

King Edward VI Grammar School, Chelmsford

Address: Broomfield Road, Chelmsford, Essex, CM1 3SX

Unique reference number (URN): 136642

Inspection report: 10 February 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 make excellent progress throughout their time at this school. From high starting points, pupils make significant and sustained gains in their learning. This is the case consistently across year groups and across subjects.

The youngest pupils quickly become enthused by their learning and produce high-quality work. This appetite for learning continues across the school. Pupils willingly extend their learning, including through homework and independent study. Pupils are very ready for the rigour of public examinations.

Leaders balance pupils' interests, abilities and aspirations adeptly. They make astute decisions about the wide range of qualifications on offer. Leaders invest in helping pupils to excel across a wide range of qualifications. The extensive and highly successful study of a wide range of languages is one such notable example.

Pupils, including the most vulnerable pupils, make remarkable progress in their learning and achieve consistently high standards. This transforms the opportunities available to students in post-18 education and training, such as successful application to competitive university courses and degree apprenticeships.

Post 16 provision

Exceptional ●

Students experience an incredibly rich, vibrant and well-thought-out sixth-form experience. The curriculum is diligently reviewed and adapted. Students experience highly ambitious and up-to-date content across subjects. Teachers are very knowledgeable. They encourage students to apply their learning in exceptionally complex ways.

Students are thoroughly motivated. They take responsibility to read and learn extensively outside of their lessons, for example. Leaders know students very well. They provide timely and well-coordinated academic and pastoral care. Students who face any barriers to their learning or wellbeing are precisely supported, including students who join in Year 12. Students from all backgrounds achieve the very highest standards across subjects.

Students access an incredible quality of wider opportunities in the sixth form. Students embrace chances to contribute positively to the lives of others. For instance, they undertake extensive charity work in the local area. Very high quality and wide ranging work experience opportunities prepares students very well for the world of work.

Leaders are meticulous in their approach to helping students achieve their aspirations. Leaders reflect on where they can enhance students' chances of being successful. They are incredibly adept at doing this. A very high proportion of students achieve places on highly competitive university courses. Leaders ensure that students, including the most vulnerable, benefit from the same high levels of ambition and support. As a result, students' future opportunities are significantly enhanced.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils want to come to school regularly and the majority of them do so. Leaders are tenacious in supporting a very small number of pupils who do not attend as regularly as they could. Leaders work collaboratively with other professionals. Pupils' needs, including those related to mental health, are very well supported. Consequently, leaders ensure that pupils' attendance is very high and that persistent absence is low. This has been the case for many years, including for vulnerable pupils.

Leaders, staff and pupils embrace the 'KEGS spirit'. Respect, kindness and working hard are highly valued and non-negotiable. Pupils embrace the school's philosophy and are committed to their own learning. They take meaningful responsibility to learn as much as they can, in lessons and in their free time. Classrooms are harmonious hubs of learning. Pupils willingly embrace opportunities to stretch their thinking. They are taught how to keep themselves safe, including online. Pupils learn about the different forms that bullying can take. On rare occasions that incidents occur, pupils recognise and proactively report them. They are confident that these issues will be dealt with effectively. When necessary, pupils are very well supported to remedy any behaviours that fall short of leaders' high expectations.

Curriculum and teaching

Strong standard ●

Leaders carefully shape the curriculum so that it closely aligns with pupils' abilities, interests and aspirations. Leaders diligently pursue the best learning opportunities for pupils. They provide extensive opportunities for pupils to enjoy learning and achieve across a wide range of subjects. Leaders ensure that their decisions enrich the educational experiences of all pupils.

Teachers have considerable knowledge about the subjects that they teach. They are rigorous in ensuring that their subject expertise is up to date. Teachers lead highly enthusiastic debates and discussions in lessons. They encourage pupils to apply their learning in rich and complex ways. They use a wide range of information to check that pupils sustain the gains in their learning. They use this information to pinpoint precisely how best to help pupils.

Leaders do not rest on their laurels. They look for ways in which they can break down any barriers pupils have, no matter how small. Leaders' literacy strategy supports a small number of pupils, many of whom speak English as an additional language. This helps pupils to write with fluency. Leaders ensure that pupils are confident and competent in more complex writing skills as they progress through the curriculum.

Inclusion

Strong standard ●

Pupils receive highly personalised care and support in the school's welcoming and vibrant community. Leaders get to know pupils quickly when they first join the school. They are vigilant to any signs that pupils need more help. Leaders work closely with staff, pupils,

families, and other professionals. Collectively, they identify pupils' needs precisely so that leaders can put highly effective support in place. The work of staff in the school's pupil support unit is particularly valued by the school community. This makes sure that pupils get the help they need in lessons and during social times.

Leaders make careful checks on the impact of their support for pupils. This includes how well additional funding supports disadvantaged pupils. Leaders review and adapt their strategies to ensure that they are really effective. These strategies have a highly positive impact on pupils' learning and development. This means that all pupils thrive in the school community and are highly successful in achieving their aspirations.

Staff receive well-planned, regular training about how to help pupils with specific needs. This training includes support for pupils with special educational needs and/or disabilities. Leaders and staff collectively remove the barriers to pupils' learning. In keeping with the school's vision, pupils are 'nurtured as uniquely talented individuals'.

Leadership and governance

Strong standard ●

Leaders, including trustees, have a thorough understanding of the strengths and priorities in the school. They use a wide range of information to check on the school's effectiveness. Leaders listen carefully to the views of pupils, staff and parents and carers. Any change that they bring is well considered and effectively planned. Consequently, improvements are sustained and fully embedded across the school. Leaders' sustained focus on achievement, including in the sixth form, transforms opportunities for pupils.

Leaders make decisions in the best interests of pupils. They do not rest on their laurels. Leaders continually seek to enhance opportunities for the most vulnerable pupils. Leaders work decisively to meet pupils' academic and pastoral needs. They work closely with relevant external professionals to seek additional timely specialist support. Collectively, they are diligent and highly effective advocates for pupils.

Leaders are careful to ensure that they provide balance in all aspects of their work. They carefully manage staff workload and wellbeing. This creates a vibrant and happy working environment for staff. Leaders invest in staff development. They monitor carefully how well teachers deliver the curriculum and develop teachers' expertise in supporting the most vulnerable pupils. Leaders check precisely on the learning and progress of pupils. They ensure that pupils learn very well and achieve high standards across subjects and phases.

Trustees are proactive, diligent and tenacious advocates for pupils. They are very effective in checking on the quality of leaders' work. They ensure that pupils' wellbeing is prioritised. They work collaboratively with school leaders to ensure that they collectively secure the highest standards for pupils.

Personal development and wellbeing

Strong standard ●

Pupils strive to achieve the school's vision that they will become principled global citizens. Pupils develop a precise understanding of important values, such as democracy and equality. They learn about public institutions, including the judicial system and its role. Pupils respect, celebrate and value the similarities and differences between people in society. They

are mature and thoughtful in discussions about, for example, sexuality, consent and mental health.

Pupils commit to making a positive contribution to the school and wider community. The house system is highly valued and embedded in the school's culture. Many pupils enthusiastically take on responsibilities, such as house captains and house officials. Student councillors advocate the views of their peers. The school's pupil-run annual Chelmsfordian magazine celebrates pupils' varied and rich experiences.

There is an extensive and well-attended extra-curricular offer. This includes an eclectic mix of opportunities. Many pupils enjoy being a young engineer or playing in the senior orchestra. A large proportion of pupils take active part in longer term projects. The Combined Cadet Force and the Duke of Edinburgh's award scheme are very popular. Many pupils fundraise for international expedition opportunities. Leaders ensure that these opportunities enrich pupils' interests and aspirations. They ensure that disadvantaged pupils are well represented in these experiences.

Pupils receive high-quality impartial careers information and guidance. Leaders are diligent in supporting pupils' individual interests and aspirations. Pupils receive a wealth of information about wide-ranging courses, including degree-level apprenticeships. A well-chosen range of visiting speakers and professionals mentor and guide pupils. This inspires many pupils to independently conduct further research into their chosen careers. For those that need extra help and guidance, leaders are adept at providing this. As a result, pupils are very well supported to transition into post-16 study and training. Careers provision is of an particularly high quality for students in the sixth form.

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

Pupils excel in their studies, including the girls who join in Year 12. Leaders and teachers review and adapt the curriculum diligently. This ensures that pupils learn subjects and topics that interest, inspire and challenge them. Teachers have an in-depth knowledge of the subjects that they teach. Pupils appreciate that teachers go out of their way to help them. Pupils extend their learning willingly in lessons and in their own time. They develop sophisticated knowledge and skills and apply their learning in complex ways. Pupils join the school with high levels of achievement. Over time, they make even more significant gains in their learning and achieve excellent standards across their studies. This transforms the opportunities available to them in higher education and post-18 training. Pupils from all backgrounds experience this remarkable success.

Leaders have created a vibrant learning environment, where pupils respect the school community and feel safe. Pupils value their lessons and attend very well. They arrive punctually, settle quickly in lessons and apply themselves maturely to their learning. Pupils make every effort to complete their work to a very high standard. At social times, most pupils behave well and are highly respectful towards one another. On rare occasions when they need it, pupils respond quickly to reminders about leaders' expectations.

Pupils take part in a wide range of extra-curricular activities. These are carefully planned to enhance their learning in lessons. Leaders ensure that all pupils benefit from these

opportunities. Students in the sixth form are exceptional role models for younger pupils. They contribute meaningfully to the local community through voluntary work. Sixth-form students actively seek out and undertake a range of extensive work experience and mentor younger pupils. Leaders ensure that students access a wealth of these opportunities in line with their abilities, interests and aspirations.

Next steps

- Leaders and trustees should continue to build on their strengths in areas, such as inclusion and personal development and wellbeing, and sustain the exceptionally high-quality provision in achievement and post-16 provision.
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About this inspection

This school is the only school in a single academy trust, King Edward VI Grammar School, Chelmsford Trust. The trust is overseen by a board of trustees, chaired by Adam Smith.

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 and other members of the senior leadership team. They held discussions with the special educational needs coordinator, teachers, staff and pupils. They also met with representatives from the trust board, including the chair of the trust, during the inspection.

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.

This is a school registered to admit boys in Years 7 to 11. The sixth form is co-educational.

There has been a change to the headteacher and chair of trustees since the previous inspection.

Headteacher: Natalie Wilson

Lead inspector:

Kim Pigram, Ofsted Inspector

Team inspectors:

Andrew Celano, Ofsted Inspector

Polly Lankester, Ofsted Inspector

Marc White, Ofsted Inspector

Ross Marks, His Majesty's 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 10 February 2026

School and pupil context**Total pupils**

1,138

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

1,142

Close to 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)

2.53%

Well below 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

0.97%

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

2.20%

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

Close to 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)	100.0%	45.4%	Above
2023/24 (final)	98.7%	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)	83.3	46.0	Above
2023/24 (final)	83.7	45.9	Above
2022/23 (final)	81.5	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)	1.11	-0.03	Above
2022/23 (final)	0.82	-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)	S	25.8%	S
2023/24		25.8%	
2022/23 (final)	S	25.2%	S

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)	S	34.9	S
2023/24		34.6	
2022/23 (final)	S	35.0	S

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		-0.57	
2022/23 (final)	S	-0.57	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	S	53.1%	S
2023/24		53.1%	
2022/23 (final)	S	52.4%	S

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)	S	50.4	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24		50.0	
2022/23 (final)	S	50.3	S

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		0.16	
2022/23 (final)	S	0.17	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	99%	91%	Above
2022 leavers (revised)	100%	93%	Above
2021 leavers (revised)	99%	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)	49.04	34.99	Above
2023/24 (final)	49.02	34.38	Above
2022/23 (final)	47.15	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)	0.0	0.0	Close to average
2023/24 (revised)	-0.1	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)	3.3%	8.1%	Below
2023/24 (3 term)	4.3%	8.9%	Below
2022/23 (3 term)	5.0%	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)	4.9%	21.9%	Below
2023/24 (3 term)	8.8%	25.6%	Below
2022/23 (3 term)	11.2%	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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