

**Bollinbrook Church of England Voluntary Aided Primary School**

Abbey Road  
Macclesfield  
SK10 3AT

**Diocese:Chester**

Local authority: Cheshire East  
Dates of inspection: 26th January,2012  
Date of last inspection: 27th November,2008  
School's unique reference number: 111360  
Headteacher : Mr Mike Waters  
Inspector's name and number: Georgina Lewis (401)

**School context**

Bollinbrook Church of England Voluntary Aided Primary School is a small school. Almost all pupils are of White British heritage. It is situated on the outskirts of Macclesfield within a mixed residential area. There is a lower than average number of pupils with special educational needs or from minority ethnic backgrounds. A lower than average number of pupils is entitled to free school meals.

**The distinctiveness and effectiveness of Bollinbrook Church of England School as a Church of England school are outstanding**

This is a school where the commitment to its Christian ethos shines through. The commitment of the headteacher and the governors is clearly demonstrated in the way in which they work together to provide a distinctive and effective education for all based on its Christian foundation. Its motto, 'Honesty, Respect and Love' is lived out, especially in the school's very effective, caring relationships, and the close links with the churches in the area.

**Established strengths**

- The commitment of the foundation governors to promoting the Christian ethos
- The clear vision of the headteacher and management
- The strong and effective commitment to inclusion

**Focus for development**

- formative assessment and marking in Religious Education
- the improvement of lesson evaluation in Religious Education

**The school, through its distinctive Christian character, is Outstanding at meeting the needs of all learners**

The headteacher and governing body in their leadership and management of the school have developed a clear and strong commitment to improvement in the distinctive Christian character of the school. Pupils have a very clear understanding of the school's motto, 'Honesty, Respect and Love', which is demonstrated in the harmonious relationships of all who work in the school. The teachers and teaching assistants within the school work closely together to support all pupils. The teaching assistants are informed, knowledgeable and sensitive to pupils' needs, which contribute effectively to the schools' commitment to meeting all pupils' needs. Mid-day supervisors are key members of staff in ensuring the good behaviour and positive attitudes seen in the classrooms extends to lunchtime. They have their own awards for pupils, demonstrating their understanding and commitment to the school's Christian values. Pupils value the many opportunities provided to be involved in a wide variety of extracurricular activities. The members of the School Council are confident and articulate. They commented positively about the way with which their concerns are dealt. They understand the need to be a 'good listener', and to ensure that 'all should have a voice', which supports the school's values, expressed in the motto, and the commitment to inclusion.

Displays throughout the school reinforce the Christian value of respect, celebrating achievement at all levels. The cross of all pupils' hands in the hall, provides a focal point for collective worship, and is an illustration of inclusion. Each classroom has an area for reflection, El Salvador crosses and prayers, together with other Christian artefacts reinforce the school's Christian distinctiveness.

### **The impact of collective worship on the school community is outstanding**

The impact of collective worship continues to be outstanding. Under the leadership of the headteacher, the planning of the programme for collective worship and the preparation is thorough. There are effective links with the Social, Emotional Aspects of Learning (SEAL) curriculum which enhances the pupils' moral and cultural development as well as building on their spiritual development. A collective worship diary is kept in the staff room and there is also a survey of both staff and pupils which informs future planning. There are very close links with the three churches in the area. Local clergy, and the 'Open the Book' drama group are regular leaders of collective worship adding value to the Christian experience of the pupils. The festivals of the Anglican faith are celebrated, usually in St Michael's church, with parents and the local community able to participate. This provides a very good opportunity to develop an understanding of the Church of England and its traditions. The last inspection identified 'Prayer is at the heart of this school', and it continues to be so. Pupils are encouraged to pray as individuals when the Rector leads worship. He uses carved 'prayer sticks' and some of the pupils have made their own versions of the sticks for use in their classes. Pupils' prayers are used in worship and the school prayer is learned and well recited by even the youngest pupils. An 'assembly table' has a number of artefacts, which are used as a focal point for worship. They contribute effectively to enhancing pupils' knowledge and understanding of the symbolic meaning of the cross and candles used in worship. The school has identified a number of areas for improvement since the previous inspection; there are now class prayer books and areas for reflection in class rooms. This is an example of the way the leadership and management reviews what is being done, and introduces ways to improve the pupils' experience and development. The Act of Collective Worship seen was led by the 'Open the Book' group. Pupils obviously enjoyed the experience and were fully engaged, and were able to recall earlier learning. The local clergy are involved in leading worship and all teachers lead a class collective worship on a rota basis. The impact of collective worship has had the effect of increased family attendance at church. The Harvest celebration held in church was linked with one of the main charities supported by the school, Christian Relief Uganda (CRU). This encourages pupils to think and care about others.

### **The effectiveness of the religious education is good**

Following the previous inspection the school has now established a formal monitoring of pupils' work by the religious education (RE) co-ordinator, recording their progress effectively at the end of each unit of work, in both attainment targets. Books are regularly scrutinised and progress evaluated. The co-ordinator has also established a moderation system which is being used successfully to ensure consistency. The marking of books and formative assessment is still developing in line with a whole school approach to formative assessment. Much of the marking of work in pupils' books is based on attitudes to work or literacy skills with little comment of the content of the RE, and what the pupil has understood. There is informal self assessment used in the lessons observed, where pupils indicate their level of understanding using coloured cards or a number of fingers. The enthusiasm of the co-ordinator is clearly demonstrated, and the planning and organisation of units of work for RE is very thorough. The preparation and planning for the two lessons observed was very good and resources thoughtfully selected. The Key Stage 2 lesson observed gave pupils the opportunity to use a variety of ways to explore the summary of the ten commandments given by Jesus in the New Testament. This provided evidence of the pupils' clear understanding of the school motto and rules as they applied their knowledge to the tasks set. Some of the pupils showed a mature understanding of 'loving their neighbour as themselves'. However, the lesson lacked pace and there was some low level lack of engagement. The Key Stage 1 lesson observed was taught by one of the teaching assistants and demonstrated excellent use of differentiated task setting and deployment of the two support staff. Lesson plans are very detailed but do not provide for a lesson evaluation which would inform future teaching. Pupils enjoy RE and are usually fully engaged on task, they are able to talk about what they have learned. The relationship with two schools, one in Uganda and another in Tunstall

provides insight into two very different communities. This helps pupils to learn about other faiths and this contributes effectively to their cultural and social development.

**The effectiveness of the leadership and management of the school as a church school is outstanding**

The commitment of the headteacher and the governors to the school's Christian ethos is outstanding. The school's development in monitoring and evaluating the school's Christian distinctiveness since the last inspection has been exceptional. Foundation governors now lead a 'Church and Community committee' and are responsible for the self evaluation of this aspect. They held a joint meeting with members of St Michael's church to discuss ways to improve links with the school and the response has been outstanding. Governors and church members show great excitement at the future possibilities in developing closer links. Governors are now linked with different areas of the school and meet with leaders to monitor and evaluate the progress. They take their task very seriously, and the commitment to improvement, and the development of the school's distinctiveness is outstanding. Strategies to improve formative assessment are being developed which will assist teachers in more efficient and effective planning for future learning. More cross curricular teaching is helping to reinforce learning, and being used effectively in RE. The deployment of a teaching assistant to teach RE in this situation has resulted in good teaching and learning, however, consideration should be given to the status of RE as a consequence. The headteacher's outstanding leadership qualities are clearly demonstrated in his delegation of roles and responsibilities and commitment to staff continuing professional development. The award of the Inclusion Quality mark (IQM) is evidence of the school's commitment to inclusion. The shared vision is very clear and the mutual respect of all involved is clearly seen in the way in which all effectively contribute to the school's Christian ethos. The school's documentation is very clear in expressing the importance of the school's Christian values. There is evidence that more parents are choosing this school because of its Christian ethos. Pupil numbers have increased substantially since the previous inspection. The system of rewards ensures that pupils' achievements both in school and in the community are celebrated. The involvement in the local community will be enhanced by its closer association with St Michael's church.

SIAS report January, 2012. Bollinbrook Church of England Voluntary Aided Primary school, Macclesfield SK10 3 AT