

Summary SIAMS Self-Evaluation Template

Introduction

- An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
- A separate summary of the school's ongoing self-evaluation should be available for a SIAMS inspector to aid in the effective gathering of relevant evidence.
- This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
- Self-evaluation templates are available on the SIAMS pages of [the Church of England website](#).

School's theologically-rooted Christian Vision

'And now we have these three: faith and hope and love, but the greatest of these is love.' 1 Corinthians 13:13

At our school, we welcome everybody: those from all faiths and beliefs. 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.

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 2019. It links to 1 Corinthians 13:13. This vision was chosen to show that love is the most important thing: love for one another, the wider world and ourselves. It focuses on a hope for a better future for both others and ourselves. Staff and pupils identified three encompassing values that are a focus for us: faith, hope and love.

Inspection Conversations: Context

Who are we?

Belgrave St Peter's C of E Primary School (URN 148905) currently has 192 pupils on roll and is previously Voluntary Aided. 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 it joined in January 2022.

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| | <p>75 pupils are eligible for pupil premium, which equates to 38%. The school has 32 pupils on the SEND register so 16.4% of the NOR. Three of these pupils have an EHCP and another four receive top up funding. 78.2% pupils have English as an additional language with heritage from a wealth of countries, including Zimbabwe, Ghana, Bangladesh and Poland, as well as members of the traveller community.</p> |
| <p>What are we doing here?</p> | <p>All staff at Belgrave St Peter's have high aspirations for the community we serve. Our Christian vision was developed with our community in mind, and our aspirations begin with our Corinthians Bible verse, where all members of our school family are encouraged to have hope, faith and love for one another in good times and bad. We recognise that our community is drawn from wide and varied backgrounds, but believe that these values are inclusive of all faiths and beliefs, underpinning everything else we teach our children at Belgrave St Peter's. The values, lived throughout our school life, will serve our community well during their life at Belgrave and beyond. We meet daily for collective worship to explore these values and the way that they influence our decision making and learning. These worship sessions take different forms, including a "Send the Light" worship which is led by children where we pray for others, and a "Wild Worship" where we thank God for the natural world.</p> <p>Our school is named after St Peter, who is often described as the rock on which the church is built. In the same vein, we aspire to be the rock of our school community: there for our families in times of celebration and wishing them well in times of need. We care for our families and offer our children a place of safety where they are cherished for who they are. We want our children to grow confidently, achieve highly and be good people.</p> <p>We work alongside Holy Trinity church to share our Christian vision, and engage with other members of the community to encourage partnerships and forward thinking. We have a school charity of the year, this year being The Trussell Trust, and select those charities with causes close to the hearts of our families. With a strongly rooted Christian vision, we aim to give all pupils at our school the knowledge they need to make good progress throughout the curriculum, wider experiences which they otherwise might not have (both within school and externally) and a strong moral compass so that they will be successful in all areas of life.</p> |

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| | <p>We are proud to be a part of Rise MAT, and have ensured that our vision aligns with that of the trust, with an ambition of having all of our children “flourish and succeed”. We recognise that as well as having a strong ethos of school family, we are part of the wider Rise MAT family, utilising links with other professionals and communities as well as sharing our ethos and vision for the community we serve.</p> <p>Our School Improvement Committee (governing body) work alongside us to ensure that our vision is supportive of the whole school’s aims for our children. We meet regularly to share the good progress that our school is making in all areas, particularly focusing on the Christian Distinctiveness of our school and how that impacts all areas of learning.</p> |
| <p>Inspection Questions (IQ) How then shall we live? <i>(This information is key to enabling inspectors to make evidence-based judgements.)</i></p> | |
| <p>Inspection Question (IQ)</p> | <p>Impact of provision and sources of evidence</p> |
| <p>1. How does the school's theologically rooted Christian vision enable people to flourish?</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 from all faiths and beliefs. 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>Our theologically rooted vision and mission statement link to our three core values of faith, hope and love. These form the basis of all collective worship sessions in school, as well as conversations between children and adults around school. Our school values are linked to important Bible stories and are therefore rooted in theology, for example, our value of faith is linked to Daniel and the Lion's Den. We have a school prayer which children know and share together during worship.</p> <p>We know the importance of our vision being lived out by all members of our school community. We regularly discuss how we can show our values of faith, hope and love to each other and celebrate children who show our values through “Shout Out” awards. We</p> |

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| | <p>share information about our vision and values on the school website so that it is accessible to all stakeholders. Living out our vision has significantly improved attendance. Our wish wells, where we think of those who are absent from school, make pupils and staff feel valued and that they want to be in school.</p> <p>We provide daily opportunities for prayer and worship, both individually and as a school family. As teachers, we facilitate opportunities for children to ask questions and enquire in a safe space. This ensures we can help those of all beliefs grow together and understand the points of view of those around them.</p> <p>At Belgrave St Peter's, we emphasise the importance of connection and belonging (for example, referring to our school family in which all children and adults play a part). We want our children to have a deep feeling about what is important as well as a sense of security and safety in school. All children at Belgrave St Peter's should know their worth and we have trained two staff members in ELSA so that those who need it can access further support to develop this.</p> <p>We know that children feel this way through pupil survey and pupil voice outcomes, where children express that they enjoy coming to school. Children are increasingly able to talk about our school vision and values, and know how they can live these out in every day school life.</p> |
| <p>2. How does the curriculum reflect the school's theologically rooted Christian vision?</p> | <p>The school has reviewed its curriculum offer to ensure that pupils know and remember more. This enables all pupils to flourish and succeed through a shared vision. By rigorous assessment and discussion with pupils, leaders ensure pupils remember and build on learning. The school's vision links to the high expectations for all pupils and the support and inclusivity it provides.</p> <p>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. We love and learn together by following our school values: faith, hope and love. 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>We are developing our forest school provision so that it is accessed by EYFS and also an outdoor nurture group for those with SEND needs. Other provision for children who may be vulnerable or have SEND needs includes two dedicated ELSA-trained staff (who work on a 1:1</p> |

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| | <p>and group basis), a sensory room which is timetabled for particular children but accessible to all, and the Zone, where children with SEMH needs can work with staff.</p> <p>We believe in a curriculum of windows and mirrors, where pupils are able to see themselves represented but also have access to communities in the wider world. As a school family, we see how important it is for all of our children to see themselves reflected in the curriculum.</p> <p>To widen experiences, we offer a variety of extra-curricular clubs and fund these so that all pupils can access them. We believe we show love to our community by offering these, as well as our popular breakfast club.</p> |
| <p>3. How is collective worship enabling pupils and adults to flourish spiritually?</p> | <p>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.</p> <p>Our displays in school relate to our Christian Vision and are produced jointly with pupil, staff and external stakeholders.</p> <p>All of our collective worship involves all of our children - regardless of their faith. We always root our collective worship in verse and encourage an outcome as a result. We have shaped our collective worship according to the needs of our community, giving space to set intentions for the week on a Monday and reflecting on these on a Friday. On a Tuesday, children have the opportunity to lead worship themselves during our Send the Light worship, where we think about issues in our community and the world around us. In worship, our children sit in vertical rows, which has had a positive impact on behaviour and on the sense of community in our school, as children build a positive connection based in spirituality with other year groups in the school. This has also increased staff involvement.</p> <p>Children are given the opportunity to engage in worship in all areas of school life and in all areas of the school!</p> <p>Spirituality in our school involves the recognition that there is something bigger than ourselves that guides and helps us. We believe each of us has a soul that needs to be nurtured; it involves focusing on positive thoughts, beliefs and values as individuals, as a school and within</p> |

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| | <p>the wider community. We implement time to think and reflect in collective worship and at other times of the school day.</p> |
| <p>4. How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> | <p>Our values of faith, hope and love underpin our Christian vision. All members of the school community demonstrate these values in the way that we interact with each other. In school this means that children are kind to each other and show each other respect. The older children care for and support younger children and they know that derogatory language and bullying are not acceptable.</p> <p>These values are used in a positive way and are also used to reinforce the ways that we deal with situations where our values might not have been fully lived. Adults are treated fairly, with respect and are supported to model our values to children and to each other. We send home a weekly newsletter to support with communication, knowing that all members of our community are seen and heard.</p> <p>We have a culture of recognition, appreciation and acceptance. We look for ways to share wide views and opinions in a positive way. The trust support us with teaching and learning leads, SEND and ethos leads amongst other centrally-based staff. This supports us with workload but also with staff support and development. This has also helped with developing policies in collaboration with staff, ensuring that staff feel part of the conversation.</p> <p>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, which pupil voice shows they enjoy.</p> |
| <p>5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> | <p>The school's Christian vision and values enables the children to create an active culture of justice and responsibility. Children develop emotional literacy and the ability to make informed and appropriate choices, which are rooted in their personal and religious beliefs.</p> <p>Our class family ethos is extremely important here, as all pupils have a role and a voice in school life. Each child has a class family job so that they are responsible for an area of the classroom, which changes weekly or fortnightly. Children have leadership roles on the ethos council and support with activities on the playground.</p> |

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| | <p>Pupils are encouraged to care for others: this means that the school regularly raises money for charities either collectively or for individual projects. We explain to children that the reason they raise money for charity is that this is the way we show love to others, following the examples of Jesus' teaching. Children and adults are encouraged to find out about and question events that make the news, praying for those experiencing hardship in our "Send the Light" worship.</p> <p>We have a food bank based in the community room at our school, run in conjunction with the Belgrave St Peter's church. This can be used by anyone in the local community, but it is often used by our families with direction from our pastoral team.</p> <p>Our children make cards for our neighbours at Christmas and share their love outside of the school community delivering them with pride. We recently held a Tea for Trussell event raising money for the Trussell Trust. Our charity of the year links to causes our local community hold dear.</p> |
| <p>6. Is the religious education curriculum effective (with reference to the expectations set out in the <u>Church of England's Statement of Entitlement for Religious Education</u>)?</p> | <p>Pupils know and remember more of their learning in RE due to the accessible and engaging RE curriculum, which challenges them through an exploration of core concepts and questions. We have ensured that RE is prioritised as a core subject by moving it to the first lesson in the afternoon.</p> <p>Pupils speak positively about their learning to senior leaders and enjoy sharing their books. The school collaborates with others in the Trust to share good practice in RE.</p> <p>Through the use of progressive, robust and sequential schemes (Leicestershire Scheme and Understanding Christianity), our school provides a curriculum which encourages children to think deeply and discuss big questions; pupils know and remember more of the curriculum because of this. Included in their learning are visits to churches and other places of worship. Our curriculum readies the children to live life in all its fullness and helps them to prepare for the opportunities, responsibilities and experiences of a multi-cultural modern Britain.</p> <p>Staff have had thorough CPD on RE development and also have access to training from the DBE. We have developed our resources so that staff feel supported to teach RE in a confident</p> |

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| | way. Regular book looks and coaching support staff to improve their RE teaching to help pupils make even better progress. |
| 7. What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught? | 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 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 and is discussed alongside reading, writing and maths at pupil progress meetings. |