

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bowdon Church School

Vision

"I have come that they might have life and have it in abundance." John 10:10

Bowdon Church 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

- Effective leadership makes an inclusive learning environment where the Christian vision and supporting values create a culture rooted in love. This produces a sense of wellbeing across the whole school community.
- A valuable partnership with the local church enhances collective worship through shared leadership, collaborative planning and meaningful school engagement. This partnership brings the Christian vision to life and enables pupils and adults to grow spiritually together.
- The school's vision and supporting Christian values shape a curriculum that equips pupils with confidence and hope. Through meaningful and relevant experiences, pupils develop high aspirations as they learn and grow well together.
- Religious education (RE) is seen as central to the way that the school lives out its Christian vision and values. A well-sequenced curriculum deepens pupils' understanding of Christianity and a range of other religions and worldviews.

Development Points

- Further strengthen pupils' understanding of injustice, enabling them to respond and take informed action more broadly to make a difference within the wider world.



Inspection Findings

Vision and Leadership

Bowdon Church School's vision, rooted in Jesus' teachings, shapes daily life across the whole school community. It calls pupils and adults to live well, flourish fully and experience life in all its fullness. The Christian values that underpin the vision guide relationships and decision-making so that individuals feel known and cared for. As a large school, leaders ensure that the vision is lived out consistently through clear routines, strong teamwork and shared expectations. Governors know the school well. Through regular visits and discussions, they provide effective support and challenge to keep the vision central to school improvement. Leaders build strong, purposeful partnerships with families, pupils, the local church and the wider community. Through meaningful engagement with families and pupils, leaders understand and respond effectively to the needs and aspirations of the school community. This ensures that pupils and adults are well supported to make the most of the school's wide range of opportunities.

Vision and Curriculum

Inspired by its Christian vision, leaders have created a broad and inclusive curriculum that helps pupils to flourish. The values promote high expectations, aspiration and inclusion across subjects and experiences. As a result, pupils develop confidence, resilience and the ability to reflect so that they are prepared to embrace life fully. Skilful staff adapt teaching to meet individual needs, enabling pupils who have special educational needs and/or disabilities (SEND) to participate and learn alongside their peers. Leaders work closely with families and other professionals to make sure that pupils get the right support when they need it. A wide range of enrichment activities, including visits and outdoor learning, enable pupils to build on what they learn in the classroom. For example, history visits and artefacts bring learning to life. This helps pupils explore different perspectives and consider how people's experiences have shaped society. Spiritual development is part of everyday learning. Pupils are encouraged to think about themselves, relationships, the world around them and life's big questions. Through subjects such as art, music and science, they experience awe and wonder and learn to respect different views. Leaders and governors regularly check how well the vision drives the curriculum. They gather feedback from pupils and review learning and wellbeing. They use this information to improve the curriculum. As a result, pupils become confident learners who are well prepared for the next stage of their education.

Worship and Spirituality

Collective worship is a central part of school life and is carefully planned to reflect the school's Christian vision and values. Each value is explored across the year and helps shape themes that encourage pupils and adults to pause, reflect and grow together. Worship themes that explore Jesus' teachings on what it means to belong and support one another have a significant impact. They help pupils to make wise choices in how they show care for others and work together. Worship is inclusive and welcoming, with pupils and adults invited to take part in ways that are meaningful to them. It promotes respect for different beliefs and experiences and supports a keen sense of belonging across the school community. Worship includes prayer, music, stories and times of reflection, helping pupils to think about themselves, others and the wider world. Staff, local clergy and pupils all lead worship, which helps build confidence and engagement. The partnership with the local church enriches a deeper sense of belonging, for example, when pupils, staff and families join the church for services and special celebrations.

Vision and School Culture

Driven by the vision to have life and have it in abundance, leaders shape a culture of kindness, dignity and respect consistently lived out across the school community. This reflects a belief that each person is valued. Leaders set clear behaviour expectations shaped by the Christian values of respect, forgiveness and wisdom, encouraging pupils to make responsible choices. Staff consistently reinforce these expectations, so pupils grow



into responsible and caring individuals. Staff are well trained to support pupils' emotional needs, so that support is timely and consistent. Thus, pupils are helped to manage their feelings and resolve difficulties calmly and respectfully. Pastoral systems provide prompt support for pupils and families, responding to individual needs with care and compassion. Where needed, external services provide additional help quickly. This helps pupils feel secure and engage positively in school life. Pupils are taught to listen carefully and respect different views in lessons and daily life. This helps pupils treat each other kindly and cooperatively. Pupils regularly share their views and ideas, knowing that their opinions are listened to and valued. Leaders use this feedback to improve school life and ensure that pupils feel heard. Leaders prioritise staff wellbeing through open communication, responsive support and a culture of professional care and respect. This enables staff to feel fulfilled in their roles and work as a happy and united team.

Vision, Justice and Responsibility

Inspired by the Christian vision, leaders promote an outward-looking culture rooted in justice and service to others. Pupils are taught that rights are linked to responsibilities, which encourages them to behave respectfully and make thoughtful choices. Pupils take on leadership roles, such as the Democracy Group and Growing Faith Group, sharing ideas that shape school life. For example, they lead fundraising to help make a positive difference for young people in Uganda. Through the curriculum, pupils start to explore themes of justice and equity by learning about the challenges that some communities face. Pupils have some opportunities to help the local community through action, including fundraising for the foodbank. In ways such as this, they begin to understand how they can support others, which builds empathy and a sense of service. However, pupils' understanding of injustice and its causes is in development. Thus, they are not completely aware of the wide range of ways that they can make a positive difference.

Religious Education

Leaders have designed an RE curriculum aimed to securely build pupils' knowledge of Christianity and a range of other religions and worldviews. The curriculum is carefully sequenced so that pupils revisit and build on what they have previously learnt. Leaders monitor the curriculum to ensure that it is meaningful and relevant. Pupils learn about beliefs, practices and diversity within and between religions, helping them to understand that individuals and communities live out their faith differently. For example, when studying Christianity, pupils learn how Jesus' teachings influence the way that Christians live and make choices. As a result, pupils respect different beliefs, ask thoughtful questions and develop their own worldviews.

Teachers bring RE to life through lessons that stimulate discussion and enquiry. By using carefully chosen resources, they create meaningful opportunities for pupils to think deeply and share their views respectfully. Staff use ongoing assessment to check pupils' understanding and identify gaps in their learning. Teachers use this information skilfully to adapt their teaching, including for pupils who have SEND. Teachers receive regular training to strengthen their subject knowledge and ensure that lessons are engaging, accurate and consistently well delivered. Pupils learn respectfully from one another's experiences. For example, Muslim pupils share aspects of their religious practice, deepening their classmates' understanding of Islam. Pupils are confident when talking about beliefs, values and diversity and can explain what they have learned with growing accuracy. As a result, pupils make strong and sustained progress in RE across the school.

Information

Address	Grange Road, Bowdon, Altrincham, Cheshire, WA14 3EX		
Date	18 June 2026	URN	106338
Type of school	Voluntary aided	No. of pupils	616
Diocese	Chester		
Headteacher	Sam Halliwell		
Chair of Governors	Amy Unwin		
Inspector	Nadia Caserta		