Inspection of Global Academy

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

Inspection dates:	4 and 5 March 2025
The quality of education	**Good**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Good**
Sixth-form provision	**Outstanding**
Previous inspection grade	Good

What is it like to attend this school?

Pupils receive an education which prepares them well for their future. The school has designed a curriculum which supports them within a range of specific pathways. Students in the sixth form benefit from work placements across the school's media and business partners. The school has consistently high expectations of what all pupils can achieve. Pupils and students achieve very well by the time they leave the school. They are well supported to move on to ambitious destinations.

Pupils and students demonstrate exemplary behaviour. They benefit from the school's emphasis on 'professional etiquette'. They have highly positive and committed attitudes to their studies. They are confident and respectful towards each other and staff. Where pupils struggle, the school takes swift and effective action to support them. Pupils, and students in the sixth form, make every effort to attend very well and make the most of the education that the school provides.

The school offers a rich and stimulating range of wider opportunities. These include working with industry experts, radio broadcasting, podcasting, rock climbing and music production. Students in the sixth form are excellent roles models for pupils in key stage 4. They relish taking on responsibilities and make tangible contributions to the life of the school.

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

The school has built exceptionally strong and successful partnerships with media business partners in London. Through these partnerships, pupils and students in the sixth form build securely on their classroom learning. They benefit from expert support from staff with industry experience, participation in a range of school-based projects and meaningful enrichment activities. Students in the sixth form take part in extended work placements with the school's business partners. They gain considerable confidence and knowledge through these opportunities. Parents and carers are overwhelmingly positive about the education their child receives and how it prepares them for the future.

The school has identified the knowledge and skills they want pupils to learn. They have ensured that there is an ambitious curriculum which is carefully ordered to build pupils' knowledge over time. Pupils with special educational needs and/or disabilities (SEND) follow the same ambitious curriculum as their peers. The school identifies pupils with SEND accurately. Staff ensure that effective support is in place when pupils need it, including with developing pupils' fluency in reading. Teachers have strong subject knowledge. They explain ideas clearly and ensure activities are purposeful and designed to deepen pupils' knowledge. Staff benefit from the school's focus on high-quality professional development, which has strengthened the implementation of the curriculum across subjects and key stages.

The curriculum is implemented consistently in most subjects in key stage 4 and across all subjects in the sixth form. Pupils currently in key stage 4 achieve well, though this is not reflected in previously published outcomes. Students in the sixth form achieve

exceptionally well. In a small number of subjects at key stage 4, teaching does not provide sufficient opportunity for pupils to practice and consolidate their knowledge before moving on to new learning. This means that these pupils are less confident in applying the knowledge they have been learning in different contexts and when working on more complex activities.

The school has high expectations of behaviour. The school is a calm and orderly place. Pupils and students are respectful, highly committed to their education and persistent in the face of difficulties. Students in the sixth form lead by example and readily support their younger peers, many of whom have had disrupted educational experiences previously.

The school has ensured that attendance is a high priority, and these expectations have made a difference. School staff work relentlessly to ensure that barriers to high attendance are removed. They look closely at trends, responding swiftly and effectively to any concerns. This strong commitment to supporting pupils' education is reflected in the school's rising attendance levels, including for pupils whose attendance at previous settings was very low. Staff work with a range of external agencies to ensure that vulnerable pupils receive timely and highly effective support for their welfare when they need it.

The school's programme for personal development is of exceptional quality. Pupils and students in the sixth form are encouraged to discuss and debate diverse ideas and perspectives. They relish working collaboratively. They understand and appreciate difference in the world. All pupils and students benefit from regular participation in media-based activities, talks by visiting speakers and cultural visits. Provision for careers education, advice and guidance is excellent. Pupils and students are very well-informed about the workplace and further opportunities in education and training.

The governing body maintains strong strategic oversight of all aspects of the school's work. Governors support the school with the important partnerships which enhance the curriculum. They hold leaders to account very effectively, demonstrating high ambition for all pupils at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the curriculum in key stage 4 are not as fully developed. In a few subjects, implementation does not match the ambitious plans laid out by leaders. In these instances, there are not enough opportunities provided for pupils to practise their learning before moving on. This means that some pupils do not consolidate the knowledge they need securely. The school should ensure that that all staff have

suitable training to deliver these subjects effectively, regularly checking the impact of actions taken.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142887
Local authority	Hillingdon
Inspection number	10346018
Type of school	Secondary comprehensive
School category	University technical college
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	490
Of which, number on roll in the sixth form	329
Appropriate authority	The governing body
Chair of governing body	Kirsty Leith
Principal	James Murray-Walsh
Website	www.globalacademy.com
Date of previous inspection	6 and 7 March and 9 May 2019

Information about this school

- The school has built the curriculum around employment-related pathways. Pupils in Year 10 and 11 study a core curriculum of English, mathematics and science. They choose options which include subjects related to media and business. In the sixth form, students choose from a range of vocational subjects including: technical content production; digital production; sports media; business media; music production; journalism and Esports production.
- The school uses one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualification and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the principal and other senior leaders. The lead inspector met with the governors and industry partners.
- Inspectors carried out deep dives in these subjects: English, mathematics, drama, media and business. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also visited lessons and looked at a sample of books in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector gathered the views of pupils, parents and staff through discussions and responses to Ofsted's online surveys.

Inspection team

Russell Bennett, lead inspector	His Majesty's Inspector
Claudia Harrison	His Majesty's Inspector
Gareth Cross	Ofsted Inspector

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