

Phoenixplace

Redcar Street, Camberwell, London SE5 0NA

Inspection date

20 April 2017

Overall outcome

The school meets 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)

- In February 2017, the first progress monitoring inspection identified that the recently introduced assessment system had information only on pupils' starting points. This was because the first date on which information about their progress was due to be collected had not yet arrived. Scrutiny of pupils' books during that inspection showed variable assessment practice between teachers and subjects and that it was not consistent with the school's marking policy. As a result, pupils did not receive enough feedback to enable them to learn and make rapid progress. Since that time, the first set of data about the pupils' progress has been entered on the school's assessment system. The data seen shows that teachers are now able to check pupils' progress across a range of subjects and areas, including their well-being and behaviour. The curriculum and the marking and assessment policies have been revised. Suitable training has been given to staff to enable them to put the policy changes into practice. Evidence in pupils' books shows that feedback is now in line with school policy and that pupils receive helpful advice, which enables them to make good progress.
- The requirements for this paragraph are now met.

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

- The progress monitoring inspection in February 2017 identified that leaders had not been able to recruit suitably qualified and permanent staff due to falling numbers of pupils on the roll. Evidence from pupils' books and from the school's assessment information showed that pupils were not making adequate progress. Classroom resources were of variable quality and pupils were often relying too much on adults to support their learning. Since that time, leaders have recruited a qualified teacher and two qualified subject-specialist tutors in English and mathematics. Leaders have bought new resources, such as online literacy and numeracy programmes, five laptops and four digital cameras to provide a more stimulating learning environment. These and other good-quality classroom resources are now being used effectively to inspire pupils with enthusiasm for learning. Staff have received appropriate training in providing the right levels of support to pupils so that they apply themselves and are not too dependent on adults to guide their learning. The evidence from the lessons seen during this inspection indicates that the training has been effective in improving pupils' ability to think for themselves.

- During the inspection, leaders were able to show convincing evidence that teachers are now using information about pupils' earlier attainment and ongoing progress to plan appropriate and interesting activities. Pupils are achieving well as a result.
- The requirements for this paragraph are now met.
- The requirements for this part are now met.

Part 6. Provision of information

Paragraph 32(1) and 32(1)(c)

- Although this aspect was met at the time of the last inspection, Department for Education (DfE) protocols state that this aspect must be checked at each subsequent inspection.
- The school's comprehensive and effective safeguarding policy reflects the Secretary of State's latest guidance, '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. For example, 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 in the '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 requirements for this paragraph continue to be met.
- The requirements for this part continue to be met.

Part 8. Quality of leadership in and management of schools

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

- The proprietor, who is also the headteacher, has made good progress towards covering the previously unmet independent school standards, identified at the last monitoring inspection in February 2017. Leaders have bought good-quality learning resources and appointed staff to help them make the improvements required to meet the independent school standards.
- Staff in leadership posts have demonstrated that they have the necessary skills and knowledge for their roles, and are fulfilling them effectively. They have a good understanding of their responsibilities for meeting all the parts of the standards that were highlighted as unmet at the last inspection in February 2017.
- The requirements of this paragraph are met.
- The school meets all the requirements for this part.

Compliance with regulatory requirements

The school meets 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. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

- 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 (paragraph 34(1), 34(1)(a), 34(1)(b), and 34(1)(c)).

School details

Unique reference number	141701
DfE registration number	210/6007
Inspection number	10034016

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	9
Number of part-time pupils	0
Proprietor	Sophie Nelson
Chair	Linda Carmody
Headteacher	Sophie Nelson
Annual fees (day pupils)	£23,750–£36,000
Telephone number	0207 7037189
Website	www.phoenixplace.co.uk
Email address	info@phoenixplace.co.uk
Date of previous standard inspection	4–6 May 2016

Information about this school

- Phoenixplace provides specialist alternative day school 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 authorities. Most have been permanently excluded or were in danger of being excluded from their schools. All pupils 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 were to be 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.
- In February 2017, the school received its first progress monitoring inspection, when it was found that some standards still remained unmet. The DfE decided not to ask leaders to draw up an action plan for improvement in response to the report.
- 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 education or training.
- There were no responses to the Ofsted online survey (Parent View).
- 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, 6 and 8 of the independent school standards.
- 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'.
- This is the second progress monitoring inspection since the full standard inspection in May 2016.
- Its purpose was to judge whether the school has met all the independent school standards.
- The inspector visited three 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 information about pupils' 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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