

# Inspection of London Enterprise Academy

81-91 Commercial Road, Whitechapel, Tower Hamlets, London E1 1RD

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Inspection dates:	1 and 2 October 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Requires improvement

The headteacher of this school is Ashid Ali. This school is part of Tower Hamlets Enterprise Academy LTD which is a single academy trust. Other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Muhammad Nazim Ahmed.

## **What is it like to attend this school?**

The school works with pupils to help them to achieve academic success. It supports pupils to make sure that they seize every opportunity that is offered to them. Staff inspire pupils to positively contribute to society, for example by taking part in charitable work.

Pupils learn from a curriculum which is designed to prepare them for life beyond the school gates. The school has sequenced the knowledge that pupils need to learn in order to achieve well. Leaders are ambitious for pupils, including those with special educational needs and/or disabilities (SEND). However, this ambition is, at present, not fully realised in some aspects of the curriculum. This is reflected in the school's published outcomes. The school's effective actions mean that current pupils are rapidly improving their understanding within subjects and their ability to apply their knowledge.

Pupils understand and follow the rules and expectations for behaviour. Their positive behaviour supports their own learning, as well as that of others in the classroom. Pupils are kept safe. They know who they can talk to if they have any concerns or worries. Leaders work with pupils, parents and carers to ensure that they understand the importance of pupils attending school each day.

The school offers a range of enrichment opportunities. Pupils take advantage of these and talk about how much that they value them. They describe how much they enjoy their visits to London museums and landmarks and how this helps them with their learning.

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

The school has designed a rich curriculum for all pupils which is based on the scope and ambition of the national curriculum. Through staff training, the school makes sure that the curriculum taught in lessons matches the knowledge that is intended for each subject. The school has also carefully considered which subjects will best support pupils' future aspirations when planning the curriculum. Areas of the curriculum that need development have been identified and are being addressed, including those aspects that contributed to low published outcomes in the past. This means that, overall, pupils are now learning and achieving well across subjects.

Through regular planned checks, the school makes sure that it knows how well pupils are learning and remembering the key content in each subject. This information also informs any further changes that may need to be made to the curriculum. However, day-to-day checks carried out within classrooms are less precise. Pupils' errors or misconceptions are therefore, in some instances, not challenged or corrected in a timely way.

The school has worked to develop pupils' reading throughout the curriculum. Teaching uses a range of strategies which builds up both pupils' confidence in reading as well as a love of reading. The school's approaches are being successfully implemented and pupils who have fallen behind are quickly catching up. Pupils enjoy reading and talk with enthusiasm about their favourite stories.

The school's support for pupils with SEND is effective. Teachers make appropriate adaptations so that pupils are able to fully access the learning. These adaptations are informed by pupils' individual learning plans. Teaching prioritises support for pupils with SEND and teachers make sure that they regularly check pupils' understanding. The school utilises the skills and knowledge of support staff well. As a result of all this support, pupils also approach their work with growing independence.

The school's high expectations for behaviour are well understood by pupils. There is a fair and clear behaviour system. Any behaviour incidents are closely followed up by leaders. Assemblies address any issues or important messages that may be required to help to keep pupils safe.

Personal development is a thread that runs throughout the whole curriculum. Leaders have thought carefully about how to provide rich opportunities and experiences that pupils might otherwise not have or miss out on. This includes, for example, trips abroad, with financial assistance offered to allow all to take part. The school also provides pupils with timely careers advice and guidance. Pupils feel well supported with making decisions about their next steps.

The school has ensured that pupils learn about and build their awareness of fundamental British values. However, some other aspects of the personal, social, health and economic (PSHE) curriculum are not designed or taught in a coherent, sequenced way. Sometimes, pupils do not learn the subject content that the school has set out in its curriculum. The school has not checked carefully whether teaching fully matches its expectations for the PSHE curriculum. This leaves some pupils not as prepared as they could be for life in modern Britain.

The trust knows the school well. It works effectively to support the school to achieve its ambitions. Staff at the school say that leaders take their well-being and workload into account. They feel well supported with their professional roles.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teaching does not routinely use assessment to check whether pupils have learned and remembered the essential knowledge set out in the curriculum. This means that pupils can develop misconceptions and gaps in their knowledge. The school should ensure that teaching routinely builds in effective checks of pupils' understanding to evaluate

whether pupils are learning the intended curriculum and that any gaps identified are addressed.

- The PSHE offer for pupils is not designed in a systematic, coherent way. The school does not have clear oversight of what pupils are learning and when. The school should ensure that the knowledge pupils need to learn through the PSHE offer is clearly identified, sequenced and organised. The school should also develop the way it checks what pupils are taught and when, including ensuring that important curriculum content is not missed.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141133
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	10345989
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	435
<b>Appropriate authority</b>	The board of trustees
<b>Chair of trust</b>	Muhammad Nazim Ahmed
<b>Principal</b>	Ashid Ali
<b>Website</b>	<a href="http://www.londonenterpriseacademy.org">www.londonenterpriseacademy.org</a>
<b>Dates of previous inspection</b>	5 and 6 July 2022, under section 5 of the Education Act 2005

## Information about this school

- The school is a part of Tower Hamlets Enterprise Academy LTD which is a single academy trust.
- The school uses no alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- Since the last inspection, the school has appointed a new chair of trust and several new governors.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: computing, English, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of parents shared through the online survey, Ofsted Parent View. They gathered the views of pupils and staff through the online pupil and staff surveys, as well as through discussions conducted throughout the inspection.

## Inspection team

Luke Stubbles, lead inspector	His Majesty's Inspector
Robert Grice	His Majesty's Inspector
Hannah Glossop	His Majesty's Inspector

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