

London East Academy

46 Whitechapel Road, Whitechapel, London, E1 1JX

Inspection dates

10–11 March 2015

Overall outcome

Independent school standards not met

Context of the inspection

- This inspection was undertaken at the request of the Department for Education, the registration authority for independent schools. The main aim of the inspection was to monitor the school's progress in implementing its action plan in response to the weaknesses identified at the school's last full inspection in October 2014. At that inspection, the overall effectiveness of the school was judged inadequate.
- At the time of the monitoring inspection, the October 2014 inspection report was not available on the school's website.
- The school's action plan to address the failures was evaluated in January 2015 as requiring improvement.

Main findings

Curriculum

- At the previous inspection in October 2014, the curriculum was judged as inadequate because schemes of work and plans were not linked to the needs of students. Their learning was restricted by their lack of knowledge and experience in creative and aesthetic subjects, and in design and technology. The school did not have the resources to teach these subjects or humanities well. Students had very little knowledge and experience about other cultures. The school's action plan indicated that it would develop the Key Stage 3 curriculum to incorporate more National Curriculum subjects, thus providing depth and breadth. This would also include reviewing learning outside the classroom. The action plan also specified that the current subjects offered would be reviewed and new long- and short-term curriculum plans would be developed.
- This monitoring inspection found that a new curriculum policy is in place and steps have been taken to elicit parental support for broadening the curriculum to include music, art and drama in Key Stage 3 and offer enrichment activities in these subjects. The curriculum policy will not be ratified until the end of the current term and schemes of work are currently undeveloped.
- Although art is taught in Year 7, this and other creative subjects will not be rolled out across the school until the summer term, after the departure of current Year 11 students. This will enable staff with the required expertise to teach these subjects. Enrichment activities and additional courses for the more able students are planned, but again these will not be offered until the summer term. For example, the school has plans to introduce British Sign Language and computing at Key Stage 4 for the more able students. These students will be expected to select triple science in biology, chemistry and physics to extend their studies. The school is at the early stage of arranging to work jointly with a local school to develop drama. A range of enrichment activities is also planned that will include speakers from industry, cooking, choir and inter-school sports competition. However, these intentions are at a very early stage. Much of the work outlined in the action plan is at a developmental stage and standards relating to the curriculum are still not met.

Teaching and assessment

- The inspection of October 2014 found that the quality of teaching was inadequate and, consequently, learning was often poor. Teachers did not plan well to reflect students' prior attainment and classroom resources were not used effectively. The action plan outlined a range of

strategies that included: protecting the time that teachers had to plan; reviewing and developing schemes of work; supporting under-performing teachers; developing teachers' skills to ask questions and use classroom resources effectively; providing guidance on the teaching standards required; improving the use of assessment to match work to students' prior attainment; developing provision for the more able; and providing support for students who were not making enough progress. The actions outlined have all been implemented and the requirements are now met.

- The rates of students' progress have improved since the last inspection, primarily because the increased focus on improving teaching means that students are more engaged in their learning. Work to develop teaching is continuous and now includes: protecting the time teachers have for planning; regular monitoring of teaching by leaders; the development of systems to track students' progress; and holding staff to account for students' progress. The support provided for teachers to develop their skills is leading to improvements in learning. During the inspection, students were keen to demonstrate their understanding of their work, with teachers checking their grasp of the taught skills.
- Expectations of teaching have been raised through a scheduled programme of professional development. An increased emphasis on tracking and analysing information on progress regularly is linked to an analysis of pastoral needs, so that additional support can be tailored to the needs of individuals. There is now more rigour in identifying how well different groups of students are achieving from their starting points. Students also know their target grades and what they need to do to achieve them.
- Teachers are now more diligent when marking students' work and have begun to give detailed comments on what students need to do to improve their work. Student marking of their peers' work is used, and students have begun to respond effectively to teachers' assessment of their work.
- The teaching seen during the inspection encouraged students to talk and make presentations while critiquing each other's work. Teachers are now making better use of resources and time, the contribution of teaching assistants and of teaching aids such as the interactive whiteboard. Teachers are also using questioning well to assess students' understanding of their work.
- As part of the new monitoring cycle, senior leaders are evaluating the quality of teaching and have a clearer overview of the strengths and areas for development. They carry out full observations in lessons and also make short lesson visits. Monitoring records of teaching suggest that no teaching is inadequate and the quality is much improved. Members of the governing body also have a better overview of the quality of teaching. The increased focus on developing teaching includes monitoring behaviour and developing the pastoral curriculum to provide support for students with poor behaviour. The school is now using a clearer system for monitoring behaviour. The regulations related to the quality of teaching and assessment are now all met.

Spiritual, moral, social and cultural development

- The previous inspection, in October 2014, found that the school was not complying with the standard for developing students' spiritual, moral, social and cultural awareness, particularly in relation to students learning about other faiths, different cultural practices and living in modern Britain. In the action plan, the school stated that it would review the curriculum and develop a curriculum map that would reflect the teaching about British values and other faiths and beliefs. It also indicated that trips and visits to places of interest would be used to widen students' understanding of how people live in Britain and wider afield. Inter-faith partnerships and activities such as internal activities, for example assembly, were planned to develop students' grasp of other cultures and faiths.
- As a result of implementing the plan, provision for improving students' spiritual, moral, social and cultural development is much improved. Work in books, discussion observed in lessons on cultural identity and living in Britain, and displays of literature and art from other countries confirm that the school is now enriching students' knowledge about other cultural heritages and British values. The standards are now met.

Welfare, health and safety

- At the previous inspection, in October 2014, the school did not meet the standards for ensuring

students' welfare, health and safety. Safeguarding policies and procedures were not being implemented adequately. The action plan outlined a range of steps that the school would take to meet requirements. These included reviewing all policies and procedures related to safeguarding, promoting awareness across the school on keeping safe, and working in partnership with the local authority on safeguarding matters. Senior leaders have also sought advice from the local authority and participated in 'Prevent' training to increase their awareness of protecting students. However, the requirements regarding students' welfare, health and safety are still not met because the governing body has yet to ratify the improved policies before they are fully implemented. Furthermore, a number of actions are incomplete. The safeguarding policy does not specify the procedures to be followed when an allegation is made against the headteacher.

- An action plan has been drawn up to correct the deficiencies identified in the premises. Senior leaders, including the governing body, have dealt quickly with areas that were prioritised by an external consultant. For example, missing ceiling tiles have been replaced.
- A revised first aid policy provides a clear outline of the role and responsibilities of different staff and governors. However, it fails to identify how parents are informed of incidents; it also fails to identify the provision of regular first aid training and development updates for staff. Consequently, these requirements are still not met. The medical room is well located and equipped with most facilities needed, but it has chairs rather than a bed. The first aid boxes are complete and checked regularly, and 20 members of staff are appropriately trained to administer first aid.
- At the time of the previous inspection, students were not properly supervised. Following the inspection, the school employed additional support staff, including a supervision manager, to manage students at different times of the school day. The supervisors are very visible and are assigned specific duties on a rota. They ensure that members of the public using the mosque during the school day do not trespass into the spaces used by students. In this regard, students are now safer and securer. The requirements for safe supervision are now met.
- Play time is better organised and students can take part in activities. They are zoned according to year groups and accommodated in three separate halls in the building. Each group has access to ample space. During the inspection, there was no cause for concern about students' behaviour.

Suitability of staff, supply staff, and proprietors

- At the previous inspection, it was found that the school was not carrying out appropriate checks to confirm the identity of those who had been appointed before they started work at the school. This requirement is now met because the school has implemented all the actions identified in its plan.
- The single central record now includes all the checks on staff. All of the requirements with respect to these checks are now met.

Premises and accommodation

- At the previous inspection, the school did not meet the standards for the premises because students did not have access to suitable outdoor space to play. Plans to improve the arrangements have not been implemented.
- Following senior leaders' consultation with the local safeguarding board about using public space for play, a suitable area close to the school was identified. Contractual arrangements for a physical education specialist to work with students there are currently being finalised with the local authority. Arrangements for supervising students when travelling between the school and the public space are in place. However, risk assessments are incomplete. A further delay to implementing this standard is linked to the consultation with parents about extending the break so that students can have sufficient recreational time. This is expected to be completed in time for the start of the summer term. The standard is still not met.

Quality of leadership and management

- The independent school standards have not all been met and, as a result, the quality of leadership and management of the school is inadequate.
- Policies relating to the welfare of students have not been finalised by the governing body.

Consequently, leaders have not been able to secure fully the well-being of students.

Compliance with regulatory requirements

The school must take action to meet the Education (Independent School Standards) Regulations 2014 and associated requirements

- The school should ensure that there is a written policy on the curriculum, supported by appropriate plans and schemes of work, which is implemented effectively (paragraphs 2(1), 2(1)(a)).
- The school should ensure the curriculum gives all pupils experience in aesthetic and creative education (paragraphs 2(2), 2(2)(a)).
- The school should ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- The school should ensure that a written policy on compliance with relevant health and safety laws is effectively implemented (paragraph 11).
- The school should ensure that a written policy on first aid is implemented (paragraph 13).
- The school should ensure that suitable outdoor space is provided for pupils to play outside (paragraph 29(1), 29(1)(b)).
- The proprietor must ensure that particulars of the arrangements for meeting the standard contained in paragraph 7 (as above) are published on the school's internet website or, where no such website exists, are provided to parents on request (paragraph 32(1) (c)).
- The proprietor must ensure that a copy of the report of the inspection is published and maintained on the school's internet website (paragraph 32 (1) (d)).
- The school should ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, fulfil their responsibilities effectively so that the independent school standards are met consistently and actively promote the well-being of pupils (paragraphs 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

Inspection team

Carmen Rodney, Lead inspector

Her Majesty's Inspector

Information about this school

- London East Academy is a selective Islamic secondary school for boys aged between 11 and 16. The school is accommodated in the London Muslim Centre, as is Al-Mizan, an independent primary school for boys. Both schools are led by the same executive headteacher who was appointed in September 2014. The two schools share the same governing body and are managed by the East London Mosque.
- The school has 142 students on roll. None of the students has a disability, a statement of special educational needs or an education, health and care plan.
- Most students are of Bangladeshi background; other groups include students from Somali, Pakistani, Indian and North African backgrounds.

School details

Unique reference number	134810
Inspection number	463624
DfE registration number	211/6394

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Islamic faith school
School status	Independent day school
Age range of pupils	11–16
Gender of pupils	Boys
Number of pupils on the school roll	142
Number of part time pupils	0
Proprietor	East London Mosque
Chair	Muhammad Habibur Rahman
Headteacher	Ziaur Rahman
Date of previous school inspection	8–10 October 2014
Annual fees (day pupils)	£3,300
Telephone number	020 7650 3070
Email address	admin.leadacademy.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

Interested in our work? You can subscribe to our website for news, information and updates at <https://reports.ofsted.gov.uk/user>.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015