



CHURCH OF ENGLAND  
ARCHBISHOPS' COUNCIL  
EDUCATION DIVISION



The **Methodist Church** 

## National Society Statutory Inspection of Anglican and Methodist Schools Report

### **Belgrave St Peter's Church of England Primary School.**

Thurcaston Road  
Leicester  
LE4 5PG

**Previous SIAMS grade: satisfactory**

**Current SIAMS grade: good**

**Diocese: Leicester**

Local authority: Leicester

Dates of inspection: 4<sup>th</sup> March 2016

Date of last inspection: 13<sup>th</sup> March 2013

School's unique reference number:

Headteacher: Vikki Tasker

Inspector's name and number: Kathryn Allsopp 836

### **School context**

Belgrave St Peter's is an average sized primary school serving a multi-cultural area situated on the outskirts of the city of Leicester. The numbers of pupils who come from minority ethnic groups and have English as a second language is above national. The proportion of pupils for whom the school receives extra funding ( pupil premium funding) is well above national and there are high levels of deprivation. The proportion of pupils with special educational needs is also above average. The head teacher, senior leadership team and governing body have all been appointed since the previous inspection and school is now working closely with clergy from other churches in the city and with a pioneer minister.

### **The distinctiveness and effectiveness of Belgrave St Peter's as a Church of England school are good**

- Leaders at all levels provide strong leadership, they are passionate about their work and share a clear vision rooted in Christian values and this has brought about rapid progress.
- Relationships within the school community are strong and built upon openness, honesty and trust, reflecting the school's Christian character.
- The continuing development of staff and governors is of the highest priority to enable the school to become an outstanding church school.
- The leadership of religious education (RE) is strong and is ensuring that outcomes for learners are improving.

### **Areas to improve**

- Embed the effective systems for monitoring and evaluation of school performance and distinctiveness so that they continue to improve the school as a church school
- Use RE and collective worship to develop greater spiritual awareness.
- Increase opportunities for learners to plan worship in order to further enhance the quality of worship.

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

Belgrave St Peter's is a harmonious school where relationships are strong. Leaders passionately state that as a school we want 'to be the best we can for God, for ourselves and for others'. The headteacher states clearly that Christian distinctiveness is a 'non negotiable' and describes her hope that children 'will join us on a journey' of faith. Christian values have been chosen by leaders to be relevant to the learners now and in their future lives. St Peter is increasingly being used as a role model for children. As a result learners are able to describe the way that Christian values affect their decisions at school and beyond the school day. Behaviour is good, adults provide good role models and children treat each other with respect and care. Attendance is good because of the supportive and honest approach shown towards all families. There is a strong focus on individuals and staff have a clear understanding of each child's needs. They work tirelessly to support learners and good examples of this are the recent appointment of a pastoral worker and the setting up of a nurture group. As a result, attainment is good and all pupils make good progress from their starting points. Parents report that their children are happy in school. Learners are confident and enthusiastic learners. They benefit from a rich curriculum with many enrichment activities. The vibrant displays and reflection corners around the school celebrate their achievement and support their development; they also promote the Christian character of the school. This together with collective worship and RE contribute to the spiritual development of all learners and they are beginning to be able to describe their feelings and ideas clearly. The school enjoys good relationships with all members of the school community. Parents value the care and concern shown for each child and for the whole community. They recognise that Christian values are impacting on their children's development and will 'help them in the future'. Learners enjoy RE and standards are good. They are able to describe the church year and stories from the Bible. They demonstrate cultural awareness and respect as a result of work on different religions. They state confidently 'no matter if you're black or white you can still be friends'.

### **The impact of collective worship on the school community is good**

Pupils describe collective worship as a time, 'when we gather round to think about Jesus'. Worship is Christian in nature and is based upon Christian values together with special events from the Christian calendar. All members of staff, the local clergy and classes lead worship. Learner's participation during worship has developed; they now listen attentively and participate fully. This is the impact of initial evaluation and action-planning by leaders and clergy. Biblical and moral stories are used effectively to guide learners and leaders are able to provide example of its impact on behaviour and relationships. Learners are able to recall some Bible stories. They can give some examples of the Christian values they see in different Bible stories. They demonstrate concern for others and are collecting rice for the food bank. Learners recognise the importance of prayer describing it as a 'time to tell God things', to thank him and to ask for forgiveness. During worship, prayers are said including the Lord's Prayer. Learners write their own prayers and put them in the 'prayer basket' or reflection areas. However they know they can pray anywhere. They can describe some aspects of the life of Jesus and understand his importance to Christians saying, 'He's God's son'. They are not familiar with the term 'Trinity' but are able to describe God as Father, Jesus as Son and the 'Spirit, which is in all of us'. Children took responsibility for planning and delivering worship about St Peter who they state 'was on a journey like us'. They have some understanding of the liturgical colours used to signify different times in the Christian calendar and know that they are used in church. Learners are able to describe the main Christian festivals. Parents say they enjoy joining pupils at special services especially the Christingle service and are pleased that it provides an opportunity for the 'whole community to come together'. Governors attend collective worship in school regularly. Staff and governors carry out monitoring of worship formally and informally but recognise the need to increase formal monitoring. The monitoring is used to inform future planning and to ensure that the provision is improved. An example of this is the purchase of resources and CPD to help staff leading worship.

### **The effectiveness of the religious education is good.**

Religious Education is given a high profile within the school and is led by a senior teacher who is very experienced. Achievement is in line with national expectations and the majority of learners across the school make good progress. Learners enjoy RE, which they say 'tells you how to act in life'. RE is based upon the Leicestershire agreed syllabus. A long-term plan has been agreed with the help of an outside consultant to ensure coverage and the teaching of Christian values is threaded throughout. Teaching is good as a result of work to improve subject knowledge and to enthuse staff led by the RE co-coordinator and by local clergy. The decision to teach RE in blocks is enabling staff to focus on RE and to plan engaging lessons which meet individual needs. Assessment is in place and is used effectively to track pupil's progress and to meet their needs. Lessons are interactive include drama, stories, debating, enquiry and writing. As a result children engage fully in their lessons and they are able to reflect and talk about their own personal experiences and feelings. They are achieving a better understanding of Christianity and the other major world religions and are able to make links between faiths. They describe the Bible as a 'valuable lesson', which helps them 'understand more about God and Christianity'. Leadership of RE is strong. The co-ordinator has attended high quality training and cascaded it to all teachers through staff meetings and by mentoring. She is supported by the head teacher and by foundation governors. Together they monitor the subject on a regular basis using a range of strategies and as a result they have developed an action plan based upon their good understanding of the strengths and areas to improve.

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

Leaders share a clear Christian vision for the school, which they describe as being 'in every fibre of the school'. After a period of considerable upheaval the newly formed governing body plus senior leaders have accurately evaluated the school as a Church school. The newly appointed headteacher is being well supported by the governing body who are working to equip her, senior leaders and themselves fully with the skills required to lead a Church school. The local clergy are actively involved in developing all aspects of its Christian distinctiveness and this is supported by the wider governing body, using performance management and development opportunities. As a result the school has moved forward at a considerable pace. Leaders ensure that all staff are good teachers committed to the development of each child in its widest sense. They are ensuring that through mentoring and CPD they are developing all staff to work in a church school. The headteacher co-ordinates collective worship with the RE co-ordinator and they ensure that provision is relevant to the learners. The RE co-ordinator is experienced and benefits from professional development with the Diocese. She has also worked with a co-ordinator from another local church school sharing good practice. As a result she has a clear understanding of the strengths and the areas for improvement. Collective worship and RE meet statutory requirements. They are both contributing to learners' understanding of Christian values but this is not embedded fully. Staff work hard to build strong supportive relationships with parents based upon 'openness, honesty and trust'. Parents say their children enjoy school and feel the school is providing them with 'strong foundations on which to build their lives'. Parents value the church services and assemblies they are invited to and state the school's 'Christian distinctiveness is coming back' despite the closure of the local church. There are strong links between the school, the Church of the Resurrection and Holy Trinity Church. The school is also working closely with a pioneer minister as part of the Diocesan vision to create new Christian communities and this is mutually beneficial to the school and the wider community. A very good example of this is the worship planned for learners and their parents at Christmas.