

# Inspection of King Edward VI School

Chapel Lane, Stratford-upon-Avon, Warwickshire CV37 6BE

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Inspection dates: 30 November and 1 December 2021

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Sixth-form provision

**Outstanding**

Previous inspection grade

Ofsted has not previously inspected King Edward VI School under section 5 of the Education Act 2005. However, Ofsted previously judged King Edward VI School to be outstanding, before it opened as an academy. School remains outstanding.

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

King Edward VI school is a rich and vibrant community. Pupils thrive at this school. Staff expect pupils to be the very best that they can be. Pupils rise enthusiastically to this challenge. They relish learning and grasp every opportunity to learn something new. Classrooms are places where pupils think hard.

Leaders have created a culture that extends far beyond the academic. Staff value each pupil and know them well. They are always there to assist if things go wrong, or if pupils need extra support. Pupils know that staff do not tolerate bullying or discriminatory language. Equality, diversity and inclusion are celebrated. School is a happy place for pupils and staff.

Pupils' behaviour is exemplary. They treat all with courtesy, respect and politeness. They flourish because they are immersed in school life. Almost all pupils attend, or help run, one of an array of extra-curricular clubs. These foster pupils' talents and interests and spark their imagination. Leaders have ensured that there is something for everyone, from jazz to astronomy and debating to robotics. Pupils take part with vigour and gusto. One parent commented, 'A fantastic school which is educating my son and turning him into a true gentleman.'

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

The headmaster, with the support of senior leaders, leads by example. Staff have created an ambitious ethos, coupled with genuine care for pupils' well-being. This seeps through every aspect of the school.

The curriculum is both aspiring and inspiring. Staff and pupils see the curriculum as an exciting seven-year journey full of awe and wonder. Pupils study an array of subjects in detail, including Latin and Mandarin. They are not disadvantaged by making decisions about their GCSE courses at the end of Year 8. This is because subject leaders offer a rich and exciting education. This extends well beyond exam specifications and requirements. For instance, pupils read a huge range of texts in English that goes far beyond that required. As a result, pupils experience a breadth and depth that provide a marvellous foundation for life beyond school.

Within each subject, leaders have thought skilfully about how they organise the curriculum. Pupils' new learning builds on what they previously learned. This means that pupils are adept at seeing the 'big picture' within a subject. They make connections and successfully combine new ideas with what they already know. Pupils draw on this to produce high-quality work. They can confidently articulate what they have learned. This reflects their blossoming knowledge and understanding.

Knowledgeable teachers know how to get the best from pupils. The genuine love for the subject they teach shines through. Teachers teach a demanding series of lessons

that reflects a demanding curriculum. They know the potential pitfalls that can stop pupils learning the curriculum securely. They navigate these expertly. Curriculum plans give teachers the scope to deepen pupils' understanding and feed their curiosity. As teachers know their pupils so well, they seize on this flexibility to tap into pupils' interests. They ardently guide pupils down avenues to explore new ideas and concepts.

Pupils with special educational needs and/or disabilities (SEND) benefit from the same high-quality curriculum as their peers. Teachers adapt their lessons to meet the needs of pupils with SEND. Nearly all pupils go on to study in the sixth form, including pupils with SEND.

The sixth form is a central part of the school. The school community warmly welcomes new students who join Year 12. They are helped to settle in quickly. The scope, ambition and quality of the curriculum in the sixth form are extremely high. Students contribute readily to the wider life of the school. All commit to 50 hours of voluntary work. Students take on leadership roles and run an array of clubs and societies for younger pupils, for instance 'El Classico', a society that explores aspects of the ancient world. They also volunteer in the community, for example in local hospices. As a result, they flourish academically and grow into confident, independent young adults. The school inspires students to consider ambitious careers.

Leaders have planned a comprehensive personal, social, health and economic (PSHE) education for all pupils. They have woven this through assemblies, PSHE days, tutor time, lessons and extra-curricular activities. Pupils take part in and contribute to this. For example, during the inspection, the school 'Pride' group presented in an assembly. Pupils learn to treat everyone equally and to challenge prejudice. They receive excellent guidance to help them make informed choices about their next steps. Pupils are well prepared for life in modern Britain.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are not complacent about safeguarding. They prioritise the safety and well-being of pupils. Staff and governors receive regular safeguarding training. All are vigilant in making sure that pupils are safe. They know the signs that could indicate that a pupil is at risk. They record all concerns in writing and swiftly pass information on to leaders. Leaders follow up any reports promptly, involving other external agencies appropriately.

Leaders carefully carry out the required checks on the suitability of all staff to work with children.

## 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>	137302
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10199291
<b>Type of school</b>	Grammar (selective)
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Boys
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	782
<b>Of which, number on roll in the sixth form</b>	334
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Victor Matts
<b>Headteacher</b>	Bennet Carr
<b>Website</b>	<a href="http://www.kes.net">www.kes.net</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- King Edward VI School converted to become an academy on 17 August 2011.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school does not use any alternative providers.
- Members of the governing body are also members of the board of trustees.

## 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.

- During the inspection, inspectors held discussions with the headteacher and other senior and middle leaders, including curriculum and pastoral leaders, the special educational needs coordinator and those responsible for post-16 education.
- Inspectors held discussions with teachers, support staff and trustees.
- Inspectors carried out deep dives in mathematics, science, English, classics, history and drama. For each of these subjects, inspectors met with subject leaders, carried out visits to lessons, spoke to pupils and looked at some of their work.
- Inspectors attended several assemblies, visited tutor time and went to see a range of extra-curricular clubs.
- Inspectors met with members of staff individually and in groups, and spoke to pupils formally and informally at various points in the inspection. Inspectors took account of responses to pupil and staff surveys, as well as Ofsted Parent View.
- Inspectors looked at records relating to behaviour, bullying, attendance and safeguarding.
- Inspectors reviewed safeguarding arrangements by checking the school's approach to staff recruitment, scrutinising policy documents and meeting with the designated safeguarding lead.

Ian Tustian, lead inspector

Her Majesty's Inspector

Huw Bishop

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David Buckle

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