

The Global Academy

The Old Vinyl Factory, 1 Record Walk, Hayes, Middlesex UB3 1DH

Inspection dates

6–7 March and 9 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders are accurate in their analysis of the school's strengths and weaknesses. They have appropriate plans and capacity to improve the school.
- Middle leaders are beginning to improve the quality of teaching in their own subject areas. However, the quality of this work is variable.
- Careers education is strong. The vast majority of pupils progress into education, employment or training. This is because they receive effective guidance and there are successful partnerships with businesses and further and higher education providers.
- Governors ask challenging questions of leaders. They hold senior leaders to account for the progress that pupils make.
- Attendance has improved significantly and is now close to average. However, the proportion of pupils who are persistently absent from school remains high.
- The quality of teaching, learning and assessment in the sixth form is good. As a result, students make good progress. They all move on to training or employment when they leave Global Academy.
- In Years 10 and 11, pupils are beginning to make better progress than they have in the past. This is particularly so in English and media studies.
- Teachers in Years 10 and 11 do not consistently have high enough expectations of what pupils are able to achieve. As a result, the most able pupils are not sufficiently challenged, particularly in mathematics and science.
- Pupils say that they feel safe in school and have a trusted member of staff they can approach if they experience difficulties.

Full report

What does the school need to do to improve further?

- Improve the impact of leadership and management by ensuring that there is greater consistency in the work of middle leaders to secure and sustain improvements in the quality of teaching.
- Improve the quality of teaching, learning and assessment by making sure that teachers' expectations of what pupils can achieve are consistently high and that work is appropriately challenging, particularly for the most able pupils.
- Improve attendance further so that persistent absenteeism is reduced.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the appointment of the principal in April 2018, leaders and governors have made changes to strengthen middle and senior leadership. These changes are having a positive effect on the quality of education that pupils receive. The principal has been supported well by senior leaders and governors to improve many aspects of the school. Staff and pupils are positive about the school's future.
- Leaders have an accurate understanding of what aspects of the school require further improvement. They have prioritised their actions effectively. Those areas most in need of development have been addressed. For example, leaders have secured improvements in the progress pupils are making and in rates of attendance for all groups of pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND).
- Although senior leaders have an accurate understanding of the school's strengths and weaknesses, they have not shared this information successfully so that all staff know what they have to do to improve the quality of education provided.
- The quality of middle leadership is variable across the school. Leaders are taking action to improve this, and middle leaders are beginning to hold their staff to account for the progress pupils make.
- Leaders use additional funding to support disadvantaged pupils effectively. Senior and middle leaders make sure that disadvantaged pupils benefit from appropriate help and support when they fall behind. Nonetheless, some disadvantaged pupils do not make good progress in some subjects. This is because of weaknesses in the quality of teaching.
- Senior leaders have implemented effective systems to monitor teaching. These systems have been successful in identifying those teachers who require additional support. Teachers benefit from relevant training. They value the training that they receive and the opportunity to develop and refine their teaching.
- The vocational curriculum at key stage 4 and in the sixth form is the most distinctive element of the school's provision. All pupils have the opportunity to engage with employers in the creative media industry, as well as having access to a rich and varied range of work-related learning opportunities, particularly in the sixth form.
- Leaders and teachers have improved pupils' behaviour around the school and attitudes to learning. There are clear systems in place which allow teachers to manage pupils' behaviour effectively. Leaders have taken effective steps to reduce the proportion of pupils who are excluded from school.
- Leaders ensure that pupils are well prepared for life in modern Britain. Pupils show respect and tolerance to those pupils whose social, cultural and religious backgrounds are different from their own. Pupils learn about the risks they may face and how to keep themselves safe.
- Most parents and carers are supportive of the school. One parent who responded to Ofsted's online questionnaire, Parent View, wrote:

'Global has been an amazing experience for my daughter. She is meeting many different people in the industry and is constantly being pushed to go beyond her comfort zone. We have been very pleased with the school.'

Governance of the school

- The governing body is well informed about the school and shares leaders' ambitions for pupils' success. Governors bring a broad range of skills and experience to their roles and are committed to improving the school.
- Governors understand the school's strengths and areas for further development well. They have good professional knowledge of leaders' work and the actions they are taking to make the required improvements. Governors provide leaders with challenge and support.
- Governors discharge their statutory duties with diligence. They have a good understanding of safeguarding. Meeting notes show that leaders give comprehensive information about safeguarding to governors so that they can be assured that the school's work to keep pupils safe is effective.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are trained well in how to keep pupils safe from abuse, sexual exploitation and the influence of radicalisation and extremism. They have an up-to-date knowledge and understanding of safeguarding matters. They take their responsibilities to ensure pupils' safety and well-being seriously.
- The safeguarding and pastoral teams work effectively with relevant external agencies when required. Staff are persistent when they are concerned about a pupil's welfare and follow up concerns with these agencies as necessary. Leaders complete appropriate employment checks and keep accurate records.
- All pupils who spoke with inspectors said that they feel safe in school. Pupils have a secure understanding of how to keep themselves and others safe. For example, they understand the risks surrounding online activity and in their local communities.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good overall, especially in the sixth form. In key stage 4 it varies within and across subjects and some teachers do not have high enough expectations of what pupils can achieve. Consequently, some pupils' work is incomplete or poorly presented. Although this results in some pupils not making enough progress, improvements to teaching are beginning to have a positive impact.
- When teaching is most effective, teachers consider what pupils are able to do. They plan activities that meet pupils' needs. They support the least able pupils well and provide appropriately demanding activities for all pupils. Teachers use questioning well to probe pupils' understanding, to challenge their thinking and to encourage them to develop their reasoning skills.

- Most teachers have good subject knowledge and introduce subject-specific terminology and vocabulary well, which enriches pupils' experiences.
- Teachers foster supportive relationships with pupils. Pupils explained to inspectors how they appreciate the help they receive from teachers. This boosts pupils' confidence and helps them to make progress.
- Pupils who are disadvantaged and those with SEND are supported effectively in the classroom and through targeted intervention programmes. This is resulting in them making improved progress.
- Some teachers, particularly in English, ask questions that make pupils think hard and offer solutions. However, this practice is uneven across different subject areas and some teachers are too quick to accept superficial answers.
- In many lessons in key stage 4, pupils have positive attitudes to learning because teachers have high expectations of their behaviour, for example in English and media studies.
- Where teachers adhere to the school's marking and feedback policy, pupils are clear about the next steps in their learning and readily commit to improving their work. This is particularly evident in English. In some other subjects, there are a few inconsistencies.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have successfully embedded core values through a carefully considered programme of personal development. Delivered through tutor time, assemblies and personal, social and health education lessons, these opportunities ensure that pupils know about important issues and their future well-being. These include careers, healthy relationships, online safety, knife crime and mental health and well-being.
- Pupils are courteous and show respect for each other, staff and visitors. Relationships between adults and pupils are highly positive.
- Pupils say that bullying is very rare in the school. They know who to speak to if bullying does happen and are confident that it would be well dealt with if they reported it. Pupils say that they feel safe in all areas of the school, and as they arrive and leave, because teachers are on duty in all areas of the school to help keep them safe.
- Emotional support for vulnerable pupils and pupils facing difficulties is strong. The school works well with external agencies to ensure that pupils receive the support they need.
- Leaders ensure that there are effective arrangements in place to monitor the attendance and welfare of those pupils who attend alternative provision.

Behaviour

- The behaviour of pupils is good.

- Pupils conduct themselves well around school and in most lessons. However, where teaching is weaker, not all pupils have consistently positive attitudes to learning. This results in low-level disruption and affects the quality of work and presentation in some pupils' books.
- Leaders have successfully communicated high expectations of regular attendance, and their work to support and challenge pupils with low attendance is beginning to bear fruit. Overall attendance is now in line with the national average. Nevertheless, the proportion of pupils, particularly disadvantaged pupils and those with SEND, who are persistently absent remains high. Improving attendance for these pupils remains a priority.
- There has been a significant reduction in the number of pupils receiving a fixed-term exclusion or a repeat exclusion. This is because leaders' strategies, such as the introduction of 'The Bridge', are having a positive impact on improving pupils' attitudes.

Outcomes for pupils

Good

- Leaders have taken effective action to improve pupils' progress. They have raised expectations and ensured that behaviour has improved. The quality of teaching, learning and assessment is also improving. These improvements have contributed to pupils in key stage 4 making greater progress than in the past. In the sixth form students make good progress because teaching is effective.
- The new subject leader in English has been quick to improve the quality of teaching across this subject. Current pupils, including the most able, are making good progress because they receive appropriately challenging work. Progress in media studies is also strong and changes to the curriculum are having a positive impact.
- Pupils' progress in mathematics and science in key stage 4 remains more variable. This is because of inconsistencies in the quality of teaching and expectations that teachers have of the pupils. At times, teaching is not well matched to the needs of pupils.
- Pupils with SEND are making better progress than previously. The special educational needs coordinator trains teachers to support these learners well, and this is having an impact on their progress.
- Work in pupils' books shows that disadvantaged pupils make progress in line with their peers. Leaders use of additional funding is helping to fill the gaps that this group of pupils have in their knowledge, and provide pupils with bespoke support. Nevertheless, some disadvantaged pupils do not make progress similar to other pupils nationally who have similar starting points.
- Excellent careers advice and guidance from a range of personnel, including from the creative media industry, colleges and universities, contribute to an impressive number of pupils making the transition to further education, employment or training. In 2018, almost all Year 11 pupils and Year 13 students, including disadvantaged pupils, secured employment, education or training that met their needs and interests.

16 to 19 study programmes

Good

- Leaders of the sixth form are effective and well informed. They have a good grasp of how students are progressing and support their personal development effectively.
- The quality of teaching, learning and assessment in the sixth form is good. Expectations are high. Students enjoy their learning and find their lessons interesting and challenging. Teachers use their strong subject knowledge to question, challenge and assess students.
- Achievement in the sixth form is good. Students primarily follow a work-related curriculum and attain strong outcomes. In addition, a small number of students study academic courses and make good progress, particularly in English.
- The school's work to ensure that students have the opportunity for work-based learning is highly effective. All students benefit from meaningful work-related opportunities. As a result, students gain an insight into work life and their future career choices.
- A high proportion of the school's current Year 11 pupils have indicated their desire to stay on into the sixth form. This reflects the confidence they have in the quality of education that the sixth form provides.
- The retention and attendance rate of students in the sixth form is strong. This serves as an illustration of how much students value the quality of provision they receive.
- Students are very positive about their time in the sixth form. They have good relationships with their teachers, who are always available when they need extra help. Lessons are stimulating and enable students to make good progress.
- Students who join the sixth form without having secured a grade 4 in GCSE English and/or mathematics receive suitable tuition and so make progress towards attaining these qualifications.
- Leaders have developed study programmes which meet requirements and are well designed to help pupils to reach their chosen destination. For most students, this is the creative media sector. However, study programmes have limited opportunities for students to take part in extra-curricular activities unrelated to their studies.
- Students benefit from strong preparation for their future careers. For example, they receive individual mentoring from specialists from the creative media industry, as well as bespoke support and guidance from a range of colleges, universities and apprenticeship providers.

School details

Unique reference number	142887
Local authority	Hillingdon
Inspection number	10058925

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Technical
School category	University technical college
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	296
Of which, number on roll in 16 to 19 study programmes	156
Appropriate authority	The governing body
Chair	Will Harding
Principal	Jonty Archibald
Telephone number	020 3019 9000
Website	www.globalacademy.com
Email address	info@globalacademy.com
Date of previous inspection	Not previously inspected

Information about this school

- The Global Academy is a university technical college (UTC) which opened in September 2016. The principal took up his post in April 2018.
- The UTC is smaller than the average secondary school and has students in Years 10, 11, 12 and 13. It specialises in broadcast and digital media courses.
- The UTC is sponsored by Global and the University of the Arts, London.
- The Global Academy works with the London West Alliance Teaching School.
- The proportion of pupils with SEND is in line with the national average.

- The proportion of disadvantaged students is above the national average.
- The school uses part-time alternative education provision at Capel Manor College, Acton and Innov8 Training and Development, Uxbridge for a very small number of pupils.

Information about this inspection

- The school was initially inspected on 6 and 7 March 2019. On 9 May 2019, one of Her Majesty’s Inspectors returned to the school to gather further evidence. The evidence gathered over all three days was used to inform the inspection judgements.
- Inspectors observed parts of lessons across both key stages and in a range of subjects jointly with senior leaders.
- Inspectors held informal and formal discussions with pupils and observed interactions during social times.
- Inspectors evaluated the work in pupils’ books and folders across Years 10 and 11 and in the sixth form.
- Discussions were held with senior and middle leaders, other staff and members of the governing body. The lead inspector spoke on the telephone with representatives from the local authority and the Department for Education.
- Inspectors considered 68 responses to Ofsted’s online questionnaire, Parent View. Inspectors also considered 30 responses to the staff inspection survey.
- Inspectors reviewed a wide range of documentation. This included: the school’s self-evaluation and action plans; school policies; information about pupils’ attainment and progress, behaviour and attendance; and minutes of governing body meetings.

Inspection team

Carolyn Dickinson, lead inspector	Her Majesty’s Inspector
Steve Lambert	Her Majesty’s Inspector
David Booth	Ofsted Inspector
Brian Oppenheim	Her Majesty’s Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019