

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Edward Peake Church of England School

Vision

Live Love Learn

'I will instruct you and teach you in the way you should go. I will counsel you with my loving eye on you.' Psalm 32:8

At Edward Peake Church of England School, we believe that every young person is uniquely made and called to live life in all its fullness. Rooted in our Christian values, our vision is to inspire each student to aspire, to achieve, and to flourish – academically, personally, and spiritually.

Edward Peake Church of England School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The school's Christian vision has been carefully thought through and applied to many aspects of school life. This has resulted in a calm, caring and harmonious school community that enables students to understand how to live, love and learn.
- Students and staff are known, valued and loved and their wellbeing is a high priority. The school is committed to ensuring that students' individual needs are met so that they can understand themselves and engage fully in school life.
- The curriculum has been designed to provide opportunities for students to reflect on their personal beliefs, opinions and emotions. Through thought-provoking literature and case studies, they also learn to empathise with others.

Development Points

- Sharpen the focus on all three aspects of the school's definition of spirituality and embed this across the curriculum. This is to broaden and enhance students' spiritual development.
- Develop opportunities for students to understand and promote justice. This is to enable them to learn how their actions could improve the lives of others.
- Fully implement and regularly review the new Key Stage 4 religious education (RE) curriculum. This will help ensure that the RE curriculum is of a high quality.



Inspection Findings

Vision and Leadership

The school is undergoing a period of significant change as it transitions from being a middle school to a secondary school. Leaders have managed the introduction of new systems and processes carefully in order to protect the school's ethos. The school's Christian vision has been carefully thought through by leaders and has provided stability and continuity for the school community. It is evident in many aspects of school life, especially the way that students are cared for and how they interact with each other. Staff model the school's values in their interactions with families, individual students and each other. They have created a safe space where students and staff can speak honestly about their beliefs, opinions and feelings, as well as areas where they need support. Parents and carers are complimentary about the school's ethos and the positive contribution that it is making to their children's personal development.

Vision and Curriculum

The addition of three new year groups to the school has required a completely new curriculum to be created. This has given teachers the opportunity to identify what students should learn and the activities and resources that would be most relevant and motivational for them. They have also considered how the curriculum can reflect the school's inclusive Christian vision and values, such as respect, resilience and aspiration. The PE curriculum, for example, is highly inclusive in nature. It promotes the confidence and physical and mental health of students, regardless of their sporting ability. The extended curriculum, including a range of clubs and visits, helps students to develop their talents and grow in confidence and character. The school has recently introduced a new framework for facilitating spiritual development across the curriculum. This is helping students to reflect on their own beliefs, emotions and values and those of others. However, opportunities to explore spiritual development beyond this are not as clearly identified.

Worship and Spirituality

Daily collective worship takes place in a range of formats across the course of each week. Whole school worship takes place twice a week and creates a strong sense of community. The lighting of a candle by a student at the start, worship songs, Bible references and prayers help students and staff to reflect on their own spiritual journey. Each half term, a school value is explored in depth. This is also reinforced through discussions in tutor time and lessons. As a result, students can explain what the values mean and how they can be applied to everyday life. The content of collective worship is carefully planned to ensure that, whilst distinctively Christian in character, it is inclusive and invitational for students and staff of different faiths or none. Students are acutely aware that the school serves a diverse community, all of whom need to feel comfortable and welcome in acts of worship. At Christmas and Easter, a service for the school community takes place in the parish church. Local clergy also contribute to collective worship in school. This enables students and staff to experience different expressions of worship and understand the value of being part of a local church community. Students also contribute to leading collective worship, especially when it takes place in tutor time. This is a responsibility that they take seriously and find enriching. Governors and leaders do seek feedback from students about collective worship. However, their evaluation is not always thorough or systematic.

Vision and School Culture

Leaders live out the school's vision through their work by providing loving support and guidance to students and their families. Students are treated as individuals and know that staff care about their wellbeing as well as their academic success. Therapeutic support is available for any students who need it. Those with special educational needs and/or disabilities (SEND) are given the specialist support and adaptations they need to successfully access mainstream lessons. Leaders are firmly committed to restorative approaches to behaviour management and forgiveness. As a result, students regulate their conduct in lessons and during social times extremely well.



The school's ethos, and the trauma-informed training that staff have received, have resulted in a calm, positive learning culture. The use of community circle discussions in tutor groups helps students to support each other and feel safe. New students and staff recognise and value the warm welcome that they receive. Staff benefit from the opportunities that are provided for their professional and career development. They also particularly value the open, honest culture that leaders have created. This enables them to be honest about their feelings and areas where they may need support. Leaders know and care for their staff. Through their words and actions, they reassure staff that they are committed to their wellbeing. A group of staff meet weekly to talk, share and pray. This is making a significant contribution to their spiritual flourishing.

Vision, Justice and Responsibility

Students are given a range of opportunities to take personal responsibility through day-to-day school life. These include joining the gardening club or the 'eco group' or supporting the local food bank. The importance of treating others with respect and kindness is also emphasized through collective worship, along with the work of some charities. The student leadership team is growing in influence as the age profile of the school increases. The school's curriculum has been designed to help develop students' understanding of dignity, justice, reconciliation and hope. Several curriculum subjects provide opportunities for students to learn about historical and current issues of justice. Some of these case studies have made a deep impression. For example, exploitation in various global industries and bias in artificial intelligence. However, the opportunities for students to engage in practical activities to promote justice are limited.

Religious Education

The RE curriculum is relevant and motivational. It has been carefully planned on the basis of the locally agreed syllabus. The sequencing of the curriculum ensures that previous learning is revisited and reinforced when new topics are introduced. Christianity is studied in depth as a global faith, alongside a range of religions and other worldviews. Students have the opportunity to visit places of worship beyond Biggleswade, which helps to deepen their understanding of world faiths followed in the wider community. Students show a genuine interest in the diversity of religious and non-religious beliefs and worldviews held by their peers. They particularly enjoy discussions in RE lessons, but recognise that their own research and written work is also important. Leaders are firmly committed to all students studying RE at GCSE level. This reinforces the importance and value of the subject within the school curriculum. As students have only reached Year 10 at the time of the inspection, the GCSE RE curriculum has not been fully implemented.

Information

Address	Potton Road, Biggleswade, Bedfordshire SG18 0EJ		
Date	21 April 2026	URN	109694
Type of school	Voluntary controlled	No. of pupils	362
Diocese	St Albans		
Headteacher	Zoe Linington		
Chair of Governors	Mike Sladen		
Inspector	Andy Yarrow		