

Inspection of StreetVibes Media Academy

6 Eltham High Street, London SE9 1DA

Inspection dates: 26–28 November 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

StreetVibes Media Academy serves its pupils well. Pupils who attend this school have usually had a poor experience of education in the past. Staff understand each pupil's specific needs and are determined that pupils will get back on track with their education. They continually look for ways to help pupils overcome their difficulties, so that they can achieve well. They do. This is because of the high-quality care and support pupils receive.

Pupils settle quickly into the expectations of the school and most behave well. Teachers help pupils make the right choices about how to behave. The school does not tolerate bullying. If it happens, staff do everything they can to stop it. Teachers have also made sure pupils feel safe to express their identity.

Leaders have created a good balance between pupils' academic and personal development. Pupils enjoy learning a broad range of subjects. They contribute well in discussions and respect each other's opinions. Staff carefully consider pupils' needs when planning lessons and activities.

Pupils are well prepared for their next steps, whether they return to mainstream school, leave at the end of Year 11 or move into the school's post-16 provision.

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

Leaders make sure that pupils joining the school are ready to learn. This is particularly important because many pupils have not had good experiences of school before joining StreetVibes Media Academy.

Leaders find out as much as possible about pupils' prior learning when they join the school. They use this information well to design a bespoke learning programme for each pupil. The activities which teachers plan and deliver help pupils to build their knowledge over time.

Staff are successful in getting reluctant pupils to attend school. Some pupils have been out of full-time education for a considerable period of time. Teachers build pupils' self-confidence and show them that they can achieve. Most pupils show positive behaviour and attitudes the longer they stay at the school. The order in which things are learned is usually well planned. Teachers use assessment to determine pupils' starting points. Through everyday interactions, staff find ways to build pupils' resilience and self-esteem. Teachers plan activities carefully to develop pupils' reading skills. Nevertheless, not enough importance is placed on developing pupils' interest in reading for pleasure. The availability of suitable reading books for pupils with different reading abilities is limited.

Pupils remain in the school for varying periods of time, from under a week to a number of terms. In English, mathematics and science teachers give thought to what pupils need to know and sequence lessons carefully. However, because

some teachers have not had sufficient training in assessment, they give less thought to the way they review pupils' remembrance of what they have learned.

In Years 10 and 11, as well as studying English, mathematics and science, pupils work towards qualifications in creative media. Here, students apply what they are learning to real-life situations and develop skills that will help them in later life.

The school's personal, social, health and economic education programme, delivered as citizenship, is extensive. Topics include personal safety, understanding identity, and relationships. It is designed to help pupils prepare well for adulthood. Teachers promote fundamental British values. For example, pupils experience democratic decisions at first hand through the student council's work.

Teachers are knowledgeable about their subjects. They use quality resources to help pupils learn. In creative media, pupils use industry standard equipment to help them develop their knowledge of film, music and script writing.

A key strength of the school is how well staff know and provide for the individual needs of each pupil. This includes pupils with special educational needs and/or disabilities (SEND). Staff work closely with parents to help them support their children at home. Leaders model the behaviour they expect from all staff, and staff replicate this. They speak to pupils sensitively and calmly. Leaders make sure that staff are well trained to deal with difficult situations. When pupils have difficulties, they are well managed by staff and so minimise any disturbance to the learning of others.

The proprietor ensures that the school meets all the independent school standards. The proprietor sets the strategic direction of the school and has as a clear oversight of the school's work.

The school complies with schedule 10 of The Equality Act 2010. It has a suitable accessibility plan. The school's safeguarding policy takes account of the Department for Education's latest guidance. It is published on the school's website for parents and others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know that many of the pupils at the school are vulnerable. Leaders make sure that all staff are well trained. Staff are vigilant to the signs that a pupil may need extra help. Leaders act on these concerns, involving outside agencies when needed. Leaders are tenacious. They challenge and chase if they believe that a pupil is not getting the right support.

The school's safeguarding policies and procedures are clear and detailed. Leaders

carry out all required checks on new staff before they start work at the school.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders should build on the work that they are doing to promote reading. Pupils should be encouraged to read more widely outside of their lessons in order to gain fluency and comprehension skills more quickly.
- Leaders need to provide staff with further training about how to use assessment to review pupils' learning, and consequently help them know more and remember more.

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 Ofsted Parent View information 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're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	136100
DfE registration number	203/6041
Local authority	Greenwich
Inspection number	10115247
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	20
Number of part-time pupils	0
Proprietor	Sonia Ramanah
Headteacher	Orlando Clement
Annual fees (day pupils)	£19,110
Telephone number	020 3031 8240
Website	www.streetvibes.org
Email address	info@streetvibes.org
Date of previous inspection	17–19 January 2017

Information about this school

- StreetVibes Media Academy is an alternative provision situated in Eltham, South East London. The school caters for pupils who have been excluded or are at risk of exclusion from mainstream school.
- Although it is registered for pupils aged 11 to 19, the school caters for pupils from age 11 to 16. Post-16 provision at the school is funded through the Education and Skills Funding Agency and therefore these students are reported on separately.
- The school does not make use of alternative provision.

Information about this inspection

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

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the proprietor and headteacher. The proprietor is also the school's designated safeguarding lead member of staff.
- Subjects considered as part of this inspection were English, mathematics and creative media. We carried out lesson visits to see these subjects being taught and looked at pupils' work. We talked to pupils about their learning and spoke to teachers who taught these subjects.
- We scrutinised several documents, including those relating to safeguarding and child protection. We checked that the single central record of staff employment checks contained all required information.

Inspection team

Carolyn Dickinson, lead inspector

Her Majesty's Inspector

Alison Moore

Ofsted Inspector

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