



Welcome to Hoole St Michael Church of England Primary School.

Thank you for showing an interest in Hoole St Michael CE Primary School.



Our school is a happy, friendly school with our children's best interests at the heart of everything we do. In November 2021, we were visited by OFSTED who graded us as good following a one-day inspection. We believe that during the years our children should feel happy, valued, safe and secure, giving them a sound basis to move onto the next phase of their education. We also believe that children have the right to achieve their potential, inspiring them to be active independent learners.

Our staff team are a caring team, who strongly value links with parents, the church and the community and believe working in partnership will help to provide the best possible education here at Hoole St Michael.

We are fortunate to have a fabulous outdoor environment including an outdoor classroom to facilitate outdoor learning; Millennium Garden for quieter moments; a well-fenced pond area for nature observations, a landscaped outdoor area with trim trail for our Nursery and EYFS class and a Forest School area. Overall, we feel we have a beautiful setting where our

children can grow and learn.



There is lots more information on our website: www.hoolesprimary.co.uk Should you wish to visit and see our school firsthand, please do not hesitate to contact me.

Juliet Price
Headteacher

For additional information about our school you may wish to visit the following websites:

2021 OFSTED report:

<https://files.ofsted.gov.uk/v1/file/50173549>

'Pupils enjoy attending school. They know that teachers want them to try their best and not give up. Pupils have positive attitudes to their learning. They explained to inspectors that they may not understand something the first time, but they are willing to keep trying. They do not give up when they encounter difficulties. Pupils are polite and well behaved. Children in the early years are curious and show an eagerness to learn.'

OFSTED Nov 2021



Our Vision

Achieving Excellence within the light of God.



Hoole St Michael Church of England Primary School is a voluntary aided school offering a primary education to 3-11 year olds and is maintained by Lancashire County Council as the local authority.



Our school is a small school, which in turn means we are a close knit family! We also have the advantage of being able to offer small Key Stage 1 class sizes, which helps our children with a very favourable pupil teacher ratio.

Our status as a church school means that our assemblies always contain some form of Christian worship where we praise God. Our worship takes a variety of different forms varying from attendance at formal Church services marking key events in the Christian calendar to worship within smaller prayer groups.



As a school, we take advantage of the close proximity of St Michael's Church to regularly hold Church services to mark key dates in the religious calendar or significant events in the school term. Such services include:

Welcome Service
Harvest

Our Church School

Carol Service
Easter
Leavers' Celebration

Religious Education:

The school follows the Religious Education Syllabus devised by Blackburn Diocese and incorporates a wide range of topics centred on Christian teaching. Lessons include many aspects of the Christian faith including increasing the knowledge of the Bible; relating religious teaching to current society and understanding the significance of main events in the church's calendar. Some topics are revisited each year so that children may deepen their understanding in line with their increasing maturity.

The Role of other Faiths and Cultures:

As part of our aim to help children fully embrace society and the wider world community, other faiths are valued and treated with respect.

All children at Hoole St. Michael are encouraged to embrace the diversity of life offered within our world. We work towards this goal through education against ignorance. Wherever possible, we look to visitors to help support our aim so that learning is accurate, meaningful and enjoyable.

SIAMs 2024:

'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.'

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The Curriculum

At Hoole St Michael, there is a firm belief within the whole school community that learning continues throughout life. To this effect, a significant proportion of time is spent on teaching children how to learn and so to equip them with the skills to continue learning throughout their years at primary school and beyond. We also acknowledge that everyone - pupils, staff, parents and governors alike, are all learners. As such, we offer a learning environment where children can feel safe and free to take a risk and occasionally work outside their comfort zone, thus allowing challenge without stress.



We also recognise that every learner has different needs and so plan to include a variety of learning styles within our teaching and curriculum provision. Teaching and lesson delivery include visual, auditory and kinaesthetic methods. That is to say, children learn through sight, sound and movement. Overall, every learner is valued as a unique individual and their learning path is created with their particular needs in mind.

At Hoole St Michael, we deliver and meet all statutory requirements of the National Curriculum 2014 and deliver all subjects. Please see our curriculum pages on our website.

'Pupils progress well through the curriculum. They are well prepared for the next stage of learning in many curriculum areas.'
OFSTED Nov 2021

How these subjects are delivered largely depends on the age and ability of the children. Children from their second year in school (Year 1 and older) are taught these subjects. However, where possible, links are made between the different subjects so children can learn to use and apply skills they have learnt in many different and imaginative ways.



'Leaders have planned an ambitious curriculum for all pupils. They have ensured that staff have expertise in the areas that they lead. Leaders regularly check to see what pupils know and remember of the curriculum. They use this information well to support teachers to make adaptations to their curriculum plans.'
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The Early Years Foundation Stage (EYFS): Nursery and Reception:

At Hoole St Michael, we ensure that there are seven areas of learning and development which shape our educational programme in our early years setting, in line with the **EYFS Framework**



Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the prime areas, are:

- communication and language;
- physical development;
- personal, social and emotional development.

Our EYFS children are also supported in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design



'Leaders promote reading well. Staff teach phonics in a logical order. This supports pupils in key stage 1, and children in the early years, to learn new sounds. Staff plan activities to help pupils catch up if they fall behind with their reading.'

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Whole school curriculum enrichment:

Whilst the school recognises the demands of the 2014 National Curriculum, it also recognises that wider experiences are also highly valuable. To this end, the school works hard to provide an enriched curriculum that celebrates wider learning such as the arts, sport, church and cultural events.



We at Hoole St. Michael, want our children to gain as many varied opportunities and experiences possible in the time they spend with us. As such, an organised timetable is drawn up for each year, incorporating curriculum enrichment days/weeks. We actively seek to engage the expertise of a variety of specialists. We feel that in planning for this we are able to make necessary links between the school curriculum and life skills, along with being able to discover and showcase individual children's talents.

'Pupils have many opportunities to develop their knowledge and skills beyond the taught curriculum. For example, leaders have supported pupils to reflect on their physical and mental health. This means that pupils are more aware of their own emotions and the feelings of others. Leaders also ensure that pupils learn about a wide range of faiths and cultures. This is helping pupils to respect views and opinions that may differ to their own. Pupils become responsible and active citizens ready to make a difference to society.'

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Forest School:



Miss Radcliffe is our Forest School Practitioner. She provides our children with high quality outdoor learning every week. Our younger children have 'Woodland Wednesday' every week and the rest of the children complete a block of Forest School sessions throughout the year.



Physical Education:

The school has extensive grassed areas, which are used for sports, particularly in the summer term. We also benefit from some outside tuition in sports from professional coaches purchased through the sports funding for schools.



We provide the following opportunities:

- Dance
- Tag Rugby
- Football (including league matches)
- Cricket (including Quick Cricket competitions)
- Tennis (including tennis events)
- Tots on tyres
- Schools Competitions
- Change4life: Health and Well-Being activities including a bag of resources
- Training for Young Play Leaders
- Gymnastics
- Orienteering
- Hockey

This is in addition to activities we already provide, including:

- Two PE sessions for each child per week
- Years 3/4 receive a weekly swimming lesson for two terms (1 hour per week)
- A residential outdoor activity weekend at Min-Y-Don (every other year);
- Annual sports day (competitive)
- Football and Netball Competitions.
- Multi Skills Breakfast Club.
- 'Bikeability' for Y5/6
- Football friendly competitions (home and away matches)



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'Governors are effective in holding leaders to account for the quality of education that pupils receive. Governors check that leaders identify the needs of disadvantaged pupils, and those with special educational needs and/or disabilities (SEND). Disadvantaged pupils and those with SEND achieve as well as other pupils across the curriculum.'

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Special Educational Needs:

Hoole St Michael is an inclusive school, which offers a broad, balanced and differentiated curriculum for all its pupils. Some children have a special educational need, which means special provision is made to accommodate their needs. This may be because of a learning difficulty, a health issue, a disability or emotional and behavioural difficulties.

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child. Hoole St Michael's local offer is available on our website.

Hoole St Michael Pupil Voice:

Eco Warriors

As part of the Eco-Schools Programme, our school's Eco Warriors follow a simple seven-step process, which helps them to address a variety of environmental themes, ranging from litter and waste to healthy living and biodiversity. We have 6 Eco Warriors from Years 3 and 4.

3C'S: (Cool, Christian, Children)

Our 3C's club is made up of 6 pupils from years 1 and 2. These children meet to discuss our Christian Ethos. They evaluate and lead worship as well as presenting WWJD awards.

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School Council:

Our School Council is made up of 6 pupils from Years 5 and 6. The School Council hold regular meetings to discuss schemes for improving the school. They also listen to ideas that the class representatives have taken from their visits to the other year groups in school.

Healthy School Council:

Our Healthy School Council is made up of 4 pupils from EYFS. These children make sure we are fit and active in school. They also encourage us to eat healthy foods.

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Our Safe School

SAFETY:

One main focus at Hoole St. Michael has been on child safety, which has included road and fire safety plus stranger-danger. Mrs Murphy carries out this important role come rain or shine!



Child Protection:

As part of the school's Christian mission, we are fully committed to developing an environment which is happy, safe and full of opportunities and as such we accept our duties and responsibilities as outlined by the Department of Education and Employment, 1999:

'Through their day to day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible neglect, and in referring concerns to the appropriate agency, normally the social services department'.

Well-Being:

The emotional well being of all at Hoole St. Michael is paramount to our caring Christian ethos and therefore time is dedicated, when appropriate, for children to speak about difficult life situations, such as bereavement, within a supportive and sensitive environment. All members of staff

'Leaders are vigilant in their safeguarding duties. They know the pupils and their families well. Pupils learn how to keep themselves safe. They are particularly knowledgeable about the dangers of walking by or crossing busy roads. They learn how to stay safe online.'

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'Pupils enjoy taking on a wide range of additional responsibilities. They can become members of the eco club or the school council. Others take on the roles of reading ambassadors.'

'Older pupils are proud to be 'guardian angels' to children in the early years.'

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Guardian Angels:

In addition, our pupils are also actively responsible for their fellow pupils' well being. We have a 'Guardian Angels' programme, which pairs a Y6 pupil with a Reception child. This partnership builds and changes throughout the year in response to the changing needs of the younger child. For example, in September the Y6 children will support the younger child with school routines such as dinner times and break times. During the year they also sit together for collective worship, where the older pupils model how to pray, sing and listen.

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The Extended School Day:

At Hoole St Michael, we believe that the care of pupils doesn't stop at 3.20pm. We are fortunate to have the facility of on site before and after school care with a club (Kids' Club). From April 1st 2017, this provision has been managed by the school and many of the staff are also teaching assistants, supporting the children during the school day.

The club runs from 7.45am until 8.55am and then from 3.20pm to 5.45pm. Whilst not all parents will wish to use these facilities, it does help to provide peace of mind for those parents that do need such arrangements, knowing that there is continuity of care for their child.

The FoHSMs

Parents, Teachers and Friends Association Hoole St Michael is fortunate to have an excellent PTFA. The FoHSMs committee are always working hard. The FoHSMs organises numerous events such as the annual summer fete, school discos, Jim Jam Jog and many more. All monies directly benefit the pupils of the school and recent purchases include ipads, musical instruments and resources for our refurbished Reception outdoor area.



Communication

Communication between home and school is imperative if we are to work in partnership.

As such the school will:

- Send weekly newsletters.
- Daily Dojo posts.
- Offer consultation evenings during the year to discuss your child's progress.
- Provide an in-depth end of year report on your child annually.
- Give you an opportunity to see the school in action on our Open Day.
- Organise curriculum workshops.
- Stay and Learn Sessions.
- Brew, Book and Biscuit visits.
- Provide up-to-date information on the school website.
- Contact you if we have any concerns.
- Give out annual parental questionnaires
- Providing the 'Parentpay' texting service

In return, we ask you to:

- Keep us informed of any changes in your details e.g. address, telephone number etc.
- Inform school of any absences;
- Let us know about any worries or concerns you may have that might impact on your child.

'Relationships between staff and pupils are strong. This helps pupils to feel safe in school. Pupils also know that staff will listen to their concerns and stop any incidents of poor behaviour or bullying reoccurring.'

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Admissions

In Lancashire, children may be admitted to this school at the start of the school year in which they become 5 years of age (that is, in the September before their fifth birthday). Any parents who anticipate that they wish to seek admission to the school for their children in future years are advised to contact the School who will place that child's name on list for the new intake for the relevant year.

The governing body will not place any restrictions on admissions to the reception class unless the number of children for whom admission is sought exceeds their admission number. The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies parents of the result. In the event that there are more applicants than places, after admitting all children with an EHC Plan naming the school, the governing body will allocate places using the following criteria, which are listed in order of priority.

- 1
 - a) Looked after children and previously looked after children
 - b) Children with special medical or social circumstances affecting the child where these needs can only be met at this school.

- 2 Children who have a sibling attending the school on the date of application and on the date of admission.
- 3 Children whose parents live within the ecclesiastical parish of St Michael's CE Church, Hoole
 - a) Children with a parent/guardian worshipping in a church in membership of Churches Together in England.
 - b) Other children
- 4 Children whose parents live outside the parish
 - a) Children with a parent/guardian worshipping in a church in membership of Churches Together in England.
 - b) Other children.



Please see our Admission Policy.

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