

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

### Market Rasen Church of England Primary School

#### Vision

Our inclusive school community puts our Christian values at its core and endeavours to develop all members to be wise, happy and spiritually aware individuals who can achieve their dreams and goals.

Working with our local community, we care for and educate each person, respecting individual differences. As Jesus welcomed all, so we welcome everyone into our school and strive to send them out prepared to be good citizens in today's diverse society.

We are preparing for a brighter tomorrow.

Start children off on the way they should go, and even when they are old they will not turn from it. (Proverbs 22:6)

Market Rasen Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

#### Strengths

- Driven by the Christian vision the aspirational curriculum celebrates the uniqueness of each individual, enabling both pupils and adults to flourish.
- Strong relationships are at the heart of the school. Through the values of care, respect and co-operation wellbeing and personal growth are prioritised.
- Collective worship is a joyful part of the school day providing meaningful opportunities for spiritual growth.
- Pupils understand the concept of justice. They know injustice happens in the world and feel empowered to challenge this.
- Religious education (RE) is a high priority. RE is taught creatively and enables deeper thinking when exploring world religions and worldviews.

#### Development Points

- To embed the new RE curriculum, deepening pupils' understanding of religions studied and their reflection locally and beyond.



## Inspection Findings

Market Rasen is a warm and welcoming school. The biblical roots of the Christian vision enable leaders to set firm foundations for pupils' futures, supporting their personal and spiritual growth. The vision gives pupils and staff a true sense of belonging. A culture of high aspiration transforms barriers into stepping stones that empower pupils to pursue their dreams with confidence and hope. Leaders ensure that the vision reflects the community, is well understood, and actively drives every aspect of school the life. The governors alongside leaders are deeply committed and have a strong understanding of the school's work. The vision steers their self-evaluation and strategic direction. As a result, the vision is a living existence, enabling individuals to flourish and grow in God's love. Through strong partnerships locally, there is a commitment to help everyone achieve their goals. This can be seen through the number of staff who began as volunteers who are now teachers and teaching assistants. Staff speak positively about the opportunities and support they are given to develop and grow.

Through the Christian vision, there is a drive to welcome and provide for everyone, just as Jesus did. This creates a bespoke curriculum with opportunities to broaden pupils' horizons. The curriculum is enriched with carefully planned first hand experiences. These include termly school visits and visitors for each year group and life changing residential experiences. As a result, these build confidence and self-esteem. Health and wellbeing are prioritised, supported through onsite weekly swimming sessions and a range of extra-curricular sports activities. Outdoor learning is embedded through the school grounds, enhancing pupils' connections with nature and aiding spiritual development. Spirituality is clearly understood and threads through the whole curriculum. Links within the community are strong. The local library is used to promote a love of reading and wow days. Parents and members of the community regularly visit to share their career and life stories, helping pupils see the possibilities for their future.

The curriculum is thoughtfully adapted to meet the diverse needs of pupils, particularly those with special educational needs and/or disabilities. Personalised support and provision are central to help pupils succeed, grow and flourish. The highly effective pastoral team collaborate closely with staff. This ensures pupils receive the care, nurture, and encouragement they need to become confident and resilient learners. Effective training helps staff identify and address barriers to learning. This is achieved through tailored support, including emotional literacy support, attention autism, and sensory programs. Therefore, this builds self-confidence and empowers pupils to reach their full potential. Parents and staff speak highly of the compassion and support offered by the school, especially during challenging times. One pupil shared, 'I know there is always someone to listen and support me,' reflecting how the school's vision is lived out daily.

Collective worship is a joyful and uplifting time of the school day. The words of the vision are part of every worship, engaging the community on a voyage of discovery. Through exploring the teachings of Jesus, pupils make meaningful connections with their own lives. Moments of stillness and reflection are established. As a result, it creates a space for adults and pupils to connect with their own thoughts and beliefs, aiding spiritual growth. Prayer is central to the life of the school. Pupils relish the opportunity to pray in collective worship, class reflection areas and in prayer spaces around school. Singing is a highlight of worship, described by one pupil as a time 'to let yourself go and celebrate God's amazing love'. Signing is used within worship to celebrate inclusivity, ensuring a true sense of belonging. Strong partnerships with the local clergy, inspire thoughtfully planned worship. Parents value the opportunity to share in celebration worship and the achievements of the pupils. The collective worship



council are proactive in evaluating daily worship. As a result, it ensures pupil voice influences future planning and change.

Inspired by the Christian vision, pupils are motivated to support their community and help others. The school's core values are lived out. Pupils engage with world issues through news resources within the curriculum and collective worship. This encourages them to explore justice and inequality. As a result, pupils lead activities to support local projects close to their heart. These include supporting the organisation at the local food bank, stocking the shelves and collecting donations. Pupils recognise they can drive change and have a voice. They engage with the community by supporting improvements to the local area. One example involved pupils writing to their MP and the Environment Agency over concerns of pollution in a local river. As a result of their actions, a pollution survey was carried out and further work to improve pollution levels instigated. Compassionate causes that resonate with pupils are supported. Therefore, pupils initiated fundraising events to support the air ambulance and its vital work to support people in need. Through wanting to shape a brighter tomorrow, pupils embrace leadership roles in school. Reading ambassadors, junior road safety officers and wellbeing champions enable pupils to support one another and contribute to the school community. Thus, this nurtures a powerful sense of service and stewardship.

The RE curriculum is planned and sequenced to allow exploration of a range of religions and worldviews. The teaching of RE is creative and engaging, using drama, enquiry questions and discussion encouraging curiosity and deep thinking. Thus, it allows pupils to make meaningful connections between religious teachings and everyday life. One pupil described stories from the Bible as a guide on how to live our lives. For example, 'the story of The Good Samaritan shows us we can help each other in any time of need.' In response to RE syllabus changes, leaders have identified the need to implement a new RE curriculum. Therefore, [it deepens](#) an understanding of diverse faiths and worldviews locally and beyond. Visits to places of worship, special visitors and the use of digital resources help bring the curriculum to life. Spiritual development is embedded through RE, with pupils regularly reflecting on their own beliefs and listening to the views of others. As a result, it helps pupils grow in empathy, respect and develops an understanding of difference. Leaders work closely with diocese, ensuring staff receive bespoke high quality training, empowering them to deliver RE with confidence, further embedding the vision.

## Information

Address	Mill Road, Market Rasen, Lincolnshire, LN8 3BL		
Date	19 June 2025	URN	120577
Type of school	Voluntary controlled	No. of pupils	297
Diocese	Lincoln		
Federation	North Wolds Federation		
Headteacher	Nichola Allerston		
Chair of Governors	Geoff Barnes		
Inspector	Julia Marshall		