

London Enterprise Academy

"Learning for Life"



Parent Handbook 2025-2026



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1. Introduction

Welcome to London Enterprise Academy (LEA), a dynamic and inclusive secondary school located in the vibrant heart of East London, within the culturally rich borough of Tower Hamlets. At LEA, we are dedicated to delivering an outstanding educational experience for every pupil, rooted in high academic standards, strong personal development, and a commitment to equity and inclusion. Our ethos is built on respect, ambition, and resilience—values we instil in our students to help them thrive both during their time with us and in the wider world beyond school.

This booklet is intended to help you find all the basic information you need in order to be actively involved in your child's learning journey at LEA.

We believe that every student deserves the opportunity to succeed, and our dedicated team of staff works tirelessly to create a safe, supportive, and stimulating learning environment. We aim not only to nurture academic excellence but also to foster character, confidence, and a sense of community among our pupils. Our curriculum is broad, balanced, and enriched with experiences that promote intellectual curiosity, creativity, and a lifelong love of learning.



2. Welcome from the Principal

It is my sincere belief that, with the right teaching and care, every pupil can succeed. I am hugely proud to be leading an institution in which pupils are able to achieve things they didn't think possible. Having worked as a senior leader in Newham and previously taught in numerous schools in Tower Hamlets, I have seen what makes a school a happy, engaging and safe place to attend. I am determined that London Enterprise Academy will help every pupil leave school successful motivated and ready to take on the challenges of the world.

London Enterprise Academy is a small, more personal 11-16 Secondary Academy with no more than 100 pupils in each year group. Students are grouped in smaller class sizes. This means teachers get to know every pupil as an individual and are able to closely nurture and challenge them all. We have a longer school day, a wide range of extra-curricular activities and a more personalised curriculum for our students.

Our curriculum focuses on every student mastering the most important subjects and skills, particularly English, Maths and Science. We encourage all our students to become "learners for life" by embedding enterprise skills throughout the curriculum. We embrace technological advancement and innovation to ensure our students have the latest facilities and skills needed to make learning exciting, engaging and fun.

With smaller classes, your child will receive more personalised attention and be less likely to be overwhelmed by the transition to secondary school. We work with professionals and entrepreneurs to provide mentoring to all our pupils from a young age to inspire them to become the leaders of tomorrow.

We demand high standards from our pupils and staff, with a 'no excuses' approach to work and discipline.

I strongly believe that school should be a place of joy, discovery, wonder and imagination. My aim is that every child leaves London Enterprise Academy with excellent exam results, an ability to think deeply, act with kindness and integrity and take responsibility for a fantastic life ahead.

Thank you and welcome to our great school.

Ashid Ali

BSc (Hons), PGCE, MA (Ed), NPQH



3. School Leadership and Staff

LEA is led by Principal Mr A. Ali and a senior leadership team that includes Vice Principal Mr A. Khan and Assistant Principals Dr A. Ali, Mr N. Hussain, and Mr S. Ali. Ms Paola Haik – Business Manager

Our staff includes dedicated subject teachers, pastoral leads, teaching assistants, administrative and support staff. A full staff list is available upon request or via the school office.

4. Our Vision and Ethos

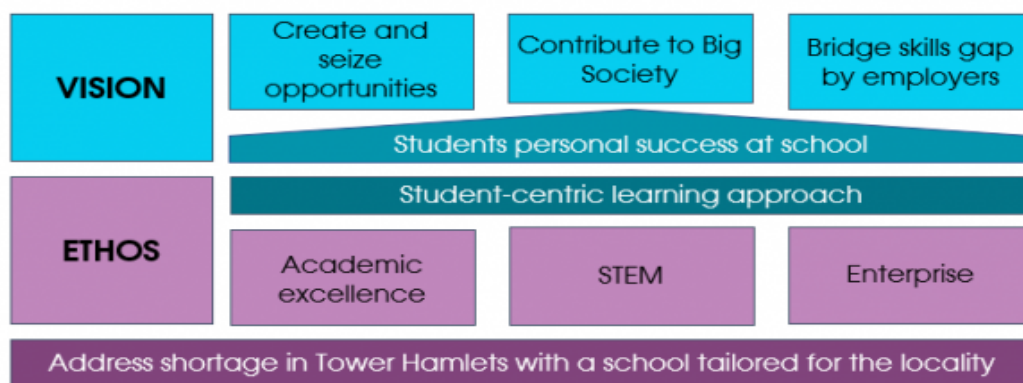
Our vision is to be a truly outstanding free school which delivers the very best educational opportunities for its pupils, nurtures academic excellence and enhances ambition in all its pupils and inspires the next generation of professionals and entrepreneurs from a diversity of social and academic extractions.

In addition to achieving academic excellence, it is our vision is to instil in every child the beliefs, behaviours and attitudes that will underpin success in life. This means that every student will be equipped to:

- Create and seize opportunities for themselves and others
- Contribute to the Big Society, and
- Bridge the skills gap faced by future employers

Our school's ethos will support this vision by creating a school that is sympathetic to the social background of the students given the specific characteristics of Tower Hamlets It will also be pro-active with respect to the unique opportunities that this dynamic and well situated borough affords. Central to our school's ethos is a student-centric and individualised learning approach designed to procure personal success for each and every student, regardless of where their abilities lie. Our curriculum is designed to forge our students into engaged citizens who will have the right skills and be active participants in modern British society.

The illustration below summarises our vision and ethos.



5. The School Day

The school is open from 8:45 am to 3:50 pm Monday to Friday, with a slightly earlier finish for Years 7-9 on Monday and Friday.

Year 7/8/9			Year 10/11		
Period	Monday & Friday	Tuesday, Wednesday & Thursday	Period	Monday & Friday	Tuesday, Wednesday & Thursday
Advisory	8.45 am	8.45 am	Advisory	8.45am	8.45 am
1	9.05 am	9.05 am	1	9.05am	9.05 am
2	9.55 am	9.55 am	2	9.55am	9.55 am
Break	10.45am	10.45 am	Break	10.45am	10.45 am
3	11.05am	11.05 am	3	11.05am	11.55 am
4	11.55am	11.55 am	4	11.55am	11.55 am
Lunch	12.45pm	12.45pm	5	12.45pm	12.45 pm
5	1.20 pm	1.20 pm	Lunch	1.35pm	1.35 pm
6	2.10 pm	2.10 pm	6	2.10pm	2.10 pm
7	-----	3.00 pm	7	----	3.00 pm
End of school day	3pm	3.50pm	End of school day	3.10pm	3.50pm

6. Key Performance Indicators

6a. 2024-2025 Results

- Attainment 8: 47.19
- 68.10 % achieved Grade 4+ in English & Maths (*Above National Average*)
- English Grades 4-9: 80.00 % (*Above National Average*)
- Math Grades 4-9: 78.00 % (*Above National Average*)
- Triple Science (Biology, Chemistry and Physics) 4-9: 100% (*Above National Average*)
- 2 Science grades 4-9: 74.00 % (*Above National Average*)

6b. 2023-2024 Results

- Progress 8: -0.01 (*At National Average*)
- Attainment 8: 46.35 (*Below National Average*)
- 67.4% achieved Grade 4+ in English & Maths (*At National Average*)
- English Grade 4-9: 77.5% (*Above National Average*)
- Math Grade 4-9: 72.1% (*Above National Average*)
- Triple Science (Biology, Chemistry and Physics) 4-9: 100% (*Above National Average*)
- These figures highlight our ongoing commitment to academic achievement. In 2023- 24, LEA was amongst the Top 50 most improved schools in the country out of more than 10,00 schools.

7. Advisory and Pastoral Support

7a. Pastoral team

We are proud to have a dedicated pastoral team that provides essential support and care to ensure every child is prepared for learning and able to achieve their full potential. The team includes a member of the Leadership Group, Heads of Learning, Learning Mentors (LMs), and Behaviour Mentors (BM), all of who work collaboratively to deliver a comprehensive package of support for our students.

Due to our small year group sizes, we are able to offer highly targeted and personalised support, ensuring that the individual needs of every child are met. Both Learning Mentors (LMs), and Behaviour Mentors (BM), provide one-to-one support and group mentoring, focusing on behaviour, self-regulation, and readiness to learn.

In addition, the pastoral team, in partnership with the wider staff, plays a vital role in promoting student well-being. This is achieved through a range of initiatives, including advisory sessions, workshops and online programmes, all designed to nurture personal growth and resilience.

7b. Advisors

These are the staff who see your child at least once every day, sometimes more than once, as needed. Our advisory groups are intentionally small, with an average of 20 students per group. This allows advisors to provide personalised support and build strong relationships with each student. Every group is allocated a dedicated advisor who oversees the welfare and academic progress of their students, supported by the Head of Learning, Learning Mentors, and Co-Advisors. If you have any concerns regarding your child, please contact their advisor in the first instance, as they are the primary point of contact and will know your child best.

7c. Advisory Programme

Our comprehensive advisory programme enables students to use advisory sessions to strengthen their wellbeing, make friends and broaden their understanding of global and social issues. Sessions typically involve reading, discussing current affairs, and exploring themes linked to the Social, Moral, Spiritual, and Cultural (SMSC) focus of the week. Topics may include issues such as freedom of speech, friendship, equality, and social justice.

7d. Assemblies

Our weekly assemblies reflect the theme of the week and are underpinned by our core values of LEADS (Leadership, Excellence, Ambition, Determination, and Sincerity). Students are actively encouraged to lead assemblies, developing their confidence and public speaking skills. In addition, guest speakers are regularly invited to address the school community on a variety of important themes.

7e. Reading

At LEA, we are committed to ensuring that every student is a confident and capable reader, able to access learning across the curriculum. Our whole-school approach, Every Child is a Reader, requires students to carry a reading book at all times and engage with reading daily, particularly during advisory sessions. To further develop their reading skills, students participate in programmes such as Accelerated Reader, Reader Scholars, and ERIC (Everyone Reading in Class).

7f. Mentoring

We promote a culture of responsibility and peer support by encouraging older students to mentor younger students through initiatives such as reading buddies and peer mentoring. These

complement the structured mentoring programmes delivered by our Learning Mentors and Behaviour Mentors, who provide additional guidance and support.

8. Attendance

Excellent attendance is fundamental to academic success. Our expectation is that every student achieves 100% attendance. If your child is unable to attend, you must inform the school office promptly with the reason for their absence. Our pastoral team will work closely with you to provide any support necessary to ensure your child attends school consistently and punctually. For further details, please refer to our Attendance Policy (<https://www.londonenterpriseacademy.org/assets/7-Attendance-Policy-2023.pdf>), available on the school website. Students with 100% attendance are rewarded with badges, certificates, gifts, trips, and much more.

Attendance ladder

How close are you to 100%

100%	Perfection	0 days off school	0 lessons missed
99%	Excellent	2 days off school each year	10 hours of education missed
97%	Good	5 days off school each year	25 hours of education missed
94%	Slight concern	11 days off school each year	55 hours of education missed
90% Persistently Absent	Concerned	19 days off school each year	95 hours of education missed
85% Persistently Absent	Very concerned	29 days off school each year	145 hours of education missed

8a. Punctuality

Arriving late to school or lessons disrupts learning and reduces the amount of content covered. We expect all students to arrive on time each day. Persistent lateness is addressed in line with our Attendance Policy, which outlines the sanctions that may apply.

8b. Safeguarding

Safeguarding is a priority at LEA. A dedicated safeguarding team, led by a member of the Leadership Team, ensures that concerns are dealt with swiftly and effectively in line with government guidance. Our Designated Safeguarding Lead (DSL) is Mr N. Hussain (Assistant Principal), supported by Mrs Y. Begum (Deputy DSL). Any safeguarding concerns must be reported immediately through the school's formal communication channels.

We also offer a range of support services, including access to a school social worker, counselling, mentoring, and online resources, to ensure every child feels safe and supported. For further

information, please refer to our Safeguarding Policy (<https://www.londonenterpriseacademy.org/assets/Documents/LEA-Safeguarding-Policy-September-2025-FINAL-3.pdf>) on the school website.

8c. Student Voice

Student voice is central to our ethos at LEA. Through the Student Council, students have the opportunity to express their views, evaluate school systems, and suggest improvements. The council meets every half term to discuss key issues and leads a range of student welfare initiatives, such as the food bank, supported by the Leadership Team. Students also contribute to school improvement activities, including staff recruitment, mentoring, and behaviour initiatives. Please encourage your child to run for the office of school representative as most people in politics today started by being school reps. Please contact your child's Head of Learning if this is something you are interested in for your child.

9. Parents' Evening

Each year group has an annual parents' evening. This provides an opportunity for parents and carers to meet with teachers and discuss their child's progress. Staff also maintain regular communication throughout the year to update parents on both academic progress and wellbeing. Parents are advised to contact the school office if they have any subject related enquiries.

10. Open Days and Open Mornings

We regularly hold open days and open mornings to share the exceptional opportunities we provide with parents, carers, and the wider community. Visitors are able to tour the school, meet staff and students, and experience how we deliver the highest standards of education. It is possible for parents to access use of the school's facilities for community activities such as Sewing, IT or cookery lessons run by teachers for parents and young adults who live locally. If you are interested in these activities please phone the school office.

11. Break and Lunchtime

Students can order snacks at break from the canteen. All Tower Hamlets students currently receive free school lunch. Parents/carers of other students are required to pay for snacks via ParentPay. For assistance with this, please contact the school office.

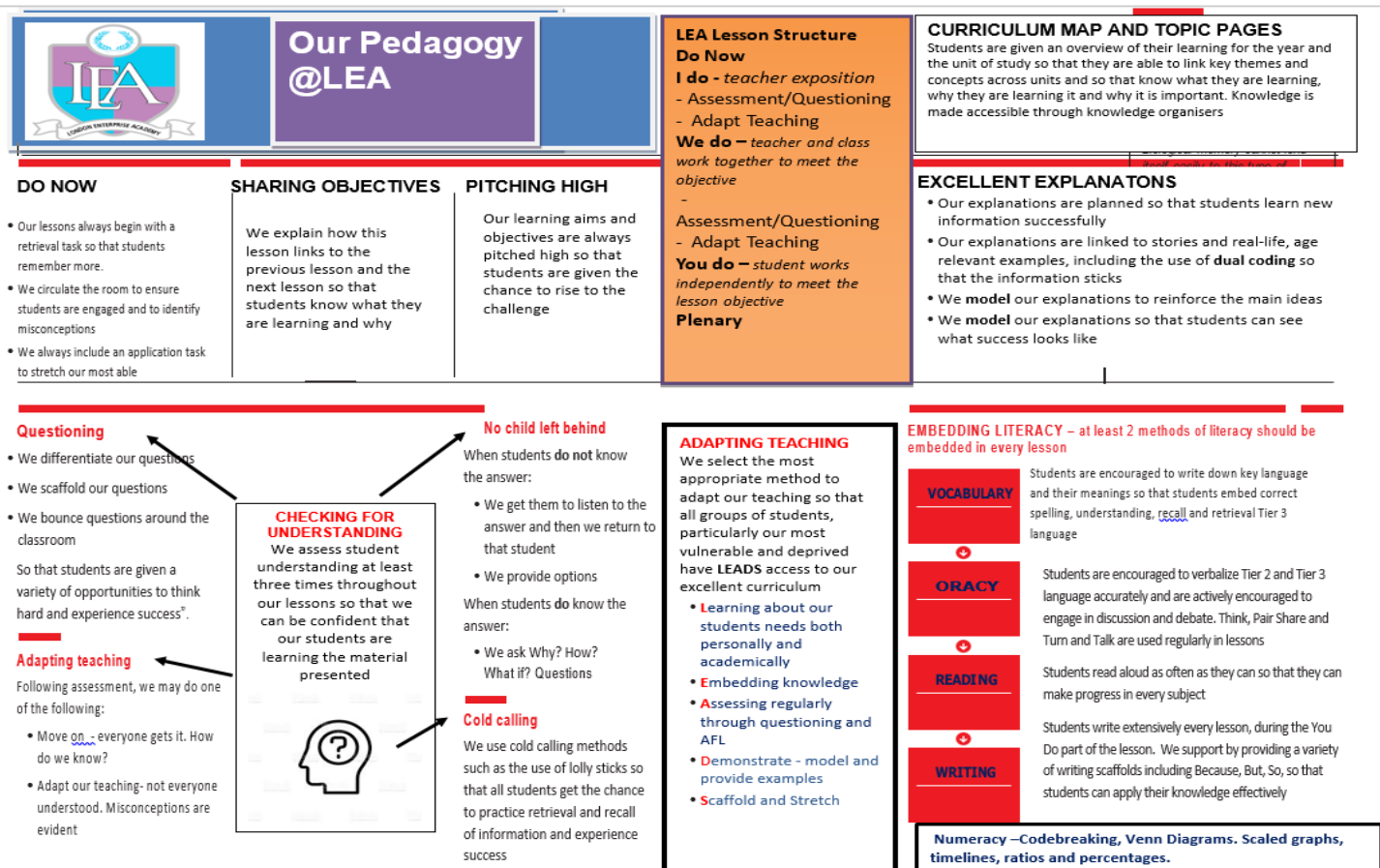
12. Outstanding Learning and Teaching

12a. Our Philosophy of Teaching and Learning

At LEA, our teachers commit to a rigorous programme of continuous development and training so that they experts at helping your child learn and develop mastery. Which leads to excellent achievement and positive behaviour. Students are given regular opportunities to reflect on how they learn best and to develop as independent, reflective and confident learners.

Teaching is inclusive and responsive, ensuring that every student has the opportunity to reach their full academic, social, personal, and intellectual potential. Central to this are our **Non-Negotiables**, which establish clear expectations for classroom practice:

- Teachers attend line-up on time to meet students or greet them at the door. Students are expected to stand behind their desks with equipment ready.
- Differentiated learning outcomes are displayed at the beginning of lessons and referred to throughout.
- Review tasks are provided for students as soon as they enter the classroom.
- Seating plans are arranged for effective learning.
- Assessment for Learning (AFL) strategies are used multiple times within lessons to check progress.
- Teachers circulate throughout the lesson to provide personalised feedback.
- Lessons are planned to ensure that at least 80% of learning is student-led.
-
- At the end of lessons, staff escort classes to the stairs, and at the end of the school day, to the back gate.



THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

01 DAILY REVIEW



Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS



The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING



Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW



The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

12b. Homework

Homework is set regularly to reinforce and extend classroom learning. All homework must be recorded by students in their planners. Parents are expected to check planners daily and engage in learning conversations to support their child's progress. Concerns about homework completion should be communicated to teachers via the student planner.

12c. Online Resources

We have an extensive array of online platforms to support your child's home learning including, **SAM Learning, MathsWatch, Seneca Learning, and Educake**. All students are issued with login details for SAM Learning and MathsWatch and are expected to complete weekly online tasks as set by their teachers. Training in the use of these platforms is provided to all pupils, and further details are available on the school website. If your child tells you that they do not have or have forgotten their passwords, please contact the Head of Learning via the school office.

13. Assessing Pupil Progress

At LEA, we are committed to ensuring that parents and carers receive accurate and detailed information regarding student progress. This is achieved through the following systems:

13a. Baseline Data

We use KS2 data in the first instance, and where this is unavailable, CATs data is used to establish retrospective baseline scores. Year 7 students complete CATs tests during their second full week at LEA. Students who join mid-year complete the CAT4 exam within their first week.

13b. Current Grades

Students receive current grades at the end of each assessment period, usually one term. Both Key Stages are awarded GCSE attainment grades for interim assessments. There are three interim assessment periods per year, following a formal exam week to give students valuable experience of examination conditions. Assessments are cumulative, ensuring that knowledge is retained and built upon. To guarantee accuracy, assessments are subject to rigorous internal and, where appropriate, external quality assurance. If you have concerns or need advice, please contact your child's Head of Learning via the school office.

13c. Key Stage 3

Key Stage 3 (Years 7-9) classes use **Key Objectives (KOs)**, which are reviewed continuously through assessment evidence and marking. Key objectives describe what knowledge and understanding your child needs to have acquired at any given point of the year. Following assessments, teachers review your child's KOs alongside class mark sheet attributes (Behaviour for Learning, Homework, and Self-Regulation). In addition, all Key Stage 3 students receive GCSE attainment grades to prepare them for Key Stage 4 (Years 10-11).

13d. Marking

Feedback is one of the most powerful tools for raising achievement because it allows teachers to speak to your child about what and how to improve. Students receive regular formative/developmental feedback, helping them understand how to improve and progress. Books are marked frequently, with opportunities for peer and self-assessment alongside teacher feedback.

Marking follows a consistent school-wide approach:

- All staff mark in line with the whole-school policy.
- Teachers use red pen to provide feedback and set **EBI (Even Better If)** improvement targets.

- Students use green pen to redraft work, make improvements, and complete peer assessments.
- Teachers acknowledge improvements through Red Amber and Green stickers.
- Key pieces of work are identified for marking within each Scheme of Work.
- “Fix-it time” is built into lessons to allow students to act on feedback and correct their work.
- Target grades are clearly recorded on the back of exercise books.
- All work must meet the standards outlined in the school’s presentation policy.

14. Our Ambitious Curriculum

14a. The LEA Curriculum - Vision

Our curriculum is shaped by our core values, **LEADS** (Leadership, Excellence, Ambition, Determination, and Sincerity). It is designed to extend, challenge, and support students, developing them into well-rounded individuals who excel academically, personally and socially.

Two key drivers underpin our curriculum:

- **Academic:** Equipping students with powerful knowledge and skills, enabling them to aim high and access top universities or credible alternatives.
- **Character:** Embedding respect, responsibility, and resilience through rich opportunities in and beyond the classroom.

14b. Structure of the Curriculum

Key Stage 3 Curriculum (3 years)

English, Mathematics, Science, Religious Education, PSHE/Citizenship, History, Geography, one Modern Foreign Language (Spanish), Art and Design Technology, Music, Drama, ICT, PE, and Enterprise.

Key Stage 4 Curriculum (2 years)

Students study a breadth of subjects across GCSE and BTEC pathways, with all following a core curriculum to support EBacc entry.

Core EBacc Subjects: English Language & Literature, Mathematics, Science (including Trilogy Science), Spanish, Religious Studies, Core PE.

Options: Business Studies, Sociology, Drama, History, Geography, Computing, Art and Design Practice.

Additional Provision: Asset Languages (Arabic, Bangla, Italian, French).

Where necessary, a reduced GCSE profile may be offered to maximise student success. We also run intervention and holiday classes to prepare pupils for success in examinations.

14c. Enrichment Programme

Key Stage 3 students follow a **STEAM-focused enrichment programme**, working towards CREST awards. Projects vary by year group and encourage creativity, problem-solving, and exploration. Examples include: *How do they make movies?*, *Could you survive a desert island?*, and *Designing a game controller*; and so on.

15. Outstanding Behaviour and Attitude

LEA supports students in developing into respectful, responsible young adults who conduct themselves with professionalism. We:

- Foster a calm, purposeful atmosphere where everyone feels safe and respected.
- Encourage students to take responsibility for their behaviour.
- Celebrate achievements and address poor behaviour fairly.
- Enable teachers to deliver high-quality lessons without disruption.
- Uphold respect and kindness across the school community.

(Detailed expectations, uniform policy, sanctions, rewards, and anti-bullying measures. Please go to the Parent page of the school website for details

(<https://www.londonenterpriseacademy.org/parents-area>).

16. Excellent Additional Support

16a. English as an Additional Language (EAL)

Students with English as an Additional Language (EAL) are supported by our ATL (Access to Learning) department through tailored interventions. This includes additional English language lessons, in-class support, and targeted small-group sessions to accelerate language acquisition. For example, if a student joins us from abroad with limited English, they will receive an individual learning plan to ensure they are fully supported both academically and socially. If your child can read and write their home language and it is offered as a GCSE by the exam boards we will enter them for an additional GCSE in their home language.

16b. Special Educational Needs and Disabilities (SEND)

The ATL department also provides a comprehensive programme for students with Special Educational Needs and Disabilities (SEND). SEN refers to students who require additional support to access the curriculum due to learning difficulties or disabilities. If a child is identified as having SEN, parents will be contacted and included in the development of an Individual Education Plan (IEP). Support may include differentiated teaching, specialist interventions, in-class support, and access to external agencies where appropriate. Our aim is to ensure that every child with SEN is fully integrated into school life and able to achieve their full potential. Please contact the school office if you need advice and/or support.

Contact Information

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