



**KING EDWARD VI  
LORDSWOOD  
SCHOOL FOR GIRLS**

*Educational excellence for our City*

# Our Prospectus

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[lsg.kevibham.org](http://lsg.kevibham.org)

# Headteacher's Welcome

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I would like to welcome you to our school. I hope this prospectus gives you a small flavour of what life is like at King Edward VI Lordswood School for Girls.

I feel truly privileged to be the Headteacher of such an amazing school. Our school is a community, and whilst we value academic success, this is not the only objective of our school. We pride ourselves in growing good citizens, we help to develop young people who have the knowledge, skills and the desire to make a difference to the world in which they live.

We have an excellent reputation for academic outcomes, every year our students achieve results significantly above the national averages. What makes this possible?

We have high expectations of all our students. We place great importance on high standards of uniform and behaviour. We ensure that students experience the highest standard of teaching alongside a broad and balanced curriculum, as well as a wide range of fantastic extra-curricular opportunities.

In September 2022, we formally joined the King Edward VI Academy Trust and have benefited from the many fantastic opportunities that this provides to everyone within our community. Students benefit from a broad range of enrichment activities that are enriching their educational experience. In addition, our fantastic team of teachers benefit from professional development and collaboration opportunities, which support our pupils to enjoy a rich and diverse curriculum.

We always put students at the heart of every decision that we make and will continue to do so whilst we strive for constant improvement. We hope that you will want to join us on our journey.

Mrs Kerry Cooney  
Headteacher





## Ready, respectful and resilient

Our three school values underpin everything that we do as a school.

Students at King Edward VI Lordswood School for Girls are:

Ready

Respectful

Resilient

We spend time supporting students to become 'ready'. Initially we focus on helping them become 'ready' for the transition to secondary school. We help them to learn organisation skills so they come to school 'ready' to learn. As they progress through the school we help them to be 'ready' for the next stage in their lives, whether this is examinations, college, university or the world of work. We pride ourselves on ensuring that our students are 'ready' for anything.

Students will learn about respecting others. We are proud of the way that diversity is celebrated within the community at Lordswood and we support students in understanding how to respect each despite our differences. We help students to understand how to respect themselves, by looking after their physical and mental health. Students also learn how to respect the wider world in which we live.

Children generally are not born with 'resilience'. Resilience is developed over time through the opportunity to experience challenge, failure and success. At King Edward VI Lordswood School for Girls we provide students with a range of opportunities to be pushed out of their comfort zone, whilst at the same time offering the support and encouragement they need to realise their potential.

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## Together we aspire, we discover, we excel

- Our mission statement is:
- 'Together, we thrive and add value to the world'
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- We firmly believe that our role as a school is not just to help students achieve amazing examination results. Our job is to help students to understand that each and every person has an important role in making the world a better place. We have a responsibility as a school to provide students with opportunities to find out what route they want to take after they leave our care that will enable them to make a difference. We pride ourselves

in encouraging students to know that contributing to society is more than just having a successful career, we encourage students to understand about charities and how volunteering enriches the world in which we live as well as providing immense personal reward.

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- As a school we know that we cannot achieve this 'mission' on our own. We work closely with students, parents, the other schools and the local community to provide the opportunities for students to thrive both during their time at the school and in later life.



# How to join us

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As an academy, King Edward VI Lordswood School for Girls operates the following admissions policy, which is based upon the Government's revised admissions code. All applications for Year 7 should be made online at [www.birmingham.gov.uk/schooladmissions](http://www.birmingham.gov.uk/schooladmissions)

The admission criteria used to decide which students will be allocated places in Year 7 are:

**Looked after or previously looked after children** - A Looked After Child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989). A Previously Looked After Child is a child who after being looked after became subject to an adoption, child arrangements, or special guardianship order including those who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

**Siblings** - A child with a sister in the school (years 7 – 11), who is already at the school and who will still be on roll at the time when the child enters the school, or a child with an older sibling in the King Edward VI Lordswood School for Girls Sixth Form who will still be on roll when the child enters the school. Siblings are considered to be those children who live at the same address and either have one or both natural parents in common, are related by a parent's marriage or

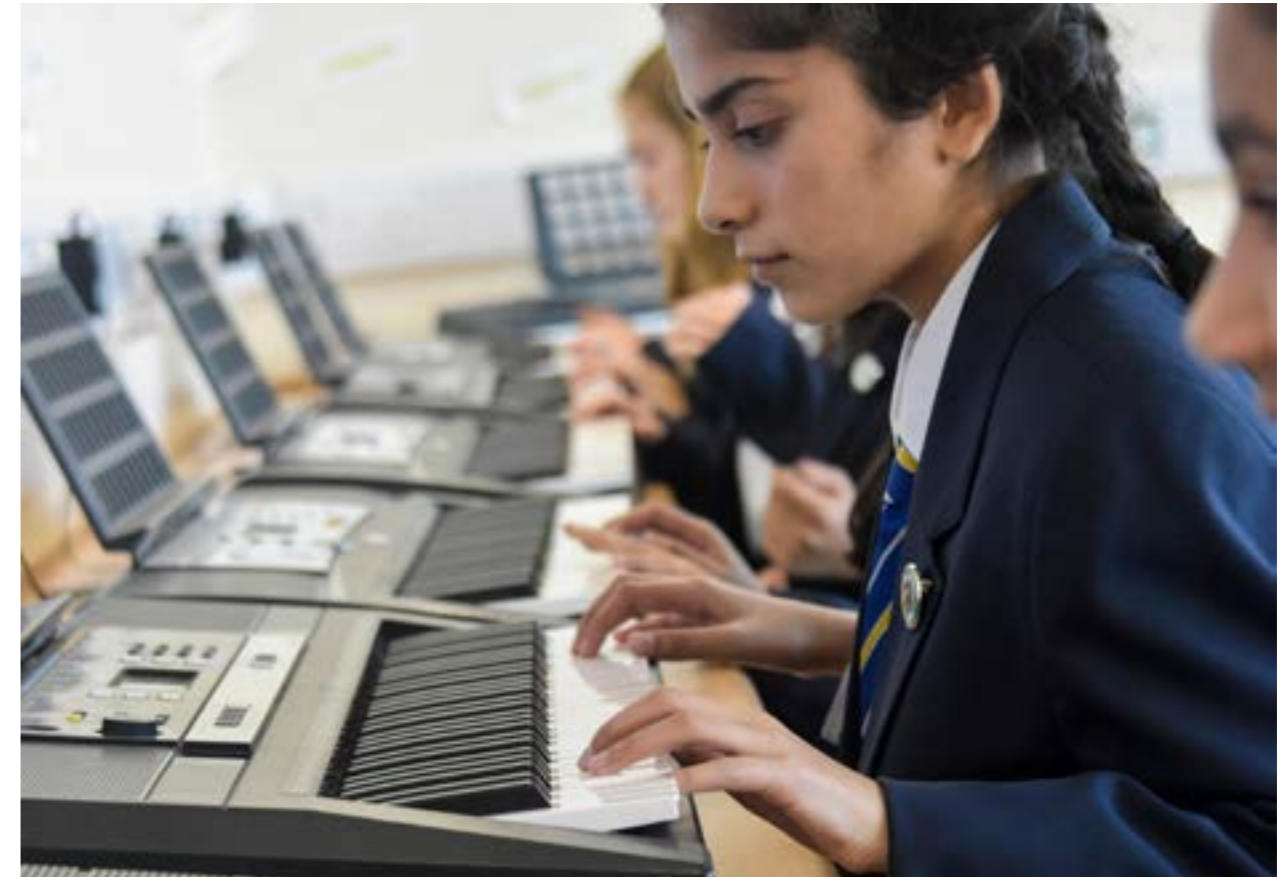
are adopted or fostered by a common parent. Unrelated children living at the same address, whose parents are living as partners, are also considered to be siblings. Children not adopted or fostered or related by a parents' marriage or with one natural parent in common, who are brought together as a family by a same sex civil partnership and who are living at the same address, are also considered to be siblings.

Children who live nearest the school.

Within each category, priority is given to those living closest to the school. Distance will be calculated according to a straight line measurement from the applicant's home to the front gates of the school on the drive leading to the main school entrance on Knightlow Road. The local authority uses a computerised system, which measures all distances in metres. Ordnance Survey supply the co-ordinates that are used to plot an applicant's home address within this system.

The school continues to be heavily oversubscribed. In 2023, the last student admitted lived 2km from the school.

When a place becomes available after Year 7 transfer, it is allocated to a student on the waiting list according to the Government's revised admissions code.

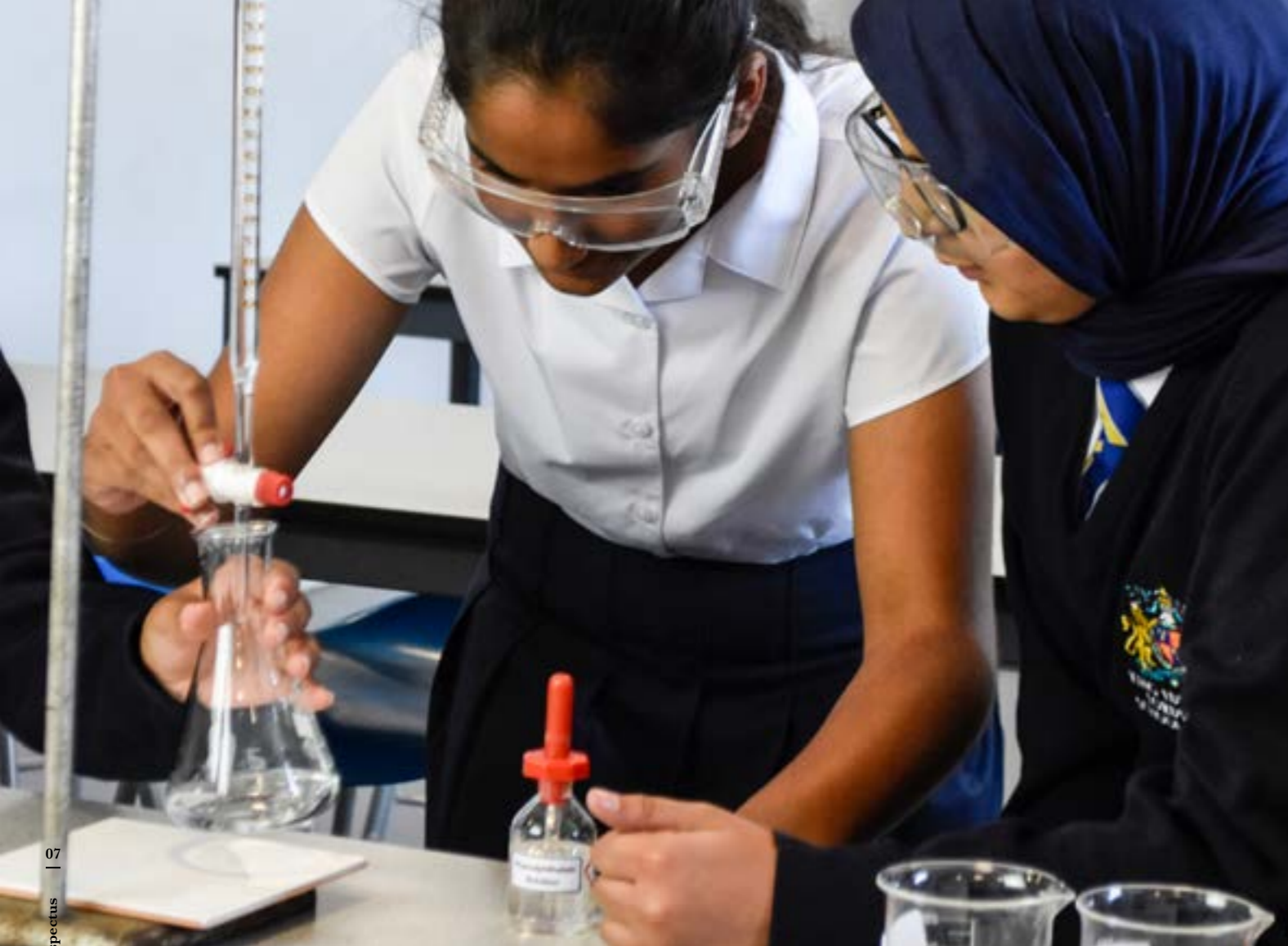


## Post 16 admissions

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Applications for sixth form are completed via our online application system. Applications open in October in the year before September entry. Once applications are received and processed, students will be invited to attend an entry consultation interview. In this interview we will discuss current progress, aspirations, desired programme of study and the course entry requirements. Parents/Carers are welcome to attend. Following this interview students will receive an offer with details of any specific entry requirements they need to meet. Further information on entry requirements can be found in the sixth form section on the school website.





## Curriculum

At King Edward VI Lordswood School for Girls, students will experience a curriculum that meets their needs, abilities and aspirations, whilst also preparing them for the opportunities and responsibilities of adult life. Students are required to stay in education or training until they are aged 18 and therefore it is important that they follow a curriculum that allows them to progress at Post 16 and also Post 18.

Key stage 3 covers the first 3 years of secondary school. During Key stage 3 students will study all national curriculum subjects.

At Key stage 4, students have the opportunity to combine traditional subjects with vocational and skill based qualifications should they wish to do so. All students will continue to study the core subjects including Mathematics, English, English Literature, Religious studies and a language. Students select their GCSE optional subjects

during year 9, this includes the selection of their preferred humanity subject along with 2 other options. Core subjects are set according to ability to maximise student success.

In the sixth form we offer a wide range of A level and vocational courses. Further information about the courses on offer and the entry requirements can be found on the school website.

## Extra-curricular and enrichment activities

At King Edward VI Lordswood School for Girls we recognise that some of the most effective learning takes place outside the classroom and therefore we aim to offer a range of activities, trips and visits to broaden students' horizons and extend their skills and experiences. Activities include:

- Theatre and cinema visits.
- Peripatetic music lessons.
- Residential field courses and study visits both locally and abroad. Masterclasses, King Edward VI events
- Duke of Edinburgh Award.

Subject areas organise trips which complement the curriculum and students are actively encouraged to join a wide range of clubs and groups outside lesson time. We

also invite external agencies to come into school to deliver workshops and events. In the sixth form, enrichment is embedded into the curriculum. Students have one hour of enrichment per fortnight on their timetables. The enrichment programme is designed to offer students opportunities to develop their talents and interests and to prepare them for life outside of school. Sixth form students can choose from a wide range of enrichment activities from personal finance to learning Italian.





## Outcomes

We are very proud of the outcomes of our students. In 2023 the school achieved a progress 8 score of 0.94. This placed the school in the top 5% of schools in the country and in the top 10 schools in Birmingham for GCSE results. Progress 8 scores for 2024 have yet to be released, however we are pleased to share that our attainment 8 score for 2024 was 53.57 (46.19 2023 national). The % of students achieving passes in both Mathematics and English this year was 79.1% (65 % 2023 national) of students achieved a grade 4 or above in both mathematics and English, whilst 65.5% of students achieved grade 5 or above. The English Baccalaureate (Ebacc) is a measure that encompasses a wide range of subjects including mathematics, English, sciences, a language and a humanity subject. The Ebacc with a standard pass was 53.4% (2023 national was 24%). The national average for achieving the Ebacc for 2024 has not yet been published.

2024 has shown pleasing outcomes for post 16 students. The average grade this year was a C+ and an average grade of distinction in vocational subjects. Despite these fantastic results, King Edward VI Lordswood School for Girls is not complacent, we aim to constantly improve the curriculum, quality of teaching and interventions to enable students to achieve the best result they can.

## Teaching and learning

Great importance is placed on teaching and learning; we want students to experience lessons that are stimulating, challenging and that allow all students, regardless of ability, to make outstanding progress.

Students are encouraged to engage actively in their learning, to reflect and to apply their knowledge, and we aim to enable all students to develop the skills and attitudes which will equip them to meet the changing demands of employment in the 21st century.

## Developing potential

On entry to the school, students are identified as high band or high potential. High band students are identified by prior attainment at KS2 or, in the case of the sixth form, GCSE point score.

In addition to this, the top 10% of students are identified as having exceptional potential on the basis of their cognitive ability tests. Students who have been identified by their teachers as having an aptitude in a specific subject area are also included on the exceptional potential register for that subject.

Students will have the opportunity to participate in enrichment events both in and out of school. These include the Forward Thinking programme, university master classes and academic mentoring.

## Inclusion

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The school follows the National Code of Practice for all students with special educational needs.

Students with additional needs are catered for both in subject areas and through targeted support as appropriate. Specialist subject staff and teaching assistants work alongside the subject teacher to support students within lessons. Additional support is offered outside of curriculum time, for example, before and after school to meet the needs of individuals. All students requiring additional support are screened to assess their individual needs and an appropriate programme of intervention is delivered. Progress is reviewed regularly and parents are involved in the process of future target setting.

## Homework

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Homework is designed to be a purposeful task that develops students' resilience to learning, their ability to approach, plan and deal with challenges and build confidence to master new concepts and skills.

In Years 7-13, the homework set includes preparation, practice and reflection tasks, whilst maintaining a balance with extra-curricular activities and home life. Students in the sixth form have supervised study sessions on their timetables to complement their studies and to develop their independent learning skills. Students use these sessions to complete homework, prepare for lessons and assessments and to further their knowledge and understanding. Sixth form students are expected to complete 5 hours of work outside of lessons per subject.



## Attendance

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We are very proud of our student attendance at KEVI Lordswood School for Girls. Our students attend more regularly than the national average. We have significantly less students who are persistently absent than the national average too!

This is because regular attendance and good punctuality are essential to the culture of our school. If students are to achieve their full potential, they need to be in school where practically possible. We have a dedicated pastoral team who track, monitor and support students to ensure they have excellent attendance unless extenuating circumstances.

Where attendance and punctuality issues arise, the pastoral

team will intervene and request a meeting to put a plan in place. This will be regularly reviewed to ensure students can reach their full potential.

In accordance with school and Government policy, holidays will not be authorised in term time.





## Behaviour and school rules

At King Edward VI Lordswood School for Girls a high standard of behaviour is an essential strand of an effective and high achieving school and fulfilling our vision of 'Together we thrive and add value to the world'. This needs to be supported by high quality teaching, high expectations, positive relationships and a set of values which is clearly understood and shared by all stakeholders.

Our school values are:

- We are ready to learn
- We treat everyone with respect
- We are resilient

As a result our school expectations are:

- We arrive to school on time ready to learn, dressed in school

uniform (or sixth form dress code)

and fully equipped

-We treat ourselves, each other and the school environment with respect

-We try our best and act on feedback to improve

We will adopt an approach whereby we support all students in managing their own behaviour and offer additional support internally or via external referrals when needed. Where a student's behaviour is related to an underlying need, we follow specific strategies outlined in their plans.

## Student support

On entry to the school, students are allocated to a Review Group which is overseen by a Review Tutor. The Review Tutor has responsibility for the academic progress and welfare of each student. As well as overseeing the day to day wellbeing of students, Review Tutors also set targets and monitor achievement through reviews which provide opportunities for students to discuss any problems. Further support is available through the Achievement Co-ordinator (Head of Year) who oversees the progress of all students within a particular phase of their education. We have an experienced and dedicated pastoral team who supports in the delivery of our Early Help programme ensuring students get the right support at the right time.

We are privileged to work with Place2Be, a specialist counselling organisation, who work in school several days a week. Students can be referred to this service via any member of staff or can self-refer. We work with a range of external agencies such as CAMHS, Early Help and Malachi.

Our in school Behaviour Mentor works with students who may require one to one support with issues such as bereavement, anger management, self-esteem and low

mood. Throughout their time in sixth form, students will have access to support from our experienced and dedicated staff. A member of the sixth form team is always available to ensure there is someone there to help. As with lower school, all sixth form students will have a review tutor whom they see on a daily basis.

The Sixth Form Student Support Co-ordinator is a member of staff dedicated to offer academic and well-being support to sixth form students. Students in the sixth form can also apply for financial support through the 16-19 bursary scheme. Eligible students can access the bursary fund to support their educational needs, such as equipment or transport to school. Full details of the bursary scheme can be found on the school website.



## Praise and rewards

Recognising and rewarding our students is integral to our school life. We encourage students to develop our core values of being ready, respectful and resilient, follow the school rules and succeed in school by:

- Verbal Praise Used for any recognition of fulfilling our school values in the classroom or around the school

- Positive phone calls home used by staff when students have demonstrated that they have fulfilled the school values to a high standard for example trying hard in lessons when they have recently struggled, being kind to another person, consistently ready to learn

- Points on Classcharts (which can be spent at the online shop) used when students have fulfilled a school value in the classroom or around the school for example achieving an improved grade in an assessment, picking up litter, on task behaviour, doing their best to answer a question in class, being kind to someone else

- Certificates will be issued when students have accrued a certain amount of points to signify key milestones. They will also be issued when attendance has been higher than 97% each term or improved over time. Postcards might be issued when staff witness a particularly wonderful example of our school values being fulfilled such as representing school well on a trip or creating an outstanding piece of work

- Rewards events/ trips Students will be invited to attend based on how well they have fulfilled our school values over time: being ready to learn, respectful and resilient. Criteria will be shared for each trip/ event

It is important that we encourage our students to also 'do the right thing' for their own internal reward of pride and that they can value their own positive actions.



## Careers information, advice and guidance, and work related learning

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At King Edward VI Lordwood School for Girls we are committed to supporting our pupils in achieving the very best outcomes for themselves. We provide our pupils with personalised information regarding the range of different qualifications, courses and establishments which are available to them. This ensures that they are able to make informed choices at transition points essential to student success and progression, such as GCSE options, and post-16 and 18 choices. The School works closely with an independent careers advisor who is available for meeting with pupils and their parents/carers to advise on choices. We also provide practical support to apply for their chosen course(s) or vocation, including workshops on writing CV's, cover letters and personal statements for University applications. We aim to not only prepare pupils for examinations but also to equip them with the necessary personal, social and communication skills to succeed once they enter the world of work. These skills are embedded throughout our PSHCE curriculum,

Review Tutor programme, and are also delivered via workshops with a range of organisations, and assemblies. Pupils are encouraged to experience work places, and students following vocational courses will undertake work experience that is specifically related to their area of study. In Years 10 and 12, students will carry out work experience to give them an insight into the world of work and to allow them to consider their strengths and interests.

## PSHCE

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All students in Years 7 to 13 follow a programme of personal, social, health, citizenship and economic education which is based on the needs of the community, student voice, educational research and governmental guidance.

The programme covers a diverse range of topics relating to the 5 strands:

Education, Careers, Finances

Identity, Emotional and Social Wellbeing (RSE)

Physical and Mental Health

Citizenship

Risk and Safety

The programme is delivered via PSHCE curriculum taught by a specialised team of teachers, Review Tutor Time, and three PSHCE days in line with the school values.

## Relationships and sex education

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The Governors recognise that the prime responsibility for bringing up children rests in the home. The school has a supportive role in helping students to understand and manage the emotional and physical aspects of their growing up and in preparing them for the challenges and responsibilities that sexual maturity brings. Relationships and sex education in Years 7 to 13 takes place within PSHCE, science, and RE lessons at Key Stage 3, 4 and 5 and through PSHCE days focusing on Respectful Relationships and Resilience delivered by Teaching staff with support from professionals where appropriate. An outline of the sex and relationship education delivered to each year group can be found on the school website

## Religious education and collective worship

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In accordance with the Education Act 1988, religious education is a compulsory part of the school curriculum and students currently follow the Birmingham agreed syllabus. We believe that teaching about the different religions and worldviews represented in society, and within the school community in particular, is vital in building tolerance and understanding and in challenging prejudice and stereotyping. Assemblies at King Edward VI Lordwood School for Girls are based on developing the 24 dispositions outlined in the Birmingham agreed syllabus. The dispositions aim to:

- Celebrate the key festivals within each of the main religions
- Complement work undertaken in religious education.
- Develop the spiritual, moral, and cultural understanding of students and thereby contribute to community cohesion. At King Edward VI Lordwood School for Girls, we also have a multifaith room set aside enabling our students of differing religious beliefs and worldviews to spend time in contemplation or prayer. This room is available to students at lunchtime, who have written consent from parents or carers. Parents or carers who have any objections to their child attending collective worship or religious education lessons have the right to withdraw their child from these activities. Any parent or carer wishing to do this should contact the Headteacher so that suitable alternative arrangements can be made.





## Lunchtime arrangements

Together with our catering provider AIP, we are committed to providing healthy, nutritious meals and snacks at King Edward VI Lordswood School for Girls which are very popular amongst students at both break and lunchtime.

Alternatively, students may choose to bring in a packed lunch.

All students in years 7-11 remain on the school site all day and we use a rota system for year groups to access the canteen area; those who purchase food from the canteen and those who bring a packed lunch eat together.

## Student voice

Student Voice is integral to the ethos of King Edward VI Lordswood School for Girls. Students are able to give their opinions in a variety of ways and know that their views are listened to and often acted upon. Students have the opportunity to put their questions to the Headteacher and a selected panel of school staff in regular 'Question Time' events as well as having access to regular student forums. The School Council is a democratically elected body comprising one Representative from each Review Group who is elected following an application process. This Council meets regularly to discuss issues brought to the group via the Representatives and takes responsibility for resolving any matters that affect the day to day running of the school. The Council is integral in suggesting and implementing school improvements, raising awareness of initiatives and organising fundraising events, as well as reviewing and updating school policies.

In addition to this there are also a wide range of Student Leadership opportunities that students can get involved in which can also be another means by which students can help to shape the running of the School. The Student Leadership team, consisting of Sixth Form students lead a variety of student groups and committees in the lower years. The student groups and committees include Peer Mentors, Perfects, Reading Buddies, PSHCE Ambassadors, Eco-sustainability Student committee and the Equality, Diversity and Inclusion (EDI) student committee.

## Sixth Form

The Sixth Form students are permitted to leave site at lunchtime, however, the sixth form Centre has its own cafe where students can purchase meals and snacks at break and lunchtime.

## Partnerships between home and school

We work very closely with our parents to ensure the best results for our students and value their support in helping us to achieve our aims. We recognise that one of the key factors in a student's success is the relationship between home and school.

Consequently, parents are regularly updated about their daughter's progress and informed of school events and developments in the following ways:

- School website
- Weekly parent bulletins (via ParentMail)
- EduLink
- ParentMail
- Telephone calls and personal correspondence
- Text alert system via ParentMail
- Full subject and interim reports
- Termly newsletters
- Personal Review Tutor meetings
- Parents' Meetings
- Information Evenings
- Parent representation on the governing body

In addition, parents' views are sought through regular surveys and termly parent forums.



## Links with the community

King Edward VI Lordswood School for Girls has been successful in forging strong links with a number of community groups and organisations and has established a learning community which extends beyond the school.

We work closely with other schools and community organisations to offer high quality learning opportunities and enrichment for all students. Our facilities are also used extensively for meetings, sports, training, and other events, which are open to our local community.



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