

StreetVibes Media Academy

Independent special school standard inspection report

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| DfE registration number | 203/6041 |
| Unique Reference Number (URN) | 136100 |
| Inspection number | 364340 |
| Inspection dates | 22–23 March 2011 |
| Reporting inspector | Mike Thirkell |

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Purpose and scope of the inspection

This inspection was carried out by Ofsted 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.^{1, 2}

Information about the school

StreetVibes Media Academy is a small independent special day school which has been established on its current site in south London since January 2010. It is run as a non-profit-making organisation and receives funding from a number of organisations including Youth Music, Children in Need and the Skills Funding Agency. The school seeks to provide education in music and creative media for young people, and these underpin the curriculum. All students have had a history of disrupted education and personal development or have displayed challenging behaviour. The school is registered to provide up to 40 places per day, for students aged between 13 and 19 and there are currently 34 students on roll, all between 14 and 16 years of age. Three students attend the school full time and a further 31, who are registered at other local schools, attend on a part-time basis. All students are placed by local schools or directly by local authority exclusion panels. There are no full-time students with statements of special educational needs. Eighteen part-time students who have statements of special educational needs receive specialist support at their placing schools. In addition to its provision for these students the school provides holiday and after-school activities for young people from the local community as well as its own students; these were not the subject of this inspection. This is the school's first inspection by Ofsted since becoming registered as an independent school in 2010.

Evaluation of the school

StreetVibes Media Academy has quickly become established and provides a good quality of education relevant to the needs of its students, having made good progress in meeting its aims since it was registered. Students of all abilities make good progress, as teaching is good and students say that they enjoy being at the school; they show interest in their lessons and are supported by the positive relationships they have with their teachers. Students' spiritual, moral, social and cultural development is good and is enhanced by a range of interesting learning opportunities and experiences. Students' behaviour is good; their attendance is satisfactory but punctuality is sometimes poor despite the school's good procedures for following up lateness and reasons for absence. All procedures relating to

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

safeguarding and welfare are secure. The school meets all the regulations for registration as an independent school.

Quality of education

The curriculum is good and meets the needs of students of all ages and abilities. It meets the needs of both full- and part-time students and provides them with good opportunities to make progress, reflected by results in accredited vocational examinations at the end of Key Stage 4. The curriculum policy provides an effective guide to the provision and is supported by an appropriate range of schemes of work. BTEC vocational courses in creative media production are provided at entry level, level 1 and level 2. Additional courses based on the Arts Qualifications Award (AQA) and the National Open College Network (NOCN) provide additional 'bit size' and entry level modules of work. This ensures a range of courses suited to both full- and part-time students, and their wide range of ability and previous educational experiences. The curriculum provides students, in particular those that attend full time, with an effective pathway for their future learning and development. Most students who attended the school last year continued their education into further education. The curriculum ensures access to all the required areas of learning for full-time students through specific lessons in literacy and numeracy, personal, social and health education (PSHE) and citizenship. Students attend a local sports centre as part of their timetabled activities each week, but these activities are not extensive. The nature of lessons and the small size of all classes ensure that all students have good opportunities for developing skills in speaking and listening. Students comment that they value the small classes and the opportunity that these provide to speak to their teachers and for their views to be listened to. They have many opportunities for extra-curricular activities through after-school and holiday music and media courses.

The quality of teaching and assessment is good. Teachers are well qualified and all have had experience in creative media prior to becoming teachers. This encourages students' positive response to learning opportunities and supports their good progress overall. Teachers manage their classes well and have high expectations in relation to students' behaviour and conduct in classes. The students, all of whom have previously experienced difficulties in their education, respond very well and show developing skills and understanding in the vocational aspects of their work and in literacy and numeracy. Group work and discussions, strong features of lessons, encourage students to think creatively and express their views. Lessons are planned carefully to enable teachers to have time to speak with students individually about their work, respond to their individual learning needs and to provide encouragement.

Teachers show a good understanding of the students' learning needs supported by the school's own data and information received from their previous or other schools. Questioning is used well in groups to encourage students who may be reluctant to express their views about their work, as well as to challenge those who learn more quickly. Resources are used effectively in all classes to support learning. The school

is rich in the range of resources available. Learning assistants make a positive contribution to teaching and learning.

There is a clear framework for assessment. Assessment is good and closely linked to requirements of the vocational courses. An initial assessment by the school guides an appropriate starter level for the course to be followed and during the first three weeks of the students' attendance their teachers provide an additional assessment. Work is formally assessed regularly by internal and external verifiers. Teachers mark students' coursework regularly and consistently and have frequent opportunities to speak with their students about their work. The school emphasises the importance of regular feedback to encourage and motivate students.

Spiritual, moral, social and cultural development of pupils

The school makes good provision for students' spiritual, moral, social and cultural development. It emphasises the importance of the role of mentor to all full- and part-time students, in encouraging them and providing support if they fall behind with work. This helps students to develop self-knowledge through evaluation of their own work, response and motivation. A key component to this is an autobiography compiled by each student, which can be produced in written or graphic form or provided through a song or poem produced in audio form. Through encouragement and support students develop self-esteem and self-confidence. They are encouraged to know the difference between right and wrong through guidance received in PSHE which is supported on occasions by local police officers. Students say that they enjoy being at the school; they are encouraged to lead healthy lives. Attendance is satisfactory, and improving, but punctuality is sometimes poor despite the school's good procedures for following up lateness and reasons for absence.

Students are encouraged to behave well and they respond appropriately and their behaviour is good, supported by positive relationships and the high expectations which are consistently applied by staff. Strong emphasis is placed on developing social skills and understanding the expectations for behaviour, as, for example, when a teacher emphasised the importance of dress and conduct prior to a filming project. The school insists that to be better citizens they have to know and follow particular rules. Students show initiative through their contribution to the range of activities, including music productions. A Youth Award sponsored concert at the O2 arena gives all students the opportunity of contributing to the school community.

A range of visits provides students with good opportunities to develop a broad knowledge of public institutions and services in England. They meet the police in a positive context and learn about the role of social service through the support of the local authority, as well as making visits to the BBC and Houses of Parliament as part of their course. Such experiences help prepare them for their future working and adult lives as worthwhile citizens. They learn about other cultures through a range of activities, including through studying music from around the world. The school takes

every opportunity to promote tolerance and harmony between different cultural traditions.

Welfare, health and safety of pupils

The school's arrangements for safeguarding and promoting the welfare of students are good. Students are well supervised and they say that they feel safe. All the required policies, including those relating to the prevention of bullying, health and safety, first aid, child protection and behaviour, are suitably implemented. A document for the recording of sanctions applied in cases of poor behaviour is maintained appropriately. Precautions relating to fire and its dangers and the means of emergency evacuation of the building are clearly in place. All fire checks undertaken by the appropriate authorities, as well as regular fire drills, are carefully recorded in school files. Appropriate training has been undertaken by key staff in relation to both child protection and first aid. Risk assessments for all visits out of school are completed diligently. The school complies with the requirements of the Disability Discrimination Act 1995, as amended.

Suitability of staff, supply staff and proprietors

The school now complies with all regulations relevant to the suitability of staff, including all members of the proprietorial body. The central register of staff appointments meets all requirements.

Premises and accommodation at the school

The premises are well suited to the needs of the school and its courses. Arrangements for security are thorough. All classrooms and other parts of the school are well maintained and are well decorated. Corridors are kept clear for evacuations, helped by the ample amount of storage space available. All classrooms are of suitable size to enable effective teaching and provide good accommodation for all students, including those with special educational needs and/or disabilities. Furniture is well chosen for the courses offered. The school now provides suitable facilities for students who may become ill during the school day.

Provision of information

The school provides all the required information for parents, carers and others. Information is accurate and up to date and is provided through the prospectus and the handbook for parents and carers, and includes that relating to bullying, child protection and making complaints. Communications with local authorities include the provision of accounts of expenditure relating to placed students. The results of students' achievements in their courses are published annually. Reports to parents and carers and other involved bodies are provided regularly. Although good in most respects, reports to parents and carers have limited specific reference to literacy and numeracy.

Manner in which complaints are to be handled

Policies and procedures relating to the handling of complaints are appropriate.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Extend the range of opportunities for physical education and games.
- Include specific reference to literacy and numeracy in reports to parents and carers.

Inspection judgements

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|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
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The quality of education

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|--|--|---|--|--|
| Overall quality of education | | √ | | |
| How well the curriculum and other activities meet the range of needs and interests of pupils | | √ | | |
| How effective teaching and assessment are in meeting the full range of pupils' needs | | √ | | |
| How well pupils make progress in their learning | | √ | | |

Pupils' spiritual, moral, social and cultural development

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|--|--|---|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development | | √ | | |
| The behaviour of pupils | | √ | | |

Welfare, health and safety of pupils

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|--|--|---|--|--|
| The overall welfare, health and safety of pupils | | √ | | |
|--|--|---|--|--|

School details

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| School status | Independent | | |
| Type of school | Special day school | | |
| Date school opened | 2010 | | |
| Age range of pupils | 13–19 | | |
| Gender of pupils | Mixed | | |
| Number on roll (full-time pupils) | Boys: 3 | Girls: 0 | Total: 3 |
| Number on roll (part-time pupils) | Boys: 20 | Girls: 11 | Total: 31 |
| Number of pupils with a statement of special educational needs | Boys: 9 | Girls: 9 | Total: 18 |
| Annual fees (day pupils) | £10,140 | | |
| Address of school | 6 Eltham High Street, London, SE9 1DA | | |
| Telephone number | 020 3031 8240 | | |
| Email address | info@streetvibes.org | | |
| Headteacher | Mr Orlando Clement | | |
| Proprietors | Miss Sonia Ramanah and Mr Orlando Clement | | |