

# Phoenixplace

Redcar Street, Camberwell, London SE5 0NA

## Inspection dates

6 February 2017

## Overall outcome

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 2, 2(1)(a) and 2(2)(h)*

- The standard inspection in May 2016 identified that pupils did not have sufficient opportunities to learn and make progress because the curriculum did not meet their needs and their attendance was poor. In the school's action plan, leaders indicated that they would review the curriculum and implement an accurate assessment system for measuring pupils' progress. Since that time, pupils' attendance has risen by 20 percentage points. Although still below national figures, the school's information on attendance is significantly better than previously.
- The previous inspection also found that some schemes of work were not fit for purpose. The action plan stated that these would be revised. As a result, schemes of work have been rewritten and now meet requirements.
- In September 2016, leaders introduced a new assessment system designed to track the pupils' progress, in terms of their attendance, behaviour and academic achievement. So far, only information on pupils' starting points has been recorded on the system because the first date on which information is due to be collected has not yet arrived. Leaders are currently relying on evidence from discussions with staff about pupils' progress, rather than on information that has been systematically collected and made available centrally for all relevant staff. Scrutiny of pupils' books shows variable assessment practice between teachers and subjects, so that it is not consistent with the school's marking policy. Work is often incomplete and sometimes contains repeated errors in grammar and spelling, so that school policy is not always followed. Overall, pupils still do not have enough opportunities to learn and make rapid progress.
- The requirements of this paragraph remain unmet.

#### *Paragraph 3, 3(a), 3(b), 3(f) and 3(g)*

- The inspection in May 2016 found that teaching was inadequate so that pupils made inadequate progress. It also found that resources for all subjects were insufficient and leaders did not check the quality of teaching effectively. Teachers did not plan or provide lessons that met pupils' needs. The action plan stated that new assessment arrangements would be introduced so that staff could help pupils acquire new

knowledge and make good progress. It also stated that more qualified staff would be employed and that staff would receive appropriate training. The school has not been able to recruit permanent and qualified staff due to falling numbers of pupils on roll. Evidence gathered from pupils' books and from the school's assessment information confirmed that pupils do not make adequate progress. Classroom resources are of variable quality and do not always inspire pupils with enthusiasm for learning. Pupils are often over-reliant on adults to support their learning. As a result, pupils do not have the necessary skills to think and learn for themselves. The requirements of this paragraph remain unmet.

*Paragraph 3, 3(c), 3(d) and 3(h))*

- The inspection in May 2016 identified that teachers did not make effective use of information on pupils' prior attainment to plan lessons. It also found that strategies for managing pupils' behaviour were ineffective. The action plan set out a range of leadership measures to rectify these problems. These measures included training for staff, so that they have the right resources to plan effective lessons and accurate assessment systems for teachers to use in their planning. School leaders also set out the intention to revise the behaviour policy. Leaders have successfully implemented all of the actions planned in this area. During the inspection, leaders were able to show convincing evidence that teachers are now given information about pupils' earlier attainment. Staff make effective use of this information to ensure that they plan activities that are set at the right level for pupils to succeed. Scrutiny of lesson planning indicates that it is of much higher quality than previously and provides for a range of teaching methods to engage pupils in their learning.
- The behaviour policy was revised in December 2016 and sets out clear procedures for rewards and sanctions. These are displayed in all classrooms on posters entitled 'Classroom Expectations' and 'Behaviour Steps'. Evidence from visits to classrooms shows that staff are using these well to promote positive behaviour that helps pupils take responsibility for their own actions. As one pupil reported, 'Behaviour is much better now and staff have really stepped up. We now do more work and are really proud of our school.' The requirements of this paragraph are met.
- Not all the requirements for this part are met.

**Part 3. Welfare, health and safety of pupils**

*Paragraph 9 and 9(b)*

- At the last inspection in May 2016, behaviour was judged to be inadequate. Pupils refused to obey school rules and did not modify their behaviour as a result of the school's actions. The action plan stated that leaders would develop a whole-school approach to the management of behaviour and agree appropriate rewards and sanctions that would be displayed around the site. Leaders planned to set agreed behaviour targets with pupils and monitor progress towards them regularly. Leaders have successfully addressed the issues highlighted in the action plan. The behaviour policy was revised in December 2016 and sets out clear procedures for rewards and sanctions. 'Classroom Expectations' and 'Behaviour Steps' posters are displayed in all classrooms. Evidence from visits to classrooms shows that staff are using these procedures well to promote positive behaviour and pupils are beginning to take responsibility for their own actions. The behaviour of pupils seen in classrooms and when moving around the school

was usually appropriate and calm. Pupils were good-humoured, polite and respectful towards each other, staff and visitors. They were well supervised at all times.

- Behaviour logs are analysed regularly to spot trends and make suitable interventions as necessary so as to minimise dangers to the well-being of staff and pupils. All staff receive good-quality training in physical intervention techniques. The school's effective monitoring records of these actions show that they are used very sparingly and only when all other strategies have failed.
- The comprehensive and effective safeguarding policy is published on the school's website. It reflects the Secretary of State's latest guidance, published by the Department for Education (DfE): 'Keeping children safe in education' (September 2016), and 'Working together to safeguard children' (March 2015).
- The leaders and governors have created a strong safeguarding ethos in the school. They take safeguarding very seriously, which is demonstrated by the very careful attention given to all pupils and their engagement with parents and external agencies.
- Leaders have ensured that the school follows the local authority's protocols for making safeguarding referrals and that effective risk assessments are in place for a range of activities. All the appropriate pre-employment checks have been carried out on newly appointed staff, who have completed the required safeguarding training, including 'Prevent' duty. This is a government training programme designed to help staff identify children who might be at risk of radicalisation.
- The school's website meets statutory requirements.
- The school meets all the requirements for this part.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34, 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- The proprietor, who is also the headteacher, has made a positive start towards meeting the unmet independent school standards.
- She and the staff have been successful in addressing all of the issues relating to pupils' behaviour and some aspects of the quality of education provided.
- Staff have the skills and knowledge and an increasingly good understanding of their roles and responsibilities in addressing the remaining unmet parts of the standards that were highlighted at the last inspection in May 2016. Nevertheless, much work is still needed to ensure that all the requirements of the independent school standards are met consistently to promote pupils' well-being, so that they make good progress in their learning. The requirements of this paragraph remain unmet.
- The school does not meet all the requirements for this part.

## **Compliance with regulatory requirements**

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. These included the standards and requirements that the school was judged as not complying with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain unmet at this inspection*

- Ensure that there is a written policy on the curriculum, supported by appropriate schemes of work, which are implemented effectively (paragraph 2(1), 2(1)(a)).
- Ensure that the curriculum gives all pupils the opportunity to learn and make progress (paragraph 2(2)(h)).
- Ensure that teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a)).
- Ensure that teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b)).
- Ensure that teaching utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(f)).
- Ensure that teaching demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3(g)).
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils (paragraphs 34, 34(a), 34(b), and 34(c)).

### **The school does meet the following independent school standards**

- Ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
- Ensure that teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraph 3(d)).
- Ensure that teaching utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3(h)).
- Ensure that a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour (paragraph 9(b)).

## School Details

Unique reference number	141701
DfE registration number	210/6007
Inspection number	10026808

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Specialist education provision for girls
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	10
Number of part-time pupils	1
Proprietor	Sophie Nelson
Chair	Lynda Carmody
Headteacher	Sophie Nelson
Annual fees (day pupils)	£23,750–£32,000
Telephone number	0207 703 7189
Website	<a href="http://www.phoenixplace.co.uk">www.phoenixplace.co.uk</a>
Email address	<a href="mailto:info@phoenixplace.co.uk">info@phoenixplace.co.uk</a>
Date of previous standard inspection	4–6 May 2016

## Information about this school

- Phoenixplace provides specialist alternative provision for girls who experience social, emotional and mental health difficulties and cannot continue their learning within a mainstream educational setting.
- Pupils are placed in the school by their local authority. Most have been permanently excluded or were in danger of being excluded from their schools. There are six pupils who have a statement of special educational needs or an education, health and care (EHC) plan.
- The school opened in November 2014 in the London Borough of Southwark. It was

registered with the Department for Education (DfE) in January 2015 to admit a maximum of 28 pupils aged 11 to 16 years. The school asked the DfE to extend the age range to 11 to 18 years. A material change inspection took place in November 2015 and found that the school was unlikely to meet the relevant independent school standards if this change was implemented. The inspection also recommended to the DfE that, with immediate effect, the maximum number of pupils be reduced to 24.

- In May 2016, Ofsted undertook a standard inspection of the school and judged it to be inadequate. The school drew up an action plan for improvement in response to the report. This was evaluated in September 2016 and judged to be 'acceptable with modifications'.
- The school does not have any religious affiliation. It is based in the Brandon Baptist Church and has sole use of the premises during the week. The church uses the building during weekends.
- The school meets requirements for the publication of specified information on its website.
- The school does not make use of any off-site training.
- There were no responses to the Ofsted online survey (Parent View).
- Since the last inspection there have been a number of staffing changes.
- The school aims 'to re-engage pupils back into learning, improving self-esteem and life-skills through programmes that improve their social, emotional and mental health difficulties.'

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged not to comply with at its previous inspection.
- The inspection was carried out without notice.
- The inspector was asked to report against the requirements contained within Parts 1, 3, and 8 of the independent school standards.
- This is the first progress monitoring inspection since the full standard inspection in May 2016 to judge whether the school has met all the independent school standards.
- The inspector visited two classes to observe learning and to look at pupils' work. He spoke to pupils informally and held discussions with the senior staff. He also scrutinised a range of documentation related to the independent school standards, including teaching plans and information about pupils' behaviour and progress. The inspector also reviewed key documents and policies, including those related to safeguarding and child protection.

## Inspection team

David Scott, lead inspector

Ofsted Inspector

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