a maximum of 15 pupils of primary school age. The school is managed by a school administrator. At the time of inspection there were three pupils attending on a full-time basis and a further six pupils attending on a part-time basis.

How well do children learn and achieve?

Children enjoy learning and are very proud of their school. They respond positively to active approaches to learning in lessons. They work very effectively, both individually and in pairs or small groups. All children demonstrate a very responsible and eager attitude to their learning. Older children are able to explain what they are good at and what they find more challenging. They are less secure in talking about steps they can take to improve their own learning. Each Friday, children have time to reflect on their week in school. They write about lessons and activities that they have enjoyed and ones they have found more difficult. Building on this positive approach, children could now be involved in setting targets for their own learning. They are also ready to be more involved in assessing their own work and the work of their friends. Children are developing a good understanding of local and global citizenship and they support charities very well. They also raise funds for their own school and recently helped to choose new mathematics resources from the money they raised. They are learning to have positive attitudes about equality and disability by making particularly good progress in learning British Sign Language, and by following the progress of their sponsor dog Angel, a Guide Dog puppy in training.

Overall, children are making good progress across their learning. They are very articulate and can listen well and talk confidently to each other and to adults. Across the school, children are making very good progress in their reading and writing. By the upper stages, most are able to analyse texts well. Children really enjoy reading and can talk about their favourite authors. Children write very well for a range of relevant, current and motivating purposes, frequently linked to topic work or to the

life of the school. Younger children wrote a very convincing, persuasive letter to the Manager of Ikea in Glasgow, in response to the company's offer to support local schools. In mathematics, most children across the school are confident in their mental and written calculations. In the best examples, children apply their skills in real-life contexts, for example, counting the funds that they raise. Older children are progressing well in most mathematical concepts and skills such as place value, multiplication, division and shape. In learning about fractions, they are able to themselves make the link between fractions and division. Younger children are making particularly good progress in learning number bonds. They can add and subtract numbers confidently and accurately, and understand the place value of numbers with four digits. All children would benefit from more opportunities to use information and communication technology (ICT) to extend their understanding of displaying information in graphs and charts. The school promotes children's health and wellbeing well through a range of programmes and activities. For example, as part of a topic about the Commonwealth, children learned to cook healthy meals from around the world.

How well does the school support children to develop and learn?

Teachers and classroom assistants have very positive and caring relationships with children. They have a very good understanding of children's learning needs and are alert to any potential barriers to learning. Staff are good at adapting tasks and activities for children who may require some additional help with an aspect of their learning. In all lessons observed during the inspection, tasks and activities were well planned, motivating and encouraged children to be active in their learning. Commendably, teachers are very good at giving children 'thinking time' when responding to questions during lessons and activities. As a result, children are gaining in confidence as they experience success. We have asked staff to ensure they are providing the right level of challenge for higher-achieving children. In lessons observed where a new concept was introduced, higher-achieving children already had a good understanding in this area. Parents are very satisfied with all aspects of the school's work. In the Education Scotland questionnaires, all parents said that their children enjoyed learning at school and that they were making good progress in their learning.

The curriculum supports children's development of skills and knowledge well across an appropriate range of areas. The curriculum reflects the school's aims and visions well, with a focus on developing the whole child. Children also benefit from strong Christian values, which underpin all of the school's work and children's learning. Teachers have begun to use Curriculum for Excellence guidance to help them to develop coherent curriculum programmes, for example in mathematics. Building on this approach, staff should continue with their plans to now develop a clear overview of the progression of children's learning in English and other areas of the curriculum. Teachers have made a good start to planning meaningful and relevant contexts for project-based learning. For example, children learned in depth about democracy and Scottish and UK politics as part of their project about the Scottish Referendum. They also benefited from learning about and comparing different countries and continents during geography work. Staff make some use of the outdoor area to develop children's knowledge about sustainability, by engaging in activities such as recycling, litter-picking and planting bulbs. Children are gaining enterprise skills by

making and selling jewellery and gift cards. The curriculum is enhanced further by staff with specialist skills in teaching physical education and arts and crafts.

How well do the accommodation and resources support learning?

Currently, the school continues to be located within the Robroyston Church of Scotland building. The accommodation provides three flexible teaching areas that are bright and, overall, appropriate and suitable places to learn. They are well-maintained and appropriate steps have been taken to ensure children are safe. Children also benefit from access to an enclosed garden area in which to play and learn outdoors. The accommodation provides teachers with good access to equipment such as digital projectors and plasma screens, which enhances learning. As a new school, staff, parents and children are working hard to build up a bank of stimulating and relevant teaching resources. Supporters of the school have also given freely of their time to make very helpful resources for teachers and children. As funding allows, children would benefit from having better access to ICT, such as computers, to enhance their experiences and to develop skills for learning, life and work.

How well does the school improve the quality of its work?

The school has developed good approaches to record-keeping and to tracking the progress of children's learning. It is clear that all staff and stakeholders involved with Sunrise Christian School are keen to work together to improve the quality of its work. The school actively seeks the views of parents, children and staff and have taken action as a result. For example, following feedback from staff and parents, the timings of the school day have been changed and the programme for history has been improved. Overall, however, the school's approaches to self-evaluation and improvement planning are at an early stage. We have asked the school to further develop their approaches to evaluating their work, so that improvements can be well planned and put in place to further support children's learning.

This inspection of your school found the following key strengths.

- Hard-working, confident and friendly children who are proud of their school.
- The commitment of all staff to providing a caring and welcoming environment for children.
- The ethos of teamwork and valuable support provided by a wide range of volunteers and supporters of the school.
- Children's skills in learning British Sign Language.

We have agreed the following areas for improvement with the school and Board of Governors.

- Develop an effective improvement planning process, and implement a more systematic approach to evaluating the work of the school.
- Provide children with more opportunities to take responsibility for their own learning and aspects of school life.
- Continue to develop curriculum programmes, in particular technologies, to provide progressive learning experiences across children's learning.

What happens next?

Education Scotland will copy this report to the Registrar of Independent Schools for information.

As a result of the overall quality of education provided by the school, we will make no further visits in connection with this inspection. The board of governors will inform parents about the school's progress as part of their arrangements for reporting to parents on the quality of its school.

Lesley A Johnstone
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/SunriseChristianSchoolGlasgowCity.asp>.

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the above telephone number.

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