

StreetVibes Media Academy

6 Eltham High stree, London, SE9 1DA

Inspection dates 25–27 June 2014

Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- Very effective leadership by the director, headteacher and senior leaders has created a clear vision for the future for the school.
- Students make good progress and achieve well as a result of good teaching. They achieve particularly well in music and creative media courses.
- Students generally behave well in lessons and around the school. Their relationships with staff are trusting and respectful.
- Students increasingly enjoy attending school and, as a result, attendance has risen since the last inspection.
- The school’s arrangements for keeping students safe and secure are good. As a result, students feel safe and valued and parental satisfaction is high.
- As a result of good teaching, most students successfully re-engage with education and achieve well. The very large majority proceed into college-based training when they leave.
- The proprietors ensure that teaching and achievement are good. They make sure that all the independent schools’ standards are met and that the school is in a position to educate and safeguard students well.

It is not yet outstanding because

- Not all teachers give students work that challenges them, particularly the most able.
- Information on students’ progress and attendance is not always analysed by different student groups, so that comparisons can be made with similar schools.

Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) regulations 2012 (‘the independent school standards’) and associated requirements.

Information about this inspection

- This inspection took place with one day's notice.
- The inspector observed five lessons or parts of lessons. He held informal discussions with Year 11 students.
- There were too few responses to the online survey, Parent View, to provide a meaningful analysis. The inspector took account of the school's own surveys of parents' and carers' views.
- The inspector considered nine responses to the staff questionnaire. He held discussions throughout the inspection with the director, headteacher, senior leaders and other staff.
- The inspector reviewed key documents and policies and scrutinised students' files and the school's information about students' attainment and progress.

Inspection team

David Scott, Lead inspector

Additional Inspector

Full report

Information about this school

- StreetVibes Media Academy is an independent special day school situated in Eltham, South East London. It caters for boys and girls aged from 13 to 19 years who are at risk of permanent exclusion. All students have had a history of disrupted education or have displayed challenging behaviour.
- The school is registered to admit up to 40 students and seeks to provide specialist courses in music, creative and digital media. At the time of the inspection, there were 18 students on roll and there are more girls than boys. All students are placed by local schools or directly by local authority exclusion panels.
- Almost all students have significant special educational needs with two having a statement of special educational needs. The majority of students are of White British heritage. An average proportion are from minority ethnic heritages, as are those students who speak English as an additional language or are at the early stages of learning English.
- All full-time students access off-site sport and physical education (PE) at the Frank Bruno Boxing Academy, which is based at The Priory School, Orpington, Kent.
- The school aims to 'value and care about each student that motivates and develops their individual talents'.
- As part of its work in the community, the school provides specially designed courses for students who are at risk of exclusion, have poor participation or low achievement, to 35 local schools.
- The school was first registered in January 2010, and received its first full inspection in March 2011. An emergency inspection visit was made in June 2013. A short monitoring inspection in December 2013 checked the school's progress against its action plan and found that the school was meeting all the required standards for independent schools.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding to enable all groups of students to make more rapid progress by ensuring that:
 - all teachers give students work that fully stretches them, particularly the most able.
- Strengthen further the analysis of information on students' progress and attendance by:
 - ensuring that the information is clearly presented to enable comparisons to be made between different groups of students and their performance with similar schools.

Inspection judgements

Achievement of pupils

Good

- Most students enter the school with attainment that is often much lower than expected for their age. This is because many have difficult histories and have had negative experiences and poor attitudes to learning in their previous schools. As a result, many students lack confidence and have significant gaps in their learning, often because of erratic patterns of attendance and exclusion from school.
- Progress in English and mathematics is good. It is better than previously as a result of the school's focus on improving students' literacy and numeracy skills. By the time they leave in Year 11, although standards are below average in English and mathematics, they are steadily rising. Students do well because teaching is good and there are a good range of courses provided for them.
- Students have regular opportunities to practise their reading. A good example of this was seen during a literacy session. Here, students were confident in reading aloud new words they had discovered in preparation for composing lyrics for a song.
- Disabled students and those with special educational needs, including those from different ethnic heritages and those new to learning English, make good progress and achieve well. The school ensures that all different groups of students have an equal opportunity to achieve well.
- Students make particularly good progress in music and creative media courses as a result of the highly specialised coaching they receive. As a result, the very large majority of students proceed to music and media college-based training, with some taking construction or hair and beauty courses.
- Achievement is not yet outstanding because not all students, particularly the most able, make the progress they are capable of.
- All full-time students spend part of their timetable studying sport and physical education off site. Their progress is good and arrangements for checking their safety, work, attendance, punctuality and behaviour are very effective.

Quality of teaching

Good

- The quality of teaching is consistently good over time. Teachers assess students' abilities on entry and use this information to plan interesting activities, at the correct level, to capture their interest and enthusiasm.
- Students make good progress in grasping new skills, for example, when they have the opportunity to discuss their ideas and answer searching questions. However, the most successful approaches to learning are not always adopted across the school to enable all students to make rapid progress, particularly the most able.
- Disabled students and those with special educational needs receive good support, for example, individual attention, encouragement and guidance from teaching assistants. This enables them to gain confidence in completing their work and in giving their responses to the whole class in discussions.
- Students respond positively when activities are specially tailored to their interests and enthusiasms. For example, during a music composition workshop, students worked successfully practising new techniques to form a backing track for a song. Effective approaches such as well-planned hands-on practical activities, involving teamwork and working together, ensure students are totally engrossed in their work and make good progress.
- Students who take part in the off-site physical education and sports activities learn well. Staff who work with them ensure they know how well they are doing and what needs to be done to improve their skills.
- Teaching is not yet outstanding because some students have not achieved consistently as well

as they should. This is because not all teachers give students work that fully stretches them, particularly the most able.

Behaviour and safety of pupils

Good

- The behaviour of students is good in classrooms and around the school. Behaviour policies are in place and staff mostly use them effectively using rewards to help motivate students. Overall, students have positive attitudes to learning, with just the occasional lapse when they become distracted and lose concentration.
- Students generally show respect for each other and adults, and for their classrooms. Despite the challenges many students face, disruptive incidents and anti-social behaviour are rare. This is as a result of staff enabling students to reflect on their actions, and the support and guidance they are given to improve their behaviour.
- The school's work to keep students' safe and secure is good. The required safeguarding policies and checks on adults are in place to ensure students are safe and secure. Effective induction procedures and teachers' promotion of safe practices in the classroom ensure that students have a good understanding of how to stay safe while using the internet. Leaders ensure that those who learn away from the school are safe.
- Through personal, social, health and citizenship education (PSHCE) students learn to challenge stereotypes and present their views in a balanced way. They also develop a good understanding of the different types of bullying, including cyber bullying, and what to do if it occurs. There are few recorded incidents of racist behaviour or homophobic comments. Systems to promote equality of opportunity ensure that discrimination of any kind is not tolerated.
- The promotion of students' spiritual, moral, social and cultural awareness is woven into the school day and meets the requirements of the independent school standards. They have the opportunity for reflection through tutorial time at the beginning of each day. Cultural diversity is celebrated and respected, particularly through students' participation in music and media productions. This enhances their self-confidence and communication skills.
- The school's records show that students arrive with erratic patterns of attendance and punctuality. As they settle in, they enjoy attending StreetVibes because they feel valued and supported and appreciate the help provided by staff. As a result of more rigorous checks, attendance levels have risen since the last inspection.
- Behaviour is not yet outstanding because a few students do not yet have the necessary skills to learn effectively, for example when working on their own, and are sometimes over reliant on adult supervision and support.

Leadership and management

Good

- The director, headteacher and senior leaders have set out a clear vision for the future of the school. They have communicated high expectations of students' attitudes to learning and behaviour to students, staff and parents and carers. The school fulfils its aim of valuing and developing each individual student's talents by giving them the necessary skills and self-confidence to prepare them for the next stage of their education.
- The headteacher, who is a practising musician and recording artist, is a particularly skilled leader and manager. He is held in high esteem, particularly by the students. As one commented, 'He is great, and knows just how to manage us and the staff.' The large majority of staff are proud to work at StreetVibes.
- Senior leaders check students' learning and teaching, and as result, have an accurate view of their quality. Procedures for setting targets for teachers are in place and leaders and proprietors ensure that salary increases are not awarded unless staff have met their targets, based on students' progress. They know how well the school is doing.

- Information on students' progress is collected and used by teachers to check their progress and set challenging targets for improvement. However, students' progress and rates of attendance are not always clearly presented and analysed by different student groups, so that their performance can be compared with similar schools nationally.
- The proprietors have ensured that all the independent schools' standards are met and that the school is in a position to educate and safeguard students. There are robust systems to ensure that students' welfare, health and safety comply with current government guidelines.
- Leaders ensure that a range of training opportunities is available to improve the quality of teaching and the management of behaviour. For example, leaders have used the school's own video footage of classroom practice to analyse the best techniques to de-escalate any challenging behaviour and promote positive attitudes to learning.
- Leaders promote students' spiritual, moral, social and cultural awareness extremely well. Numerous opportunities are provided for students to consider other cultures, faiths and religions through tutor time and participation in music and media performances.
- Safeguarding procedures meet current requirements.
- Highly effective links have been established with the local authority and with social care agencies that support students' learning, particularly when they are in danger of not doing so well. Staff communicate well with parents and carers, who are provided with all the information they are entitled to receive.
- The premises and accommodation are well maintained, clean and free from graffiti and litter. Classrooms are well equipped with state-of-the-art technology that provides students with a stimulating place to learn.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	130826
Inspection number	442977
DfE registration number	203/6041

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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	Special day school
School status	Independent
Age range of pupils	13–19
Gender of pupils	Mixed
Number of pupils on the school roll	18
Number of part time pupils	10
Proprietor	StreetVibes UK Ltd
Chair	Ian Elwick
Headteacher	Orlando Clement
Date of previous school inspection	10 December 2013
Annual fees (day pupils)	£12,675
Telephone number	020 3031 8240
Email address	info@streetvibes.org

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