

Inspection of a school judged outstanding for overall effectiveness before September 2024: Seven Kings School

Ley Street, Ilford, Essex IG2 7BT

Inspection dates:

23 and 24 April 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

The school has developed a welcoming, friendly, and highly aspirational culture. Pupils receive an exceptional education. The school has very high expectations for pupils from Reception through to the sixth form. As a result, pupils achieve extremely well. The focus on both academic rigour and personal development ensures pupils excel and are well-prepared to contribute positively to wider society.

Pupils are polite, confident, and highly articulate. Staff know the pupils very well which helps them feel safe. Behaviour in the school is exceptional. Pupils are proud to be part of the school community. Pastoral support for pupils is of a high quality and meets their individual needs. Those who join the school as 'new kings' are supported well to feel a sense of belonging quickly.

Pupils develop their talents and interests through a wide range of clubs. Pupils in all phases of the school take part in activities, such as clubs in sports, debate, and chess. Pupils develop deep interpersonal and organisational skills through the many leadership opportunities. Pupils in the primary phase join the school council and become classroom and playground monitors. Students in the sixth form support pupils in the primary as mathematics and reading buddies.

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

The school's curricular thinking is highly developed and ambitious. Staff have identified the precise knowledge they want pupils to learn at each stage of the curriculum from

Reception through to the sixth form. It is designed to build pupils' knowledge over time progressively. The school has embedded subject-specific vocabulary throughout the curriculum. At sixth form, the school has carefully considered how it develops students' ability to make important links across the curriculum. Students in the sixth form achieve very well. The improvement strategies that the school has put in place at key stage 5 means that students in the sixth form are now producing work of a superb standard. In the early years, the school has carefully considered how children should progress through the curriculum across all areas of learning. This provides pupils with an excellent foundation of knowledge for Year 1.

Teachers have extremely strong subject knowledge and present information clearly. They use a wide range of strategies to check for understanding systematically. If misconceptions are identified, staff address these swiftly. Staff in the early years check and develop children's use of language and vocabulary expertly.

The school identify and meet the needs of pupils with special educational needs and/or disabilities (SEND) highly effectively. Staff use their skills and expertise to make adaptations to ensure pupils with SEND can access the curriculum. Support staff are extremely skilled at working with pupils with SEND to ensure they are successful in the curriculum. As a result, pupils with SEND achieve extremely strong outcomes.

The school has a sharp focus on pupils learning to read from the start of Reception. Pupils who fall behind the pace of the phonics programme are swiftly identified. Highly effective personalised support is put in place for these pupils to ensure they catch up quickly. As a result, pupils become fluent and confident readers. Pupils across all phases in the school take great enjoyment in reading. They are supported to access a wide range of texts that they read for pleasure.

Pupils demonstrate excellent attitudes to their education. They are highly motivated during lessons where they enthusiastically contribute ideas and opinions. Children in the early years follow routines sensibly, listen carefully and concentrate on activities. They share well with each other and play together harmoniously. The attendance of pupils in school is very high. The school works effectively with parents and carers to ensure that pupils attend school regularly.

The school has designed a thoughtful personal development programme. This is structured to build pupils' knowledge and understanding over time. As a result, pupils gain an extensive understanding of how to keep themselves safe and healthy. Pupils in all phases of the school are well prepared for life in modern Britain. Pupils develop their cultural and global understanding through a wide range of trips and visiting workshops.

The school provides pupils with purposeful careers advice and guidance across all age groups. Pupils take part in a range of activities including careers fairs, mock interviews, and a variety of work-based opportunities. Students in the sixth form receive extensive support so that they understand their options once they leave the school. They are well supported with applications to university and apprenticeships.

The school has developed an extremely strong professional development programme for staff at all stages of their careers. The school checks the quality of teaching and implementation of the curriculum in detail. This leads to sustained and continuous improvement in the quality of education. Governors understand the strengths and priorities of the school and provide appropriate challenge and support to leaders at all levels. The school has developed very strong relationships and links with both parents and the local community.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged school to be outstanding for overall effectiveness in October 2018.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102856
Local authority	Redbridge
Inspection number	10345849
Type of school	All-through
School category	Community school
Age range of pupils	4 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	2196
Of which, number on roll in the sixth form	459
Appropriate authority	The governing body
Chair of governing body	Jean Roulton
Headteacher	Jane Waters (executive headteacher)
Website	www.sevenkings.school
Dates of previous inspection	12 and 13 September 2018, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.
- The school has a specially resourced provision for 17 pupils with a physical disability.
- The primary school is located at a separate address, 2 Perth Road, Ilford, IG2 6AU.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, members of the senior leadership team and a range of staff. They also met with members of the governing body and a representative from the local authority.
- The inspectors visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

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His Majesty's Inspector

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