

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5307
Email: rachel.evans@tribalgroup.com



4 April 2014

Ms Jo Shuter
Headteacher
King Solomon High School
Forest Road
Barkingside
Ilford
Essex
IG6 3HB

Dear Ms Shuter

Requires improvement: monitoring inspection visit to King Solomon High School

Following my visit to your school on 4 April 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure the curriculum provides appropriate learning opportunities that meet the needs of all students so that they can make good progress from their starting points.
- ensure that the external review of governance is completed without further delay so that governors play a stronger role in monitoring the key improvement areas and raising achievement.

Evidence

During the visit, I met with you and other senior leaders, a group of middle leaders, the Chair and two members of the Governing Body to discuss the actions taken since

the last inspection. A telephone conversation was held with a representative from the local authority. The school improvement plan was evaluated. I looked at your assessment information and other documents relating to the improvements you have made. I also joined you on a tour of the school.

Context

Since the inspection a number of staff have left the school, others have resigned and will leave before the end of this academic year. These include a senior leader and five middle leaders holding posts of responsibility. You have reorganised the school day by reducing the lunch period and introducing a registration period at the end of the afternoon. You have created two learning support centres to teach students with additional needs.

Main findings

The school improvement plan correctly identifies the actions that need to be taken and demonstrates that leaders have a good understanding of priorities. However, the areas for improvement identified within the inspection report need to be more closely monitored. Monitoring roles for governors are not linked to improvement areas and you are not always recording how your actions will lead to improved student progress. This makes it difficult for leaders and governors to judge how effective actions have been or check that improvements are happening quickly enough.

Effective systems for recording, tracking and monitoring student achievement are now in place. These allow middle leaders to track how much progress students are making from individual starting points. Students entitled to the pupil premium funding and those with particular needs are being monitored more closely. Further interventions are made to ensure they make better progress. You are aware that these systems are new and will require time to become fully effective. However, you predict that students will achieve better GCSE results in 2014 than last year and your assessment information supports this prediction. You are increasingly holding teachers to account for ensuring that students make accelerated rates of progress. Together with improvements in the quality of teaching, this is helping more students to achieve the aspirational targets they have been set.

Professional training opportunities are planned carefully and link closely to the needs of teachers and the improvement plan for the school. Middle leaders say they are more effective because they are provided with regular achievement information that helps them to track student progress accurately. They are monitoring the quality of teaching closely and are able to identify when additional support is required. All leaders are clear about how to recognise good teaching over time. Your observation records show that teaching standards across the school are rising and have improved considerably since the inspection.

You are aware that further work is required to ensure that all students are offered learning opportunities that meet their needs. You are therefore offering new courses at different entry levels next year. You are providing information, advice and guidance to students so that they make good choices and maintain positive attitudes towards their learning.

Governors have been slow to arrange for the external review of governance. While they are asking challenging questions and receive detailed information from school leaders, they are not clear about their roles or responsibilities with regard to the identified improvement areas. Significant decisions still need to be taken concerning the financial situation of the school and developing a wider curriculum that meets the needs of all students. Governors are seeking to address these issues quickly so they can focus on raising the achievement of all students.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The school is drawing upon external support provided by the local authority. For example, they are helping you to improve the capacity of the senior leadership team. They have also offered assistance in managing the current budget deficit and helped agree priorities for further improvement. You consider that this support is effective. You have planned further work using other external consultants but this has not yet started.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Redbridge, and the Education Funding Agency.

Yours sincerely

Lesley Cox

Her Majesty's Inspector