

Inspection of King Edward VI Lordswood School for Girls

Knightslow Road, Harborne, Birmingham, West Midlands B17 8QB

Inspection dates: 8 and 9 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

The principal of this school is Kerry Cooney. This school is part of King Edward VI Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jodh Dhesi, and overseen by a board of trustees, chaired by Sharon Roberts.

What is it like to attend this school?

This welcoming and empowering school inspires pupils to reach their potential. Pupils are ready to learn, respectful in conversation and resilient in the face of challenges. They feel safe in school. Pupils know staff are there to help them when they need it.

All pupils, including disadvantaged pupils, achieve strong outcomes, particularly at the end of key stage 4. The school has great ambitions for those in their care. Pupils and students in sixth form experience a broad and balanced curriculum.

There is a very calm and purposeful atmosphere throughout the school. Pupils show a clear understanding of the routines around school. Pupils say they can focus on their learning very well and want to succeed. They are often given opportunities to discuss their learning. Pupils can debate complex ideas together in a mature and considered fashion. Students act as role models in this community of learning. They talk about equality of opportunity with maturity and understanding.

The collaboration between students in the sixth form and younger pupils enriches the school. The united effort to produce the school magazine 'Loud Speaker' and how Year 12 students organise reading buddies for younger pupils are examples of this. A wide range of leadership roles are available to pupils. They actively contribute to communications about what they have been doing in school and on trips and visits.

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

The school has done significant work to address the findings from the last inspection. Staff have worked together well to ensure that pupils get a well-rounded experience of the subjects they learn. Teachers' strong subject knowledge supports pupils' progress well. Pupils' learning is now sequenced carefully. This is helping them to grow in their wider understanding of subjects. For example, in English they cover a great range of literature which enables them to develop their understanding much wider than the examination specification.

Differences exist between subjects in how long pupils have been following the new curriculum. For example, the mathematics curriculum has been in place for much longer and shows consistent positive impact on pupils' learning. However, in some other subjects the revised curriculum is much more recent. Therefore, pupils are not benefiting from a sustained experience over time, this includes personal, social, health and economic (PSHE) education.

The PSHE curriculum is planned in detail. It uses safeguarding information well and includes careful consideration of other factors that affect the pupils within the school. Younger pupils express well what they have learned and how it is helping them. This is a result of the change in approach this academic year. Students in the sixth form are actively encouraged to continue their personal development. The

school ensures that they access a varied and rich set of experiences to complement their studies. Students and older pupils are very positive about their experience of careers advice and guidance. However due to their prior experience, there is variability in their understanding of some PSHE topics.

Everyone works together collaboratively in the classroom. Pupils with special educational needs and/or disabilities (SEND) are identified well. They are actively supported to engage in all aspects of learning. Teachers check their learning well as they deliver it. This usually helps pupils, including those SEND, to move on securely to what they need to learn next.

The school has made changes to how assessment is being used this academic year. Differences exist in how well this is being implemented. Assessment information is not used consistently well to inform curriculum changes or to help pupils deepen their own understanding. Leaders at all levels know that this is the case and are working to resolve it.

Staff are united in the opinion that pupils are safe in school. The wide range of pastoral care supports pupils well as they move through the school. Pupils who step outside of the expected behaviours are enabled to reflect, reset and move forwards. Helping pupils, especially those with SEND, to attend is a key focus for the school. This work is positive in its impact. Pupils appreciate the rewards they receive for attendance and achieving well in school. This helps contribute to the very positive and respectful working relationships between staff and pupils.

Some staff expressed concerns around their workload. The school and those responsible for governance are aware of these perceptions. Leaders are reflective about what they ask staff to do. Almost all of the changes implemented have had positive impacts for both staff and pupils. However, a few changes have not worked as well as they were designed to. A lack of shared understanding about working practices has contributed to this. The school is clear on the expectations of staff and works with them to find solutions to issues where they arise.

The trustees and governors have an accurate view of the school and know its strengths and areas to develop. The trust supports the school well, particularly in relation to the curriculum. Leaders ensure that continuous professional development is matched to staff need. It aids teachers in developing their subject and pedagogical understanding well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, including PSHE, the revised curriculum is earlier in its implementation. This means that pupils are not fully benefiting from this planned learning. The school should ensure that the curriculum is implemented effectively in all year groups and subject areas, so that pupils can secure knowledge well.
- There is variability in how assessment is used to inform ongoing curriculum planning and implementation. As a result, pupils are not always benefiting from being able to deepen their understanding. The school should ensure that assessment is used effectively to improve pupils' experience of the taught curriculum.
- The shared perceptions of workload among some staff have not always been accurate. As a result, changes have not been consistently well implemented at times. The school should ensure that change is embraced and understood by all staff, including how any alterations will impact working practice.

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	136592
Local authority	Birmingham
Inspection number	10322824
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Girls
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	949
Of which, number on roll in the sixth form	193
Appropriate authority	Board of trustees
Chair of trust	Sharon Roberts
CEO of trust	Jodh Dhesi
Headteacher	Kerry Cooney
Website	www.lsg.kevibham.org
Dates of previous inspection	1 and 2 March 2022, under section 5 of the Education Act 2005

Information about this school

- This school is part of King Edward VI Multi-Academy Trust.
- The school uses two alternative providers for pupils. Both of them are registered alternative providers.
- 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

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, trustees, trust leaders, governors, senior leaders, subject leaders, teachers and pupils. They also talked informally to pupils and staff to gather general information about school life.
- Inspectors carried out deep dives in English, mathematics, religious education and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work.
- Inspectors also visited lessons in other subjects and discussed with leaders the curriculum developments since the last inspection.
- 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.
- Inspectors reviewed the personal, social, health and economic education curriculum plan and spoke with leaders. An inspector also reviewed the support provided for pupils in regard to reading.
- Inspectors looked at records and spoke to staff in relation to behaviour, bullying and attendance.
- A range of documentation was scrutinised, including leaders' plans to improve the school and their self-evaluation of the school's work.
- Inspectors took account of responses to the pupil and staff surveys, as well as Ofsted Parent View.

Inspection team

Richard Wakefield, lead inspector	His Majesty's Inspector
Ezran Little	Ofsted Inspector
Jane Epton	Ofsted Inspector
Huw Bishop	Ofsted Inspector

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