



KING EDWARD VI
LORDSWOOD
SCHOOL FOR GIRLS

OUR PROSPECTUS

lsg.kevibham.org

LEARN WITH US

Welcome to King Edward VI Lordswood School for Girls



Mrs Kerry Cooney
Headteacher

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 benefit 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. Our fantastic team of teachers benefit from professional development and collaboration opportunities. We also benefit the financial support, which enables us to continue to invest in the school infrastructure.

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

HEADTEACHER'S

WELCOME

TOGETHER WE THRIVE & ADD VALUE TO THE WORLD

Our mission statement is: 'Together, we thrive and add value to the world'

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 every person has an important role in making the world a better place. We have a responsibility as a school to provide students with the opportunities to find out what route they want to take after they leave our care.

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 them with immense personal reward. 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.



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

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.

Respectful

Students will learn about respecting others. We are proud of the way that diversity is celebrated within the community at King Edward VI Lordswood School for Girls 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.

Resilience

Children are not generally 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 differences.

HOW TO JOIN US

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 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 2025, we increased the pupil admission number (PAN) to 166 due to a decreasing catchment area. Even with this increased PAN the last student admitted lived just 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.



EXTRA-CURRICULAR & 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 museum visits.
- Peripatetic music lessons.
- A residential trip abroad
- Field courses and study visits locally
- Masterclasses at local further and higher education establishments
- 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 sporting, creative, cultural and academic clubs and student leadership groups outside lesson time such as the School Council and Equality, Diversity and Inclusion (EDI) student committee and the career champions.

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 week 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 participate in a wide range of enrichment activities underpinned by our 3 values.





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 Post 18. During Key stage 3 (Years 7, 8 & 9) students study all national curriculum subjects. At Key stage 4 (Years 10 & 11), all students study an ambitious and challenging curriculum.

Students continue to study the core subjects; Mathematics, English Language, English Literature and Combined Science, alongside Religious Studies, a Modern Foreign Language and either history or geography. Students also study two additional GCSE option subjects, combining traditional subjects with vocational and skill based qualifications, should they wish to do so.

In the sixth form we offer students 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.

OUTCOMES

We are very proud of the outcomes of our students. In 2025 there was not any progress data due to prior Covid disruptions, however in 2024 the school achieved a progress 8 score of 0.75. This placed the school in the top 5% of schools in the country and in the top 10 schools in Birmingham for GCSE results. We are pleased to share that our attainment 8 score for 2025 was 56.8 (46 national).

The % of students achieving passes in both Mathematics and English was 83% (65 % 2025 national) of students achieved a grade 4 or above in both mathematics and English, whilst 60% (45% 2025 national) 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 58% (2025 national was 26%). 2025 showed pleasing outcomes for post 16 students.

The average grade this year was a C and an average grade of merit + 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.



SIXTH FORM

The sixth form enjoys an excellent reputation within the city, and attracts students from a wide range of schools. It offers a broad curriculum which caters for a range of interests, abilities, and aspirations.

The excellent results gained by our students allows each of them to progress into higher education, employment, or training and to pursue a variety of careers. In 2020 students progressed to university courses in law, engineering, pharmacy, accounting, architecture and many more. Students in the sixth form enjoy a wide range of co curricular and super curricular activities to complement their studies and prepare them for life outside of

school. These include university masterclasses, trips, visiting speakers, a timetabled enrichment programme and opportunities to work with the school and local community. Students in sixth form form the whole school student leadership team, including the Head Student, Deputy Head Student and the Value Ambassadors.

To ensure they are ready for their next steps, sixth form students have an extensive programme of post 16 support including university application preparation and visits to careers, university and apprenticeship fairs.

Sixth form students have their own dedicated building. The sixth form block is a modern, spacious facility with silent study areas, canteen and IT resources for sixth form use.

Priority places in the sixth form are offered to King Edward VI Lordswood School for Girls students. For further information on sixth form admissions please see the school website.



TEACHING & 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 the skills and attitudes which will equip them to meet the changing demands of employment in the 21st century.





INCLUSION

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 that are on our special educational needs register have an individual pupil profile. The pupil profile informs class teachers of the student's individual needs alongside suggested support strategies. Pupil progress is supported by termly review meetings. These meetings are an opportunity for co-production of the pupil profile with key worker, parent/ carer and student working together to review provision and progress.

HOMEWORK

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 a minimum of 5 hours of work outside of lessons per subject.

ATTENDANCE

At KEVI Lordswood School for Girls, we are incredibly proud that our students feel happy, valued and part of our school community. This strong sense of belonging is reflected in our excellent attendance, which is consistently above the national average.

We are particularly proud that fewer of our students are persistently absent compared with schools nationally. This is because we know that regular attendance and good punctuality are vital in helping students achieve their very best, both academically and personally. Every day in school provides valuable learning opportunities, friendships and experiences that contribute to our students' success and wellbeing.

Whenever possible, we encourage all students to attend school regularly so that they can make the most of everything that Lordswood has to offer. Our dedicated pastoral team works closely with students and families to support excellent attendance. They carefully monitor attendance and punctuality, offering help and guidance whenever needed. If concerns arise, the pastoral team will contact families and arrange a supportive meeting to discuss any challenges and agree a plan to help the student succeed.

Progress is then reviewed regularly to ensure the right support is in place. In line with school and government guidance, we are unable to authorise family holidays during term time. We appreciate the support of our parents and carers in helping us ensure that every student has the best possible opportunity to thrive and reach their full potential.



STUDENT SUPPORT

From the moment students join KEVI Lordswood School for Girls, they become part of a caring and supportive community. Every student is placed in a form group led by a Form Tutor, who plays a key role in supporting both their academic progress and personal wellbeing.

Form Tutors get to know their students well and are there to provide guidance, encouragement and support throughout their school journey. They monitor attendance, behaviour and overall wellbeing, helping students to thrive both in and out of the classroom. In addition, each year group is supported by a dedicated Head of Year, who oversees the progress, welfare and development of all students within that stage of their education. Together, our pastoral team works closely with students and families to ensure that every young person feels supported, valued and able to achieve their full potential.

We are fortunate to have an experienced pastoral team who lead our Early Help programme, ensuring that students receive the right support at the right time. Whether a student needs practical advice, emotional support or additional guidance, we are committed to helping them overcome challenges and flourish.

We are also proud to work in partnership with Place2Be, a specialist counselling organisation that provides support in school several days each week. Students can access this service through a referral from any member of staff or by self-referring. Alongside this, we work closely with a range of external agencies, including CAMHS and Early Help, to ensure students and families have access to the support they need.

Our in-school wellbeing Mentor provides personalised one-to-one support for students who may be experiencing challenges such as bereavement, low self-esteem, anger management difficulties or periods of low mood. Through compassionate and targeted support, we help students build resilience, confidence and positive wellbeing. Support can also be sought from our Family Support Worker who is available to support students and their families through any challenges they may face, offering guidance, practical help and a listening ear.

By working closely with families, school staff and external agencies, they help ensure that every student feels supported, confident and able to thrive both in school and at home.

BEHAVIOUR, REWARDS & RELATIONSHIPS

At King Edward VI Lordswood School for Girls, we believe that every student deserves to feel safe, valued, respected and able to succeed. We recognise that young people bring with them a wide range of experiences, strengths and challenges, and that positive relationships are at the heart of helping them thrive.

Our approach to behaviour is rooted in high expectations, compassion and understanding. We are committed to creating an environment where students feel a strong sense of belonging and are supported to develop the confidence, resilience and self-regulation skills they need to reach their full potential.

This reflects our vision that "Together we thrive and add value to the world."

Our School Values

Our school community is guided by three core values:

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

These values help shape a culture where everyone feels supported and empowered to be their very best.

Our Expectations

We encourage all students to:

- Arrive at school on time, ready to learn, appropriately dressed and equipped for the day ahead.
- Treat themselves, others and the school environment with kindness, care and respect.
- Try their best, embrace challenges and respond positively to feedback in order to grow and improve.

We understand that behaviour is a form of communication and that, at times, young people may need additional support to manage difficulties they are experiencing. Our staff work hard to build positive, trusting relationships with students and seek to understand the reasons behind behaviour rather than simply focusing on the behaviour itself.

When concerns arise, we work collaboratively with students and families to identify needs and provide appropriate support. This may include pastoral interventions, mentoring, targeted support programmes or referrals to external agencies. Where a student has an identified need, we follow personalised strategies to help them feel successful, regulated and ready to learn.

Celebrating Success

Recognising students' efforts, achievements and personal growth is an important part of life at Lordswood. We believe that celebrating success helps students build confidence, develop a positive sense of self and strengthen their connection to school.

Students are recognised in a variety of ways, including:

- Verbal praise for demonstrating our school values in lessons and around the school.
- Positive phone calls home to share achievements and celebrate progress with families.
- ClassCharts reward points for effort, kindness, resilience, improvement and positive contributions to school life.
- Certificates and postcards to recognise milestones, excellent attendance, outstanding effort and exceptional examples of our school values.
- Rewards events and trips which celebrate students who consistently demonstrate our values of being ready, respectful and resilient.

While we enjoy celebrating achievements, we also encourage students to recognise their own successes and take pride in their positive choices. We want our young people to develop a strong sense of self-worth, understanding that kindness, perseverance and doing the right thing are valuable rewards in themselves.

At Lordswood, our aim is not simply to manage behaviour, but to nurture confident, compassionate and resilient young people who feel valued, supported and ready to make a positive contribution to the world around them.



CAREERS INFORMATION, ADVICE, GUIDANCE AND WORK

At King Edward VI Lordswood 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. Our school careers adviser offers impartial careers guidance to 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, and are also delivered via workshops with a range of organisations, and assemblies. Pupils are encouraged to experience work places. 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

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.

At Lordswood, PSHCE is delivered through a carefully planned spiral curriculum that revisits and builds upon key themes as pupils progress through the school. This approach enables children to develop their knowledge, understanding and skills in an age-appropriate way, deepening their learning over time. Relationships and Sex Education (RSE) and all statutory guidance are fully embedded within the curriculum, ensuring pupils are well prepared for life in modern Britain. To further enrich learning, special events are organised throughout the year to support our three core values, with a particular focus on developing resilience and respectful relationships. We regularly welcome external speakers and organisations who provide pupils with engaging experiences, expert guidance and positive role models that enhance and reinforce classroom learning.



RELIGIOUS EDUCATION & COLLECTIVE WORSHIP

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 Lordswood 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 Lordswood School for Girls, we also have a multifaith and reflection 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.



RELATIONSHIPS & SEX EDUCATION

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.

LUNCHTIME ARRANGEMENTS

At King Edward VI Lordswood School for Girls, together with our catering provider, AIP, we are committed to providing healthy, nutritious meals and snacks in our new kitchen and servery area 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 throughout the 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. The Sixth Form students are permitted to leave site at lunchtime, however, the Sixth Form Centre has its own cafe/servery area where students can purchase meals and snacks at break and lunchtime.



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 Form Group who is elected following an application and voting 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 and raising awareness of initiatives, as well as reviewing and updating school policies.

Students also complete a termly survey to provide their views on all aspects of school life, enabling us to understand their experiences, celebrate what is working well and identify areas for improvement. This ensures that student voice remains at the heart of school development and helps us create a supportive, inclusive environment where every pupil feels heard, valued and respected.

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, aligned with our 3 core values.

The student groups and committees include Peer Mentors, Perfects, Reading Buddies, Career champions, Eco-sustainability Student committee and the Equality, Diversity and Inclusion (EDI) student committee.

PARTNERSHIPS BETWEEN HOME AND SCHOOL

At King Edward VI Lordswood School for Girls, we believe that strong partnerships between home and school are key to helping every student achieve their full potential. We greatly value the support of our parents and carers and recognise that young people thrive when families and school work together with a shared commitment to their success, wellbeing and happiness. Communication is at the heart of this partnership.

Our staff work hard to build positive relationships with families, keeping parents informed about their child's progress and celebrating successes, as well as working together to address any concerns at an early stage.

Staff regularly make telephone calls home and arrange meetings with parents and carers to discuss progress, wellbeing, attendance, behaviour or any additional support that may be needed. We believe that open, supportive conversations help us achieve the very best outcomes for our students.

Parents and carers are kept up to date through a variety of communication channels, including:

- Arbor
- ClassCharts
- The school website
- Weekly parent bulletins
- Telephone calls, emails and personal correspondence
- Full subject reports and interim progress reports
- Termly newsletters
- Parents' Meetings
- Curriculum Evenings
- Parent representation on the Governing Body

We are also committed to listening to the views of our families. Parents and carers are invited to share their feedback through regular surveys and termly parent forums, helping us to continually strengthen our school community and ensure that every student receives the support they need to flourish. Together, through mutual trust, communication and shared aspirations, we create the foundations for our students to be successful, confident and happy learners.

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 – the money raised from this is directly reinvested into the school, enabling us to offer and enhanced provision to our pupils.





KING EDWARD VI
LORDSWOOD
SCHOOL FOR GIRLS

lsg.kevibham.org

King Edward VI Lordswood School for Girls, Knightlow Road, Harborne, Birmingham B17 8QB
Tel: 0121 429 2838 office@lsg.kevibham.org

 [kevi_lordswoodschoolforgirls](https://www.instagram.com/kevi_lordswoodschoolforgirls)

 [King-Edward-VI-Lordswood-School-for-Girls](https://www.facebook.com/King-Edward-VI-Lordswood-School-for-Girls)

 [@KEVI_LSG](https://twitter.com/KEVI_LSG)



KING EDWARD VI
FOUNDATION
BIRMINGHAM