

# Short inspection of London Academy of Excellence

Inspection dates:

21 and 22 March 2024

## **Outcome**

London Academy of Excellence continues to be an outstanding provider.

## **Information about this provider**

The London Academy of Excellence (LAE) was founded as a free school in 2012. LAE is an academic sixth-form college with one campus in Stratford, in the London Borough of Newham. At the time of the inspection, there were 474 students, all aged 16 to 19 years old.

LAE offers a broad A-level curriculum in 15 subjects which include sciences, foreign languages, English, mathematics, geography, history, economics, politics and psychology. Students in Year 12 study four A-level subjects and most students in Year 13 study three A-level subjects. Students in Year 12 have the opportunity to take an extended project qualification to prepare them for university or their future career.

## **What is it like to be a learner with this provider?**

Students thrive in an inclusive and diverse environment, where they take part in an exceptional range of personal development activities beyond the subjects they study. Students love being part of college networks such as lesbian, gay, bisexual and trans, and eco clubs. In these groups, they develop new friendships, and skills such as leadership. They build support and social networks and explore their interests with like-minded individuals. They feel proud to be part of a vibrant college community.

Students are extremely motivated because of the high-quality teaching they experience. Teachers set very high academic expectations for students who appreciate how teachers help them to develop. Students participate purposefully in lessons. They respond well to the difficult questions that teachers pose. Students thoroughly enjoy the challenge and feel inspired by teachers and their peers to do the very best they can. Students' attendance, punctuality and achievement of their planned learning goals are excellent.

Students receive very effective support from their teachers and pastoral staff. They have extra academic sessions and one-to-one support from teachers, for example to address any gaps in their knowledge. Students have very good help with their mental health if they need it. Consequently, they feel well supported, highly valued, and cared for.

Students very much enjoy being at college and say it is a safe place to learn. They state that they are treated fairly, and that staff take good account of their diverse needs. For example, in a recent assembly, the usual musical performance was withheld out of respect for those observing Ramadan.

## **What does the provider do well and what does it need to do better?**

Leadership, management and governance are outstanding. Leaders and managers fulfil their vision to provide outstanding education and training to young people and enhance their life chances, particularly of those from disadvantaged backgrounds. Leaders have exceptionally high expectations of their students. The extremely well-designed and taught curriculums directly support students' aspirations. As a result, the vast majority of students achieve exceptionally well and move on to study at universities with very demanding entry criteria, or go on to degree apprenticeships.

Leaders and governors continually improve and enhance the student experience very effectively. Students are at the very centre of their decision-making processes. Leaders expertly involve a wide range of staff to quality assure the provision. As a result, governors, leaders and managers have made sure that students continue to receive outstanding teaching, learning and support.

Teachers are highly skilled and experienced and have in-depth knowledge of the subjects they teach. They use a range of teaching strategies expertly, such as detailed explanations, simulated experiments, demonstrations, questions and discussions. Teachers skilfully link theoretical concepts with real-life examples. As a result, students develop excellent knowledge and skills. They revisit taught content frequently. They make sure that students have excellent study skills so that they can work independently.

Teachers provide students with extremely helpful and developmental feedback on their work. They clearly identify what students have done well and what they need to do to improve. Teachers set frequent mock examination questions in lessons to check what students know. They use strategies such as group discussions very effectively for students to identify and bridge gaps in their knowledge. Because of this, students develop a deep understanding of their subjects and improve their work. Teachers provide students with extensive preparation and practice so that they know the demands of and are fully prepared for their examinations, in which a high proportion of students achieve A\* and A grades.

Leaders, managers and teachers have developed an outstanding careers education curriculum. Students take part in an extensive range of careers activities which

include one-to-one meetings with careers advisers, visits to employers and universities, and industry expert guest speakers. Teachers provide students with high-quality resources to develop their knowledge and understanding of careers and other progression opportunities.

Leaders and staff provide exceptional opportunities for students who aspire to work in medicine, dentistry and veterinary sciences. A comprehensively planned pathway programme ensures that students gain helpful insights into different professions and roles in healthcare and sciences. Industry guest speakers, such as junior doctors, provide students with excellent insights into the medical profession. This is reinforced through visits to medical settings and by completing sector-based academic research projects.

Industry expert mentors provide students with comprehensive support and guidance with their university applications and interviews. Students have extensive opportunities to attend simulated university entrance examinations and interviews, such as clinical aptitude tests for those pursuing a career in medicine, to refine their skills and knowledge.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Provider details

<b>Unique reference number</b>	138403
<b>Address</b>	Broadway House 322 High Street Stratford London E15 1AJ
<b>Contact number</b>	02033011480
<b>Website</b>	<a href="http://www.lae.ac.uk">www.lae.ac.uk</a>
<b>Principal, CEO or equivalent</b>	Alex Crossman
<b>Provider type</b>	16 to 19 academy
<b>Date of previous inspection</b>	9 to 11 October 2017
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection was the first short inspection carried out since London Academy of Excellence was judged to be good in October 2017.

The inspection team was assisted by the headteacher, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Joanna Walters, lead inspector

His Majesty's Inspector

Paul Manning

His Majesty's Inspector

Saher Nijabat

His Majesty's Inspector

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