

Star King Solomon Academy

Lord Street, Birmingham, West Midlands B7 4AA

Unique reference number (URN): 149155

Monitoring inspection report:

24 and 25 March 2026

At the most recent graded inspection in September 2024, the following areas were identified as needing to improve:

- In some subjects, particularly in the secondary phase, the curriculum is at an early stage of development. The school has not identified clearly enough what it wants pupils to learn and how this will build progressively over time. This affects pupils' learning. The school should ensure that the curriculum across the school is carefully designed and well-ordered so that pupils learn all that they should.
- The curriculum, including PSHE, is not delivered well enough, especially in the secondary phase. This means that pupils do not build a secure body of knowledge to support their future learning or their readiness for life in modern Britain. The school should ensure that teachers are well equipped to deliver curriculum content so that pupils can build their knowledge progressively over time.
- Teachers do not consistently check that pupils understand what has been learned and what they can remember. This is particularly evident in the secondary phase. This means that gaps in pupils' knowledge are not identified and addressed effectively. As a result, pupils' progress through the curriculum is hindered. The school should ensure that teachers consistently check pupils' understanding and adapt their teaching accordingly to close any gaps in learning.
- Absence rates are high. Some pupils, including disadvantaged pupils and pupils with SEND, miss too much school. This affects their learning and achievement. The school should further build on its initial work with parents and external agencies to ensure that the barriers that stop pupils attending school are removed.
- Some pupils do not behave well enough during unstructured times. They use derogatory language to each other. This disrupts social times for others. The school should ensure that staff follow the revised behaviour systems so that incidents of poor behaviour are addressed consistently well.

Leaders and trustees are taking effective action to improve the school, but continued work is needed to remove the special-measures designation

HMCI is of the opinion that the school may appoint early career teachers

The position regarding the appointment of early career teachers will be considered again during any further monitoring inspection we carry out.

During the monitoring inspection, inspectors focused on the following evaluation areas:

- Leadership and governance
- Curriculum and teaching
- Attendance and behaviour

Leadership and governance

Leaders at all levels, including trust leaders and those responsible for governance, have a precise and realistic view of the school's strengths and weaknesses. This helps them prioritise the right actions for improvement. There is now a sense of optimism in the school. Pupils and staff agree that the school is a positive place to be.

The trust has invested much time and resources in the school. School staff say that the trust has supported them to improve, and they now feel proud of the education that they are developing. All leaders have focused on the foundations first, so that subsequent improvements have a chance to take root. For example, they have focused on pupils' behaviour and attendance, as well as curriculum and teaching.

Leaders know that there is still much to do to ensure that outcomes for pupils improve. This includes securing better standards in phonics and ensuring that teachers meet pupils' specific needs during lessons. Pupils' attendance and punctuality are still not good enough.

Safeguarding

At the previous graded inspection, safeguarding was evaluated as being effective.

Attendance and behaviour

Pupils' attendance has improved significantly from a very low starting point. Attendance across both the primary and secondary phases has improved overall and for vulnerable groups. As leaders' work becomes embedded, these rates continue to climb week on week. This means that previous absences are having less of a negative impact on progress and attainment.

Behaviour in the school has improved considerably. School staff and the chaplaincy team have warm relationships with pupils. They treat pupils very respectfully and pupils respond positively to their high expectations. In lessons, pupils listen to their teachers. Lessons are rarely disrupted by poor behaviour. Repeat suspensions are now very low. At social times, pupils are often exuberant but act safely and enjoy playing games and sport, socialising and talking together. Pupils report that the school feels safe and purposeful, noting that they now feel the benefits of this year's improvements.

Curriculum and teaching

Leaders have adopted a new curriculum. Staff value the framework because it clearly defines what pupils need to know and be able to do. The curriculum builds over time so that pupils' knowledge develops securely. In implementing this approach, leaders have considered what pupils already know from their previous curriculum. Consequently, more secure assessment now tells teachers exactly what pupils know and what they do not. This is helping teachers to fill any long-term or emergent gaps in pupils' knowledge. However, it has not been taught for long enough to have a significant impact on pupils' longer-term outcomes.

Leaders have improved the quality of teaching by setting clear expectations informed by evidence of what helps pupils learn. The school has provided training to support these standards. Over time, teachers are developing their ability to use the new techniques that they are learning. While they are becoming more skilled in choosing the right teaching technique at the right time, there is still work to do on embedding better-quality teaching.

About this inspection

The inspectors carried out this monitoring inspection under section 8(2) of the Education Act 2005, and it was the first monitoring inspection since the school was judged to require special measures following the graded inspection that took place in September 2024.

The school's previous inspection was carried out under the Education Inspection Framework (EIF) at that time. The renewed EIF took effect from 10 November 2025. The areas for improvement identified at the school's graded inspection and subsequent monitoring inspection have been cross-referenced to the relevant evaluation areas in the inspection toolkit for consideration on this monitoring inspection.

The purpose of this monitoring inspection was not to determine grades for any of the evaluation areas set out in the school inspection toolkit. The purpose was to identify and report on the school's progress in addressing priorities for improvement since the school's previous inspection.

Since the graded inspection in 2024, there have been considerable changes in the school's leadership and governance. The Star Academies trust took stewardship of the school from November 2024. A new secondary principal, vice principal, assistant principal and special educational needs co-ordinator took up post in September 2025.

During this inspection, meetings were held with the principals, other senior leaders, the chief executive officer (CEO) of the trust, trust executive leaders and those responsible for governance to discuss the actions that have been taken to improve the school since the most recent graded inspection.

Lead inspector

Dan Owen

His Majesty's Inspector

Team inspector

Martin Spoor

Ofsted Inspector

About this school

School capacity

1,050

Number of pupils on roll

351

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