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Mr Ashid Ali
London Enterprise Academy
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Dear Mr Ali

Special measures monitoring inspection of London Enterprise Academy

Following my visit with Bruce Goddard and Jason Hughes, Ofsted Inspectors, to your school on 15 January 2020, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection that took place in April 2019.

Having considered all the evidence, I am of the opinion that at this time:

Leaders and managers are taking effective action towards the removal of special measures.

The trust's statement of action is fit for purpose.

The school's improvement/action plan is fit for purpose.

Having considered the evidence, I am of the opinion that the school may appoint newly qualified teachers.

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

Brian Oppenheim
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection that took place in April 2019

- Improve leadership and management, including governance, to ensure that:
 - leaders develop a school culture and sense of community that instils a sense of pride in pupils
 - the assessment system is streamlined so that it is fit for purpose and teachers understand it
 - the curriculum, including the enrichment programme, has a clear purpose and enables pupils to develop their knowledge, understanding and skills
 - the behaviour management system supports pupils to behave well
 - leaders know which pupils are at off-site provision and monitor their attendance
 - safeguarding is effective.
- Improve teaching, learning, assessment and outcomes by ensuring that:
 - the assessment system is used to plan and meet pupils' needs more consistently
 - pupils' target grades are appropriate for their starting points
 - pupils improve the presentation of their work
 - pupils improve their speaking skills.
- Improve pupils' behaviour by ensuring that:
 - leaders set higher expectations for pupils' behaviour
 - teachers and other adults follow the behaviour management systems and challenge pupils' poor behaviour.

Report on the first monitoring inspection on 15 January 2020

Evidence

Inspectors observed the school's work, scrutinised documents and met with the principal, senior leaders, curriculum leaders and teachers. They also met with pupils and spoke to many informally throughout the day. Inspectors looked at a variety of documents in relation to behaviour and attendance, improvement plans, arrangements for safeguarding and the school's checks on the suitability of staff to work with pupils. Inspectors assessed the impact of leaders' actions taken since the last inspection. This concentrated on the areas for improvement to leadership and management, safeguarding and the quality of education, especially the curriculum.

Context

Since the last inspection, there has been a relatively high turnover of staff. A new vice principal started in September 2019, and there are two new assistant principals, both of whom started a week before this inspection. As well as changes to senior leadership, there is a new head of mathematics and new teachers in a variety of subjects, including English and mathematics. In addition, a new business manager has been appointed, following three who have come and gone in quick succession.

The progress made by the school in tackling the key areas for improvement identified at the section 5 inspection

The quality of education at the school is improving. However, leaders recognise, rightly, that more work is needed to ensure that all pupils achieve as well as they should and that the school no longer requires special measures.

From September 2020, the key stage 3 curriculum will be programmed over three years instead of two, as it is at present. This is to extend pupils' experiences to include subjects such as music, performing arts, and design and technology. Work has already begun to prepare for this move and subject leaders have revised their programmes to set out the knowledge and skills that they want pupils to grasp by the end of Year 9. In key stage 4, leaders are planning to introduce a broader range of vocational subjects so that the curriculum better meets pupils' needs and aspirations.

In most cases, subject leaders have identified what pupils should know and be able to do by the end of each year and key stage. Senior staff are working with subject leaders to plan the curriculum so that it builds pupils' knowledge and skills in an ordered way. For example, the curriculum in English has been revised to build on pupils' knowledge of Shakespeare, and how to analyse his writing, each year. In science, the curriculum is organised logically, so pupils build their knowledge step by

step. In mathematics, the pupils learn basic concepts before moving on to more complex calculations. However, this is not consistent across all subjects.

In most subjects the curriculum is increasingly ambitious for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). However, there remain some weaknesses in the curriculum. In some subjects, the programme misses out important areas of study. In others, the emphasis on ensuring that pupils are prepared for GCSE can mean that some ideas are overlooked. In English, for example, pupils do not write long enough pieces of work.

Improvements are evident in the way the curriculum is taught and assessed. Most teachers know their subjects well and they are keen to teach the curriculum effectively. However, despite improvements, there remain some weaknesses in how the plans for the curriculum are followed through in the classroom. Sometimes, the tasks given to pupils do little to deepen their knowledge, and they tread water.

Pupils' outcomes are improving, although they are not yet as strong as they should be. The first set of GCSE results for the school are encouraging, although too few pupils achieve the higher grades. For the most part, pupils present their work well. However, there are still books that are untidy, where handwriting is poor or where there is unfinished work.

The way teachers assess pupils' learning has improved. Subject leaders have developed assessment methods so that they link more closely to the curriculum and what pupils should know at the end of the term or year. Assessment information, collected three times a year instead of five, helps to identify those pupils who need additional support. This is a sensible step forward. However, assessment and target-setting are overly complex and there is too little focus on checking pupils' broader learning.

For the most part, pupils behave well and have positive attitudes. Staff and pupils say that behaviour has improved considerably. However, there is still room for improvement. The new behaviour procedures are clear and followed consistently by staff. In most classrooms and around the school, pupils behave well and there is less disruption to learning. Nevertheless, there are still occasions where pupils' behaviour is poor, and learning disrupted. Use of the learning support centre, for pupils disrupting lessons, remains high.

Pupils say that the school is now a more orderly place and that bullying is rare. Behaviour on the stairways is often boisterous despite the presence of staff. However, movement around the school is not helped by the layout of the building and the need for pupils to move between floors.

Pupils' attitudes are also better. Most are keen to do well and want to learn. Teachers say that the climate around the school is much more positive than in the

past. Inspectors, too, observed a mostly positive climate in classrooms. Nevertheless, where work is not ambitious enough, pupils' attitudes suffer. Pupils do as they are told but without much enthusiasm. Attendance is a little below average but improving. Most pupils arrive to lessons on time, but some have to be chivvied by staff.

The effectiveness of leadership and management

New staff have given the school a boost in its efforts to drive improvement. Leaders and governors are taking effective action to tackle the weaknesses identified in the last inspection. They have a clear vision for the school and are ambitious for its pupils. This is evident in the systematic improvement to behaviour, the changes to the curriculum and the way senior staff now hold subject leaders to account for performance.

The school has made strong progress in ensuring that there is a positive working climate for staff and that there are shared values. Staff report that they feel well supported, have good access to professional development and feel their workload is appropriate. They are enthusiastic about the improvements already made but realistic about the work needed to continue to move the school forward.

The school's plans for improvement are broadly effective. The post-Ofsted action plan identifies the actions needed to deal with the areas for improvement identified during the previous inspection. There are statements about the impact these actions are to have, although these are not always specific enough or easily measured.

Leaders have an accurate view of the school's strengths and weaknesses. This is because senior leaders keep a close eye on the school's performance, including behaviour, attendance, and pupils' outcomes. As well as carrying out their own checks, leaders use external experts to review the school's performance and progress in tackling weaknesses.

Governance of the school has improved considerably. Governors visit the school regularly, for example to check behaviour in lessons and around the school. This enables them to see first-hand how well the school is improving. They are knowledgeable about the school's strengths and weaknesses and have a clear understanding of its continuing priorities. Governors have received appropriate training, including for safeguarding.

Safeguarding is effective. Staff receive up-to-date training in safeguarding. They confirm that they have seen and read the relevant sections of 'Keeping children safe in Education 2019'. Staff know how to recognise the signs of abuse and how to refer pupils to the school's safeguarding team. They are trained in the government's 'Prevent' duty. Staff can name the leaders responsible for safeguarding and when it might be necessary to contact the local authority designated officer directly.

Strengths in the school's approaches to securing improvement:

- The school's approach to managing behaviour has been improved significantly. New and tighter procedures, and clear expectations, have helped to reduce disruption to lessons.
- Improvements to the curriculum are broadening pupils' experiences and the quality of education. Planning for the curriculum is becoming more organised so that pupils can build on previous learning.
- Improvements to assessment mean that teachers have better information about how well pupils are learning. The information enables teachers to support pupils who are struggling with their work.
- A review of governance has been carried out by external consultants. Improvements to the way the governing body organises its work mean it is more effective.

Weaknesses in the school's approaches to securing improvement:

- The curriculum requires further improvement so that planning is consistent across all subjects. In some cases, the curriculum lacks important content. In others, an over-emphasis on working backwards from GCSE limits pupils' broader learning. End points, other than being prepared for GCSE, are not always identified clearly enough. The focus on achieving school-defined expectations, rather than remembering more, is hampering learning.
- There are inconsistencies in the way the curriculum is implemented. Not all tasks are appropriate. They give pupils too little opportunity to remember more and learn more.
- Assessment and target-setting are over-complex. Not enough emphasis has been given to the purpose of assessment and its limitations. Assessment is too often focused on GCSE rather than pupils' broader learning.
- Outcomes have improved but are still not strong enough. Not enough pupils achieve the higher grades in GCSE.

External support

Additional support has also been provided by a range of external consultants. This has enabled leaders to confirm that the work to improve the school's performance is having a positive impact. Links with the other schools have been effective in supporting the revision of the curriculum and in improving teachers' skills and expertise.