

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hoylake Holy Trinity Church of England VC Primary School.

Vision

‘The Kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of seeds, yet it grows, it is the largest of plants and becomes a tree, so that the birds come and perch on its branches. Matthew 12:31-32

Learning for Life, Caring for All, Living Each Day to the Full, Together as a Community, With Jesus by our side

Strengths

- The school’s Christian vision, alongside its values, are intrinsic to the daily life of the school. The vision is a living reality, enabling adults and pupils to flourish and ‘be bigger than they can ever imagine’.
- Relationships are strong and are central within the school. Adults and pupils know each other well. Their lives are enriched as they share warmth and compassion, whilst generously watching over each other with love and acceptance. Partnerships between school and church are cherished. They reach out to each other, interlocking as one.
- Provision for wellbeing and mental health is pivotal and a priority for the school. Grown from the vision, there is a clear focus for everyone, including the vulnerable and/or disadvantaged, to achieve in their own unique way.
- Collective worship reflects the Christian vision. It plays a significant part in each day. Its inclusive and invitational approach offers opportunities for spiritual growth for adults and pupils.
- Religious education (RE) is given a high priority within the curriculum. Pupils have a strong knowledge of Christianity and confidently talk about their understanding of faiths and viewpoints. It is well balanced and offers challenge and high expectations for all.

Development Points

- Enhance pupils’ understanding of how they can, as individuals, take opportunities across the curriculum to challenge injustice. This is to develop their understanding about how they have the power to make a difference.
- Establish a more formal approach to the monitoring and evaluation of collective worship by leaders, including governors. This is to enable governors and leaders to more accurately judge the impact of worship.
- Embed opportunities to enrich spiritual flourishing within the curriculum and wider opportunities in school. This is to deepen the pupils’ spiritual growth.



Inspection Findings

Hoylake Holy Trinity is a school full of warmth and love. The school know and understand their community well. Adults and pupils are able to articulate the theologically rooted Christian vision with confidence. It is deeply embedded. As a result, there is a strong sense of belonging. A parent referenced it to 'being a hug around her family when they most needed it'. The values of compassion, courage and perseverance resonate through the life of the school. Adults and pupils talk passionately about being a tiny seed, welcomed by all as you enter Hoylake Holy Trinity. As the seed grows, they are nourished through the teaching of Jesus. An abundance of opportunities complements the growth of adults and pupils, allowing each seed to grow and flourish. Leaders and governors have a shared and accurate understanding of how the vision is underpinned by the Bible. It is central to decision making and opportunities that the school offers. Leaders are focused on adults and pupils being the best version of themselves, 'being bigger than they can ever imagine'.

The curriculum is shaped by the vision. It is well planned and focused on concepts that link and embed the vision and values. The use of big questions ignites curiosity. Pupils are invited to wonder, ask questions, enquire and develop the idea that there is something bigger than themselves. Time is planned to stop, to be still and to experience the fullness of their curriculum. This time allows for spiritual flourishing to begin. Adults and pupils reflect on valuing their relationship with themselves, God or their own part in the creation around them. Pupils know that support and help is there should they need it. The unwavering commitment for all, including the most vulnerable and pupils who have special educational needs and/or disabilities (SEND), to flourish is inherent in decision making. In this school early intervention is key to fostering the individual needs of pupils. Pupils speak with confidence about the care the adults show them. They are clear that adults want the best for them. The school lovingly offers a wealth of extra-curricular activities at minimal cost. This means that all pupils, irrespective of circumstances, can take part. Recent spirituality training has been welcomed by staff. They now have a joint understanding of spiritual development. Spiritual flourishing is beginning to become intrinsic within the curriculum. However, it is not fully embedded, limiting the extra-curricular opportunities for spiritual reflection beyond worship.

Intrinsic to the daily life of the school is collective worship. The school gathers together to live out its vision and values in an inclusive and invitational service. Collective worship provides opportunities for adults and pupils to reflect deeply, respond accordingly and grow in faith together. Those who have belief value this time to connect with and speak to God in their own way. Passionately led, it is planned and sequenced well, enabling opportunities for spiritual flourishing across the school community. Pupils' enthusiastically plan, lead and engage in worship across the school whether that be whole school, class or in church. Clergy support leaders and pupils in planning and the delivery of worship. Communion in the community takes place in school and the pupils look forward to attending messy church. This links to the vision of growing together as a community and strengthens links with the local church. Leaders make changes based on monitoring. Recently this has included training for staff around class worship. Whilst leaders monitor worship, the systems are informal. This means that when improvements are made, their impact is not fully evaluated.

Strong relationships are integral to school life. The partnerships with church, diocese and local Anglican schools are underpinned by the vision and values. They learn from and with one other, enhancing the continual growth for all. An environment of kindness and compassion is created by leaders, including governors. Pastoral support is pivotal to the school's relationships. Staff know each other, families and pupils well. The school have recently welcomed a large number of refugee families. Staff have responded to their needs by offering a range of support within a place of sanctuary. Trusting relationships based on honesty, openness and transparency bind the school together. Early support, signposting of families just 'coming through the door' are implemented



without question and with great care. Leaders and staff talk passionately about ensuring that adults and pupils flourish as children of God. The vision underpins every element of this.

Pupils know their voice is powerful. Through the curriculum and wider opportunities pupils are given a wealth of leadership responsibilities. These provide opportunities to be heard. Pupils value this and understand that their voice can be used to challenge injustice, even at a very young age. They are aware of the need for this challenge and link it to the school's values of compassion, courage and perseverance. Pupils express how the values enable them to bring about change. As a result, they make a difference to others and help to protect the gift of God's creation. This is demonstrated yearly with Coast to Country when they work in partnership with local schools. Alongside this, during community week, pupils are encouraged to plan activities that demonstrate compassion and generosity in their local community. How pupils seek and act responsibly, being direct leaders of change is less evident.

RE is placed at the heart of the curriculum by leaders. Leaders have supported the RE lead to grow and flourish in her new role. Supported by a well-established RE lead in a local school, the RE lead has reviewed and audited provision. This time and support has given the RE lead a good understanding of the curriculum and provision. RE is well balanced, sequential and builds upon prior learning of knowledge. Teachers have good subject knowledge and deliver high quality lessons. This is reflected in the work in pupils' books. Pupils speak enthusiastically about RE and have a good understanding of Christianity. They talk confidently about why it is important to know and understand about those who have different beliefs. They value the safe space that RE offers them to ask questions, reflect on their own beliefs and share worldviews.

Information

Address	126 Market Street, Hoylake, Wirral, CH47 3BH		
Date	4 th December 2024	URN	105063
Type of school	VC	No. of pupils	297
Diocese/District	Chester		
Headteacher	Christine Wright		
Chair of Governors	Chris French		
Inspector	Kathryn Magiera		