

Inspection of a good school: Hoole St Michael C of E Primary School

Liverpool Old Road, Much Hoole, Preston, Lancashire PR4 5JQ

Inspection date:

2 November 2021

Outcome

Hoole St Michael C of E Primary School continues to be a good school.

What is it like to attend this school?

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.

Relationships between staff and pupils are strong. This helps pupils to feel safe in school. Pupils explained that, at times, some of their schoolmates get overexcited when playing competitive sports. This can sometimes lead to pupils making unkind comments. However, pupils are confident that teachers will swiftly step in and sort out any problems. Pupils also know that staff will listen to their concerns and stop any incidents of poor behaviour or bullying reoccurring.

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.

What does the school do well and what does it need to do better?

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.

In most subjects, such as mathematics, leaders have identified the important knowledge that they want pupils to learn. This helps teachers to know what should be taught and when this should happen. As a result, pupils can build on what they know as they move through topics and different year groups. Pupils progress well through the curriculum. They are well prepared for the next stage of learning in many curriculum areas. However,

this is not the case in a small number of subjects. Curriculum planning provides less detail about the important knowledge pupils need to gain and the order in which they learn it. This hinders pupils' achievement.

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.

Pupils behave very well in lessons. When moving around the school and playing outside they are considerate of the needs of others. In lessons, pupils are inquisitive and keen to learn. Children in the Nursery Class engage in new learning with little fuss. Across the school, pupils typically get on with their work without the fear of distraction.

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. Teachers make sure that pupils take home books that match the sounds that they learn in class. This means that pupils can practise new sounds at home and develop their reading fluency and accuracy. Staff plan activities to help pupils catch up if they fall behind with their reading.

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.

Staff enjoy working at Hoole St Michael. They know and support each other well. Staff explained to inspectors that leaders and governors have taken steps to positively impact on their work-life balance and their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant in their safeguarding duties. They know the pupils and their families well. Leaders have ensured that all staff receive appropriate safeguarding training. This provides staff with the skills and knowledge necessary to spot signs of potential harm. Staff know how to record concerns. Leaders keep careful records of their work to safeguard pupils. Leaders work with several external agencies. This helps them to support families in a timely manner. 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.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the important knowledge that they want pupils to learn. Leaders should precisely identify the important knowledge that they want pupils to acquire in all subjects. This will enable teachers to plan new learning that supports pupils to know and remember more of the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119570
Local authority	Lancashire
Inspection number	10204423
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair of governing body	Gerallt Evans-Hughes
Headteacher	Juliet Price
Website	www.hoolesmprimary.co.uk
Date of previous inspection	10 November 2016, under section 8 of the Education Act 2005

Information about this school

- This is a Church of England school. The school's most recent section 48 inspection took place in 2016.
- The school does not use alternative provision.
- A new headteacher, deputy headteacher and three teachers have been appointed since the previous inspection.
- Most members of the governing body, including the chair, have been appointed since the previous inspection.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher, the deputy headteacher and three members of the governing body, including the chair of the governors. An inspector met with a representative of the local authority and spoke to a

representative of the Diocese of Blackburn on the telephone. An inspector spoke with parents and carers at the end of the school day.

- Inspectors examined a range of safeguarding documentation. They spoke with staff to check how well they understood their safeguarding responsibilities.
- Inspectors observed pupils' behaviour in lessons and at playtimes. Inspectors also spoke with staff about their workload and well-being.
- Inspectors carried out deep dives in early reading, mathematics and geography. Inspectors met with subject leaders, visited lessons and spoke with teachers. They spoke with pupils about their work.
- Inspectors considered the responses to Ofsted Parent View, Ofsted's online questionnaire, including the free-text comments. Inspectors considered the responses to Ofsted's pupil survey and the responses to Ofsted's staff survey.
- The lead inspector observed children in the early years and pupils in key stage 1 read to a trusted adult.

Inspection team

John Donald, lead inspector

Her Majesty's Inspector

Collette Mather

Ofsted Inspector

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