

# Inspection of King Edward VI Five Ways School

Scotland Lane, Bartley Green, Birmingham, West Midlands B32 4BT

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Inspection dates: 28 and 29 November 2023

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

The headteacher of this school is Linda Johnson. 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.

Ofsted has not previously inspected King Edward VI Five Ways School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

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

Pupils are proud to be members of this vibrant and caring community. They talk glowingly about the dedication, kindness and commitment of staff. They know that staff will go out of their way to help them achieve and they appreciate this. Staff do this because they want the very best for each pupil.

Pupils and staff are uncompromising in their expectations of themselves and each other. They know that they are working together with a shared purpose. Pupils achieve well. Teachers are passionate advocates for the subjects they teach, and this enthusiasm is clear in lessons. Pupils approach their work with fortitude and tenacity. When work is complex and difficult, pupils think hard and do not give up. They are very resilient.

The school is mindful of the pressure that pupils can exert on themselves as they strive to achieve academically. Staff keep a watchful eye on pupils and the culture of safeguarding is especially strong. They provide effective emotional help and guidance in conjunction with academic support. Pupils know that they can trust their teachers to help them. In the sixth form, all students take time out to 'breathe easy and relax' alongside staff each week. This helps sixth-form students flourish.

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

The headteacher, supported by leaders at all levels, leads with clarity, foresight and steadfastness. This has united the school community. Everyone is working together to further improve the school. Staff know that they are expected to work hard for the benefit of the pupils. However, they know that their hard work never goes unnoticed. Leaders are aware of the pressure that excessive workload can bring to bear on staff. They do all they can to mitigate this.

In all key stages, the school has planned an ambitious curriculum. The school has thought about what pupils should learn, and when they should learn it. This extends beyond the scope of the national curriculum and exam specifications. For instance, pupils learn about the intricacies of effective experimentation in science and consider the impact of current global conflict on energy security in geography. As well as providing depth to learning, the planned curriculum has breadth, for instance opening pupils' eyes to the mathematics in Islamic art.

Teachers are experts in their subjects. They have the detailed knowledge to teach the most complex concepts and use this effectively. They explain new learning clearly and concisely and select resources that encourage pupils to think about what they have learned. This is especially so in the sixth form. Here, the quality of education is exceptional. Pupils with special educational needs and/or disabilities (SEND) have their needs identified and met effectively. However, in a few instances, teachers are not revising explanations and activities for pupils whose learning is not secure. Similarly, occasionally, teachers do not adapt their inputs in order to deepen pupils' thinking when their curricular knowledge is sound.

Pupils benefit from a rich, broad and diverse personal development offer. There is a plethora of clubs and societies. These cover a full spectrum of sporting, creative and academic activities. Many pupils make good use of these to develop their talents and interests. This is especially so in the sixth form. Sixth-form students have ample opportunity to learn to lead, work together and ready themselves for the rigours of further study. Sixth-form students take full advantage of this offer to thrive and prosper socially, academically and emotionally.

The school broadens pupils' horizons, develops them as active citizens and celebrates diversity and difference. Pupils are encouraged to read and have time to read alongside their teachers. Many use this to 'get stuck into a good book'. Staff model the values and wider attitudes that they want pupils to learn. The personal, social and health education (PSHE) curriculum sets out the important skills and knowledge that pupils need in the wider world. The school has robust and detailed plans to continue to improve this provision further. Careers education is effective and includes relevant information about further education and the world of work. Sixth-form students are particularly well-informed.

Staff are keen to develop their knowledge of teaching and of the traditions, debate and research within their subject. The school and wider trust have recognised this. They are planning strategically how they can best meet this need. However, the school is still in the early stages of shaping its approach to professional development.

Governors are committed to the school and its pupils. They offer increasingly effective support and challenge to leaders to hold them to account. They are keen to learn more so that they can do this with greater clarity and precision.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school has not ensured that some teachers consistently adapt their teaching in a responsive way to help all pupils learn the ambitious curriculum well. As a result, some pupils do not build secure foundational knowledge or conversely, fully benefit from teachers' rich subject knowledge to extend their thinking further. Leaders should ensure that all teachers consistently adapt their practice in response to pupils' emerging needs.
- The school has not ensured that all teachers receive focused and highly effective professional development. This means that not all teachers know how they can use current thinking and research to best teach the curriculum in their subject. The school should ensure that professional development is closely aligned with

the curriculum and engages teachers with current subject pedagogical debate and wider pedagogical teaching research.

## **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>	137046
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10242471
<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>	1299
<b>Of which, number on roll in the sixth form</b>	402
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sharon Roberts
<b>Headteacher</b>	Linda Johnson
<b>Website</b>	<a href="http://www.kefw.org">www.kefw.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not use any alternative provision.
- 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.

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.

- Inspectors carried out deep dives in these subjects: English, mathematics, science, geography, religious studies and modern foreign languages. 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 held discussions with the principal and other senior and middle leaders, including the SEND coordinator and head of sixth form.
- Inspectors spoke with members of the local governing body, the chair of trustees and the chief executive officer.
- Inspectors reviewed the school's extra-curricular activities, enrichment programme and personal development programme with leaders.
- Inspectors met with members of staff and spoke to pupils formally and informally at various points in the inspection. They took account of responses to a pupil survey, a staff survey and Ofsted Parent View.
- Inspectors looked at records and spoke to staff in relation to attendance, behaviour, bullying and safeguarding.
- To evaluate the effectiveness of safeguarding, the inspector/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.

## Inspection team

Ian Tustian, lead inspector	His Majesty's Inspector
Elaine Haskins	Ofsted Inspector
Mike Onyon	Ofsted Inspector
Susan Hickerton	Ofsted Inspector
Natasha Lloyd	Ofsted Inspector

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