

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



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Ashid Ali
Principal
London Enterprise Academy
81–91 Commercial Road
Whitechapel
Tower Hamlets
London
E1 1RD

Dear Mr Ali

Special measures monitoring inspection of London Enterprise Academy

Following my visit with Katerina Christodoulou and Joanna Jones, Ofsted Inspectors, to your school on 21 September 2021, 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 previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection that took place in April 2019. It was carried out under section 8 of the Education Act 2005. The monitoring inspection report is attached.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. We discussed the ongoing impact of the pandemic with you and have taken that into account in our evaluation.

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

Leaders and those responsible for governance are taking effective action towards the removal of special measures.

Having considered the evidence, I am of the opinion that the school may appoint early career teachers.

I am copying this letter to 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 reports website.

Yours sincerely

Brian Oppenheim
Her Majesty's Inspector

Report on the second monitoring inspection on 21 September 2021

Context

Since the last special measures monitoring inspection, there have been changes to the senior leadership team at deputy principal and assistant principal levels. There have also been other changes to staff as a result of resignations and promotions, including some subject leaders.

The need to manage the coronavirus pandemic and staffing changes has slowed some elements of the school's plans to improve. However, leaders and governors have worked successfully to overcome challenges.

During the inspection, inspectors focused on the work which leaders are doing to improve the curriculum and behaviour, so that pupils can achieve well.

The progress made towards the removal of special measures

Despite the challenges of the COVID-19 pandemic, leaders and governors have continued to take action to address the school's weaknesses. As a result, behaviour and the curriculum are improving.

By and large the work to improve the school is proving to be successful and pupils recognise that there is a more positive atmosphere in classrooms and corridors. Pupil conduct is positive. Pupils are supportive of and respectful to others, and listen attentively to teachers. They answer questions when asked and complete their work diligently. Around the school, behaviour is calm when adults supervise pupils. However, it is still a little fragile as pupils move up and down the staircases, a feature partly the result of the nature of the building.

Leaders have procured considerable support to improve the school's performance. Improvements to the way the curriculum is planned and delivered are bearing fruit. Across subjects, planning is more consistent. Leaders are clear about the aims of the curriculum and the essential knowledge and skills that pupils need to learn by the end of the course. Plans are detailed, and knowledge and skills are broken down into their constituent parts. This helps pupils learn the fundamentals before moving to more complex work. For example, in mathematics and history pupils are building their knowledge and skills in a logical sequence. Teachers make sure that pupils understand the concepts before moving on to new work. In science, pupils use their memory of concepts to make sense of more advanced work, such as cell structure.

However, in some cases these plans are not implemented as effectively as they might be. Sometimes pupils repeat work, even though they understand the facts. Pupils are not being given the opportunity to go back over work as a way of becoming more confident. In other cases, the plans are not used to give pupils work that matches leaders' expectations for the curriculum.

Most teachers have expert knowledge of their subject and present information clearly. In a few cases teachers are not teaching their specialist subject. Although leaders have put in place support, pupils are not getting a quality experience in these subjects.

Reading and literacy are new priorities, especially after school closures due to the pandemic. Although it is too early to see an impact on pupils' achievements, pupils have opportunities to practise and develop their reading, and extend their vocabulary.

Governors are working to ensure that the school's future is assured. They have suitable oversight of its performance. The governing body has the necessary range and depth of expertise to hold leaders to account and provide support. Governors are ambitious for the school. They understand their roles and carry them out well. For example, the visits to the school to see the impact of the improvement strategies for themselves are most sensible. As a result, they have a secure handle on the school's performance and accurately identify strengths and weaknesses.

Leadership capacity is bolstered considerably by the support provided by external consultants and links with a multi-academy trust (MAT). This has made a significant difference to the school's performance. Leaders have a clear vision for the school and are ambitious for pupils. They have used the support wisely to ensure that improvements become rooted in everyday practice. External support is also helping to provide relevant and valuable professional development for staff. However, without ongoing support, it is unlikely that leaders will be able to maintain the current pace of improvements.

Leaders ensure that pupils are kept safe and that their welfare is a priority. Arrangements for safeguarding are effective and leaders work closely with external agencies. Changes have been made to take account of recent statutory guidance, for example the guidance relating to sexual harassment. Attendance and behaviour records are well documented. Pupils feel safe in school and know how to keep themselves safe online.

Additional support

The additional support obtained by leaders has included a range of expert external consultants and work with an MAT. This has added to the school's leadership capacity and enabled leaders to continue to develop new and improved policies and procedures. As a result, behaviour has improved and curriculum planning has tightened.

Evidence

The inspectors observed the school's work, scrutinised documents and met with the principal, senior leaders, curriculum leaders, pupils and staff. They met with governors to discuss the improvements to the school and its future. They also met with pupils to talk about their work and views about the school.