

# Inspection of King Edward VI Academy

West End, Spilsby, Lincolnshire PE23 5EW

---

Inspection dates: 24 and 25 January 2023

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

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

Pupils have opportunities to be successful at this school. Leaders encourage pupils to live out the school values of 'ambition, aspiration, courage, resilience, honesty and respect'. Staff tell pupils to show 'KEVI courage' or 'KEVI resilience'. One pupil, typical of many, said they enjoy coming to school because they know they will be able to learn.

Leaders have high expectations of pupils' behaviour. They have committed to 'disruption-free learning'. Pupils meet these expectations and, as a result, learn in classrooms where behaviour is calm and focused. Pupils feel safe. Most do not worry about bullying and would report concerns to staff. A small number of older pupils share less positive views.

Leaders have ensured that there are a wide range of opportunities for pupils to develop their talents and interests. Some pupils talk enthusiastically about a fantasy tabletop role-playing game club. Many pupils take part in sports clubs and compete against other schools in the trust in the 'Winter Cup'. Pupils participate in house competitions and charity events, such as a 'Santa fun run'. Leaders have organised educational visits, such as a trip to Lincoln Cathedral for Year 7 pupils linked to what they study in history and religious education.

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

Leaders have designed an ambitious curriculum. They have identified the important knowledge they want pupils to learn and when they will learn it. There are opportunities for pupils to revisit prior learning in lessons and when completing homework tasks. Leaders have ensured that pupils learn about the most complex aspects of the subjects they study. Pupils consider, for example, how historians study the past. The number of pupils entered for the English Baccalaureate subjects is set to increase significantly.

Teachers' subject knowledge is secure. They start every lesson with an opportunity for pupils to recall previous learning. This helps pupils to build on what they already know. Teachers model tasks well, giving pupils insight into how to think about new ideas and knowledge. They encourage pupils to 'respond like a scholar'. Some teachers do not always ensure that all pupils have a secure understanding before moving learning on.

Pupils in previous years have not always secured successful examination outcomes. However, pupils currently studying at the school can recall their learning well. For example, pupils in key stage 3 make connections between current and prior learning. Work in pupils' books across all year groups demonstrates that pupils are learning the curriculum. They take pride in their work. Some older pupils are not always able to recall and connect their learning in the complex ways the curriculum intends.

Leaders have prioritised reading. Pupils encounter a broad range of fiction. They read, or listen to their teachers read, for 20 minutes every day. Staff use effective strategies to help pupils who need extra support to read more quickly and accurately.

Staff quickly identify pupils with special educational needs and/or disabilities (SEND). They provide tailored support to ensure that these pupils learn the curriculum. Teaching assistants work with specific departments. They develop their subject knowledge and provide subject-specific support to pupils with SEND.

Pupils interact positively with staff. Pupils listen attentively to important messages during daily roll-call. Leaders have acted to significantly improve pupils' attendance. Staff help pupils who need support to regulate their behaviour. The rate of pupil suspension is decreasing.

Pupils learn about how to keep themselves safe. They can talk about the different faiths and cultures they have studied. Years 9 and 11 pupils meet with staff to discuss careers and next steps. Pupils do not yet have a secure understanding of British values. Pupils would like more opportunities to discuss and debate issues in lessons.

Leaders have identified priorities for development and acted swiftly, including in relation to the behaviour system and the provision for pupils with SEND. The trust supports staff through training opportunities, including subject network groups. Most staff say that leaders are considerate of their workload and well-being. Parents and carers have mixed views of school policies and leadership. They do not always agree with the behaviour system.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff access safeguarding training at the beginning of the academic year and through regular updates. They check the impact of this training in regular briefings. Leaders work effectively with wider agencies to safeguard pupils. They take timely and appropriate actions when necessary. They keep detailed records of the actions they take.

Pupils learn about how to keep themselves safe, including when online. Leaders ensure that pupils learn about the most relevant issues by providing two sessions each half term that focus on local issues.

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

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

- The curriculum is ambitious and well sequenced, and teachers use consistent and effective approaches to teach the curriculum. Although many pupils, especially younger pupils, are able to recall their learning, this is not always the case for some older pupils. As a result, some pupils are not able to make connections between current and prior learning and deepen their understanding of the subjects they study as well as they should. Leaders should ensure that teachers know how best to deploy strategies to help pupils recall their learning.
- Pupils do not have detailed knowledge of British values. Furthermore, they do not have sufficient opportunities to debate and discuss issues in lessons. This means pupils are not as well prepared for life in modern Britain as they could be. Leaders should ensure that pupils have opportunities to debate and discuss issues and to develop their understanding of British values.

## 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](#)' 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>	138783
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10254812
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	466
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Ross
<b>Executive principal</b>	Sue Jones
<b>Website</b>	<a href="http://www.kingedwardacademy.co.uk">www.kingedwardacademy.co.uk</a>
<b>Date of previous inspection</b>	26 September 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been recent, significant changes to the school's leadership team. The executive principal took up her post in June 2022. The current special educational needs coordinator (SENCo) took up her role in September 2022. The acting head of school took up his post in March 2022. The current assistant principal took up her role in September 2021.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- The inspection team undertook deep dives in English, mathematics, geography, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher, other senior leaders, subject leaders, staff, the chair of the local governing body and trustees.
- Inspectors met with leaders responsible for behaviour, attendance, personal development, professional development, and the provision for disadvantaged pupils.
- Inspectors met with the SENCo and visited a sample of lessons in which pupils with SEND were present.
- Inspectors met with pupils in key stages 3 and 4, both formally and informally.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for staff recruitment and met with the safeguarding team. Inspectors also spoke with staff and pupils.
- Inspectors scrutinised documents, including the school's self-evaluation and a range of school policies.
- Inspectors considered responses received to Ofsted Parent View, including free-text responses. They also considered responses to the Ofsted staff and pupil surveys.

## Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
Jackie Thornalley	Ofsted Inspector
James Laming	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023