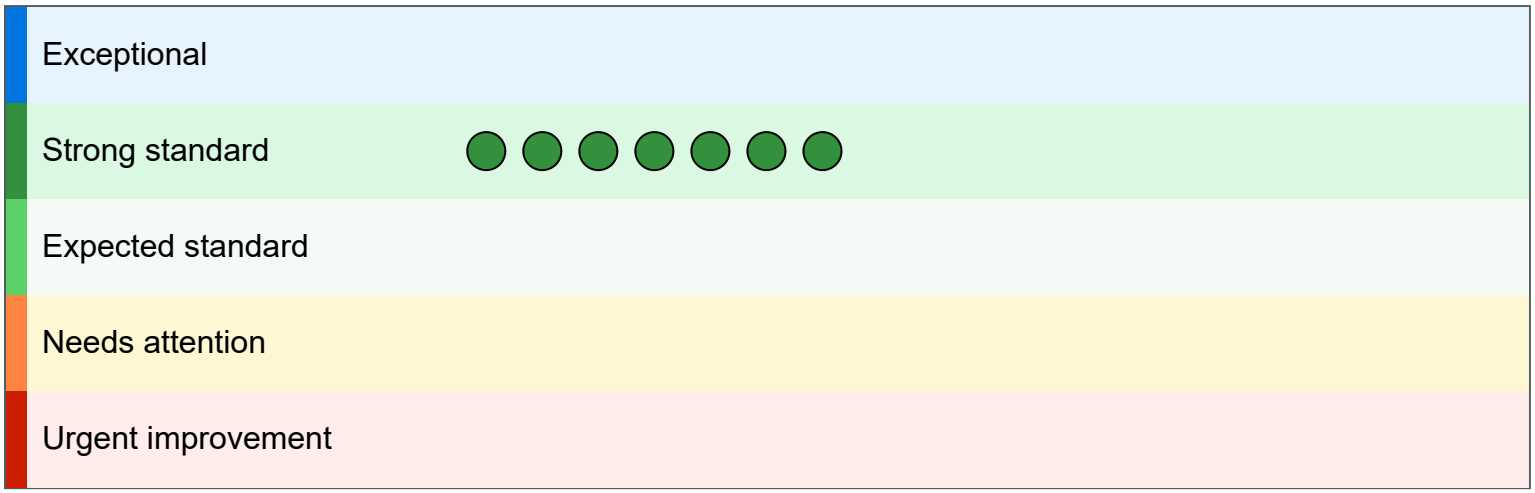
King Edward VI Aston School

Address: Frederick Road, Aston, Birmingham, West Midlands, B6 6DJ

Unique reference number (URN): 137043

Inspection report: 9 September 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Teaching ensures that pupils develop the foundational knowledge they need. As a result, pupils can read and write accurately and fluently, and fully access the curriculum.

Pupils and sixth-form students produce high-quality work. They develop detailed skills and knowledge across the curriculum. Similarly, pupils with special educational needs and disabilities (SEND) and those who are disadvantaged produce work of the same standard as their peers.

Over time, pupils in Key Stage 4 have achieved above-average results in public examinations, including disadvantaged pupils. In the sixth form, students have performed well across a range of subjects in national tests.

Pupils and sixth-form students with SEND make excellent progress from their starting points.

All pupils, including those who are disadvantaged and those with SEND, are very well prepared for their next steps. Sixth-form students go on to ambitious destinations that support their aspirations and career goals.

Attendance and behaviour

Strong standard

Leaders have an accurate understanding of pupils' attendance and the barriers some face to attending school regularly. They provide effective support for pupils and their families to address these barriers. Leaders promote the importance of high attendance with considerable success. As a result, all pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, attend school very well. They attend regularly because they enjoy coming to school.

Leaders have high expectations for pupil behaviour and have established clear routines. Pupils understand these expectations and routines. Staff reinforce these expectations sensitively and effectively. As a result, pupils behave extremely well. They have excellent attitudes to learning and settle quickly in lessons, so no time is lost. At unstructured times, pupils socialise well together. Staff and pupils have respectful, supportive relationships. Any form of discrimination is not tolerated. Pupils are very respectful towards one another. Bullying is rare, and when an incident does occur, staff deal with any issues effectively. Sixth form students enjoy learning in a calm and collaborative environment. When a pupil's behaviour falls short of the school's high expectations, leaders use effective strategies that support the pupil to improve their conduct.

Curriculum and teaching

Strong standard

Leaders have ensured a broad, ambitious and high-quality curriculum is in place that is logically sequenced so pupils build on prior learning. The curriculum is taught consistently well, including in the sixth form. Teachers have expert subject knowledge. They explain new

learning clearly and check pupils' understanding often so they can address gaps in learning or misconceptions. Teachers have high expectations for the work pupils produce and the way in which they present it.

Leaders have high expectations for how well the curriculum is delivered and provide high-quality training so staff have the knowledge and skills to deliver it effectively. For example, teachers have received support on how to adapt their teaching so pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged can access the curriculum. As a result, teachers make well-informed, effective adaptations to their teaching so these pupils learn well.

The school ensures that pupils who need extra help with their reading receive it. Furthermore, the school provides well-thought-out, frequent opportunities for pupils to develop their reading skills. Some pupils receive well-designed interventions that help them to write legibly. In lessons, teachers ensure that pupils develop their understanding of important vocabulary.

Inclusion

Strong standard

Leaders have created a highly inclusive school where disadvantaged pupils and those with special educational needs and/or disabilities (SEND) benefit fully from the school's offer.

Leaders swiftly and accurately identify pupils' needs and barriers to learning. They ensure staff have the information, skills and knowledge needed to support pupils with SEND. Leaders rigorously monitor how well pupils with barriers to learning are supported in lessons. For example, they check with teachers and pupils that the strategies needed to support them are being used effectively. As a result, in lessons, pupils with SEND, or those that face additional barriers to their learning and wellbeing, can access the same curriculum as their peers and achieve well.

Leaders use pupil premium funding strategically to support disadvantaged pupils' learning, wellbeing and participation in school life. This is evident in both the above national results disadvantaged pupils achieve and the wider quality of pupils' experiences, such as access to clubs and devices and equipment that help pupils access the curriculum. Leaders check the impact of this funding through considered monitoring to ensure that any strategies used are effective. This helps disadvantaged pupils to achieve and attend well, thrive in school and develop a sense of belonging.

Leadership and governance

Strong standard

Leaders at all levels are committed to providing all pupils with the best possible education. They clearly understand the school's strengths and what still needs improvement. They relentlessly pursue excellence in all areas and communicate the school's vision clearly to staff. As a result, staff are equally committed to doing their best for all pupils. Leaders are inclusive and ensure their actions are in pupils' best interests. Their actions have led to consistently strong standards across all areas of the school's work.

The school has provided well-thought-out professional development for staff that has supported them to improve their practice. For example, they have received training on

delivering the curriculum more effectively. As a result, the curriculum is delivered consistently well.

Those responsible for governance fulfil their statutory duties effectively. They are committed and skilled individuals who know the school well and provide highly effective support and challenge. Similarly, the trust provides highly effective support and training so that the school continues to improve.

The school is very well led and managed. Staff are proud to work at the school. Leaders are considerate and support staff's workload and wellbeing effectively. The school effectively supports teachers at the start of their careers.

The school engages well with parents. Parents and carers are highly complimentary about the school, and many comment on how well their child is supported and how well the school communicates with them.

Personal development and wellbeing

Strong standard

Leaders have developed a well-designed personal development programme tailored to the school's context. It supports pupils' broader development extremely well and helps them to become resilient, confident and independent. Pupils with special educational needs and/or disabilities and those who are disadvantaged also benefit fully from this programme.

Pupils and sixth-form students learn about important issues such as the dangers of substance abuse, finance and budgeting, fundamental British values, consent and how to be healthy. They know how to be safe online. They develop secure, detailed knowledge across a wide range of topics that prepares them well for life in modern Britain. They learn about different religions and beliefs. They have a detailed understanding of equality. The school's equality, diversity and inclusion committee supports and strengthens this understanding. Pupils know to treat others, however different, with respect. The annual culture day ensures that the different cultures within the school community are celebrated and understood.

Pupils know they can talk to many staff members if they have worries or concerns. This supports pupils' wellbeing effectively.

Pupils and sixth-form students receive highly effective careers advice and guidance. They have a wide range of opportunities to learn about different careers and training. They visit careers fairs and different universities. They are very well informed about their next steps.

The extra-curricular enrichment provision is extensive, varied and well suited to pupils' and students' interests. Disadvantaged pupils, young carers and pupils with special educational needs and/or disabilities engage well in trips and enrichment opportunities. Leaders work effectively to secure equitable access for all. Student leadership is well developed through school captains, house captains, senior prefects, student council representatives, sports leaders and the eco-committee. These opportunities ensure that pupils have authentic opportunities to influence and shape the school community.

Post-16 provision **Strong standard**

Leaders have ensured an ambitious curriculum is in place in the sixth form. It effectively meets students' needs and aspirations. The curriculum is taught consistently well across subjects. Teachers have excellent subject knowledge. They ensure that students develop a detailed understanding of important concepts and ideas. They provide students, including those with special educational needs and/or disabilities (SEND), with effective feedback and individual support. Students appreciate the personalised support they get.

Students, including those with SEND, progress well through the curriculum and produce high-quality work. Their achievement in public examinations across a range of subjects has been above average over time. The broader study programme, careers information and work experience ensure that students make well-informed choices about their next steps. Many go on to ambitious and positive destinations.

The school's enrichment offer and leadership opportunities support students to develop into mature, respectful and confident individuals. They are proud to take on leadership roles and act as role models for younger pupils. Many students in the sixth form were educated in other schools for Key Stage 4. When they start in Year 12, they are well supported, settle in quickly and take part fully in school life.

What it's like to be a pupil at this school

Pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, thoroughly enjoy learning at this school. Students in the sixth form appreciate how staff go 'the extra mile' to support them. Pupils benefit from a curriculum that is delivered consistently well across subjects and year groups. Pupils in Key Stage 4 and sixth form students, consistently achieve above national averages in public examinations. They are well prepared for their next steps. Teachers swiftly address any barriers to learning pupils may have. As a result, pupils with SEND progress well through the curriculum.

The school is highly inclusive. Staff effectively promote its values of honesty, kindness, integrity and diligence. This helps pupils understand what is expected of them. As a result, the school is a harmonious community where differences are celebrated and accepted. As one pupil commented, 'There is a brotherhood in the school, and it's heavily multi-cultural and it stops you being a close minded individual.' Pupils are respectful to each other, and there are positive relationships between staff and pupils. Pupils feel safe. Bullying is rare, if it does occur, pupils are confident it will be dealt with swiftly and effectively. Pupils have high attendance.

The school ensures that all pupils, including those with SEND and those who are disadvantaged, benefit fully from the broader experiences it offers. Many sixth-form students are proud to take on leadership responsibilities. Some are house captains, prefects, and lead different societies. This helps to develop their character. Pupils take part in an extensive range of extra-curricular activities that develop their talents and interests extremely well. They enjoy attending a range of sports clubs such as football, rugby,

badminton and table tennis. Pupils also enjoy attending choir, chess club, and a range of societies.

Next steps

- Leaders should continue to improve the implementation of the curriculum so that it has a transformational impact on the learning and achievement of all pupils and students, including pupils with special educational needs and/or disabilities and those who are disadvantaged.

About this inspection

This school is part of King Edward Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Greg Langston, and overseen by a board of trustees, chaired by Erica Conway.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

The inspection took place from 9 to 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, leaders from the school and from the trust, those responsible for governance, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the trust's CEO.

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.

The inspectors confirmed the following information about the school:

The school is a selective boys' grammar school. The school offers places to pupils in Year 7 following a selection process. The admissions policy prioritises applications from children in care and those who are disadvantaged.

The school currently uses no alternative provision.

Headteacher: Matthew Brady

Lead inspector:
Paul Halcro, His Majesty's Inspector

Team inspectors:
Philip Lloyd, Ofsted Inspector
Antony Edkins, Ofsted Inspector
Ed Leighton, Ofsted Inspector
Rob Matthews, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

School and pupil context

Total pupils

1,023
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,063

School capacity

1,000
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

Pupils eligible for free school meals (FSM)

26.04%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 30.4%

Pupils with an education, health and care (EHC) plan

0.29%
Well below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.53%

Pupils with special educational needs (SEN) support

10.65%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 14.0%

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	97.1%	45.4%	Above
2023/24 (final)	96.4%	45.9%	Above
2022/23 (final)	96.5%	45.3%	Above

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	71.2	46.1	Above
2023/24 (final)	69.3	45.9	Above
2022/23 (final)	71.0	46.3	Above

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.14	-0.03	Close to average
2022/23 (final)	0.35	-0.03	Above
2021/22 (final)	0.48	-0.03	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	95.5%	25.8%	Above
2023/24 (final)	95.1%	25.8%	Above
2022/23 (final)	93.8%	25.2%	Above

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	68.5	34.9	Above
2023/24 (final)	67.3	34.6	Above
2022/23 (final)	68.9	35.0	Above

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.03	-0.57	Above
2022/23 (final)	0.26	-0.57	Above
2021/22 (final)	0.56	-0.55	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	95.5%	53.1%	42.3 pp
2023/24 (final)	95.1%	53.1%	42.0 pp
2022/23 (final)	93.8%	52.4%	41.3 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	68.5	50.4	18.1

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	67.3	50.0	17.3
2022/23 (final)	68.9	50.3	18.6

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.03	0.16	-0.20
2022/23 (final)	0.26	0.17	0.09
2021/22 (final)	0.56	0.15	0.41

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	98%	92%	Above
2022 leavers (revised)	99%	93%	Above
2021 leavers (revised)	99%	94%	Above

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (final)	38.38	35.00	Close to average
2023/24 (final)	37.69	34.38	Close to average
2022/23 (final)	35.62	34.16	Close to average

A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (final)	-0.2	0.0	Close to average
2023/24 (revised)	-0.3	0.0	Below

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.5%	8.4%	Below
2023/24 (3 term)	6.4%	8.9%	Below
2022/23 (3 term)	6.4%	9.0%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	19.4%	23.4%	Close to average
2023/24 (3 term)	19.3%	25.6%	Below
2022/23 (3 term)	19.5%	26.5%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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