

# Inspection of Kantor King Solomon High School

Forest Road, Barkingside, Ilford, Essex IG6 3HB

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Inspection dates: 10 and 11 November 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Sixth-form provision

**Requires improvement**

Previous inspection grade

Good

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

Most pupils feel happy and safe at school. Teachers encourage them to make a positive contribution to their community. Pupils enjoy being part of a diverse and multicultural school. They learn about different faiths and cultures. Pupils have respectful relationships with their teachers and each other.

Staff want pupils to achieve well in examinations. They provide opportunities for pupils' wider development outside of the curriculum. Sixth-form students receive training to act as subject prefects or buddies. Pupils have had some careers guidance but would like more. In the sixth form, students are well supported with university and apprenticeship applications.

Pupils have mixed views about behaviour in the school. They say there are some 'bad apples' who disrupt their learning. Teachers try to address this, but their approach is inconsistent. Behaviour is generally calm around the school building. Pupils move to lessons promptly. They interact with each other well at breaktimes and lunchtimes.

Bullying does not happen often. If an incident occurs, pupils know how to report it. They can speak to a trusted adult or put it in writing. They have confidence that staff will investigate and resolve the issue.

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

Leaders started a review of the curriculum in September 2019. There is still much work to do. The quality of planning in subjects is variable. In some cases, including art and history, programmes in Years 7 to 9 do not meet all the requirements of the national curriculum. Subject leaders have not built their plans on what pupils learn in primary school. This means that in some cases, pupils are repeating work they have already done. Pupils in Year 7 say tasks are too easy, especially in English, mathematics and art. The quality of curriculum planning in physical education is weak, generally, and this includes some inequalities between the activities offered to girls and to boys.

Teaching does not routinely provide regular opportunities to revisit pupils' knowledge and skills. This means that they do not always remember what they have learned. Rather, techniques for passing examinations are emphasised, even when pupils are in key stage 3. Teachers use assessments to get pupils through examinations rather than checking they have learned important information. Younger pupils say that they do not find this helpful.

The quality of planning is better in a small number of subjects. In modern foreign languages, teachers plan for the increase of pupils' vocabulary knowledge. In Year 7, pupils learn simple language about the family. By Year 9, they learn more difficult

words related to their culture. In geography, leaders have thought carefully about the order in which they teach topics. Pupils increase their locational knowledge over time. In Year 7, they learn about how population and migration shape their local area. By Year 9, pupils understand their role as global citizens.

Pupils with special educational needs and/or disabilities are supported so that they can access the same curriculum as their peers. They provide reading support before school to the pupils who need it.

Leaders have introduced a behaviour policy that has clear rewards and sanctions. Teachers and pupils understand it. However, not all teachers use warnings in the same way. Understandably, pupils say this is frustrating. Sometimes, this inconsistency leads to low-level disruption, which interrupts pupils' learning. A small minority of pupils have received derogatory comments from their peers. This is not endemic across the school, but it is not good.

Teachers offer extra-curricular clubs, but not all pupils are involved. Leaders are working on ways to increase participation. Pupils learn about healthy relationships as part of the curriculum. They enjoy events led by external providers on topics such as consent and body image. Pupils learn about the British values of respect and tolerance. They can access counselling or mentoring services and are able to visit the well-being hub for support. In the sixth form, students value the ATID (Academy for Torah Initiatives and Directions), a general studies programme. They learn about careers and religious belief, as well as personal finance.

Leaders have improved the advice given to Year 11 about next steps. Pupils are guided towards post-16 courses that will best suit them. Sixth-form students appreciate the guidance they get with university and apprenticeship applications.

Staff are positive about leaders' consideration for their workload and well-being. They value the training and support they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils feel safe at school. They are taught how to keep themselves safe in the wider community and online.

Leaders have detailed knowledge of local safeguarding issues. They train staff to ensure they are up to date with the latest guidance. All staff know how to recognise potential safeguarding concerns. They report them promptly. The safeguarding team works with the local authority and other agencies. They ensure that pupils at risk get the help they need. Governors take their safeguarding responsibilities seriously. They carry out the relevant recruitment checks on staff.

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

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

- In most subjects, curriculum plans are not built around the key concepts and knowledge pupils need to understand. Plans do not include opportunities for teachers to revisit learning in a systematic way. This means pupils do not always remember what they have been taught. Leaders must ensure that they have coherent plans in place in all subjects to help pupils build knowledge over time.
- Assessment focuses more on examination techniques than on checking that pupils are securing essential knowledge and skills. Pupils in the lower school find this demotivating. Assessment should focus on checking that pupils are acquiring and remembering essential knowledge. This will improve teachers' identification of gaps in pupils' knowledge. It will also help pupils achieve better in the long term.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102861
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10199767
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1043
<b>Of which, number on roll in the sixth form</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Doreen Samuels
<b>Headteacher</b>	Hannele Reece
<b>Website</b>	<a href="http://www.kkshs.uk">www.kkshs.uk</a>
<b>Dates of previous inspection</b>	17 to 18 May 2016, under section 5 of the Education Act 2005

## Information about this school

- Since the last inspection, there have been several changes to the leadership team, including a new headteacher.
- Currently the school is using alternative provision for one pupil.
- The school has a modern orthodox Jewish character. The last section 48 inspection took place on 5 and 6 November 2018. The next section 48 inspection will be due before the end of 2023.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher and senior leaders. They also met with representatives from the governing body.
- The inspection team carried out deep dives in these subjects: English, history, modern foreign languages, science, and art and design. Inspectors looked at curriculum plans, visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers. Inspectors also visited sixth-form lessons.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of checks carried out before staff are appointed.
- Inspectors met with pupils, including the sixth form. They spoke to pupils during lesson visits. Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes.
- The inspection team spoke to staff about behaviour and about their workload in the school. Eighty-five responses to the survey for staff were also considered, as well as ninety responses to the pupils' survey. The parents' survey was completed by eighty-five parents. Fifty-eight of these parents provided written comments, which were reviewed by inspectors.

### **Inspection team**

Lisa Strong, lead inspector	Her Majesty's Inspector
Jonathan Newby	Ofsted Inspector
David Thomas Hatchett	Ofsted Inspector
Ian Rawstorne	Her Majesty's Inspector

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