

King Edward VI Camp Hill School for Girls

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

Unique reference number (URN): 137044

Inspection report: 24 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

Exceptional ●

Achievement

Exceptional ●

Pupils' achievement across the school is remarkable. Pupils in all year groups make rapid progress from their starting points. This includes disadvantaged pupils and those with special educational needs and/or disabilities. Pupils develop an impressive depth of knowledge that they draw on to complete new and complex learning exceptionally well. This comprehensive understanding extends across the curriculum. Pupils are able to articulate their learning with clarity and precision. They are reflective learners who 'own' their progress and learn constructively from mistakes.

Achievement at the end of Year 11 is consistently above national averages, including for disadvantaged pupils. Disadvantaged pupils outperform their non-disadvantaged peers nationally. Students in Year 13 reflect this level of performance in external examinations. This ensures that pupils are extremely well prepared for the next stage of their education. These transformative outcomes enable pupils to progress to high-quality destinations and aspirational pathways.

Inclusion

Exceptional ●

Leaders have established highly inclusive systems and culture. Pupils who are disadvantaged and those with special educational needs and/or disabilities are identified swiftly and accurately. Staff receive detailed information, which they use consistently well to meet the needs of pupils with sharp precision.

Highly trained staff use their expertise to adapt teaching extremely effectively. Bespoke adaptations, such as individualised support from the 'pupil enabler', allow pupils with barriers to their learning to access the same challenging curriculum as their peers and succeed. Pupil voice is integral to developing adaptations. Leaders have established precise, well-designed systems so that adaptations lead to meaningful improvements in pupils' learning and wellbeing. Pupils known to social care benefit from leaders' careful work to provide stability and consistency, enabling them to thrive academically through highly personalised support.

Leaders work in close partnership with parents and carers and external agencies to secure timely, expert help. They make excellent use of pupil premium funding to ensure that disadvantaged pupils participate fully in every aspect of school life. Pupils known to social care receive care and support that go above and beyond the ordinary. This reflects leaders' deeply embedded commitment to inclusion, which permeates the school and significantly enhances pupils' outcomes and aspirations.

Leadership and governance

Exceptional ●

Leaders have established a culture of excellence. Staff are committed to delivering a first-class education for pupils. Leaders have a clear strategic vision, which is underpinned by a firm moral purpose. They have a commitment to equity while maintaining the highest standards for pupils.

Leaders know their school extremely well. They use data intelligently, respond to need with precision and demonstrate a desire for continual improvement. Staff are overwhelmingly proud of the school and complimentary about how the school is led. Leaders go above and beyond to support the wellbeing of both pupils and staff. Leaders' investment in high-quality professional development ensures that staff are extremely well equipped to meet pupils' needs. Leaders' actions mean that pupils, particularly those who are disadvantaged, are remarkably well prepared to excel in life.

Governors and trustees bring significant expertise and fulfil their roles with rigour. They are advocates for the school but also offer robust challenge to leaders. Governors and trustees hold leaders to account while ensuring that statutory duties are met. Their investment in the school is evident through their personal involvement in opportunities and societies that benefit pupils' wider interests. Leaders' successful engagement with parents and carers and external partners ensures that the school continues to innovate and has a sustained impact on pupils' lives.

Personal development and wellbeing

Exceptional 

Pupils' personal development and wellbeing is a fundamental and significant part of daily school life. The personal development programme has an inspirational impact on the lives of pupils. Leaders are committed to nurturing pupils' character, aspirations and experiences so that they are well prepared for life beyond school.

The personal, social, health and economic education programme is expertly crafted to cover statutory requirements in an age-appropriate way. Pupils demonstrate in-depth knowledge and understanding of a range of topics and issues that benefit them. Pupils can articulate their thinking and justify their opinions on topics, including eco-anxiety, misogyny, individual liberty and freedom of speech. The programme enables all pupils, including those pupils who are disadvantaged or have special educational needs and/or disabilities, to speak with confidence and to have their own views, which will be transformative for their future lives.

The school's rich and diverse programme of extra-curricular opportunities has, as pupils put it, 'something for everyone'. Pupils experience a range of sports clubs and pupil-led societies. These unique opportunities, including show choir, pot plant club and 'Magistrate Mondays', are tailored to meet the interests of all pupils. Trips and visits are used to bring learning to life and support the development of pupils' character. Participation in these opportunities is equitable and tracked by leaders. These opportunities, alongside interventions, such as the school counsellor and Gwinnie, the school's therapy dog, promote pupil wellbeing and allow pupils to flourish.

A plethora of leadership roles are open to all pupils. These roles provide pupils with the opportunity to develop their communication, responsibility and teamwork. The Year 10 'Senior Citizen Day' involves the whole year group and exemplifies the actions leaders have taken to broaden pupils' horizons and engage with the wider community.

Tailored careers guidance, meaningful work experiences and engagement with employers ensures that pupils develop ambitious and well-informed aspirations. The 'legends at

lunchtime' alumni events are transformative in raising pupils' aspirations and ensuring that they are fully prepared for their next steps in education and life.

Post 16 provision

Exceptional 

The post-16 provision is the pinnacle of the school's highly effective and aspirational experience. Students who join in Year 12 rapidly become part of the school family. Students complete a broad and challenging programme of study that includes a wealth of leadership and extra-curricular opportunities.

Students choose from a wide range of academic subjects, enabling them to pursue pathways that match their aspirations. Students are taught exceptionally well. Students are extremely well supported, both academically and emotionally, to rise to the curriculum challenges. As a result, students achieve excellent outcomes in external examinations, with attainment consistently above national averages. These outcomes are transformational for the most vulnerable students, with all progressing successfully into higher education and their chosen destinations.

Careers education and guidance are highly effective. Students benefit from a wide range of opportunities, including mock interview practice, work shadowing and an annual post-18 day. These bespoke experiences empower students with useful skills, such as cooking on a budget and applying for university or apprenticeships.

Student aspirations are further enhanced by a personal development programme that mirrors the ambitious one that younger pupils experience. Personal, social, health and economic lessons deepen students' understanding of issues, such as equality and the rights of women. A wide programme of enrichment enables students to contribute meaningfully to school life, such as through leadership roles and mentoring younger pupils. This reflects their commitment and desire to give back to the school.

Strong standard

Attendance and behaviour

Strong standard 

Pupils' attendance and behaviour are excellent. Attendance rates are high and exceed national averages. Persistent absence has reduced significantly in recent years. A small number of pupils are unable to meet leaders' high expectations for attendance. These pupils receive highly personalised and proactive support. Close collaboration and engagement with pupils, families and external agencies means leaders expertly understand and address any barriers to regular attendance and punctuality.

Behaviour across the school is of a very high standard. Leaders have established a superb learning culture. Pupils are eager to enrich this culture. No learning time in lessons is lost due to poor behaviour. Pupils are extremely personable towards staff and each other. Incidents of poor behaviour, bullying or disruption are rare. The school's inclusive approach results in few suspensions. Any pupil whose behaviour does not meet the school's high standard receives bespoke support that helps them to be reflective. For example, staff

receive high-quality training on the use of 'emotion coaching' to enable pupils to take autonomy for their behaviour. This results in pupils being able to succeed and prepares them well for their future lives.

Curriculum and teaching

Strong standard 

The school's curriculum is well designed. Leaders ensure that all pupils experience a knowledge-rich curriculum that is suitably ambitious and academically challenging. Pupils study a full range of subjects at each key stage, reflecting the school's high expectations. Pupils want to achieve their very best.

Leaders regularly review the curriculum to ensure that it is responsive to pupils' high academic needs, including those who have barriers to learning. Teaching is consistently of a high quality. Teachers are well trained and demonstrate excellent subject knowledge. Pupils engage in deep and impactful learning experiences. Teachers skilfully use questioning to probe and extend individual pupils' knowledge. Teaching expertly addresses barriers to learning. Pupils engage with their learning and value the autonomy they have over their learning. Assessment is rigorous and frequent, allowing gaps in learning to be quickly identified and addressed. Pupils know how to succeed.

Leaders are astute in supporting the development of foundational knowledge and skills in English and mathematics. The embedded focus on oracy has a significant impact. Pupils show a passion for discussion, debate and use sophisticated vocabulary. Teachers grow intellectual curiosity that results in highly engaged pupils, who have a genuine enthusiasm for learning.

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

Pupils thrive at this school because of the bespoke support and high-quality experiences they receive. Staff at the school nurture extremely high aspirations for all pupils. Pupils benefit from a broad and challenging curriculum delivered by expert teachers. Pupils not only achieve remarkably high academic outcomes, they are also happy at school. Pupils embrace and embody what it is to be a 'Camp Hill Learner'. They are responsible, reflective and resilient because of the inspirational support they receive from staff.

Pupils experience a genuine sense of family at the school. Pupils with special educational needs and/or disabilities and those who are disadvantaged receive the tailored support they need to succeed. Highly effective pastoral care ensures that pupils' wellbeing is paramount. Pupils feel safe and know there is always a member of staff to support them.

Pupils' behaviour is exemplary. Relationships between pupils and staff reflect the high expectations that the school has. Pupils' conduct in lessons allows learning to flourish. Pupils are attentive, engaged in their learning and courteous towards one another. Behaviour throughout the school is highly respectful, friendly and warm. Attendance rates are very high.

Pupils' individual talents and interests are supported by a rich and comprehensive range of enrichment opportunities. Pupil-led clubs and societies allow pupils to broaden and deepen their own interests and aspirations. Trips, visits and the use of alumni develop pupils' confidence and character. The school's co-curricular programme allows pupils to contribute meaningfully to school and the wider community. Sixth-form students are superb advocates for the school. Their involvement in the school community goes above and beyond and they are well prepared to meet their aspirations. The individualised careers guidance means that pupils are more than ready to embrace their future career choices and life in modern society. The excellent provision here prepares pupils to be confident and well-rounded young people.

Next steps

- Leaders should ensure continued improvement to their curriculum implementation and attendance strategies to achieve and sustain exceptional standards, which have a transformational impact on all groups of pupils.
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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 chief executive officer (CEO), Jodh Dhesi, and overseen by a board of trustees, chaired by Sharon Roberts.

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

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, governors, 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:

King Edward VI Camp Hill School for Girls is a selective girls' 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.

Headteacher: Karen Stevens

Lead inspector:

Andrew Washbourne, His Majesty's Inspector

Team inspectors:

Sarah Malam, Ofsted Inspector

Philip Hamilton, Ofsted Inspector

Elaine Haskins, Ofsted Inspector

Will Keddie, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

School and pupil context**Total pupils**

1,113

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: 1,067

School capacity

896

Below 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: 1,153

Pupils eligible for free school meals (FSM)

31.28%

Close to average

What does this mean?

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

National average: 28.9%

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

0.18%

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: 3.09%

Pupils with special educational needs (SEN) support

1.35%

Well below average

What does this mean?

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

National average: 13.4%

Location deprivation

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 (revised)	98.0%	45.4%	Above
2023/24 (final)	100.0%	45.9%	Above
2022/23 (final)	99.3%	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 (revised)	80.4	46.0	Above
2023/24 (final)	82.3	45.9	Above
2022/23 (final)	81.2	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)	0.96	-0.03	Above
2022/23 (final)	0.90	-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 (revised)	95.2%	25.8%	Above
2023/24 (final)	100.0%	25.8%	Above
2022/23 (final)	96.0%	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 (revised)	76.9	34.9	Above
2023/24 (final)	77.6	34.6	Above
2022/23 (final)	79.2	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)	0.71	-0.57	Above
2022/23 (final)	0.98	-0.57	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 (revised)	95.2%	53.1%	42.1 pp
2023/24 (final)	100.0%	53.1%	46.9 pp
2022/23 (final)	96.0%	52.4%	43.6 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 (revised)	76.9	50.4	26.5
2023/24 (final)	77.6	50.0	27.6
2022/23 (final)	79.2	50.3	28.9

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)	0.71	0.16	0.55
2022/23 (final)	0.98	0.17	0.82

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 (provisional)	98%	91%	Above
2022 leavers (revised)	99%	93%	Above
2021 leavers (revised)	100%	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 (revised)	45.33	34.99	Above
2023/24 (final)	48.38	34.38	Above
2022/23 (final)	46.28	34.16	Above

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 (revised)	-0.2	0.0	Close to average
2023/24 (revised)	0.0	0.0	Close to average

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 (2 term)	4.9%	8.1%	Below
2023/24 (3 term)	5.8%	8.9%	Below
2022/23 (3 term)	5.4%	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 (2 term)	10.5%	21.9%	Below
2023/24 (3 term)	16.4%	25.6%	Below
2022/23 (3 term)	12.4%	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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