

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Market Harborough Church of England Voluntary Controlled Academy

Vision

We embody Jesus' revolutionary message of love, acceptance, and forgiveness, rooted in our vision, 'Growing together in God's love.' Our school nurtures the individual creating an environment where everyone feels valued and cherished. Inspired by the Parable of the Mustard Seed, we believe that, like seeds, all have immense potential to grow. Our values and golden threads promote compassion and kindness, encouraging pupils to love their neighbours and become blessings to others. We strive to foster a beacon of light and hope in our community, empowering each child to make a positive difference in the world.

Strengths

- The open-hearted sense of community within the school is palpable. The values are fully embedded, and pupils and adults readily put them into action, creating a compassionate, nurturing environment. Extremely positive relationships with families are evident, both in good and challenging times.
- Personal development for pupils and adults clearly reflects the school vision to enable all to 'Grow together in God's love'. Numerous, focused pupil teams work successfully to enhance the wellbeing of others and give hope to the local community.
- Inclusion is a key driver in the school, enabling pupils to experience 'life in all its fullness'. The increasingly diverse nature of the school and differing needs of pupils and families are met well. The special educational needs and disability (SEND) team is exceptionally proactive in helping pupils reach their potential.
- Partnerships with the Trust and work with the governing body provide effective networking for staff. Developing staff at all levels is important to leaders. Staff are enthusiastic about these opportunities for further training, knowing they are growing in their roles.
- Relationships with the local churches (Anglican and Methodist) are vibrant and nourish the spiritual life of both school and churches.

Development Points

- Review the planning of collective worship carefully to ensure it is fully Christian based. This is to ensure the daily worship experience of pupils and adults is enriched and they can flourish more.
- Refine and clarify the school's Christian vision to clearly be the guiding inspiration for the values and golden threads. This is so adults and pupils can easily express how the vision impacts their actions.
- Develop a school wide understanding of spirituality to enable pupils and adults to maximise their spiritual growth.



Inspection Findings

Market Harborough Academy lives out its fervently held values based on Christian teaching. The values reflect their vision of 'Growing together in God's love'. Positive relationships and a sense of belonging are central to all that goes on at the school. The golden threads of hope, stewardship, community and communication weave into all their values. Leaders acknowledge that they have been working on connecting their vision more clearly to Jesus' Parable of the Mustard Seed. Nurturing pupils to grow and develop as individuals to reach their potential is the passionate driver of school leaders. As a result, personal development of pupils is extremely effective. This works alongside teachers' high expectations for academic learning.

The way the school prioritises the wellbeing of pupils is exceptional. As a member of staff commented so aptly, 'everything we do is based on the children's wellbeing'. As a result, pupils and families feel known and noticed and loved by God. The focused work of the committed inclusion team enables pupils who need support, or are deemed vulnerable, to flourish. Leaders make decisions about deployment of staff, so that time and space is given to help pupils. The curriculum is carefully adapted to meet the needs of pupils who require extra learning support. Staff work with generous hearts to identify what is holding pupils back from their learning. The Year 6 residential is an example of how adaptations are made enabling all pupils to benefit from the activities. School leaders go above and beyond to find provision and support for pupils and families. Outside agencies and resources are sought out and expertise is brought in. Consequently, there is a powerful sense of compassion within the school community.

Extra-curricular opportunities are plentiful and enable pupils to be responsible, caring citizens. Teams are set up to reflect the golden threads. Pupils are eager to be part of these teams. The eco team, community team, wellbeing team and reading team reflect the school vision, empowering pupils to serve others. They are given the chance to apply to be part of these teams, regardless of age or ability. Enthusiasm and commitment are the key requirements. Adults train these teams of pupils to support others in class, on the playground and in learning. For instance, reading buddies in older year groups are paired up with younger pupils to hear them read. The golden threads motivate pupils to reach out to others at school and in the community. Local social issues are noticed and action teams in school reach out to show kindness to others. They express Jesus' teaching of 'loving your neighbour as yourself' in a tangible way. For example, pupils are involved with Market Harborough eco village and help to reduce food waste with the provision of a community fridge. As a result, the vision is lived out in the community.

Behaviour of pupils is good. If pupils have difficulties, this is dealt with in a kind, restorative way. At lunchtimes, adults provide a quiet and safe place for those who find social times challenging. Staff look out for each other. Several staff recognised the school as their main support network when going through difficult times personally. Adults flourish because of the variety of wellbeing sessions on offer. Professional development for staff is encouraged, thus 'Growing together in God's love'. The governing body and Trust work together regularly to provide this training and support.

The understanding of spirituality is developing in school. Adults often link spirituality with wellbeing and celebration. They are finding ways to identify and describe spirituality so that pupils can understand what it means and looks like. Subject leaders confidently connect school values to the curriculum, prompting pupils to reflect on important issues personally and beyond. In geography, pupils think about deprivation in the world as they explore the impact of climate change. Famous people who have had a positive impact in the world are chosen to inspire pupils to better their own world. An important event in the life of the school is the Nicholls cup project. Pupils give presentations on their own interpretation of Jesus' Last Supper as a 'meal that matters'. This is a showcase event for the whole school, parents and members of the church. Pupils show how a meal can



make a difference to someone, like cooking for residents at a local care home. The vision is expressed heartily, showing values in action.

The established relationship with local churches enables pupils and adults to experience collective worship in a variety of ways. Clergy regularly lead worship and enhance spirituality for pupils and adults. Collective worship takes place as a whole school, in classes or in creative groupings of all ages. Pupils particularly enjoy these smaller family worship times, where they can share their feelings and feel cared for. Opportunities for prayer and reflection are given to pupils during worship. Other reflective times in the day enrich pupils' spiritual experiences and create a space for them to pause and be calm. Adults generally attend collective worship during the week. Planning for worship is based on the school values with a strong emphasis on pupils' personal development. At times this limits the spiritual impact of collective worship, as there is insufficient reference to Bible stories and verses. Celebration worship is a highlight of the week, and parents comment on the positive impact this has on their children. Events such as Christmas, Easter and 'Messy Church' are celebrated in the church, where parents are invited. These provide spiritual experiences for families. For a new member of staff, a Bible was found in her own language, showing a thoughtful welcome into the school community.

The religious education (RE) curriculum is well structured and covers key world religions and worldviews. Visits to places of worship and visitors from key religions take place for each class during the year. This helps to widen pupils' perspectives on other faiths and practices. The enthusiastic new RE lead is undertaking training from the Diocese. The recent monitoring of RE by leaders shows that they are taking appropriate action to deepen the content of the curriculum. Pupils are able to connect the school values of dignity and respect to their learning in RE. They show enthusiasm for the subject.

Information

Address	Fairfield Road, Market Harborough, LE16 9QH		
Date	5 November 2024	URN	141151
Type of school	Academy (formerly VC)	No. of pupils	396
Diocese	Leicester		
MAT	Learn-AT Trust		
Headteachers	Emma Tayler and Mark North		
Chair of Governors	Joan Williams		
Inspector	Claire Coulson		