



# King Edward VI School

Inspection Report - Amended

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**Unique Reference Number** 125752  
**Local Authority** Warwickshire  
**Inspection number** 293355  
**Inspection dates** 27–28 September 2006  
**Reporting inspector** Philippa Francis HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Grammar (selective)	<b>School address</b>	Church Street
<b>School category</b>	Voluntary aided		Stratford-upon-Avon
<b>Age range of pupils</b>	11–18		CV37 6HB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01789 293351
<b>Number on roll (school)</b>	487	<b>Fax number</b>	01789 293564
<b>Number on roll (6th form)</b>	138		
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ronnie Mulryne
		<b>Headteacher</b>	Tim Moore-Bridger
<b>Date of previous school inspection</b>	28 January 2002		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–18	27–28 September 2006	293355

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## **Amended Report Addendum**

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

King Edward VI School is situated in the town centre and the site includes several listed historic buildings. The school also has use of a 14th century Guild Chapel. The school has very strong links with the town's history especially through the life and works of Shakespeare, who was almost certainly a past pupil. The school is small but with a comparatively large sixth form, which also admits a small number of pupils from other local schools. Pupils travel to the school from a wide catchment area including the outskirts of Birmingham and Oxfordshire. They largely come from areas of above average social advantage and there are only a very few pupils who are entitled to free school meals or who are from a minority ethnic group. Attainment on entry to the school is very high. The school has recently acquired specialist humanities college status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

King Edward VI is an outstanding school where pupils thrive and achieve exceptionally well. Their achievement is exemplified by the consistency with which they meet challenging targets, the exceptionally high standards they produce year after year, their highly developed learning skills and the good or better progress they make in lessons. Pupils in the sixth form, and the very few with learning difficulties or disabilities, make exceptional progress. The high emphasis placed on creative arts and sport means that many also become accomplished artists, musicians or sportsmen. Teaching is good and outstanding in the sixth form. However, a minority of lessons are less effective in stretching the most able pupils. The curriculum is very well tailored to the needs of pupils and the range and uptake of extra-curricular activities is outstanding. The school is highly regarded both in the community and by parents.

The school provides first class opportunities for personal and social development to which pupils respond very positively. This means that they are often exceptionally well prepared for their future lives. The school provides excellent care, guidance and support which is why so many of its pupils are successful in meeting both their academic and personal goals. The well-being of pupils is given high priority and the school provides a safe learning environment. Very good specialist teaching of personal health topics means that pupils make a very good start in adopting healthy lifestyles. Regular sport lessons, including in the sixth form, help to promote good levels of fitness and an appreciation of the value of physical exercise.

The headteacher and his able senior team set a very clear strategic direction and their impact on raising achievement and personal development is very evident. They ensure the school's values are shared and owned effectively at all levels. The recent acquisition of specialist humanities college status is a key milestone in the school's development and further strengthens the school's link with the local community. Governance is outstanding and very supportive as well as providing a high level of challenge to the school to improve further. The school recognises that the work of middle managers, although good, needs improving, especially their ability to use data effectively and in monitoring and evaluation. Self-evaluation is well established in the school and a self-critical culture exists. However, evaluation is not yet fully comprehensive and there is some mismatch between the evidence base and the grades awarded by the school. Inspectors graded the school more favourably than the school's own grades in a number of areas. The school manages its finances very well and makes very appropriate use of the extra support it receives through the Town Trust. By careful deployment of resources it manages to maintain small class sizes and have a generous staff to pupil ratio. It provides outstanding value for money. Actions for improvement from the last inspection have been fully and successfully implemented and the school has good capacity to improve.

## **Effectiveness and efficiency of the sixth form**

### **Grade: 1**

The highly popular sixth form with a broad curriculum ensures that nearly all students regularly stay on and almost all complete their courses. A small number of students from other schools also join and they are quickly integrated in an exemplary way. Achievement is very good and students develop very high levels of analytical and evaluative skills. They are constantly challenged and extended by outstanding teaching and learn very quickly. Students develop as well-rounded, confident young men and a high percentage are successful in progressing to their first choice of university. The guidance provided for this and for other post-school options is very good indeed. Sixth form accommodation has shortcomings; it is too small and lacking study space. However, the school has plans in hand to rectify this in the near future.

### **What the school should do to improve further**

- Further improve data analysis skills and the quality of monitoring and evaluation by middle managers.
- Review procedures for self-evaluation to ensure that comprehensive coverage of all aspects of the school's work takes place supported by a strong evidence base.
- Further improve teaching and learning approaches in the main school to challenge and extend the most able pupils.

## **Achievement and standards**

### **Grade: 1**

#### **Grade for sixth form: 1**

Pupils achieve exceptionally high standards and have done so consistently for a number of years. The school regularly meets all its statutory targets and, in addition, sets very challenging internal targets, which are nearly always met. Results at Key Stage 3 in both 2005 and 2006 were outstanding. At Key Stage 4, all pupils have achieved at least five GCSE A\*–C grades, including English and mathematics, for the last two years and a substantial number achieve many more than this. The percentage of pupils gaining A\* or A grades at GCSE is high and rose in 2006. However, the school is working hard to improve this percentage still further. Students in the sixth form achieve extremely well and the percentage of high grades are both high and have improved over recent years.

Pupils make good progress and learn quickly. The school is consistent in being particularly successful in helping pupils to achieve higher levels or grades in tests at both Key Stage 3 and Key Stage 4 than their entry levels would suggest, in all core subjects. Students in the sixth form make exceptionally good progress. These include a cohort of students who join the school from other schools, some of whom have slightly lower starting points. Pupils develop a broad range of skills including very good powers of communication, high levels of self-confidence, and the ability to discuss and debate key issues as well as producing high standards of work. Many are

accomplished musicians and/or sportsmen and sportswomen. The very few pupils who have learning difficulties or disabilities make outstanding progress because they are very well supported to succeed.

## **Personal development and well-being**

**Grade: 1**

**Grade for sixth form: 1**

This aspect of the school's work is outstanding because, from the point of joining in Year 7, teachers work very effectively with every pupil to inculcate the values of the school and then reinforce this throughout their time at school. High priority is given to taking every opportunity to develop pupils' personal and social skills and to equip them with the knowledge and understanding to live healthy and safe lives. They thrive on this approach and many achieve significant personal goals as well as working hard to promote the work of the school as a key part of the town's culture and undertaking worthwhile charitable projects. Pupils clearly enjoy themselves at school and take tremendous pride in their school. An atmosphere of fun, combined with respect and care for others, exists at all levels. Spiritual, moral, social and cultural development is very strong; it is promoted within the curriculum where possible and supported by very good specialist teaching. Attendance at the school is consistently high and behaviour is exemplary. There have been no permanent exclusions for some time and the level of fixed-term exclusion is very low.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 1**

Teaching is consistently good and often outstanding. A key strength of teaching is the way lessons are planned to challenge and motivate pupils and make their learning interesting and enjoyable. However, occasionally the most able pupils are not always challenged. Where teaching is outstanding the work is matched more precisely to the learning needs of all pupils, particularly those of the highest ability. Target setting and assessment are rigorous and effective. A strong feature of all teaching is the brisk pace of lessons and the varied activities that encourage full engagement and participation. All pupils know their targets and receive good guidance on what they need to do to improve further.

The good teaching enables pupils to become eager and successful learners. They know when they are doing well and appreciate the efforts made by their teachers to help them succeed. Pupils believe that homework makes a valuable contribution to their success and say it is always well marked and graded, and inspectors agreed. As they mature pupils develop as skilful and independent learners. In the sixth form, teaching

is very effective not only in ensuring that students make very good progress but also in further developing their motivation and independence.

## **Curriculum and other activities**

**Grade: 1**

**Grade for sixth form: 1**

The quality of the curriculum is outstanding and well matched to pupils' needs and aspirations. A very wide range of courses is offered at GCSE level and in the sixth form, including collaboration with other local providers. Personal, social and health education and citizenship are very well catered for by specialist teachers. The school has made significant strides in integrating aspects of citizenship into the curriculum. An excellent range of enrichment opportunities, valued highly by pupils and their parents, ensures high levels of participation. There is something that attracts every pupil's interest. A full programme of sporting fixtures is carried out despite needing to travel to the school's playing fields and often some distance to play matches. Music and drama make a significant contribution to school life and performances provide valuable and memorable opportunities for pupils. The work related dimension of the curriculum is very well developed.

## **Care, guidance and support**

**Grade: 1**

**Grade for sixth form: 1**

The care, guidance and support afforded to pupils are outstanding. The vertically integrated tutor groups with their mix of a small number of pupils from Year 8 through to Year 13 are a highly successful feature of the school pastoral and academic guidance system. Not only are tutors able to deal effectively with the academic and pastoral needs of individual pupils but older pupils share their experiences with younger ones and support them during the many transition phases throughout their school career. Year 7 pupils receive excellent pastoral support from tutors that are highly experienced in meeting the needs of pupils entering their first year of secondary education.

The school has rigorous procedures for ensuring the health and safety of pupils and staff alike. Sixth form prefects play an important role in the supervision of leisure and recreational activities during break and lunch times. All staff receive appropriate training for dealing with vulnerable pupils and addressing any child protection issues. Sixth form students are encouraged to participate fully in the work and life of the school and act as excellent role models for the rest of the pupils. The school has placed great emphasis on building supportive partnerships with families.

## Leadership and management

### Grade: 1

#### Grade for sixth form: 1

The high level of achievement and outstanding quality of care of pupils are a direct result of very effective leadership and management. The headteacher, supported by very able senior managers, successfully promotes a vibrant and creative learning atmosphere and a supportive and caring ethos. This brings out the best in pupils at all levels and helps them to make very good personal and social development. Alongside academic study, provision in creative arts, strengthened by the very recently acquired specialist college for humanities status, is a key feature of the school's work. Leadership also ensures an emphasis on participation in sport, successfully promoting pupils' well-being.

Since the last inspection managers have successfully tackled the areas identified as needing improvement and the school has good capacity to improve further. Information and communication technology (ICT) provision now meets statutory requirements supported by considerable investment in resources. The effectiveness of the school's self-evaluation is good, with clear priorities identified for improvement. However, its coverage is not fully comprehensive and the evaluation of some aspects of the school's work, for example pupils' progress and teaching and learning in the sixth form, need to be strengthened. The school has made good, but in a few cases much needed, responses to other areas identified for improvement. The forum established for sharing good practice is an essential feature of improving teaching and learning but is newly established and at a very early stage in terms of impact. There is considerable skill in data analysis and monitoring and evaluation at senior management level but this, as recognised by the school, needs to be more effectively devolved to middle managers as soon as possible as, at this level, practice lacks consistency in quality.

Financial management is very sound and the school uses its income wisely. It benefits from extra support from the Town Trust and has well advanced plans for some major building works to modernise parts of the school site. Smaller than average class sizes and a low pupil to staff ratio are all positive outcomes of how effectively resources are deployed and very beneficial to pupils. Governance is outstanding. Governors know the school very well and make very good use of their combined expertise to guide its strategic direction as well as providing an appropriate level of challenge. Their work has been of tremendous benefit to the school in helping to plan future resources and secure financial support.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	1
How well does the school work in partnership with others to promote learners' well-being?	1	1
The effectiveness of the school's self-evaluation	2	2
The capacity to make any necessary improvements	2	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1	1
The standards <sup>1</sup> reached by learners	1	1
How well learners make progress, taking account of any significant variations between groups of learners	2	1
How well learners with learning difficulties and disabilities make progress	1	

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	1
<b>How well are learners cared for, guided and supported?</b>	1	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
Do procedures for safeguarding learners meet current government requirements?	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

## **Text from letter to pupils explaining the findings of the inspection**

As you know, your school was recently inspected and this letter is to tell you about the outcome of the inspection. However, first, I would like to thank you all, on behalf of the inspection team, for your courteousness, cooperation and assistance during our visit. We valued your comments and opinions, and enjoyed meeting you.

We judged your school to be outstanding. You achieve very well, learn quickly, and are well motivated, developing good, independent learning skills. You maximise the other opportunities afforded to you by the school, including music, sport and the broad range of extra-curricular activities. You make considerable strides in your own personal and social development and we know from talking to you that many of you attain significant personal goals and are very proud of your school. We judged your lessons to be good and some to be outstanding, especially in the sixth form. However, we found in a few lessons that some of you need to be challenged to a greater degree to produce of your best. We have asked your school to make sure that the very effective teaching strategies that are used by many teachers are shared widely to improve this aspect of lessons. Your teachers provide excellent care, guidance and support and this helps you to progress to your chosen destination. The curriculum in the school suits you well and the small class sizes and low ratio of pupils to staff tutors all help tremendously in making sure that your needs are met.

The headteacher and his senior team lead the school very well and make sure you all do your best. They are supported by an excellent governing body. The self-evaluation of the school's work is good but we have asked the school to make sure every aspect of its work is included in the evaluation. There is much good practice in data analysis, monitoring and evaluating provision within the school. We have asked that the systems to share these excellent practices are strengthened so that managers at all levels can work with maximum efficiency.

We were highly impressed by your involvement in charitable and community work and also congratulate you on your effective school council. Well done, and I hope you continue this and other good work.