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Ingrid Abraham  
Executive headteacher  
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Dear Mrs Abraham

**Additional, remote monitoring inspection of King Solomon International Business School**

Following my remote inspection with Christopher Stevens, Her Majesty's Inspector (HMI), of your school on 3 and 4 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require special measures.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school was judged to require special measures at its previous section 5 inspection. The school's most recent section 5 inspection took place in May 2018.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.**

Leaders and those responsible for governance should take further action to:

- ensure that their curriculum plans set out consistently what they expect pupils to learn and remember in each subject.

## **Context**

- Most of the current senior leaders, including the executive headteacher, have been appointed since the last monitoring inspection in November 2019.
- Two new directors have been appointed. There is a new head of science, head of inclusion and designated safeguarding leader. Altogether, 35 new staff have been appointed since the last monitoring inspection.
- Across the autumn term 2020, all pupils in primary and a quarter of pupils in secondary were educated remotely. All sixth-form students have been educated remotely since the start of the academic year.
- Four fifths of secondary pupils and around three quarters of primary pupils are currently being educated remotely. About a third of vulnerable pupils and those with special educational needs and/or disabilities (SEND) are attending on site.
- Currently, just under a tenth of staff are absent due to COVID-19. About half of all staff have either been ill previously or have had to self-isolate at some time since the pandemic started.

## **Main findings**

- Leaders have ensured that pupils are learning a broad range of subjects, either remotely or in school. They are taking a blended approach to learning. Leaders have provided as many families as possible with access to computer equipment, as well as other basic equipment needed for schoolwork. Teachers deliver the remote curriculum with a good level of skill because they have been well trained.
- The curriculum content is taught broadly as planned, with some adaptations. Children in early years, for example, still practise their fine motor skills. In primary and secondary, teachers place a greater focus on theory in practical subjects such as music and physical education. Teachers ensure that science experiments only require materials found at home, such as dissolving sugar in water. Pupils still access modern foreign languages through recorded lessons, and music through a commercial package. Sixth-form students study their usual curriculum remotely, including their wider study programmes. Planned work on longer-term curriculum planning has been disrupted by COVID-19.
- Pupils have significant gaps in their reading and writing in early years and primary because of the disruption to their learning. An appropriate catch-up

programme of support is in place for those most behind in phonics. Almost all of the weakest readers are engaged either remotely or in school. In key stage 2, the weakest readers have been assigned to a small group taught by the English coordinator. Most pupils now have access to, and are engaging with, online texts at home.

- Leaders have adapted the curriculum to ensure that pupils in all key stages access regular mathematics lessons either remotely or in school. Leaders are adhering closely to their programme of study in mathematics, mapped out before COVID-19. However, assessments do not consistently link well enough to the school's curriculum plans. This means that teachers cannot accurately assess what pupils need to learn next.
- Leaders have a strong knowledge of the vulnerable pupils and their families. They make regular checks on their well-being. Teachers and support staff work closely with families to ensure that there is regular contact. Leaders take appropriate action where required, including working with external agencies. A dedicated team supports those who are vulnerable, including pupils learning English as an additional language, to ensure that those not in school are engaged with their learning. Leaders have ensured that plans for Year 11 pupils' next steps, including careers guidance, have continued.
- Leaders know the needs of pupils with SEND well. Pupils with education, health and care plans have the resources and equipment they need to be able to engage in remote learning. Leaders liaise closely with families, especially those who are unable to access online learning. There are times each day for one-to-one or small group catch up support. Pupils with SEND have full access to the range of curriculum subjects. Teachers have the same expectations for these pupils as they do for other pupils.
- The directors are fully involved with leaders through their regular cycle of meetings. They are well-informed about pupils' engagement, and they are holding leaders to account for the curriculum currently being delivered. They have shown a high level of pastoral care towards senior leaders.
- Leaders have engaged well with a school improvement partner in the primary phase, focusing on teaching and learning. There has been less external support in secondary, although a review was carried out recently which showed improvements to behaviour. There has been little support for curriculum development to ensure that curriculum plans are consistently well sequenced.

## **Evidence**

This inspection was conducted remotely. We held meetings with the executive headteacher and other senior leaders. We met three of the directors who have responsibility for governance, including the chair of the governing body, and met

with the chair of trustees to discuss leaders' actions to provide education to all pupils during a national lockdown.

We also met with two groups of pupils and two groups of teachers. We looked at samples of remote lesson activities and pupils' work with a specific focus on early reading, English, mathematics, modern foreign languages and music. We also took account of 44 responses to Ofsted's Parent View, 41 parents' free-text comments and 40 responses to the staff questionnaire.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Birmingham. This letter will be published on the Ofsted website.

Yours sincerely

Mark Sims  
**Her Majesty's Inspector**