

# Inspection of Phoenix Primary School

Birchfield Road, Liverpool, Merseyside L7 9LY

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Inspection dates: 14 and 15 June 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Pupils feel safe and happy at Phoenix Primary School. They are proud to be part of the 'Phoenix family'. They enjoy the inclusive nature of the school. This is because staff take time to get to know pupils and children in the early years. All are made to feel welcome. Pupils said that staff help them if they have any problems. They are confident that if bullying or falling out were to occur, staff would sort it out quickly.

Staff have high expectations of pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these high expectations. They behave well and work hard. At breaktimes, pupils play happily together. They are polite and well mannered.

Pupils enjoyed taking part in the different clubs and activities that were available before the pandemic. These included clubs in tennis, yoga and choir. These clubs are slowly returning. Currently, pupils are excited that events, such as visiting a university, have been reintroduced. Some pupils enjoy taking on responsibilities, such as being school councillors or digital leaders.

## **What does the school do well and what does it need to do better?**

Leaders, including governors, have a clear understanding of the school's strengths and areas for improvement. They are committed to ensuring that pupils and children achieve well and develop strength of character. Leaders have created a broad and rich curriculum that develops pupils' interest in the world around them. Across most subjects, leaders have identified the essential knowledge and skills they want pupils to know and remember. They have thought carefully about how to organise the curriculum so that it meets the needs of pupils, including those who are part of the specially resourced provision for pupils with SEND (specially resourced provision). Pupils achieve well across a range of subjects.

Leaders provide effective training for staff. Teachers use their strong subject knowledge to ensure that pupils, including children in early years, learn and remember their learning. However, in a few subjects, leaders are at an early stage of implementing a new curriculum. In these subjects, some pupils are not retaining key knowledge over time as well as they should.

Leaders place a high priority on pupils learning to read. They have made improvements to the delivery of the phonics curriculum. They have also ensured that staff are well trained to teach phonics. As soon as children join in the early years, they learn and practise the sounds they need to know. Pupils read books that match the sounds they know. This helps them to become confident, fluent readers. Staff quickly identify pupils who are at risk of falling behind with their reading skills. This includes pupils at the early stages of reading in key stage 2. Leaders put effective support in place, which helps pupils to catch up quickly.

Leaders make sure that pupils' additional needs are identified correctly and quickly. This helps staff to understand the needs of pupils with SEND. This begins in the early years. Leaders carefully consider the additional support that pupils with SEND may need to be successful and make sure that they receive this support. Staff work well with external agencies to support pupils whose needs are more complex, including pupils who are part of the specially resourced provision. Pupils with SEND achieve well.

Leaders have created a positive culture where pupils succeed. Pupils behave well in lessons and around the school. They enjoy learning and are keen to do their best. Classrooms are calm, purposeful places where pupils learn without disruption.

Leaders provide pupils with a range of opportunities to develop as young citizens. For example, pupils learn to take care of their emotional well-being and show great care and consideration towards others. Pupils learn about different faiths and cultures in modern Britain. However, the personal development curriculum does not build pupils' wider development in a logical way. For example, there are limited opportunities for pupils to develop their talents and interests. As a result, at times, pupils' personal development is not as effective as it could be.

Staff morale is high. They feel motivated and valued. They appreciate how leaders are mindful of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have effective systems in place to prioritise pupils' safety. Regular training ensures that staff can quickly spot any signs that a pupil might be at risk of harm. Staff act promptly to report any concerns that arise. Leaders take swift action in a thorough manner. They make timely referrals and work effectively with external agencies. This ensures families and pupils get the support they need.

Leaders have developed a curriculum that helps pupils to manage risks to keep themselves safe. This includes learning about online safety and healthy relationships.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, staff are in the early stages of implementing a new curriculum. As a result, pupils are not embedding their knowledge and skills as deeply or achieving as well as they do in the other subjects. Leaders need to ensure that all subjects are sequenced effectively so that pupils build the knowledge necessary across the curriculum.

- Leaders have not thought carefully enough about pupils' personal development. Consequently, the personal development curriculum is disjointed. This means that, at times, pupils do not benefit from a wide range of opportunities which develop their interests and talents. Leaders should ensure that pupils benefit from an ambitious and rich set of experiences that broaden their horizons and helps pupils to become responsible and active citizens.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	133702
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	10199697
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	223
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Philip Daniels
<b>Headteacher</b>	Susan Jones
<b>Website</b>	<a href="http://www.phoenixprimaryliverpool.co.uk">www.phoenixprimaryliverpool.co.uk</a>
<b>Date of previous inspection</b>	22 and 23 March 2016, under section 5 of the Education Act 2005

## Information about this school

- The school hosts a specially resourced provision for 30 pupils. At the time of the inspection, 30 pupils were on roll in this provision. All of these pupils have complex SEND.
- Leaders use one registered alternative provider.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in the following subjects: early reading, mathematics and history. As part of the deep dives, inspectors met with leaders to discuss the curriculum, visited lessons with senior leaders, met with teachers and looked at pupils' work. They also looked at the curriculum and pupils' work in science, geography, and art and design. Inspectors met pupils from the lessons

visited. They met with the teachers from the classes visited. Inspectors also listened to pupils reading.

- Inspectors looked at the single central record and checked the school's systems for monitoring and reporting safeguarding concerns. They also met with the designated safeguarding leader.
- Inspectors met with the special educational needs coordinators to help evaluate provision and practice for pupils with SEND.
- Inspectors spoke with a range of staff and pupils to find out what it is like to be a pupil, or to work, in this school.
- Inspectors reviewed key documents, including the school's self-evaluation form, school action plans and monitoring records.
- An inspector met with a group of governors, including the chair.
- An inspector met with a representative from Liverpool Local Authority.
- Inspectors considered all survey responses, including those from pupils, staff and parents. This included taking into account the free-text responses to Ofsted Parent View. Inspectors also spoke with parents.

### **Inspection team**

Simon Hunter, lead inspector

Her Majesty's Inspector

Sarah Barraclough

Her Majesty's Inspector

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