



<p>Name and address of school King Edward VI CEVC Upper School Grove Road Bury St Edmunds Suffolk IP33 3BH</p> <p>Type of school Secondary</p> <p>Status Voluntary Controlled</p> <p>Diocese St Edmundsbury and Ipswich</p> <p>LEA Suffolk</p> <p>Date of inspection 23 May 2006</p> <p>Date of last inspection September / October 2000</p> <p>School's unique reference number 124856</p> <p>Name of Headteacher Geoff Barton</p> <p>Name of Inspector Simon Windmill</p> <p>NS number 182</p>
<p style="text-align: center;">Context</p>
<p style="text-align: center;">Summary Judgement</p> <p>King Edward VI school's effectiveness and distinctiveness as a church school is judged to be good, with some outstanding features.</p>

Established strengths

- The school's implicit Christian ethos and values soundly underpin the life of the school
- Pupils feel valued and special, as individuals and as part of a vibrant community
- Relationships, behaviour, pastoral care and peer support are outstanding
- Spiritual, moral, social and cultural development (SMSC) is central to the school's work

Focus for development

- Explore the possibilities for increasing the frequency and quality of Collective Worship
- Use the outcomes of the SMSC review to develop a shared understanding of how to foster spiritual growth through the whole curriculum
- Develop the role of Foundation governors in promoting, monitoring and evaluating Collective Worship and SMSC development

How well does the school's Christian character meet the needs of all pupils?

Through its Christian character, the needs of all pupils are met outstandingly well. They feel exceptionally valued, special and safe, and the Christian ethos and values have a very positive impact on the life of the school. The atmosphere is purposeful yet relaxed; welcoming and inclusive. Relationships within and between pupils and adults are excellent. Behaviour is outstanding: pupils value this and encourage each other to behave well. Staff and older students provide excellent role models for younger pupils. Pupils are very confident and secure, and readily express their views. Support for pupils' personal development is excellent, and pupils willingly get involved in the wide range of extra curricular activities on offer. Class and School Councils are an effective means of communicating students' views to the staff and governors, who act upon them. Plans have been made to give pupils more opportunities for quiet reflection by increasing the time available in assemblies and lessons, and by developing year group 'quiet spaces', managed by students. While SMSC development has improved greatly under the current head, the staff have not yet reached a shared understanding of how spiritual growth can be fostered across the whole curriculum.

What is the impact of Collective Worship on the school community?

Collective Worship has a limited impact on the life of the school. There is no space large enough for a whole school assembly, so assemblies are based on year groups. This means that each pupil attends one act of Collective Worship each week, and the school does not comply with the statutory requirements for daily worship for all students and is therefore unsatisfactory. A long history of such limited opportunities for worship has led to a situation where hymns and prayers have been dropped from assemblies. This culture is proving difficult to change. Staff, pupils and governors spoken to all felt that reintroducing hymns and prayers into assemblies would need to be handled very carefully – one pupil said that most pupils would simply not join in singing or prayer, and this view was broadly reflected by others. However, the Head has introduced opportunities for quiet reflection both within assemblies and during other parts of the day, which are increasingly valued by pupils and staff. Some pupils said that while they would not want to sing or pray in assemblies, they found singing in other contexts fulfilling, and some said that they did pray during 'reflection' time. Pupils' perceptions of the quality and content of Collective Worship ranged from seeing it as little more than a brief religious story through to a real enjoyment and engagement when the leader of a Christian youth group took assemblies – a pupil described it as 'getting religion right inside you' during those assemblies. Pupil feedback shows that when pupils are actively involved assemblies are improving, and are often inspiring. Links with the Cathedral have been greatly strengthened by the Head, with pupils taking part in special services, and the Precentor regularly leading Collective Worship in school. Pupils are very conscious of the needs of the world beyond the school, and do a great deal of fundraising and other charitable activities for the wider community.

How effective are the leadership and management of the school, as a church school?

Leadership and management are good. The Head and foundation governors promote the school's Christian ethos and values effectively, and ways of improving this further are being explored. The head has identified a need to review school values and expectations, and the imminent introduction of a new staffing structure will give the opportunity to begin this process.