

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



5 May 2021

Ashid Ali
Principal
London Enterprise Academy
81–89 Commercial Road
Whitechapel
London
E1 1RD

Dear Mr Ali

Additional monitoring inspection of London Enterprise Academy

Following my inspection with Sophie Welch, Her Majesty's Inspector (HMI), of your school on 23 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the 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 to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require special measures.

Most of Ofsted's additional monitoring inspections are being carried out remotely. This inspection took place on site because of concerns about leadership and management raised at the inspection of April 2019.

The inspection took place because the school was judged to require special measures at its previous section 5 inspection. The school's most recent section 5 inspection took place in April 2019.

Having considered all the evidence and taking into account the impact of COVID-19 (coronavirus) on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- use the strongest practice evident in some subjects to ensure consistency and coherence across all subject planning
- ensure that senior leaders work together to drive forward improvements to the curriculum more urgently.

Context

- Since the last inspection, there have been some changes to the senior leadership team. There have also been a few other staff changes following resignations. New trustees have been added to the governing body.
- Around 90% of pupils were educated at home when the school was closed to most pupils at the start of the spring term. Around half of vulnerable pupils and those with an education, health and care plan were attending on site.
- Nearly all pupils were receiving their education in school at the time of this inspection.
- At the time of this inspection, the school was fully staffed.

Main findings

- You and your senior leaders have taken well-directed action to provide all pupils with a full education. Pupils and staff were well prepared for remote education at the start of the spring term. This is because they were given the resources and training to use the remote education technology. Staff are positive about the support they receive from leaders, especially those new to the school.
- You and your senior leaders have worked to develop the curriculum so that it meets the needs of pupils more effectively. The curriculum for pupils in Years 7, 8 and 9 is now taught over three years rather than two. A broader range of vocational subjects is available in Years 10 and 11. By this time last year, when the pandemic began, subject leaders were already working to revise and replan their curriculum. This work has continued, although the pace has been slower than planned partly because of the current circumstances. However, senior leaders sometimes evaluate the pace of improvement overgenerously. This means that developments are not always driven forward fast enough. Nevertheless, subject leaders have each developed a 'curriculum road map' that defines what they want pupils to learn and by when.
- In many subjects, the work to revise the curriculum has helped ensure that pupils are set tasks that build their knowledge in a sequenced way. For example, in English, there is a clear consensus about the important concepts that pupils need to know and remember. Pupils talked perceptively about the

novel 'Animal Farm' as an allegory for the Russian revolution. Staff have given thought to the order in which conceptual knowledge is taught. For example, in mathematics, teachers help pupils to become fluent with concepts such as fractions before moving on to more complex calculations. However, work remains to be done to ensure that all subjects are planned and sequenced consistently well.

- Currently, staff are helping pupils to revise and consolidate the work they have done previously. Teachers use a variety of approaches to identify any gaps in pupils' knowledge and what concepts need to be strengthened. These approaches include simple tests, checking pupils' reading knowledge and everyday feedback to pupils.
- During the first part of the spring term, the order in which knowledge was taught was amended to take account of remote education. For example, fieldwork was postponed in geography. Now that pupils are back in school, teachers are helping them to firm up their previous learning before moving on to new concepts and ideas. In Year 11, the focus is mainly on formal assessments. Leaders have continued to provide support for pupils' post-16 choices.
- Reading and literacy are an increasingly important focus for teachers. A range of initiatives are encouraging pupils to develop their speaking fluency. Weekly spelling and grammar tests are designed to help pupils develop and practise their literacy. Currently, staff are developing strategies to improve pupils' knowledge further. Leaders recognise that this remains work in progress.
- Vulnerable pupils and those with special educational needs and/or disabilities (SEND) are appropriately supported. Leaders have taken clear action to help all pupils access education. For example, those pupils who did not engage with remote education were invited into school. During the time the school was partially closed, teaching assistants and learning mentors continued to provide online mentoring. All pupils were contacted at least twice each week to check on their learning and mental health.
- Trustees have strengthened the work of the governing body. Following an audit of governors' skills, new trustees with additional expertise were appointed. Considerable work has been carried out to ensure that governance procedures meet requirements and are robust. Named governors are linked to specific aspects of the school, such as pupils with SEND and finance. The governing body is holding leaders to account for decisions appropriately. Governors need to ensure that planned improvements to the curriculum move forward quickly.
- Leaders and trustees have used a range of organisations and individuals to support improvements. An external consultant acts as the school's improvement partner and has provided training for leaders and trustees. The

school's links with another academy trust are used to support developments to the curriculum. This support is helping leaders to improve the curriculum.

Evidence

This inspection was conducted on site. We spoke to you, other senior leaders, pupils and staff as well as representatives of those responsible for governance to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also visited lessons and sampled documents, such as governing body minutes, and reviewed 25 staff questionnaires. There were no responses to Ofsted's online questionnaire, Parent View.

I am copying this letter to the chair of the board of trustees, 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