

# The London Screen Academy

Monitoring visit report

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<b>Name of lead inspector:</b>	Jon Bowman, Her Majesty's Inspector
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<b>Type of provider:</b>	16-19 free school
<b>Address:</b>	Highbury Grove Highbury East London N5 2AD

## Monitoring visit: main findings

### Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of education programmes for young people within the further education and skills sector. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

The London Screen Academy is a free school sixth-form academy for students aged 16 to 19 years old. The academy is sponsored by the Day One Trust and opened in September 2019.

At the time of the visit, there were 616 students aged 16 to 18 studying the level 3 extended diploma in creative practice. In addition, all students take one extra qualification, either GCSE English or mathematics or A-level English or mathematics. Students can also take the extended project qualification. There are 23 students taking a one-year level 4 professional diploma in film production.

### Themes

#### **How much progress have leaders and managers made in designing and delivering relevant education programmes that have a clearly defined purpose? Significant progress**

The school was set up by eminent UK film producers, who still form part of its governing body. Governors and senior leaders have a strong commitment to opening up careers in the film industry, in particular to those from currently under-represented groups. They have a very clear rationale for the curriculum they offer so that students have the knowledge, skills and behaviours they need to be ready for work in the industry or to take their next steps in education.

Governors provide expert guidance to the leadership team on the suitability of the curriculum. They remain actively involved, for example in students' projects, so that they can be assured that students produce work that is original, high quality and meets the demands and needs of a contemporary and diverse audience. Governors have a very good understanding of the provision, its strengths and where improvements are needed.

Leaders and managers are ambitious for their students. They have developed a very challenging curriculum that goes well beyond the core qualification. For example, all students study an additional qualification, and they take part in weekly masterclasses

and career development sessions. Year 13 students benefit from industry mentors. This ensures that students are very well prepared for their next steps.

Senior leaders ensure that students benefit from high-class facilities and excellent resources that support their learning very well. For example, sound and editing suites are professionally equipped. As a result, students learn the up-to-date skills they need for employment using industry-standard equipment.

Through frequent and thorough scrutiny of all aspects of the curriculum, leaders and managers make effective improvements to the provision. For example, through lesson walks, they identify how teachers can improve their teaching. They use this information to inform weekly professional development sessions for teachers. As a result, teachers continuously improve the quality of their teaching.

**How much progress have leaders and managers made to ensure that learners benefit from high-quality education programmes for young people that prepare them well for their intended job role, career aim and/or personal goals? Significant progress**

Students receive a very well-rounded education through which they develop rapidly their skills, knowledge and behaviours. They become highly motivated to succeed and excited to learn and progress in the film and television industries. Almost all achieve their diploma, and a high proportion gain additional qualifications with high grades. A high number of students progress to employment or higher education once they complete their course.

Leaders and managers plan the curriculum effectively so that students build their knowledge, skills and behaviours very well over time. For example, costume design students learn how to use industrial sewing machines to make patterns and costumes. They then use these skills to recycle and design clothes for an advertisement.

Teachers are skilled and experienced in their subject areas. They use a range of strategies very well that help students remember what they have been taught. For example, they recap previous learning at the start of each lesson and use quizzes effectively to test students' knowledge.

Students produce work of a very high standard. Teachers provide clear feedback to students that helps them improve their work. For example, in their written work, students use technical language very well. Their research is of very good quality and is well referenced. These high standards are mirrored in students' practical work, such as a very high-quality film set produced by second-year students.

Students benefit from expert teaching, guidance and support in making their career choices and in deciding what further study will support their aspirations. For example, industry professionals deliver a wide variety of masterclasses each week.

As a result, students gain invaluable insight into how different aspects of the industry function. They learn about the behaviours and attitudes they need to succeed such as resilience and the ability to collaborate with others.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Significant progress**

Leaders, managers and staff ensure there is a strong culture of safeguarding. Students feel safe. They are aware of the dangers to them in their everyday lives and are given practical help to ensure they are safe, for example when travelling to and from the academy. They know who to go to should they have any concerns about their own welfare. When staff need to act to protect students' welfare, they do so promptly and effectively.

Leaders make sure that students are taught about harmful sexual behaviour. As a result, students understand what 'consent' and 'peer-on-peer' abuse mean. Students benefit from on-site services that support their mental health, such as talking therapy.

Senior leaders have effective oversight of safeguarding practice. Leaders and managers have put in place a suitable and comprehensive safeguarding policy and 'Prevent' duty risk assessment. They ensure that when they recruit staff, they check that they are suitable to work with young people.

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