

# Inspection of King Edward VI Grammar School

Edward Street, Louth, Lincolnshire LN11 9LL

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Inspection dates: 8 and 9 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is James Lascelles. This school is part of King Edward VI Education Trust, which is a single academy trust. The trust is run by the headteacher, who is also the chief executive officer, and overseen by a board of trustees, chaired by Robert Maltman.

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

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

Most pupils enjoy learning at this school. They feel well supported by teachers. The school has high expectations of what pupils can achieve. Most pupils consistently meet these expectations. Pupils have positive attitudes to learning. They said that staff are fair when dealing with any behaviour issues. Pupils show respect to each other. There are positive relationships between staff and pupils. Lessons are calm and orderly. At breaktime and lunchtime, pupils conduct themselves well. They enjoy socialising and doing enrichment activities.

Pupils feel safe at school. They know they can talk to staff if they have any worries. Pupils said that bullying is rare. They are confident that staff would deal with any issues if they did occur.

The school provides a wide range of activities that develop pupils' interests and talents. For example, pupils enjoy participating in the choir, orchestra, the Duke of Edinburgh's Award scheme and the combined cadet force. Pupils also enjoy attending various clubs such as drone club, astronomy club, basketball and science fiction club. Students in the sixth form have opportunities to develop their leadership skills by being prefects. They help to run the pupil parliament and other groups, such as the school charity group.

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

There is an ambitious and well-planned curriculum in place for most subjects. The range of subjects that pupils study narrows in Year 9 when they begin their key stage 4 courses. The school is changing the curriculum in September so that all pupils in Years 7 to 9 will learn a broad range of subjects.

Teachers have good subject knowledge. Most teachers deliver the curriculum well. As a result, most pupils, including students in the sixth form, produce high-quality work and achieve well. Most teachers use recall activities to help pupils remember key knowledge. Pupils said this helps them remember what they have been taught. However, not all teachers check pupils' understanding well enough. This means they do not always identify and address pupils' misconceptions or gaps in learning. Some pupils do not learn as well as they could.

The school informs teachers about what strategies they can use to support pupils with special educational needs and/or disabilities (SEND). However, not all teachers use these strategies. Some learning activities are not adapted well for these pupils. This means that some pupils with SEND cannot always access the work and do not learn as well as they could. The school ensures that pupils who need to improve their reading get the support they need.

Some leaders are not always aware of how well the curriculum is planned and delivered. The school is aware that some leaders need training to do this well so that inconsistencies in the curriculum can be addressed.

Students in the sixth form experience an ambitious curriculum. Teachers in the sixth form have excellent knowledge of the subjects they teach, and most deliver the curriculum well. They ensure that students develop their knowledge and build on what they already know. Students feel well supported. They are well prepared for their next steps.

The school has ensured that all pupils understand how they should conduct themselves in school. Most pupils behave exceptionally well. This is not always the case in registration sessions. Some teachers do not always address off-task behaviour in these sessions or insist that pupils complete their work. Pupils attend school well. The school ensures that pupils who need to improve their attendance get effective support.

The school has planned well for pupils' personal development. Pupils learn about healthy relationships and consent. They know how to keep themselves safe online. Pupils learn about different religions. They have opportunities in lessons to discuss different ideas. They understand the importance of fundamental British values. Pupils know to treat others, however different, with respect. The school ensures that pupils get the information and guidance they need to make informed choices about their next steps.

Recent changes to leadership have brought about improvements across the school. Staff say they now feel well supported. They benefit from a range of opportunities to support their professional development. Staff are proud to work at the school. Some parents said that communication from the school could be better. The school and trustees are aware of this and have plans to address it. Trustees fulfil their statutory duties well. They provide effective challenge and support. They are further developing how they monitor the school's work to ensure they can do this even more precisely.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Not all teachers check pupils' understanding well enough. They do not always identify and address pupils' misconceptions or gaps in learning. As a result, some pupils do not learn as well as they could. The school should ensure that all teachers systematically check pupils' understanding so that gaps in learning and misconceptions can be addressed.
- Not all teachers use the strategies they are given to support pupils with SEND. Some learning activities are not adapted well for these pupils. This means that some pupils with SEND cannot always access the work and do not learn as well

as they could. Teachers should ensure that they adapt their teaching so that all pupils with SEND can access the curriculum and achieve well.

- Some leaders are not always aware of inconsistencies in curriculum planning and delivery. The school should ensure that all leaders have the skills they need to check how well the curriculum is planned and delivered so that inconsistencies can be addressed.

## 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

<b>Unique reference number</b>	142262
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10267952
<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>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	924
<b>Of which, number on roll in the sixth form</b>	175
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robert Maltman
<b>CEO of the trust</b>	James Lascelles
<b>Headteacher</b>	James Lascelles
<b>Website</b>	<a href="http://www.kevigs.org">www.kevigs.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of King Edward VI Education Trust.
- At the time of the inspection, the headteacher was not present.
- An acting headteacher was appointed in February 2024. She was previously a deputy headteacher at the school.
- The school uses one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 10 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school 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.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors spoke with the acting headteacher and the deputy headteachers.
- Inspectors carried out deep dives in these subjects: mathematics, English, science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited registration sessions.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND. Inspectors spoke with pupils at breaktime and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires.
- The lead inspector met with the chair of the trustee and other trustees.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes.

## Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
James Laming	Ofsted Inspector
Julie McBrearty	Ofsted Inspector
John Morrison	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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