

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hollinsclough Church of England Academy

Vision

Growing and Learning together with love, hope and joy.

Hollinsclough Church of England Academy has a number of strengths, but there are also areas that leaders need to address as a matter of priority. These are set out in the Development Points section below.

Notable Strengths

- Leaders have a clear understanding of the Christian vision and ensure that this guides and leads their actions.
- Loving and caring relationships flow from pupils and staff living out the Christian vision.
- Pupils are known and loved for the unique person that they are. This means that adults are able to respond to the circumstances of each pupil. This enables the pupils to flourish as individuals.
- Pupils develop a clear understanding of the impact of their personal responsibility to enhance school and local community life.
- Leaders proactively seek to develop meaningful relationships within The Moorlands Primary Federation (including other local schools) and with the Diocese.

Development Points

- Because school and trust leaders have not ensured that daily collective worship is enabling pupils and adults to flourish spiritually, they should ensure that there are coherently planned opportunities for pupils and adults to flourish daily through collective worship.
- Enhance the way that the religious education (RE) curriculum strengthens pupils' understanding of the diverse ways that beliefs and views are lived out. This is so that they can apply their learning to the world around them.
- Strengthen opportunities for pupils to experience opportunities for spiritual moments across the curriculum. This is to enhance the way that they flourish spiritually.



Inspection Findings

Vision and Leadership

Inspired by the parable of the mustard seed, Hollinsclough provides a warm, caring environment where pupils 'grow and learn together'. Grounded in the school's Christian vision, leaders are relentlessly reviewing the school's progress so that pupils and adults can flourish. However, leaders have not monitored rigorously enough the impact of Hollinsclough as a Church school. As a result, they have not ensured that collective worship takes place each day and supports the flourishing of all. Most families choose Hollinsclough because it is a flexi school. New pupils join the school throughout the year, either to transition to school from home education, or because of their experiences elsewhere. They are met with care and kindness. This helps them settle into school quickly. Leaders have created a culture where adults (including parents) are listened to. This has been a key component in the developments at the school. It means that leaders understand why families have chosen Hollinsclough. It also means that leaders can regularly review the impact of any change on staff wellbeing. There is a strong sense of belonging across the school community. This is clearly shaped by the school's Christian vision. Partnerships within the trust are expanding opportunities for both pupils and adults. For example, pupils participate in sporting activities with other local rural trust primary schools. This gives pupils the opportunity to practise, not only sports skills, but also social skills beyond their close-knit school community. Inspired by the Christian vision, leaders are working relentlessly to bring about positive change.

Vision and Curriculum

A new leadership team, which has been in place since the start of this academic year, is driving school improvement at pace. Inspired by the vision, leaders have redesigned the curriculum to better meet pupils' needs. Leaders respond to the unique context and setting of the school. This has led to the improved flourishing of pupils. Staff welcome the support of the new leadership team and the partner trust schools. Parents choose Hollinsclough because of its unique approach to education. Leaders have shaped the timetable so families can access the core curriculum across three days each week. Many children learn at home for the remainder of the week. To improve the shared responsibility for the curriculum, leaders meet with families. This means that they understand how flexi schooling works for each pupil. Consequently, school leaders are better able to support parents and carers with the delivery of the curriculum. Forest school and learning outdoors is a source of joy for pupils. They are curious, articulate learners. Through opportunities that are planned into the curriculum, pupils ask questions and reflect. Some pupils, particularly those in Key Stage 2, are able to link their learning to spirituality. However, although there are some opportunities to explore spirituality within the curriculum, adults and pupils do not have a shared approach. As a result, some opportunities for spiritual growth are not fully explored.

Worship and Spirituality

Collective worship plays a key role on the three core curriculum days at Hollinsclough. Pupils and adults value these times to join together in song, prayer and biblical teaching. However, school and trust leaders have not ensured that daily collective worship is enabling pupils and adults to flourish spiritually. Leaders plan varied experiences to bring the vision and values to life. Pupils talk with glee about how the addition of songs of praise has enriched their worship. They actively engage in worship. For example, pupils act out Bible stories and discuss their meaning. Further, they consider how they might apply them in their own lives. During prayers, pupils are respectful of one another. Pupils and adults particularly enjoy weekly worship led by members of the church. The school community visits the village chapel at key points in the year to celebrate festivals, including Christmas and Easter. Staff have benefited from professional learning opportunities offered by the diocese. However, worship is not consistently celebrated on flexi days. Because worship is not offered daily, pupils and adults lack regular opportunities to engage in collective worship. This inhibits their spiritual flourishing.



Religious Education

Bold leadership decisions have helped the school refocus on RE planning. Leaders have refined the sequencing of the curriculum. The new approach is developing pupils' deeper knowledge and understanding of the topics they study. For example, pupils can now compare beliefs across the Abrahamic faiths. Consequently, pupils have an understanding of similarities and differences between some different world religions. Pupils enjoy trips and visits to enhance their learning in RE. They have taken part in a faith tour to experience local places of worship through their own eyes. RE is valued by leaders and staff. It has a prominent place on the curriculum and is delivered on core curriculum days. RE is well-resourced. This helps to bring learning to life for pupils. However, Christianity is not always fully explored as a global faith.

Pupils enjoy RE lessons and ask insightful questions. They enjoy the opportunity to respond to 'big questions'. These help them to try to understand life and the world around them. Their strong oracy skills mean that pupils express their ideas well in class discussion. Pupils are engaged in RE lessons and share their ideas respectfully. Staff are supported by leaders from both the trust and the diocese. Adults are appreciative of this focus. As a result, they are increasingly confident in the planning of effective lessons. Leaders monitor the impact of RE teaching and use this to direct further staff training.

Vision and School Culture

Hollinsclough offers families a unique approach to education. Leaders understand that the majority choose Hollinsclough because it is a flexi school. Leaders dedicate time to meet with families. This is to ensure that there is clarity about the distribution of the curriculum between home and school. Staff value the support and the clear direction from leaders. They appreciate the renewed focus on their own development. Leaders promote the sharing of resources and support with other trust primary schools. This supports the wellbeing of staff by reducing workload. Pupils benefit from staff with specialist training, such as the Emotional Literacy Support Assistant (ELSA) provision in school. Parents understand the vision of the school. They recognise the positive impact that it has on their home life. They appreciate that their children are known as individuals. Wellbeing is prioritised. Pupils know their teachers listen to them and that they can be themselves at Hollinsclough.

Vision, Justice and Responsibility

Through their understanding of the vision, pupils recognise the importance of helping other people. Older pupils take responsibility for younger members of the school community. Pupils enjoy 'project Friday'. Those who attend on Fridays ensure that core day pupils' views are included in project work. For example, full-time pupils have asked core day pupils about the developments they would like to see in the playground. Pupils have a deep appreciation of important topics, such as protecting the environment. They recognise that 'growing and learning together' is not just for their school life. So that they can 'grow together' with the village community, they seek to make a difference beyond the school gates. They work on initiatives to enhance the local community. Pupils engage with the local parish council and bring about change for the communities in which they live. For example, pupils arranged for recycling to be collected from the school as well as the residential properties in Hollinsclough village. Working with pupils, leaders have developed partnerships with the foodbank. This is because pupils want to respond to local needs. Pupils enjoy the responsibility that they experience and recognise that they can make a difference to society.

Information

Address	Carr Lane, Hollinsclough, Buxton, Staffordshire, SK17 0RH		
Date	29 January 2026	URN	142276
Type of school	Academy	No. of pupils	34
Diocese	Lichfield		
MAT	The Moorlands Primary Federation		
MAT Chair	Lee Yates		
Headteacher	Kelly Stanesby		
Inspector	Sarah Milne		