

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bolton-by-Bowland Church of England Primary School

Vision

Belong, Believe, Blossom

In our school, we belong to each other and to God. We all feel welcome, valued and accepted for who we are. We believe in ourselves and each other as we grow in confidence and skills every day.

We are all special in our own way, using the gifts that God has given us. We are blossoming into the kind, respectful, hardworking and trustworthy people that God wants us to be.

'Know that the Lord is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.'

Psalms 100:3

Bolton-by-Bowland 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 school's vision has a strong Christian underpinning. It enables a loving and supportive culture in which pupils know themselves as cherished. This fosters a deep sense of belonging.
- Leaders prioritise building strong and trusting relationships. This results in good mental health and wellbeing for both pupils and adults. Mutually beneficial partnerships bring the community together as well as broadening pupils' horizons.
- Distinctively Christian worship is central to the life of the school. A rich range of experiences contribute significantly to the spiritual blossoming of pupils and adults. This is further enhanced by the close partnership with the local church.
- Leaders ensure that the school's culture actively encourages responsibility. Pupils understand the importance of looking after their own possessions and their beautiful local environment. Equally, they are clear about the consequences of their actions and have a strong sense of responsibility towards others.
- Reflecting the school's vision, leaders ensure that the curriculum is shaped with the blossoming of pupils at its heart. Regular opportunities for outdoor learning help to make it memorable. Through the use of big questions, pupils reflect deeply.

Development Points

- Develop pupils' understanding of a range of global religions and worldviews. This is to support their appreciation of the impact that diverse beliefs and religious practices have on people's lives.
- Enhance planned opportunities for spirituality across the curriculum. This is so that pupils have a wide range of experiences aimed at fostering spiritual growth.
- Deepen pupils' sense of justice beyond their first-hand experiences. This is to enable them to recognise and respond to injustice in the world, knowing that they can make a positive difference.



Inspection Findings

The work of this school has a significant impact on the rural community that it serves. The Christian vision, summarised by the motto, 'Belong, Believe, Blossom', drives decision making. It enables leaders, including governors, to establish a culture in which pupils know themselves as cherished. There is a strong sense of belonging. Staff know pupils and their families extremely well. This enables them to provide exceptionally personalised support. Modelled by staff, pupils are taught the importance of acceptance and kindness. Older pupils have a deep sense of responsibility for their younger schoolmates. This is particularly evident during well-resourced breaktimes. As a result, pupils settle quickly into life at this harmonious school.

Leaders build trusting relationships that enable pupils and adults to flourish. They care deeply about the wellbeing of staff, who are well supported and have excellent opportunities for professional development. Subject leaders' work is strengthened by collaboration with another local school. This partnership also enhances pupils' wellbeing. They benefit from joining with a larger group of pupils for sporting and church-based activities. Leaders' approach to behaviour management builds pupils' appreciation of the views of others and fosters forgiveness. Staff use school spaces well to provide quiet areas for pupils when they need additional support with their emotional wellbeing. Thus, pupils feel safe and happy in school. Staff support one another exceptionally well. The generosity, flexibility and warmth that they share contribute significantly to the sense of belonging between adults. Staff appreciate the pastoral support that they receive from the church, particularly during difficult times in their lives. The school's toddler group brings the dispersed, rural community together and offers a wonderful opportunity for mutual support. It aids transition for children joining the school, who settle well as a result. It also contributes to the wellbeing of families who value building a relationship with the school. Reflecting the school's vision, they know themselves as 'accepted for who we are'. Further afield, pupils benefit from their fellowship with peers at their linked school in Nepal. Through regular online forums, they experience a lifestyle very different from their own. In return, they support their global peers by sharing the lived experience of belonging to a rural, British community.

Shaped by the vision to 'grow in confidence and skills every day', the curriculum is carefully tailored to Bolton-by-Bowland's context. Pupils are given the opportunity to celebrate the heritage of their local community. Equally, through carefully chosen texts and topics, they are encouraged to explore contexts and situations very different from their own. Staff work creatively to support pupils to believe in themselves and blossom in their learning. As a result, pupils develop a 'can do' attitude to learning. Leaders and staff skilfully provide tailored support to meet pupils' individual needs. This enables those who have special educational needs and/or disabilities (SEND) to flourish in their learning. Through carefully planned extracurricular off-site visits, pupils are supported to flourish, personally as well as academically. They are encouraged to try new experiences and take appropriate risks. Skilfully planned outdoor learning opportunities help to make the curriculum meaningful and memorable. Leaders are committed to developing a curriculum that nurtures pupils' spirituality. To this end, they are starting to integrate a rich range of experiences into pupils' lessons. Through the use of big questions, pupils are supported to reflect deeply and make sense of the world. Although leaders have planned spiritual opportunities into the curriculum, they are not widely embedded.

The aim for pupils to 'Belong, Believe and Blossom' creates an active culture of responsibility. Pupils appreciate the importance of taking care of their possessions, which they understand they are fortunate to have. Equally, they have a deep sense of responsibility for their school and the local environment. Opportunities to reflect on the



impact of human action on the environment and other people are planned across the curriculum. Reflecting the vision to 'belong to each other and to God', pupils are supported to think deeply about the consequences of their actions. For example, some pupils have been inspired to buy only Fairtrade chocolate as a result of their learning in geography. However, opportunities to recognise and respond to injustice are not thoroughly realised. As a result, pupils do not fully understand their potential to make a positive difference in the world.

The school's well-organised RE curriculum complements the collective worship programme. It is effective in enabling pupils to gain a strong understanding of Christianity. Pupils are able to make links between Bible stories that they hear in collective worship and those that they study as part of their RE curriculum. Pupils benefit from visits by members of faith communities and trips to a range of places of worship. These opportunities give them an insight into a way of living that is different from their own. However, the extent to which the curriculum enables deep learning about a range of worldviews and faiths is limited. Similarly, the study of Christianity as a diverse global faith is underdeveloped. Leaders are in the early stages of amending the RE curriculum to address these issues.

Teachers carefully plan to accommodate the wide variety of ways in which pupils prefer to learn in RE. For example, drama, role-play, art and debate help to bring the subject to life. This inclusive approach makes the RE curriculum accessible and enjoyable for pupils who have SEND or who find writing difficult. Effective support and professional development from the diocese ensure that staff feel confident teaching RE. Leaders and teachers monitor and assess pupils' learning accurately. Thus, they have a secure understanding of how well pupils make progress in RE and adapt teaching and support accordingly. As a result, pupils across the school engage well in RE and make sustained progress.

Collective worship is a treasured part of school life. It provides rich opportunities to foster the spiritual growth of pupils and adults. Staff appreciate leading worship. They think deeply about the themes that they explore with pupils. This supports their own spiritual growth. Leaders choose Bible stories carefully to reflect the school's vision. Engaging activities make them memorable. As a result, pupils have a thorough understanding of the Bible and how it is relevant to their lives. Pupils and adults are inspired and moved by the songs of praise and thankfulness that they sing together. The close relationship with the local church enriches pupils' and adults' experiences of Christian worship. Regular joint services at the church are cherished and promote a feeling of fellowship for both the school and church communities. Regular opportunities for prayer and reflection during the school day play an important part in the spiritual flourishing of pupils and adults. The well-used prayer spaces around school, in classes and outdoors, afford important time for reflection. Pupils value being able to engage with these 'whenever we need to'. Consequently, pupils have a clear understanding of the value of spiritual contemplation, which often extends beyond the school day.

Information

Address	Gisburn Road, Bolton-by-Bowland, Clitheroe, Lancashire, BB7 4NP		
Date	13 June 2025	URN	119688
Type of school	Voluntary Aided	No. of pupils	28
Diocese	Blackburn		
Headteacher	Joanne Abram		
Chair of Governors	Jeanne Bishop		
Inspector	Charlotte Tudway		