

# Inspection of King Edward VI Camp Hill School for Boys

Vicarage Road, Kings Heath, Birmingham, West Midlands B14 7QJ

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Inspection dates: 22 and 23 November 2023

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

Ofsted has not previously inspected King Edward VI Camp Hill School for Boys under section 5 of the Education Act 2005. However, Ofsted previously judged the predecessor school of the same name to be outstanding, before it opened as an academy.

The headteacher of this school is Russell Bowen. This school is part of the King Edward VI Academy Trust Birmingham, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jodh Dhesi, and overseen by a board of trustees, chaired by Sharon Roberts.

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

A desire to learn pervades daily life for pupils at Camp Hill Boys. Pupils and staff contribute to a culture of the highest expectations; everyone wants to be the best they can be.

Pupils make the most of their learning, in and beyond lessons. They are highly engaged, asking questions to deepen their own understanding. Their motivation extends to the way they study independently, often exploring personal areas of academic interest through the 'super-curricular' offer. Many pupils thrive in this culture of scholarship. This is why they make such excellent progress.

The school's ethos is inclusive and respectful. Pupils know they are valued for who they are and who they want to become. They manage themselves impressively well; social times are lively and pleasant, because pupils get on well and choose to contribute to the positive culture.

Pupils value the many enrichment opportunities on offer, and lead some of them themselves. In addition to the extensive sports offer, many pupils partake of the many musical options available. They enjoy contributing to the school's assembly programme. Year 7 pupils appreciate the summer school that helps them to settle in quickly when they start. Sixth form students are keen to support younger pupils as subject mentors.

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

The school has a broad and academic curriculum. Pupils are able to choose from a wide range of academic subjects, although many choose mathematics and the sciences as they move through the different phases of their education. Pupils achieve exceptional standards, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Many pupils go on to gain places at highly regarded universities.

The curriculum in each subject area is designed in a way that enables teachers to share their passion for their subject. Although there are differences in the way lessons are delivered, this does not equate to a variation in the quality of learning that takes place. From the impressive range of texts studied in English, to the cross-curricular links made in art, pupils are challenged to develop a deep cultural understanding through their learning.

Lessons are characterised by a highly academic ethos that sets pupils up well for the next stage in their education. Pupils have a thirst for learning and appreciate the subject expertise of teachers. They are keen to ask their own questions to deepen their knowledge. The level of dialogue in sixth form lessons often reflects that of university-level learning.

A number of disadvantaged pupils and pupils with SEND attend the school. The school is relentless in ensuring they are enabled to fulfil their academic and social potential. Pupils with SEND have their needs promptly identified and staff use this information, shared via the thorough 'pupil passports', to make any adaptations that are needed. These pupils achieve very high outcomes.

There is a high value placed on reading, both academic and for pleasure. Pupils learn research skills and engage with increasingly complex academic texts. The school's vibrant library ensures all pupils can access a range of books that represent the diversity of modern society. There is a popular book club and many pupils talk with excitement about the visits they have enjoyed from top authors.

The culture of individual and mutual responsibility is reflected in both behaviour and attendance. The very few pupils who make the wrong choice with their behaviour get it right next time. Attendance is high as pupils and parents know the importance of being in school; pupils do not want to miss their learning. The school is not complacent about this and works hard to maintain these expectations.

The school's work on pupils' character development is exceptional. The school wants everyone to become a well-rounded, successful individual. Parents value this wider development as well as the academic learning provided by the school. There is a skilfully mapped personal, social, health and economic education programme that supports age-appropriate learning from Years 7 to 13. Pupils talk and debate important issues with a deep respect for each other's differences. The support for pupils' next steps, in particular the work to help them obtain places on the most competitive courses at university, is exemplary. Year 11 pupils enjoy learning alongside sixth formers in the Wednesday 'games afternoons'. Many sixth formers act as volunteers in the local community.

Trustees and local governors work well together to ensure that the school meets its responsibilities, including staff workload. The trust provides support and challenge to leaders in their shared commitment to providing the best quality education to the pupils and community they serve.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	137045
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10242482
<b>Type of school</b>	Secondary 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>	Boys
<b>Number of pupils on the school roll</b>	1017
<b>Of which, number on roll in the sixth form</b>	331
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sharon Roberts
<b>Headteacher</b>	Russell Bowen
<b>Website</b>	<a href="http://www.camphillboys.bham.sch.uk/">http://www.camphillboys.bham.sch.uk/</a>
<b>Date of previous inspection</b>	The predecessor school of the same name was inspected in April 2009 and was judged to be outstanding.

## Information about this school

- The school became an academy in August 2011.
- The school joined the King Edward VI Academy Trust Birmingham in September 2017.
- The headteacher was appointed in September 2021.
- The school does not use 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 inspector(s) 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, 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.
- The inspectors met with the headteacher, deputy headteachers, other school leaders, the chief executive officer of the multi-academy trust, trustees and local governors.
- The inspectors carried out deep dives in English, mathematics, art and design, science (chemistry) and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work. Inspectors also visited lessons in other subjects to check how the curriculum is implemented.
- The inspectors considered the responses to Ofsted's staff and pupil surveys. They considered the responses to Ofsted Parent View, including comments submitted via the free-text facility.

## Inspection team

Nicola Beech, lead inspector	His Majesty's Inspector
Stewart Tait	Ofsted Inspector
Gwen Onyon	Ofsted Inspector
Geoff Renwick	Ofsted Inspector

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