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24 October 2017

Mr Ashid Ali
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Dear Mr Ali

Requires improvement: monitoring inspection visit to London Enterprise Academy

Following my visit to your school on 28 September 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in April 2017. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order for the school to become a good school.

The school should take further action to:

- ensure that teachers use assessment information to plan stretching activities for all pupils, particularly for the most able, so that they make substantial progress
- further secure governors' lines of accountability in order to sustain improvements in the school.

Evidence

During the inspection, meetings were held with the principal, other senior and middle leaders, staff, pupils, members of the governing body and a sample group of parents to discuss the actions taken since the last inspection. I also had a telephone conversation with a representative from the Department for Education and with the school's improvement partner. The post-Ofsted school improvement plan was evaluated. I visited lessons with the vice-principal to observe learning, scrutinise pupils' work and discuss pupils' learning with them. I scrutinised documents in relation to the evaluation of the improvement plan and the single central record of checks made on staff.

Context

Eleven new members of staff have been appointed since the last inspection. A recently appointed interim vice-principal has responsibility for the post-Ofsted improvement plan. Pupils who have special educational needs and/or disabilities are supported through the appointment of a special educational needs coordinator.

Main findings

Since the inspection in April 2017, you have clearly identified the different groups of pupils within the school. Assessment information indicates that school leaders have an accurate view of the progress made by pupils. Individual starting points are used to set aspirational targets for all pupils. Senior leaders are meticulous in the monitoring of pupils' progress towards targets.

From observations of pupils' learning and scrutiny of their work, pupils are making sustained progress towards their academic targets. This is because teachers are using the data they receive to plan lessons more effectively to match pupils' needs and abilities. Nevertheless, some lessons lack challenge and opportunities for pupils to develop deeper understanding. This is particularly evident in key stage 3 mixed-ability lessons in English and mathematics. As a result, some pupils, particularly the most able, are not making strong progress in lessons.

School leaders monitor closely the progress of pupils who have special educational needs and/or disabilities. As a result, there is timely and appropriate support in the classroom and through additional literacy and numeracy groups. The progress of pupils who have special educational needs and/or disabilities and those who have lower-ability starting points is now in line with their peers.

A range of additional strategies are in place to support the progress of pupils of all abilities. Leaders regularly check that pupils are making progress as a result of these different and targeted interventions.

A thorough review of the curriculum has taken place. Pupils of all abilities now study a breadth of subjects, which match their needs, abilities and aspirations. Pupils reported to me that they value the opportunities available through the formal and enrichment curriculum.

Since the last inspection, middle leaders have received external professional development to improve the quality of teaching, learning and assessment in the school. A focus of this training has been the engagement of boys in the classroom. Boys' behaviour seen during visits to lessons was compliant. Teachers appear to be planning effectively for engagement. Expectations for the presentation of work are high and consistently applied. A review of work in books showed that boys and girls take pride in their work. However, through observation and talking with pupils, particularly boys, there is a need for further stretch and challenge in lessons to ensure that all pupils make substantial progress.

Governors recognise the need to challenge and hold school leaders to account more effectively. Scrutiny of governors' minutes show that governors are now asking increasingly searching questions in response to presentation of information from senior leaders.

External support

The school is receiving support from both a school improvement adviser and the London East Teaching School Alliance (Tower Hamlets). An aspect of this support is close scrutiny of leaders' work alongside external moderation of teachers' assessment of pupils' work.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Tower Hamlets. This letter will be published on the Ofsted website.

Yours sincerely

Carolyn Dickinson
Her Majesty's Inspector