

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hoole Church of England Primary School

Vision

Let your light shine.

Matthew 5:16 – In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.

Hoole Church of England Primary 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.

Strengths

- Highly ambitious and caring school leaders, supported at every level by staff, are fully committed to the school. Highly motivated by the school's vision, they ensure that pupils and adults are valued, supported and nurtured. As a result, pupils and adults flourish.
- The school's vision drives the curriculum, including an extremely wide and varied extracurricular offer. Consequently, all pupils have equal opportunities to let their light shine.
- A meticulously planned religious education (RE) curriculum makes a significant contribution to the development of religious literacy. Pupils respond positively in their learning of a range of topics.
- Leaders ensure there are planned opportunities within the curriculum to promote the school vision and values. This is done through the study of significant figures and Bible stories. This work inspires pupils to live out the vision in their daily lives.

Development Points

- Map occasions for spiritual development in all subject areas to ensure every opportunity is given to support the flourishing of pupils through teaching and learning.



Inspection Findings

The vision at Hoole Church of England Primary School reflects the community it serves. There is a heartfelt aspiration that all pupils and adults shine, not just academically, and are loved as children of God. As a result, families of all faiths are welcomed and cherished. Parents know that each pupil will be celebrated and supported to flourish. The vision underpins a carefully chosen set of values which the pupils know well and demonstrate in their attitudes and conduct. Pupils interpret the vision and regularly show the best of themselves and help others to do the same. Play is co-operative and inclusive. Everyone is seen as a very important part of the school family. Pastoral care, based on the school's vision, is highly appreciated. Pupils deeply value being part of such a nurturing environment in which they feel safe, challenged and cared for. Governors and local church leaders also take inspiration from the vision. Their carefully considered decisions have put in transformational support to enhance wellbeing for staff. The vision is regularly monitored. Actions from these decisions are used for positive impact and they always consider the context of the school.

The vision is central to the curriculum. The school is passionate in their aspiration for every pupil to shine. Leaders continually search for ways to enhance the curriculum to make certain that the diversity of the community is reflected. Trips and visiting speakers, and carefully adapted teaching, ensure that many pupils are given opportunities to shine. Using influential figures in history coupled with Bible stories inspires pupils to live out the values in their own lives. The vision ensures that all pupils in school are considered, including those who are deemed disadvantaged or vulnerable. Assessing provision, taking action and monitoring impact confirms that pupils are engaged and have opportunities for success. The school provides an extremely rich and varied extra-curricular offer which is highly valued by families. This helps to establish success and engagement for pupils. There are also many other ways for pupils to shine and represent their school. Groups such as 'ethos ambassadors', 'global ambassadors', 'happiness heroes' and the 'friendship force' all help to support the strong ethos of pastoral care. Pupils greatly value these opportunities which develop their confidence and leadership skills. They play together with cooperation and respect and welcome visitors politely and with warmth. Opportunities for spiritual development are in the process of being identified in each curriculum area.

Collective worship provides occasions for reflection and deep thought. Pupils and adults appreciate this time to stop and think in the school day. Worship is planned and led by staff and church leaders. It consists of a rich diet of significant and inspiring figures alongside Bible stories and scriptures. As a result, pupils take inspiration to live out the values in their own lives, in school and beyond. The impact of worship is regularly monitored through pupil voice. They are directly asked through conversation and regular surveys as to how worship could be further enhanced. Families are informed of worship themes for the week. Consequently, themes and discussion of 'big' questions about life are explored at a deeper level at home. Worship is always invitational, and pupils understand that they have a choice to participate or not. The prayer life of the school is visible throughout school. The 'Reflection Retreat' is a well-used space, dedicated to prayer and deep thought. This, along with various prayer spaces throughout school, enhances the spiritual development of pupils and adults alike.



A shared commitment by pupils and adults to create a culture of compassion and love, reflects the school vision. Relationships are extremely strong. Leaders greet pupils individually at the gate each morning and pupils know they are loved. Staff model kindness and love in their words and actions, and, consequently, pupils know they are known and loved as children of God. When friendship issues occur, staff use the vision and its associated values to address them. Pupils know they will be treated fairly. Staff are valued by leaders and are supported themselves to shine. As a result, they are proud to work at Hoole.

The vision creates a culture among pupils of justice and responsibility. They embark on initiatives such as sponsored events to support causes close to their hearts. Providing pillows for a community in Nigeria is one example. Pupils have a significant autonomy in such decisions. The planned study of inspirational people such as Rosa Parks and Emmeline Pankhurst adds to their awareness of justice and equity. They contemplate how they can make ethical choices and decisions to impact positively on the world around them. They show considerable compassion and love for those in need. There is a deep commitment to equity and justice. The school works closely with the community, especially the local church. The headteacher makes regular contributions to the church newsletter. Parents are invited to be updated on their children's learning in church through a regular showcase. As a result of this, pupils and families of all faiths and beliefs are welcomed to the church family.

The RE curriculum is meticulously planned to suit the needs of pupils and has a high status within school. Lessons are challenging, well-resourced and use engaging strategies such as drama to bring Bible stories to life. Christianity is studied in depth along with a range of world views. Learning is enhanced by visits to church and a range of significant places of worship, for example mosques, synagogues and gurdwaras. Through valued partnerships with families, pupils share their own experiences of how faith is lived out. For example, Hindu pupils make presentations on the celebration of Diwali. Consequently, there is a greater understanding of world faiths and pupils are enabled to be respectful and welcoming citizens.

Information

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| Address | Hoole Lane, Chester, CH2 3HB | | |
| Date | 1 May 2025 | URN | 134248 |
| Type of school | Voluntary Controlled | No. of pupils | 405 |
| Diocese/District | Chester | | |
| MAT/Federation | | | |
| Headteacher | Ros Flanders | | |
| Chair of Governors | Jolene Weaver | | |
| Inspector | Katie Prescott | | |