



**Statutory Inspection of Anglican Schools**  
**Under Section 48 of the Education Act 2006**

# **DIOCESE OF LEICESTER**

LEICESTER LOCAL AUTHORITY

Belgrave St Peter's CE (Aided) Primary School  
Thurcaston Road  
Leicester  
LE4 5PG

**Inspection Dates: 2nd & 8th February 2010**

**Section 48 Inspector: Mrs. Diane Wright**



## SIAS Report Form

<b>Name and address of school:</b>	Belgrave St Peter's CE Primary School Thurcaston Road Leicester LE4 5PG
<b>Type of school</b>	Primary
<b>Status:</b>	Voluntary Aided
<b>Diocese:</b>	Leicester
<b>Local Authority:</b>	Leicester
<b>Date of inspection:</b>	2nd and 8th February 2010
<b>Date of last inspection:</b>	30th October and 2nd November 2006
<b>School's Unique Ref. No:</b>	120186
<b>Name of Head teacher;</b>	Miss Beth Walker
<b>Inspector's name (with N.S. No):</b>	Mrs. D Wright (169)
<b>Context</b>	
Belgrave St. Peter's School serves a socially and economically disadvantaged area of Leicester with a mix of ethnic backgrounds. The number of pupils entitled to free school meals is almost double the national average. The school has gone through a period of considerable staff change, including an acting head for two terms in 2009. A new headteacher was appointed in September 2009.	
<b>Summary Judgment</b>	
<b>The distinctiveness and effectiveness of Belgrave St. Peter's CE Primary as a Church of England school are satisfactory</b>	
The school is committed to its Christian foundation and its ethos reflects this. Pupils respond to the Christian values, learning and developing in a caring family atmosphere. The school has made inadequate progress on the issues for development raised in the last inspection, though with the new headteacher in post this is now being addressed.	
<b>Established strengths</b>	
<ul style="list-style-type: none"><li>• The new headteacher has a clear vision for the school</li><li>• Good relationships between staff and pupils</li><li>• Good links with parents</li><li>• Strong links with local clergy</li></ul>	
<b>Focus for development</b>	
<ul style="list-style-type: none"><li>• Involve governors and staff in the self evaluation of Belgrave St Peter's as a church school</li><li>• Formalise the monitoring and evaluation of collective worship involving governors, staff and parents</li><li>• Raise achievement in RE and extend monitoring to involve governors</li><li>• Enrich pupil's experiences of other faiths by visits to their places of worship</li></ul>	

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

The school has a commitment to teaching and living the Christian way of life, valuing all pupils equally and as individuals, and welcoming and respecting children and adults of all faiths. The school provides a safe, secure environment where pupils learn and develop personally, socially and academically. Collective worship and RE make a satisfactory contribution to pupils moral and spiritual development. Good work and behaviour are recognised in the weekly "Special Mentions" after collective worship and half termly at the achievement assembly when certificates are presented. The new behaviour policy has had a positive impact on pupil behaviour which is now generally good. Pupils believe that issues are resolved fairly, and that staff are friendly and understand their feelings, making for good relationships across the school. A pupil spoke about when she joined the school in and said "I was made to feel welcome and the others were very nice and I felt they were really there for me." Members of the school council are enthusiastic about their role and the impact they have on decisions about visits, charitable fundraising and community links. They speak proudly about their successful "Hats for Haiti" fundraising day. The council has encouraged the rest of the pupils in building global links through supporting donations to Christian Aid at Harvest and sponsorship of a child through Action Aid. Year 6 pupils organised an OAP mince pie and tea party for the local community at Christmas which was much appreciated by local residents. Pupils have some awareness and understanding of other cultures and faiths, though this could be enriched by more visits to their places of worship and more visitors coming into school, giving them greater understanding and experience of the different ethnic groups within society. There are school clubs, visits (including residential) and links with other different schools which provide valuable learning opportunities. The community is kept well informed by newsletters, articles in the parish magazine and the school website.

**The impact of collective worship on the school community is satisfactory.**

The programme for collective worship follows diocesan themes with some links to SEAL resources. St Peter's Church works closely with the school and clergy regularly lead acts of worship, emphasising the Anglican foundation. The church has been used for main Christian festivals, but the last Harvest celebration and some of the Christmas services were held in school, preparing the community for change when St Peter's Church is closed. In one act of worship pupils showed a good understanding of what it means to do something you are proud of and how you feel when you look back and remember the moment. A pupil read a collect and another the Nunc Dimittis and all joined in with the Lord's Prayer. A table with a cross, a candle and a bible provides a focal point for reflection. The headteacher led worship which celebrated Key Stage 2 pupil achievement. Pupils enjoyed the fable of Johnny Crow and responded thoughtfully to the idea that life is not always easy and often special effort is needed to reach our goals. Pupils are able to recall some bible stories and themes from previous worship. Pupils pray before eating and the school day ends with an evening prayer. The observed worship was enjoyed by pupils, and they know that it helps them to learn about Jesus, the bible and to reflect on how to live their lives. A pupil said "I like it when we are asked to do readings and prayers and take part." Recently a member of the clergy team has carried out some pupil interviews to assess impact of worship. This is a good start to improving the quality of monitoring and evaluation, as most is carried out informally by the coordinator, staff and governors. However there are no strategies in place for planned monitoring and evaluation by staff and governors despite this being highlighted in the last inspection. Formalising the monitoring and evaluation processes will enable the school to assess the impact of worship more fully.

**The effectiveness of the religious education is satisfactory.**

The scheme of work for RE is based on the diocesan syllabus and the Local Agreed Syllabus for Leicester City. There is a satisfactory time allocation for RE. During the inspection Year 4 pupils showed a good understanding and recall of the story of Adam and Eve. There were short bursts of discussion with a talk partner to consider Adam and Eve's feelings on being sent away from the Garden of Eden, and God's and their reactions to wrong doing and their feelings when they have done something they should not. This led on to discussion about responsibility for the world and whether God would think people are doing a good job, which concluded in an agreed decision that mankind should care and take on the responsibility for the world. The pupils coped well with some very challenging questions and were keen to discuss with their talk partners and share views with the class. The Year 2 pupils showed good recall of the story of "The Lost Son" when enthusiastically taking on roles in small groups to act the story. They contributed well to discussion about the feelings of the father, son, and brother and forgiveness. As one pupil said "You have a happy feeling when you forgive." Visits to the local church enhance learning. Knowledge of other faiths will be strengthened by visits to their places of worship, such visits extending pupils' awareness of religious and cultural diversity nationally and globally. Standards in RE are broadly in line with standards in other core subjects. The new head teacher, who is also the coordinator, has begun monitoring RE and a member of the clergy has carried out pupil interviews to assess impact. The headteacher has already carried out an analysis of planning, which has identified assessment and differentiation as development areas and a new policy has been written. Staff confidence in the teaching of RE will be improved by the recently introduced programme of training led the diocesan adviser. However, teaching and learning in RE was highlighted as a development focus in the last inspection and no significant progress has been made. Currently governors are not involved in the monitoring of RE, Governor involvement in the monitoring process is crucial to raise achievement.

**The effectiveness of the leadership and management of the school, as a church school is satisfactory.**

Over recent years there has been a period of considerable staff change at both leadership and class teacher levels, creating a lack of continuity for the whole school community. The new headteacher has a clear vision for the school and working with senior staff and governors has identified priorities for future development. Governors are supportive, are aware of the school's status and promote it. The governing body is now up to full complement after a period with five vacancies. Parents speak very well of the school, and some choose it because of its Christian ethos. The recently established Parents Forum has given parents the opportunity to come and talk with the headteacher about changes that are happening in the school. This is in addition to the questionnaire survey of parents last term. They find the staff approachable and responsive to their and their children's needs. The Friends of Belgrave organise fundraising events in which the local community participates. There are procedures in place to promote the school's Christian character during recruitment. The headteacher, with some contribution from one governor has evaluated the school as a church school, but without any wider governing body involvement. Ongoing review involving all governors and staff will provide valuable evidence and assistance in any future judgement of the school's effectiveness as a church school.