

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bosley St Mary's Church of England Primary School

Vision

Every learner flourishes so that they can experience "Life in all its fullness." (John 10:10). We are guided by the words in Philippians 4:13 - "I can do all things through Him who strengthens me."

Bosley St Mary's 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

- The Christian vision is clearly articulated by leaders and understood by this community. It drives a wide range of school developments that enable pupils and adults to flourish.
- Inspired by the vision, leaders and staff ensure personalised approaches to the curriculum where there are many opportunities to be curious and creative. The vision instils a sense of self-belief in pupils so that they overcome challenges they may face. This enables pupils, including those with special educational needs (SEND), to thrive.
- Relationships are a strength of the school because of the vision-driven culture of care that is created. Leaders and staff are intentional in the personalised time they dedicate to pupils and parents. This establishes a loving community where individuals are valued and supported.
- Worship is an integral part of daily life bringing the community together. There are many occasions for both active participation and quiet reflection. This supports pupils' and adults' spiritual development.
- Pupils have a secure sense of fairness and the desire to be agents of positive change. This is because of the work the school does to highlight justice and responsibility in their community and the wider world.

Development Points

- Ensure that curriculum planning for Religious Education (RE) supports pupils to deepen their understanding of Christianity as a global faith with a diversity of expression.
- Further develop the RE curriculum so that pupils can broaden their knowledge of religions and worldviews. This will help them to draw on a wider range of perspectives when discussing life's big questions in RE.
- Embed a shared understanding of spirituality across the school. This will enable staff to maximise both planned and unplanned opportunities to nurture spiritual development.



Inspection Findings

Motivated by its Christian vision, Bosley St Mary's leaders have created a highly inclusive school which is a place of sanctuary, love and aspiration. They have been intentional in ensuring that the vision is readily accessible and enables pupils and adults to flourish. Evidence of this can be seen in powerful displays of collaborative artwork presenting the vision's scripture as four short sections. The words 'I can' instil confidence in pupils to overcome challenges and develop perseverance. This includes those with special educational needs (SEND). Considerable dedication is shown by leaders and staff to get to know pupils and their families as individuals. This ensures that the many who join at various stages of their education quickly enjoy a real sense of belonging. The values, Believe, Encourage, Achieve, Relate and Serve, are instrumental in shaping the work of the school. Governors ensure the vision and values are driving improvements to impact positively on the lives of pupils and adults.

A vision-driven approach to inclusion results in many personalised adaptations to lessons. This ensures that pupils who have SEND are successful and thrive. Leaders carefully plan the curriculum to take full advantage of Bosley's beautiful setting. Weekly forest school sessions develop a range of practical skills and space to breathe and to wonder. Pupils speak enthusiastically about these lessons which build their self-confidence. Maximising the use of outdoor spaces fosters a deep connection to nature. This motivates pupils to care for God's creation. They enjoy looking up as 'sky watchers' reflecting on the beauty around them. This supports their spiritual development. Whilst there is evidence of some shared understanding of spirituality in relation to the natural world, this does not extend sufficiently across the whole curriculum. This means pupils' awareness of a wide range of rich spiritual experiences is limited. A well-planned programme of visits, including annual residentials, take children beyond their rural setting. Through effective partnerships with other local small schools, pupils enjoy a wide range of collaborative activities. These visits support their personal flourishing and ensure they are better equipped to understand the diversity of the wider world.

Collective worship is central to school life with striking visual images of the vision proudly displayed. These act as a focal point for pupils to remind them of the encouragement of the scripture in their daily lives. Calming music on entry prepares the pupils, followed by familiar call and response expressions of welcome and thanksgiving. This creates a reflective and inclusive experience. Leaders offer creative opportunities to participate practically, taking advantage of the small size of the cohort. This allows pupils to share their ideas and be supported by staff to deepen their thinking. Thoughtful and appealing reflection areas in classrooms invite pupils to take time for personal prayer. Creative resources such as wooden, named crosses and prayer trees help pupils to reflect on their own faith journey and spiritual growth. They enjoy leading services such as Christingle at St Mary's the Virgin Church. Annual Open the Book sessions are also a highlight, helping to bring Bible stories alive through drama. This also supports pupils in their spiritual development. Partnerships with the church are strengthening following an extended period without a local vicar. This is enabling leaders to begin to introduce pupils to a wider variety of worship styles.

The school works in partnership with both the trust and diocese to develop the RE curriculum to best meet the needs of its pupils. RE is well led and a clear vision ensures that the subject is given a high priority within the ongoing development plans. This means that it meets the requirements for the subject as a Church school. The curriculum design ensures that pupils learn about the key concepts within Christianity as a global faith. However, plans do not include sufficient space to explore the range and breadth of Christian practice and worship. This limits the experiences of pupils to explore its diversity. The study of different major religions extends their understanding



of the impact of faith on the lives of believers. However, occasions within the curriculum to compare within and across religions and worldviews are infrequent. This narrows pupils' ability to draw on a wide range of perspectives when thinking deeply about life's big questions.

A sense of justice and responsibility is cultivated across the school through its vision-driven belief that all are special and can achieve. This is modelled by leaders and staff who welcome high numbers to Bosley from other schools. Within this inclusive culture, pupils are quick to recognise where injustice occurs within their tight-knit community. They are eager to take on the responsibility of putting things right, independently taking on the role of buddy to those in need. By promoting the values of relate and serve, leaders nurture the motivation to be a force for good in the world. This means that pupils readily extend their litter picking during forest schools beyond the school day to look after their community. The annual £5 Challenge gives Year 6 pupils the opportunity to use their initial investment to tackle an injustice they have identified. This provides a common purpose enabling even the youngest learners to realise they have the power to create positive changes.

Leaders at Bosley actively encourage their small school community to see each other as one family and work together well. The vision clearly shapes this culture. Pupils show real care towards each other and cherish friendships across age groups and within the community. Creative cross-curricular links enhance this. For example, distributing items lovingly made to the church congregation or local neighbourhood. These activities support a sense of belonging and give real purpose to learning. Pupils also highly value opportunities to develop their nurturing and leadership skills by supporting those in younger year groups. They do this naturally both in lessons and social times, enabling mutual flourishing. Pupils are equally eager to recognise and celebrate each other's achievement. For instance, they enjoy looking out for each other's acts of kindness and nominating classmates for the 'kindness star' award. The revised behaviour policy supports them to think about the impact of their own behaviour on others. It teaches them to try, when necessary, to disagree well. As a result, pupils feel safe and secure and know their voices are heard and understood. The good mental health of pupils and staff is a priority for leaders, and this also extends to the support offered to parents. They speak highly of the care shown to, not only their children in times of trial, but also to them themselves. As a result, a culture of care permeates all aspects of school life so that pupils and adults flourish at Bosley.

Information

Address	Leek Road, Bosley, Macclesfield, Cheshire. SK11 0NX		
Date	18 March 2025	URN	148660
Type of school	Academy	No. of pupils	47
Diocese	Chester		
MAT	Chester Diocesan Academies Trust		
Headteacher	Rebecca Hadfield		
Chair of Governors	Ruth Livingstone		
Chair of Trust	John Mason		
Inspector	Lynne Williamson		