



## Statutory Inspection of Anglican Schools Report

**Edward Peake**  
**Church of England Voluntary Controlled Middle School**  
**Potton Road, Biggleswade SG18 0EJ**



**Diocese of St Albans**

**LA:** Bedfordshire  
**SIAS Inspection:** 4<sup>th</sup> July 2007  
**Previous S23 Inspection:** Not known  
**URN:** 109694  
**Headteacher:** Christopher Garroway  
**SIAS Inspector Name:** Catherine Large  
**SIAS Inspector No:** 482

### School Context

Edward Peake Church of England is a Middle School catering for pupils between the ages of 9 and 13. There are 399 pupils on roll most of whom are drawn from Biggleswade and four surrounding villages. Numbers are set to rise with new housing in the area. Nearly all the pupils are from White British backgrounds. The headteacher has been in the permanent post for one term, having been acting headteacher for four terms.

### The distinctiveness and effectiveness of Edward Peake as a Church of England school are inadequate.

Edward Peake has yet to establish its distinctive Christian character and, as a church school, has little impact on its pupils. The newly appointed headteacher, with the governing body and staff, has focussed on raising standards and achievement but recognises the need, now, to clarify and promote a clear Christian vision for the school. The potential for improvement in this respect is good.

### Established strengths

- The school has put in place a number of strategies which are having a positive effect on the standards and achievement of pupils.
- There is strong sense of community and pupils enjoy coming to school.
- The personal development of pupils is good and they have a good range of opportunities to take responsibility and contribute to school life.

### Focus for development

- Governors and senior leaders to undertake, with other stakeholders, a review to identify and promote a clear vision for this church school.
- Establish stronger links with the diocese for the purposes of training and support.
- Implement a programme of collective worship which more closely reflects the Christian status of the school and meets statutory requirements.

**The school, through its distinctive Christian character, is good at meeting the needs of all learners.**

Pupils express confidence in their teachers and enjoy coming to school. They recognise and value the care and support that they experience in their learning and personal development. There is a strong sense of community in the school. Older pupils appreciate the opportunities they have to take responsibility in a number of areas, including supervisory duties and running clubs. The School Council is well structured and effective. The personal, health, social and citizenship (PHSCE) programme contributes well to pupils' development. There are effective strategies in place to support the learning needs of pupils with special educational needs, pupils with behavioural needs, as well as gifted and talented pupils. Relationships at all levels are good. Pupils respond well to opportunities to participate in a wide range of charitable fund raising activities and their overall moral development is good. Good display contributes to a positive learning environment. There are some examples, such as in RE, art and in poetry displays, of how pupils' spiritual awareness is being developed. Whilst all these factors indicate basic Christian values underpinning the good learning that is taking place, the school has not yet made the link clear. Pupils have only recently become aware of the church foundation of the school.

**The impact of collective worship on the school community is inadequate.**

Pupils enjoy the community aspect of assembling which they do in a number of different contexts, including whole and half school, key stage and form groups. This has the potential to offer a good balance of experiences and to make best use of the accommodation. There is a commitment to the importance of collective worship by the headteacher and the local incumbent, both of whom contribute to the programme. There is an annual Christmas service at the parish church. Some staff display a 'Thought for the day' but this is not consistent across the school and is not always used as an opportunity for worship or reflection. Pupils sing well and are attentive but in discussions did not see worship as being at the heart of school life. Currently there is no planned programme of themes and no way for the school to judge the overall quality and impact of the different experiences pupils receive. There is no evidence that pupils gain any understanding of Anglican faith and practice. The school hall has no significant focal point. There is good potential for improvement as pupils and staff do not display negative attitudes and have the skills to benefit from support and guidance in this area. At present, the older pupils particularly feel there is a mismatch between the school's church status and the worshipping experience they receive.

**The effectiveness of the leadership and management of the school as a church school is inadequate.**

The school recognises that very little has been done to identify and promote the Christian vision for the school. There has been no drive from the governing body and no consultation with staff, pupils or other stakeholders. The focus of development has been to raise standards and achievement and this is having a positive impact in many ways. However, the Christian character of the school has not been seen as relevant to this process. The Foundation governors are supportive but have not promoted the distinctiveness of the school. Until very recently, there has been no evidence on signage or documentation that Edward Peake is a church school. Pupils express surprise at the school's status. Although there has been some support for religious education, links with the diocese for training and support in other areas relating to church school status are inadequate. The school supports religious education well and pupils are positive about the subject. The local incumbent and the headteacher have already begun to discuss the need to address, together with all stakeholders, the lack of vision and clarity about the school's status.