

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hoole St Michael Church of England Primary School	
Address	Liverpool Old Road, Much Hoole, Preston, PR4 5JQ

School vision

Christ's love is in everything we do at Hoole St Michael.

Our creative and high-attaining Church of England Primary School is safe, loving and supportive. We encourage the building of good relationships and friendship through respect, tolerance and understanding.

Within our Christian family, where parents are our partners in all aspects of school life, we aim to inspire a love for learning within each and every child.

'I can do all things through Christ who strengthens me.' Philippians 4:13

School strengths

- The Christian vision is deeply embedded in all aspects of the school's daily life. This is well supported by the school's Christian values that inspire adults and pupils to 'do all things through Christ.'
- Through the Christian vision, leaders ensure that love runs through everything. The wellbeing of everyone is a high priority for the school. This creates a nurturing culture where pupils learn to respect and value one another.
- The Christian vision shapes the curriculum. The wide range of experiences provided by the school enables pupils, including the vulnerable, to flourish. This is enhanced by the strong relationship with the local church.
- Collective worship is a joyful end to the school day. Leaders use an inclusive approach to promote the vision and values of the school. This deepens the strong sense of community.
- Effective leadership in religious education (RE) ensures that learning is challenging and engaging for pupils. As a result, they have a good knowledge of world religions including Christianity.

Areas for development

- Continue to encourage and support pupils' independent opportunities to be agents for change. This will enable them to be more confident advocates for those facing adversity.
- Embed the shared language and understanding of spirituality. This is to support adults and pupils in their spiritual growth.

Inspection findings

Hoole St Michael's Christian vision drives and enriches the actions and attitudes of everyone in the school community. Leaders effectively demonstrate the vision, fostering an environment that encourages love and compassion. Monitoring by leaders, including governors, drives continuous improvement to enhance the school's Christian distinctiveness. In this process, they include the whole community. This builds strong relationships with parents. Daily communication enhances this



and contributes to the flourishing of pupils. The school provides a safe and happy learning environment, supported by forward-thinking policies and quality professional development. Nurture programmes significantly enhance pupils' ability to learn. Leadership opportunities for older pupils introduce responsibility. Buddy systems such as 'guardian angels' and various pupil voice groups, enable them to develop as individuals. The 'Jesus And Me' club and 'world wise' curriculum encourages community service and global awareness. Activities include reading stories at the local care home. This approach empowers adults and pupils to grow spiritually.

The curriculum reflects the school's Christian vision by fostering confidence and perseverance in pupils. Outdoor learning and forest school sessions integrate the natural environment and enhance spiritual opportunities. However, pupils do not use a consistent vocabulary. This limits their ability to express the depth of their spiritual understanding. Emphasis on growth mindset and 'SUMO' learning promotes resilience and positive thinking. A range of extra-curricular clubs and activities is also a key element that enables pupils' individual growth. In this environment, underpinned by Christian values, pupils challenge themselves and are encouraged to ask profound questions. Curriculum areas thoughtfully explore biblical teachings and worldviews, with texts chosen to reflect the school's vision. These impart life skills and moral values in order to help pupils become responsible future citizens. Celebrating pupils' achievements fosters a culture of success and potential fulfilment. Participation in sports and enrichment events, including residential trips, further builds pupils' confidence and perseverance. Leaders and governors regularly and effectively monitor the curriculum to ensure that pupils continue to flourish.

As the heartbeat of school life, collective worship strongly reflects the school's Christian vision. It enhances pupils' and adults' spiritual flourishing. The rich balance of adult and pupil involvement in planning, leading, and evaluating worship fosters a deep engagement. This enables Christian values and biblical teachings to be carefully linked to various life situations. Worship includes quality opportunities for singing, prayer, and reflection. These support the inclusive approach and enable pupils to willingly participate. They experience various types of worship led by a range of leaders including representatives from the local church. This partnership goes beyond worship with members taking an active role in school including leading the ethos group. Specialist resources are used to enable class worship. They promote social action and help pupils understand Christianity's global impact. Training from the diocese supports teachers in delivering effective worship. This includes pupils using spirituality journals to record their reflections. Themes planned by leaders underpin behaviour policies and spiritual growth, encouraging pupils to live life to its fullest.

The school's Christian vision inspires a culture in which pupils and adults are treated well. Leaders continuously emphasise love and compassion as core values. The ethos of 'love one another as God has loved you', is modelled by adults. This ensures that pupils feel and show friendship to each other. The inclusive culture of the school helps pupils, including the most vulnerable, take part in a wide range of experiences. Leaders support access to clubs, trips, and uniforms as part of this. Promoting mental health wellbeing for adults and pupils is a priority. Governors and leaders closely monitor staff wellbeing, fostering a supportive atmosphere. Pupils learn to manage worries and anxieties using techniques from specialist resources. As a result, they display positive attitudes, are prepared for challenges, and contribute meaningfully to discussions. Clear communication with parents includes involving them in pupils' learning. Leaders develop partnerships with external agencies who provide additional support to further enhance this.

Shaped by its Christian vision, leaders have created an environment of fairness and responsibility. Christian values are interwoven across the curriculum. This approach encourages pupils to think beyond themselves, their immediate community and to consider their global impact. The curriculum builds on pupils' cultural experiences and awareness of global events. Pupils engage in projects such as supporting water aid and Fairtrade. This fosters a sense of responsibility and justice. They are

motivated to contribute through time, fundraising, and promoting good causes. This reflects the school's vision of building relationships through respect, tolerance, and understanding. Pupil voice groups empower them to lead projects on issues they find important. However, they are less equipped to act as agents of change beyond their locality. The curriculum challenges pupils to consider how they can emulate biblical figures and significant Christian figures in society. Leaders encourage adults and pupils to ask "what would Jesus do?" (WWJD), reinforcing a mindset of inclusion and responsibility.

Inspired by the school's Christian vision, the RE curriculum focuses on clear progression with sequenced coverage of knowledge and skills. Leaders' dedication to RE, including that of governors, is evident through regular and effective monitoring. This has helped in the design of the curriculum. Big questions foster discussions about personal faith, world views and world religions including Christianity. As a result, pupils show high engagement in RE lessons, talking positively about their learning experiences. Themed days and multi-cultural weeks enable pupils to develop their understanding of diversity and respect. These creative and stimulating RE opportunities allow pupils to effectively discuss their learning. Staff and governors gain helpful professional development from the diocese. They keep updated with changes and new resources, ensuring the curriculum remains current and impactful.

The teaching of RE at Hoole St Michael is very effective. Staff create a positive learning environment where pupils feel safe and confident to share their views and opinions. Pupils regularly use reflection areas and journals to record their spiritual journey. Leaders ensure that pupils progress well. Individual and class books reflect the opportunities pupils have to develop their knowledge of world religions and worldviews. Assessments provide a clear overview of each pupil's learning and identify areas where support is needed. These assessments follow the guidance from the diocese, ensuring alignment with pupil expectations. This helps staff to empower pupils to be critical thinkers who question deeply and take responsibility for their RE learning.

The inspection findings indicate that Hoole St Michael Church of England Primary School is living up to its foundation as a Church school.

Information			
Inspection date	11 July 2024	URN	119570
VC/VA/Academy	Voluntary aided	Pupils on roll	96
Diocese	Blackburn		
MAT/Federation			
Headteacher	Juliet Price		
Chair	Gerallt Evans-Hughes		
Inspector	Rob Dean	No.	2129