

Summary SIAMS Self-Evaluation Belgrave St Peter's C of E Primary

<p>School context</p> <p>Include:</p> <ul style="list-style-type: none"> • URN • NOR • Date of last SIAMS • MAT/Federation as applicable • Diocese/Methodist circuit • Proportion of pupils considered disadvantaged • Proportion of pupils with SEND 	<p>Belgrave St Peter's C of E Primary School (URN 148905) currently has 200 pupils on roll. It is a city primary school with classes from nursery up to Year 6. Its last SIAMS inspection took place in May 2016. Belgrave St Peter's is part of the Diocese of Leicester and Rise Multi Academy Trust which they joined in January 2022. 90 pupils are eligible for pupil premium which equates to 45%. The school has 37 pupils on the SEND register so 18.5% of the NOR. Three of these pupils have an EHCP and another three receive top up funding. 82 pupils have English as an additional language with heritage from a wealth of countries.</p>
<p>Vision</p> <p>Refer to theological underpinning and process of establishing vision if appropriate.</p>	<p><i>'And now we have these three: faith and hope and love, but the greatest of these is love.' 1 Corinthians 13:13</i></p> <p>At our school, we welcome everybody: those with faith and no faith. We are an inclusive school where our Christian values of love, faith and hope are at the heart of everything we do. Everyone within our school family is respected and cared for. Our children will succeed with the love of God.</p> <p>The school's Christian vision was developed with staff, children, governors and families in line with the Church of England's vision for education in 2022. It links to 1 Corinthians 13:13. This vision was chosen to show that love is the most important thing: love for ourselves, one another and the wider world. It focuses on a hope for a better future for both ourselves and others. Staff and pupils identified three encompassing values that are a focus for us; faith, hope and love.</p> <p>We all wanted it to show St Peters as the welcoming and inclusive school it is, as we have high numbers of PP and SEND, plus, EAL and LAC pupils. It is important to the St Peters school community that all pupils feel valued and know that we care for all of</p>

	<p>them. Children know that school is a place of safety and love, a place where they are cherished for who they are and what they bring to our school. We care for the families of our children in equal measure. They are always welcomed into school, are supported by staff and are offered all the help, guidance and care that we can give. This may just be a conversation on the phone, a food bank voucher, offering guidance in supporting their children’s learning, or facilitating the completion of referrals for early help. Whatever families need, our school is there for them so that we are all able to love everyone and all have hope.</p> <p>We recognise as a school we serve a wide and diverse community, so faith in all its denominations is equally important.</p> <p>Our theoretically underpinning and the vision therefore encompasses our school and is uniqueness to our children, staff and our families.</p> <p>St Pauls letter to the Corinth church was a call to action, to welcome everyone and embrace diversity. As a school we welcome everyone and embrace our similarities and differences through the power of Gods love.</p> <p>Through 3 bible stories linked to our values: Love: The Prodigal son and The Good Samaritan Faith: Daniel and the lion’s den and Jesus calms the storm Hope: Moses Parting the sea and the Parable of the lost sheep.</p> <p>We focus on a value for a term, we use these stories to consider <i>What should we do for our friends in the face of great opposition or uncertainty?</i> Each term we share bible stories, explore how we can demonstrate these values and ask God for help, wisdom and knowledge.</p>
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STRAND	IMPACT OF PROVISION AND SOURCES OF EVIDENCE
STRAND 1: VISION AND LEADERSHIP	The Christian vision of the school underpins the strategic leadership and day to day organisation of the school. All leaders value the vision and values of the school and

	<p>endeavour to live them out. The school makes strong links with Holy Trinity Church to build upon and enhance our Christian values. Governors play an active role in ensuring the school is an effective church school by providing input and challenge. The RE lead has accessed high quality CPD provided by the Diocese of Leicester, the Rise RE network and Rise Multi Academy Trust. The RE lead has delivered CPD to staff.</p> <p>The leadership of the school reflect back to the vision when making decisions.</p>
<p>STRAND 2: WISDOM, KNOWLEDGE, AND SKILLS</p>	<p>The school has revised its curriculum offer to align with Rise Multi Academy Trust, thus ensuring that pupils know and remember more. The school’s vision links to the high expectations for all pupils and the support and inclusivity it provides. The school has agreed a definition of spirituality that is understood by all and this means opportunities for spiritual development will be created and explored. This academic year the school along with others in RISE is adopting a new RISE curriculum for history, geography, science, art and design technology.</p>
<p>STRAND 3: CHARACTER DEVELOPMENT: HOPE, ASPIRATION, AND COURAGEOUS ADVOCACY</p>	<p>Pupils are encouraged to care for others. This means that the school regularly raises money for charities either collectively or for individual projects. Children’s’ voice is heard through our ethos team and School council</p> <p>Staff and pupils are encouraged to ask questions and find out about events and celebrations across the world and across many different faiths and religions which further enhances pupils’ understanding of how “ to succeed with the love of God.”</p> <p>Pupils understand the reasons for raising money is because it is a way of living out our school vision and values and supporting them in making good choices to follow the path of God and share their love for one another. The school raised money for rainbows in December 22 and through food donations for the Trussell trust a Harvest in October 2022.</p>

STRAND 4: COMMUNITY AND LIVING WELL TOGETHER	The school is an active member of the community. This link has led to action, for example the children wrote Christmas cards to local community members and hand delivered them. Behaviour in school is good: children feel safe and enjoy being together. Following the pandemic, leaders have recognised the need to support pupil's wellbeing and two members of staff are completing the ELSA training. We benefit from the support of a MHST practitioner through the NHS to support our pupils.
STRAND 5: DIGNITY AND RESPECT	The school actively promotes diversity and inclusion through the use of picture books in worship and the range of texts in the school library. Incidents of bullying in the school are rare and kindness/friendship is highly valued. Staff feel supported through well planned and delivered CPD to improve outcomes. Pupils learn about a wide range of religions and beliefs and British Values.
STRAND 6: THE IMPACT OF COLLECTIVE WORSHIP	Collective worship is invitational, engaging and inclusive because leaders, staff and pupils highly value the contribution it makes to daily school life. Ethos councillors meet fortnightly and their thoughts and ideas are used to plan future themes. A local church, Holy Trinity, is actively engaged in visiting and delivering collective worship to the pupils.
STRAND 7: THE EFFECTIVENESS OF RELIGIOUS EDUCATION	Pupils know and remember more of their learning in RE due to the accessible and engaging RE curriculum. They share their knowledge through written pieces or expressions of understanding through other mediums e.g. art. The school collaborates with others in the trust to share good practice in RE. The school gives pupils opportunities to visit other places of worship
STRAND 7c - VA SCHOOLS ONLY How well do pupils make progress in RE as a result of a rich and engaging curriculum?	The school use the locally agreed syllabus and Understanding Christianity to teach the RE curriculum. Children know and remember more about religious education because they receive a balanced RE curriculum which shows clear progression during their time at the school. Their understanding of Christianity and other world religions is deepened through the curriculum and wider experiences. Pupils make good progress in RE knowledge and understanding including those with SEND and higher attaining pupils. Assessment and progress in RE is tracked termly

