

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bollinbrook Church of England Primary School

Vision

Growing with God we want our children to:

Be rooted and have firm foundations for growth and learning, like a tree planted by streams of water (Psalm 1:3), through deep roots in Scripture and a personal relationship with Jesus Christ.

Grow in faith and strength, just as *'the child grew and became strong, filled with wisdom, and the grace of God was upon him.'* (Luke 2:40)

Flourish as they leave us for the next stage in their lives, knowing that *'but I chose you and appointed you so that you might go and bear fruit—fruit that will last.'* (John 15:16)

Bollinbrook 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.

Notable Strengths

- The determined focus of leaders in ensuring the vision and values are driving their actions, enabling pupils and adults to flourish academically, spiritually and socially.
- Collective worship is carefully planned, offering varied experiences and opportunities for reflection, which support spiritual growth.
- Highly effective individualised support enables pupils and families, including the most vulnerable, to overcome challenges and thrive in learning and relationships.
- Leaders prioritise staff wellbeing, fostering a culture of respect and support that sustains morale and promotes professional flourishing. This positively impacts pupil and staff relationships.
- Close links with the local church foster meaningful and valued partnerships. These support the school to live out its vision and nurture a school community growing in faith and strength.

Development Points

- Ensure access to ongoing religious education (RE) training and support to increase teacher confidence to deliver engaging and knowledgeable lessons. This is to support pupils' understanding and progress.
- Extend planned opportunities across the curriculum that inspire awe, wonder and reflection. This is to support pupils' ongoing spiritual reflections.
- Enhance curriculum provision to explore injustice, enabling pupils to understand, reflect, and actively promote fairness and positive change.



Inspection Findings

Vision and Leadership

Bollinbrook school is a joyful and nurturing community where love, compassion and shared purpose shape leaders' actions. The Christian vision inspires members of the school to grow, flourish and bear fruit in their learning and relationships. Rooted deeply in its locality, the vision draws strength from the nearby Bollin river and woodland. It reflects a sense of belonging, renewal and connection with creation. Core values of honesty, respect and love are woven through daily life. These are supported by gospel principles of kindness, patience, courage, generosity and service. Leaders ensure that pupils and adults experience a culture of care, resilience and hope. Despite the challenges faced by a small school with limited resources, ambition remains high through determination and creativity. Strong partnerships with St Michael's Church and the diocese enrich and sustain the school's vision. Governors play a vital role in supporting leaders and prioritising wellbeing. They monitor and evaluate the impact of vision-led actions with dedication and compassion. United by their shared faith and purpose, the community embodies the vision of 'growing in faith and strength.' Their impact is visible in confident, compassionate pupils, resilient, dedicated staff and a flourishing supportive school community.

Vision and Curriculum

The curriculum offers a range of rich experiences that enable pupils to flourish academically, socially and spiritually. It is driven by the vision for 'growth and learning' and for pupils to be 'filled with wisdom' for the next steps in their lives. Outdoor learning sessions offer purposeful activities that inspire awe, wonder and appreciation of God's creation. Artistic displays encourage reflection, spiritual growth and celebration of pupils' insights and achievements. However, opportunities to support spiritual growth across the wider curriculum remain underdeveloped. Staff make good use of the local area, with woodland and church visits deepening community connections. Local partnerships extend sporting opportunities building teamwork, belonging and resilience. Pupils value these experiences. Singing is celebrated with pupils eager to join the choir and be part of large-scale events. This promotes joy, confidence and excitement with the Harvest Samba song being an example. Provision for pupils with special educational needs and/or disabilities (SEND) is strong. Tailored support, therapies and resources enable pupils to access learning and flourish. This inclusive approach demonstrates leaders' commitment to ensuring pupils, including those with SEND, are valued, supported and able to thrive.

Worship and Spirituality

Collective worship is central to life at Bollinbrook, beginning each day with purpose and focus. Pupils and adults pause together in biblical teaching, prayer, and reflection. This daily rhythm equips the community with strength for the day ahead. Staff value the time to stop, breathe and reflect. The vicar and senior staff lead worship regularly, building trust and encouraging active participation which supports pupils' spiritual growth. Careful planning ensures variety and coherence in worship experiences. Thoughtful artefacts, music and familiar greetings, together with candlelight imagery, mark the gathering as special and sacred. Stillness and prayer nurture spiritual growth and personal encounter. Volunteers support worship, bringing Bible stories alive through drama and participation. These events deepen pupils' understanding of scripture and strengthen their appreciation of the word of God. In-classroom creative worship spaces with tactile resources, enable ongoing reflection and prayer. Pupils and adults are invited to add to class reflection books or prayer trees. Their thoughtful responses evidence the spiritual flourishing of the school community.

Vision and School Culture

Adults create a vision-inspired culture where individuals are known, noticed, and cared for. Leaders model servant-hearted attitudes that inspire staff and are replicated across the community. As a result, staff morale is strong, with colleagues working together to support pupils, parents and each other. Leaders act to support staff mental health including initiatives such as off-site planning and preparation time, and flexible working. A



member of the pastoral team is available throughout the day to respond promptly to pupil needs. Safe spaces across the school are carefully equipped with books, sensory aids and therapeutic resources. These areas allow pupils, including those deemed to be vulnerable, to regulate their emotions. This helps them to feel secure during times of stress or difficulty and supports mental health and wellbeing. Reception pupils are paired with Year 6 buddies who take pride in guiding and playing with younger friends. Younger pupils feel safe, valued, and included. When disagreements occur, pupils use strategies to resolve conflict, such as taking time to calm or practising breathing techniques. They also know when to seek adult help, showing maturity in recognising their limits. This nurturing culture builds trust, resilience and flourishing relationships across the school community.

Vision, Justice and Responsibility

Pupils at Bollinbrook demonstrate a vision-inspired moral compass. They confidently link their actions to the aim of bearing fruit, interpreting this as serving others through kindness and justice. Leadership opportunities encourage responsibility and accountability. Key stage 2 leadership awards have a Christian dimension. These deepen pupils' understanding of service and equip them to lead positive change. Pupils choose projects that make a difference locally, such as tending a care home garden. Year 6 pupils donated enterprise profits to a local hospice. Through these experiences, they learn the value of perseverance, teamwork, and empathy. Pupils speak proudly of contributing to the life of the school and wider community. They recognise that justice involves action as well as intention. However, pupils have limited opportunities to appreciate real life examples that extend beyond their immediate experience. Therefore pupil responses are often shaped by teacher-led discussions rather than personal reflection or independent insight.

Religious Education

RE is prioritised within the curriculum, ensuring that teaching time reflects its significance in the life of the school. Leaders monitor and evaluate the impact of RE rigorously to ensure it meets pupils' needs. A revised scheme has been introduced to increase engagement. It offers opportunities to study sacred texts, ask big questions, and explore the impact of faith on believers. Pupils value RE lessons as a safe space to discuss and share ideas. Meaningful visits to places of worship and virtual tours support understanding. Some pupils demonstrate impressive insight into challenges faced by people of faith in non-majority contexts. Teachers creatively use religious artwork to inspire thoughtful reflection and aid understanding. In a creation topic, younger pupils produce artistic handprints to learn about uniqueness in God's world. Staff have received training to embed this approach effectively. As the scheme is in its early stages, staff confidence and consistency are still developing.

Older pupils can confidently talk about their work, showing some maturity in their responses. For instance, when asked what a Christian place of worship looks like, one pupil responded, 'It doesn't need to be big and fancy, just somewhere to gather.' Teachers track pupil progress accurately and give thoughtful feedback. They invite pupil responses and personal reflections, which support good progress. Teachers are beginning to embed assessment aspects of the revised scheme to help pupils deepen and extend their learning. Pupils enjoy their learning in RE. This is because they are taught well and the themes they cover engage their interest.

Information

Address	Abbey Road, Macclesfield, SK10 3AT		
Date	2 October 2025	URN	111360
Type of school	Voluntary aided	No. of pupils	106
Diocese	Chester		
Headteacher	Lynne Le Marinel		
Chair of Governors	Ogbeialu Nkochi-Nwankwo		
Inspector	Lynne Williamson		