

Inspection of The London Screen Academy

Inspection dates: 23 to 25 May 2023

Overall effectiveness

Outstanding

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

Information about this provider

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

At the time of the inspection, there were 680 students aged 16 to 19 studying the level 3 extended diploma in creative practice. Students study one of three industry-specific pathways on the level 3 programme. The pathways are technical, craft or post-production. In addition, all students study one extra subject, including GCSE English or mathematics or A-level English or mathematics. Students can also study the extended project qualification or core mathematics.

There are 62 students taking a one-year level 4 professional diploma. These programmes are offered in either creative enterprise or film production.

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

Students are inspired to pursue a career in the film and television industry because they have access to an outstanding range of opportunities to work with successful industry partners. For example, they attend weekly, high-quality masterclasses with international film directors and other professionals. Students receive highly effective mentoring support from a wide variety of industry professionals, and they also benefit from work experience opportunities within the creative industries, including on set and in post-production. Here, they learn key professional skills, such as etiquette on set. Consequently, students are exceptionally well prepared for a career in this industry and are ambitious to succeed.

Students flourish in the exceptionally inclusive academy community. They celebrate one another's differences and enjoy being themselves. Equality groups, such as the pride group, run events and film screenings to raise students' awareness of equality issues. Consequently, students actively embrace diversity. This is evident through the work that they produce. For example, on the level 4 film production course, students produce films that focus on the themes of same-sex relationships and gender transition.

Students have an exceptional understanding of how British values apply in the film and television industry. For example, they understand the laws and regulations that relate to filming and follow these when producing content.

Students feel safe because they trust that staff will do whatever they can to help them if they have any problems. For example, staff refer them to talking or art therapy. As such, they receive specialist help to meet their mental health needs.

Students enjoy producing work using up-to-date, industry-standard resources. For example, students complete high-quality projects using the professional television and sound studio, which closely replicates what they will be expected to do in industry.

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

Leaders and managers set very high standards across the academy. They are exceptionally ambitious for their students. Leaders have a detailed understanding of what the academy does well, and they take effective actions to make improvements. Consequently, they continuously improve the quality of education that students receive. The vast majority of students achieve their learning goals, with a significant proportion attaining high grades.

The academy is exceptionally well governed. Trustees and governors have a wide and relevant range of impressive skills and expertise. Governors and trustees receive very helpful information from leaders, and they visit the academy and meet with

students to gain a first-hand understanding of their experiences. They use this information to provide excellent support for leaders.

Leaders undertake effective quality assurance, which helps to maintain very high standards of teaching and assessment. For example, leaders carry out regular learning walks and follow up effectively any areas for development. They also run focus groups with students and employers and make improvements to teaching and projects based on their feedback.

Leaders have developed an ambitious curriculum for all students. It is well designed to prepare students for their next steps in education or for work in the film and television industry. For example, leaders present students with mock crisis points during their projects, such as a last-minute budget cut or the inability to film at a planned location. Consequently, students learn how to adapt their work to respond to complex situations they may face in their future careers.

Teachers deliver new knowledge to students in a logical order. For example, teachers of level 3 creative practice (technical) first teach foundation topics such as composition and exposure. Students then learn to apply these skills with support and, over time, independently. In the second year of the programme, students learn to apply their knowledge to increasingly complex tasks that mirror industry practice. For example, they learn to break composition rules, such as using offset framing for effect. As a result, students develop their knowledge and skills very well over time.

The vast majority of teachers are well-qualified industry experts, who have worked in roles such as directing, editing, acting, sound and photography. They provide clear explanations to students in class. Teachers also use highly relevant and useful examples that provide students with a valuable insight into industry. This improves students' understanding of the knowledge they are taught. Teachers provide students with exceptionally constructive feedback on their work. As a result, students know exactly what they need to do to improve, and the standard of their written and practical work improves considerably over time.

Staff set exceptionally high expectations of students' behaviour in lessons and around the academy. As a result, students' behaviour is exemplary. Staff ensure that students understand the high standards of professional behaviour they will need to meet when at work. For example, across vocational courses, students work with real determination to meet their final project deadlines, as they know that this work would be essential to a production in an industry setting.

Staff provide opportunities for students with special educational needs and/or disabilities to work towards their education, health and care (EHC) plan outcomes through projects in the film and television industry. For example, students take on roles in television, operating lights and cameras. As a result, students make good academic progress. However, staff do not always track effectively how much progress they make towards attaining their EHC plan outcomes.

Teachers provide outstanding support to help students catch up when they fall behind in either their practical or written work. For example, staff offer essay writing workshops to help English A-level students improve their writing skills to attain higher grades. As a result, students catch up quickly and close gaps in their knowledge.

Teachers ensure that students benefit from a rich set of opportunities beyond the curriculum to develop their skills, knowledge and interests. A very high proportion of students have participated in activities or trips. These include theatre trips, film studio visits and football sessions. Students also take part in activities such as yoga, debating and British sign language lessons. These activities help students to socialise well together and build positive relationships outside of lessons.

Staff provide students with excellent careers advice and guidance. This advice is well focused on the different roles students can work in within the film and television industry. Consequently, students understand the range of options available to them at the end of their programme. When they complete their studies, the vast majority of students progress to positive next steps, with most remaining in the creative industries.

Leaders provide staff with very effective professional development to improve their teaching and to deepen their vocational specialisms. For example, teachers learn about the importance of repeating knowledge throughout a course to help students remember what they have been taught. Consequently, teachers improve their teaching skills and keep their industry practice up to date.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of safeguarding at the academy. The designated safeguarding lead has ensured that staff are well trained to meet their safeguarding responsibilities. Students feel comfortable approaching staff or the safeguarding team if they have any concerns about themselves or their peers.

Teachers teach students to have an excellent understanding of the risks of radicalisation and extremism. For example, students can explain the dangers posed to females by incel ideology, and they can identify the signs that a person may be being radicalised.

Leaders and managers have a thorough recruitment process in place to ensure that newly recruited staff are suitable to work with young students. Volunteers, governors and trustees are suitably vetted before they take up their new roles.

Provider details

Unique reference number	146031
Address	Highbury Grove London N5 2AG
Contact number	02081068100
Website	https://lsa.ac.uk/
Principal, CEO or equivalent	Charlie Kennard
Provider type	16 to 19 academy
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the vice principal, 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
Paul Addis	Ofsted Inspector
Joanna Walters	His Majesty's Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023