Inspection of SV Academy

Inspection dates:	12 to 14 October 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Education programmes for young people	**Good**
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

SV Academy is a training and education company that provides courses for young people, many of whom are new arrivals to the UK or who have had a disrupted education and require a nurturing setting. At the time of the inspection, 11 young people are on a preparation for work and life programme. Some learners also study GCSE combined science or a technical award in creative media production at level 1 or level 2. SV Academy also teaches qualifications in mathematics and English at levels 1 and 2.

What is it like to be a learner with this provider?

Learners attend lessons regularly because teachers help them to understand the importance of making progress in their learning. Learners compare lessons at the academy very favourably with their prior, often disrupted, experiences of education. Learners develop well their aspirations for the future.

As a result of consistently high expectations set by staff across the academy, learners' behaviour is very good, both in lessons and around the academy. Learners appreciate that they are treated respectfully and fairly by staff, who care about them as individuals. Learners treat one another and staff members with kindness and respect.

Learners develop their confidence very well. For example, teachers ensure that in the preparation for working life course, they build learners' interpersonal skills. As a result, learners enjoy speaking and reading aloud in front of their peers.

Learners are not offered a sufficient range of activities that enable them to develop their talents and interests or to socialise with one another outside the subjects they study.

Learners benefit from an environment that its free from bullying, harassment and discrimination. As a result, they feel safe when attending the academy.

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

Teachers select appropriate content for teaching. They organise this logically. For example, in English, teachers start the programme by teaching learners about the different skills for reading, such as skimming for gist or reading for detail. Teachers then help learners to use these foundation skills when interpreting text. As a result, learners are able to make good progress in developing their knowledge and skills.

Leaders recruit subject-specialist teachers who have a detailed understanding of the content in their subjects. As a result, teachers are able to identify gaps and misconceptions in learners' understanding and take steps to address these. For example, in mathematics, teachers give individualised support in lessons and set targeted homework tasks focused on areas where learners need more practice.

Teachers give learners helpful spoken and written feedback on their work. For example, in English, they give clear guidance about how learners can develop greater complexity in their writing. They highlight errors in spelling, punctuation and grammar. Learners are clear about what they need to do to improve the standard of their work.

Teachers ensure that they teach a curriculum through which learners develop well their understanding of life in modern Britain. For example, learners know that it is important to respect others' opinions. They can explain how democracy works.

Teachers organise trips, such as to Parliament, so that learners understand this in practice.

Leaders have a general understanding of the key areas of strength and areas for development of the provision. However, there is a lack of external challenge to directors from professionals with sufficient expertise in further education. As a result, improvements in some aspects of curriculum development have been slow.

This academic year, leaders have taken more effective action. For example, they have developed new courses for learners who are working below level 1, as well as for those who speak English as an additional language. Consequently, the curriculum now meets the full range of learners' needs.

Leaders provide teachers with a range of professional development, for example in topics such as managing challenging behaviour. However, training for teachers is insufficiently focused on helping them to develop areas of their teaching practice that require further improvement.

Too few learners achieve their English and mathematics qualifications. Leaders have put in place a range of effective actions to improve learner attainment, and as a result, learners currently in the final year of their programme make good progress in developing new knowledge and skills. They produce work of a high standard.

Teachers support learners to develop a very positive attitude towards learning, such as by setting clear expectations for learners to complete homework. Consequently, learners develop positive learning behaviours that help prepare them for their next stage of education or employment.

The vast majority of learners who leave at the end of their courses progress to paid employment or further vocational study in a further education setting. Where learners have not managed to secure a positive next step, leaders continue to support them with additional advice and guidance.

Leaders have recently developed a new careers curriculum, as part of the preparation for working life programme. However, it has not yet had a sufficient impact on learners' understanding of the range of careers available to them and the skills they will need to access these opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the designated safeguarding lead have fostered a strong culture of safeguarding across the academy. For example, they provide training to staff so that they fully understand their responsibilities.

Leaders undertake thorough background checks when recruiting staff. This assures them that staff are safe to work with learners.

Staff promote healthy relationships effectively through a well-designed safeguarding curriculum that includes lessons about sexual health and relationships. For example, learners are able to identify the features of unhealthy or toxic relationships, such as coercive control or violence.

Leaders provide learners with information about radicalisation and extremism, and this is integrated into the wider curriculum. However, teachers do not ensure that learners remember what they have been taught. For example, learners are unable to explain the signs that someone is being radicalised.

What does the provider need to do to improve?

- Leaders need to ensure that an appropriate curriculum is effectively implemented for learners who speak English as an additional language and for those working below level 1 in English and mathematics, so that a higher proportion of learners are supported to achieve their qualifications.
- Leaders need to ensure that learners understand the range of careers and the progression options available to them at the end of the programme, so they have the information they need to make a positive next step.
- Leaders need to ensure that they seek further external challenge from professionals with a wider range of expertise in further education, so that they are challenged effectively to make ongoing improvements to the quality of the provision.

Provider details

Unique reference number	59229
Address	Modern House 6 Eltham High Street SE9 1DA
Contact number	020 3031 8240
Website	https://streetvibes.org
Principal, CEO or equivalent	Orlando Clement (Headteacher)
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the headteacher, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit report. The inspection was carried out using the further education and skills inspection handbook and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Mike Finn, lead inspector	His Majesty's Inspector
Claudia Harrison	His Majesty's Inspector

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