

# Leytonstone Business and Enterprise Specialist School

Inspection report

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<b>Unique Reference Number</b>	103101
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	355317
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Gill Close

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	892
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kate Lord
<b>Headteacher</b>	Luke Burton
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	Colworth Road London E11 1JD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. They observed 25 lessons taught by 25 teachers, and held meetings with students, staff and governors. Their observations of the school's work included registrations, assembly, support sessions, mentoring, extra-curricular activities and lunchtime. They looked at records of students' attainment and progress, improvement planning, self-evaluation, lesson monitoring documents, policies, minutes of governing body meetings, exclusion data and attendance figures. They also evaluated questionnaire responses from 144 parents and carers and 165 students.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of groups of students, particularly girls, overall and in English, as shown by the school's records and in lessons.
- The effectiveness of measures to improve behaviour and to reduce the numbers excluded or sent out of lessons.
- The quality of the care, guidance and support for all students, particularly those whose circumstances may make them vulnerable.
- The effectiveness with which leaders at all levels contribute to critical evaluation and improvement.

## Information about the school

Leytonstone Business and Enterprise Specialist School was designated with this specialism in 2004 and a further one as a leadership partner in 2009. Its students have a wide range of ethnic heritages, with over four out of every five coming from backgrounds other than White British. Nearly one half of students speak English as an additional language, of whom over 80 are at an early stage of learning English. There are slightly fewer students than average, with twice as many boys as girls. Almost one third of pupils are known to be eligible for free school meals, which is twice the national average. Over a quarter of students have special educational needs and/or disabilities, the main ones being behavioural, emotional and social needs, moderate learning difficulties, and speech, language and communication needs. The proportion of students with a statement of special educational needs is above average.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**3**

## Main findings

Leytonstone Business and Enterprise Specialist School is a good school. Students achieve well and enjoy coming to school. The excellent care, guidance and support provided by staff make a significant contribution to their good personal development and well-being. The diverse school community is extremely cohesive, exemplified by the friendly respect students show each other and the absence of racism. Students make an excellent contribution to the school and local community, for example through peer mentoring and sports leadership.

Since the last inspection, the percentage of students attaining five or more GCSE passes at grades A\* to C, including in English and mathematics, has risen by slightly more than the national proportion and is now broadly average. Good teaching in most lessons underpins the good progress made by students, including those with special educational needs and/or disabilities. Nevertheless, there is a small minority of lessons in which students are not challenged to think hard, are too passive or are not asked to assess how they have improved.

Staff know students very well and have many systems in place to identify where help is needed and to provide it. They work closely with vulnerable students and their families, providing support that is specifically tailored to meet their needs. Their concerted actions have improved attendance and behaviour. For most students, behaviour in lessons and around the school is good, and they encourage others to do likewise. The number of incidents of exclusion and removal from lessons has fallen substantially since the last inspection. Misbehaviour only very rarely disrupts learning, although there is occasionally inconsistency in how it is managed.

Senior leaders have enthused and enabled staff to bring about improvement in students' achievement and personal development. They have evaluated the school's overall performance effectively but without the consistency, self-critical approach or focus within planning essential for faster improvement. There is variable rather than systematic use by leaders and governors of data showing the attainment and other performance of groups, and of the views of students and parents. While the school works closely with families of vulnerable students, its communication with parents through reports and students' diaries provides infrequent information on progress and targets. Together with the improvements brought about by staff since the last inspection, these features demonstrate a satisfactory capacity to improve.

## What does the school need to do to improve further?

- Sharpen planning, evaluation and communication to increase the pace of improvement, through

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- a greater focus on critical evaluation and challenge by staff and governors
  - senior leaders bringing about greater consistency in monitoring and evaluation across all aspects, including teaching and learning
  - clearer prioritising of actions in development planning, with measurable success criteria
  - using data which more effectively show students' progress against targets and the performance and participation of groups
  - more systematic collection and use of the views of students and parents
  - more regular communication with parents about students' progress and targets through diaries and reports.
- Raise students' attainment and progress by improving the quality of teaching and learning so that it is all at least good, through
- more effective use of assessment to provide challenging work for all students
  - ensuring all students participate routinely in interesting and collaborative activities and discussions
  - making clearer to students how to improve and involving them more in assessing their progress.
- Build on the improvements made in students' behaviour, through
- more consistent management of it
  - continued action and support to decrease the number of students excluded or sent out of lessons.

**Outcomes for individuals and groups of pupils****2**

In most lessons, students work hard and enjoy learning in a supportive atmosphere based on the good relationships and mutual respect between students and staff. They participate enthusiastically in activities, discussion and assessing their progress. This helps them to learn well and make good progress in the longer term. In a few lessons, where teaching does not challenge or engage them all, students spend too long listening passively or copying information, so do not learn well.

Students join the school with a wide spread of attainment that is slightly below average overall. They make good progress by the time they reach the end of Year 11, where their attainment is broadly average. The school's good promotion of equal opportunities is reflected in little statistical variation between groups in attainment and progress, although girls make slightly less progress than boys overall and in English. On occasions, boys participate in lessons more than girls, for example in asking or answering questions. The school's inclusive ethos contributes to the higher- than-average proportion of pupils attaining at least five grade G passes at GCSE every year. Also students known to be eligible for free school meals, and those with a statement of special educational needs, attain significantly higher than do similar students nationally. Students at early stages of learning English receive well-targeted support that enables them to make progress similar to their peers.

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Attainment has risen since the last inspection but has not always kept up with the rise in national averages. The proportion attaining five or more GCSE passes at grades A\* to C has risen by 13%, but by less than the national increase of 15%, and remains broadly average. While attainment in relation to the national average has risen in mathematics since the last inspection, with a significantly above-average proportion attaining the highest two grades, such attainment has remained similar in English, at the low end of average. In a few subjects, attainment dipped in 2010, since when measures have been put in place that are improving the performance of current students. The school's data indicate that students are on track to meet the school's target for 2011, although that for 2010 was just missed.

Students say they feel safe and that the rare occasions of bullying are dealt with rapidly. Their spiritual, moral, social and cultural development is good. They reflect deeply on the experiences of those who are less fortunate and work together well to resolve conflict and address injustice. They raise funds for charities, run campaigns and help local senior citizens. Students carried out much detailed work for the cancelled project for new school buildings under the Building Schools for the Future programme. A high proportion of students takes up the healthy food served at school and the extensive range of physical activities offered. Attendance is average. It has risen since the last inspection, as have national figures, and the number of persistent absentees has fallen greatly. Through enterprise activities and leadership opportunities arising from the school's specialisms, students develop well a range of skills needed for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Teaching is good or better in most lessons and enables students to make good progress. In these lessons, teachers use their good subject knowledge to plan work that involves all students in activities that interest and challenge them to think hard. They set high expectations of work and behaviour, monitor students' progress and use questioning to check and extend their understanding. In other lessons, students make less progress because work is not matched closely enough to their needs to challenge them all, especially the higher attainers. On occasions, students spend too long listening or copying information to leave them time to learn well through their own efforts. The best examples of assessment include excellent sharing of criteria for improvement against which students assess their progress, but in the weakest cases there is little assessment of progress during lessons or helpful marking. Homework is not set consistently. When classes have temporary teachers, the quality of teaching and learning sometimes slips.

The curriculum meets students' needs well. It is broad and balanced. Working with partners, the school provides a range of vocational courses. Provision is matched carefully to the needs of vulnerable students and those at early stages of learning English, including through the breakfast club. Options for high attainers are adjusted and reviewed. Well-targeted interventions, in particular for Year 11 students, make a strong contribution to achievement. Business and enterprise skills are developed through subject teaching and days devoted to them. All students study for a qualification in information and communication technology (ICT). In the school's specialist subjects of business, ICT and mathematics, targets for participation and attainment are met. Previously limited provision for religious education and citizenship has been extended. The school's work as the hub of the local sports partnership provides an extensive range of opportunities for physical activity, including those targeted well for groups identified as previously less active. There is high take-up for these, although over a third of Key Stage 4 students engage in less than two hours of physical education or sport. Students enjoy the variety of enrichment activities, such as drama productions, and attend a range of homework and coursework clubs.

The excellent caring nature of the school is key to the harmony and respect it engenders. Staff support students particularly well to develop their personal qualities and enable them to benefit from what the school offers. Form tutors and year leaders know each student very well, and monitor and follow up issues carefully, working closely with the inclusion team. A weekly group-mentoring session gives effective support and guidance for many classes, although it is not consistently provided. Students with emotional and social difficulties and those who are disaffected receive extremely sensitive care and support that raises their self-esteem and helps them participate. Nevertheless, the school's data systems do not show readily the range of participation of individuals and groups. Vulnerable students are very well supported by staff and external agencies. Staff provide rapid and extensive support to safeguard students. The school's well-targeted work with the education welfare officer and families has led to a marked drop in the number of students who have high absence, and to an overall improvement in attendance and punctuality. The successful drive to reduce exclusions and removal from lessons, including for students with behavioural difficulties, has resulted in a substantial fall in numbers.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Staff show pride in working at the school and contribute keenly to its improvement. They are encouraged to develop their strengths and many build up leadership skills rapidly. They participate in working parties that are bringing about improvements in teaching and assessment of students' learning, and share good practice. Targets are challenging and staff use data effectively to track students' performance. However, the data do not show readily the progress of individuals or groups in relation to their targets or include the breadth of measures needed for monitoring participation and the impact of policies. Middle leaders make a thorough evaluation of examination performance and bring about improvement through monitoring teaching, but senior leadership systems do not ensure consistency or a self-critical approach across all aspects of the school's evaluation so some weaknesses have not improved quickly. Nevertheless, there have been substantial strides forward in attainment, behaviour and attendance. Development planning contributes to this improvement, although it does not identify priorities or measurable success criteria sharply enough.

The governing body knows the strengths and weaknesses of the school. Governors act on the views of students and parents but do not have systematic ways of collecting them. They ensure the safety of students and carry out their statutory responsibilities, although aspects of the monitoring of equalities policies are only partly in place. Nevertheless, the school very actively promotes equal opportunity through confronting stereotypical views, celebrating the students' diverse cultures and supporting those at risk of disaffection or underachievement. The impact is little variation in performance between groups and lack of racism. Promotion of community cohesion is excellent. A wide range of carefully planned activities, some with local schools or attracting press coverage, helps students understand and deal with issues such as violent extremism, knife crime and homophobia. Students' awareness of global citizenship is raised through activities such as meeting survivors of the Bhopal disaster and the Holocaust. Strong safeguarding systems ensure that students are safe and know well how to keep themselves safe. Vetting and recruitment procedures are thorough. The school is strongly committed to partnership working which it uses widely and effectively, for example with primary schools to develop students' sports leadership skills, with companies to build business and enterprise skills, and with a range of agencies to enhance students' well-being.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Most parents and carers who responded to the inspection questionnaire agree that their child enjoys school and that the school keeps their child safe. A few parents and carers disagree that the school helps them to support their child's learning and that the school informs them about their child's progress. Inspectors found that the information provided through the one report and one meeting per year, and in students' books and diaries, does not give parents good or consistent information about progress, targets, ways to improve or homework. A few parents and carers expressed the view that their child was not making enough progress at the school, was not well enough prepared for the future, or did not have his or her needs met, and that teaching quality varied. Inspectors found that progress overall and for groups of students is good by the end of Year 11, but there are a few lessons where weaker teaching does not meet everyone's needs and leads to less than good progress. The school reviews and amends provision for higher attainers, in which there has been variation in ensuring that the highest grades are achieved.

Arrangements put in place since the appointment of the new head of inclusion are addressing identified shortcomings in provision, which now better meets individual needs. A few parents and carers disagree that the school helps their child to have a healthy lifestyle, as do a small minority of students. Inspectors found that students' high take-up of school lunch and physical activity help them well to be healthy, although the level of maintenance of the toilets does not.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leytonstone Business and Enterprise Specialist School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 144 completed questionnaires by the end of the on-site inspection. In total, there are 892 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	29	93	65	8	6	0	0
The school keeps my child safe	39	27	95	66	6	4	0	0
My school informs me about my child's progress	35	24	86	60	19	13	2	1
My child is making enough progress at this school	31	22	90	63	19	13	2	1
The teaching is good at this school	34	24	92	64	11	8	1	1
The school helps me to support my child's learning	33	23	76	53	30	21	2	1
The school helps my child to have a healthy lifestyle	37	26	77	53	24	17	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	23	83	58	8	6	2	1
The school meets my child's particular needs	23	16	94	65	15	10	2	1
The school deals effectively with unacceptable behaviour	36	25	81	56	16	11	3	2
The school takes account of my suggestions and concerns	21	15	89	62	15	10	4	3
The school is led and managed effectively	26	18	93	65	13	9	4	3
Overall, I am happy with my child's experience at this school	45	31	76	53	13	9	3	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 January 2011

Dear Students

**Inspection of Leytonstone Business and Enterprise Specialist School, London E11 1JD**

Thank you for welcoming us so warmly when we visited your school and for speaking to us about it. We found that it is a good school. You all get on extremely well with each other and make an excellent contribution to the school and local community, for example through being peer mentors or sports leaders. You are very aware about how to build a cohesive community locally and beyond, as well as how to stay safe. You told us about the strong relationships with teachers. We found that they care for and support you extremely well, especially if you need any specific help. Most of you behave well and the numbers of students excluded or sent out of lessons have fallen. We have asked the school to continue to reduce these numbers and to make sure that behaviour is managed more consistently.

You make good progress and achieve well because the teaching is good in most lessons. We have asked the school to help you to do even better by raising the quality of teaching so that it is at least good in all lessons. We have asked teachers to make work more challenging, active and interesting, to give you clearer guidance on how to improve and to involve you more in assessing your own progress. You can help by involving yourself actively during lessons and by thinking hard about your work and how well you are making progress.

Through the hard work of the staff, your school has improved. To help it improve quickly in future, we have asked senior leaders to evaluate more critically, bring about more consistency, and use data and views from students and parents more systematically. We have also asked the school to communicate with your parents more frequently about your progress through reports and diaries. You can help by contributing your views and recording details regularly in your diary.

I wish you every success in future and in helping your school to improve.

Yours sincerely

Gill Close Her  
Majesty's Inspector

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