

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Hutton Church of England Grammar School and Sixth Form

Vision

Our vision at Hutton Church of England Grammar School and Sixth Form is to nurture a loving Christian community underpinned by our core value of Koinonia: to live well together through our relationships.

As a Christian school we are committed to an inclusive, calm and safe environment which celebrates all pupils, students, and staff as individuals of worth, created in the image of God. We support everyone in our community to flourish. Our foundation scripture exemplifies our vision:

“In your relationships with one another, have the same mindset as Christ Jesus” Philippians 2 verse 5

Hutton Church of England Grammar School and Sixth Form is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- Hutton’s carefully crafted vision is deeply rooted, meaningful and highly appropriate for its community. Along with its underpinning core value, it infuses life and work throughout the school and enables pupils and adults to flourish.
- Highly positive, respectful and productive relationships are a hallmark of Hutton. This creates an encouraging and affirmative environment for life and learning together.
- The vision inspires a strong culture for varied and exciting extracurricular opportunities that pupils relish and enjoy. Through them, pupils are motivated to develop new skills, interests and experiences.
- Leaders place significant emphasis on the mental health and wellbeing of pupils. This results in a carefully planned programme of teaching, targeted intervention and support where needed. Consequently, pupils have an awareness of these important issues and know how and where to find appropriate guidance and assistance.
- Worship is an important and valued part of each day. It is carefully planned and reflects the breadth of the church calendar and traditions. Through it, pupils have opportunities to develop spiritually.

Development Points

- Strengthen the quality of teaching and assessment for GCSE religious studies (RS). This is to improve pupils’ achievement in the subject.
- Develop ways in which pupils can express their understanding and awareness of spirituality. This is to enable them to explore their own and others’ spiritual insights.
- Extend pupils’ understanding of matters justice, injustice and inequality, and how they might respond appropriately to them. This is to encourage them to become independent agents for change.



Inspection Findings

Vision and Leadership

Hutton is an all-boys school to Year 11 with a mixed Sixth Form. Its vision has been crafted with care and integrity, and effectively implemented after wide consultation and consideration. Highly relevant and fitting for the school and its context, it is underpinned by a core value 'koinonia'. This Greek word means 'to live well together through our relationships'. It creates and establishes a positive, supportive environment that enables pupils and adults to flourish. Consequently, Christians, and believers from a range of world faiths and those of none, warmly welcome and include one another. Pupils know and encourage one another well. This is because of routines that promote interactions between age groups. Peer support in activities including sport, reading and mental health, are effective in strengthening relationships and developing skills and understanding. Leaders clearly recognise what it means to lead a Church school. Passionate to ensure that the vision is having its intended effect, they are thorough in monitoring and evaluating its impact. Where this reveals areas that need to be strengthened or developed, they take appropriate action. The vision effectively guides and drives governors in their decision making.

Vision and Curriculum

The vision inspires a curriculum at Hutton that is ambitious, rich and exciting. This motivates and engages pupils because they see it as a relevant, purposeful journey of discovery. Leaders have initiated work to further develop spirituality across departments. Whilst this is still evolving, staff are effectively engaged with a drive to build its profile. Increasingly, this makes it more relevant and integral throughout the curriculum. Pupils have an awareness of spiritual matters and welcome opportunities for personal reflection in response to their learning. However, they have not been equipped with ways to express and explore their own and others' spiritual insights and perspectives. Pupils who are vulnerable and/or disadvantaged are well supported. This is because the pastoral and special educational needs team are effective in ensuring that they are understood and that their needs are met. The programme of extracurricular activities is extensive, varied and impressive, with opportunities for a huge range of sports and interests. Uptake is significant with openings for the full range of interest and ability. An impressive Sixth Form debating society stretches and challenges students, testing their knowledge and resilience. Pupils and students relish extracurricular opportunities, appreciating the encouragement to try new things, develop skills and build character and community.

Worship and Spirituality

The daily routine of worship is prominent and impactful throughout the school. The programme is carefully planned bringing opportunities to explore the vision, its underpinning key value and church festivals and seasons. The impact of the invitation to worship is significant to those of faith and none, meaning that each person can feel included. Pupils of all ages appreciate these times for engagement, challenge, inspiration and reflection. Through them, members of the community are spirituality enriched. Links with local churches, clergy and youth workers are beneficial and help to bring new perspectives and openings in worship. For example, opportunities for communion are well received and a vibrant choir brings joy, uplifting singers and listeners alike.

Vision and School Culture

Inspired by the vision to live in the mindset of Jesus, leaders create a school culture of inclusion and equality. Because of this, pupils and adults are individually known, nurtured, and inspired. The school community is clearly impacted by its koinonia value, to live well together through relationships. This is seen through purposeful and focussed work in classes and calm, respectful behaviour around school. Furthermore, pupils, students and adults welcome and respect one another's faith, heritage, abilities, similarities and differences. The vision prompts leaders to place significant emphasis on the emotional health and wellbeing of the school community. Consequently, there are strong policies and systems that help to raise awareness and signpost



trustworthy support. Many older pupils and Sixth Form students are trained as mental health ambassadors. Assistance and intervention are easily accessible when required, helping to ensure that anyone in difficulty will receive appropriate care. Staff appreciate and benefit from the mutual care and support that they generously offer one another.

Vision, Justice and Responsibility

In living out the vision, pupils and students are encouraged to look towards the needs of their community and others. They have opportunities to consider God's world and environmental issues. This gives rise to, for example, thinking about why charities require support, and practical work at a nature reserve. There is a culture of generosity, resulting in the support of various local and national causes. However, pupils have not sufficiently developed their individual understanding of, and response to, matters of injustice and inequality. Consequently, there are limited examples of them independently becoming agents of change. The vision's focus on relationships inspires a sense of responsibility to one another alongside meaningful, productive partnerships beyond school. Local clergy and youth workers contribute to worship and extracurricular activities, as well as staff and pupil support and guidance. Diocesan networks provide valuable courses and training around governance, worship and religious education (RE). A Church school leaders' programme is powerful in its challenge and enrichment for those nominated. These partnerships ensure that staff and governors are effectively equipped and encouraged in their role development.

Religious Education

RE is led with enthusiasm and dedication. It has a high status in the school and is well resourced. Taught by specialist teachers, it meets the requirements for the subject in a Church school. However, lesson time allocation for key stage 3 is at the lower end of expectations. This limits opportunities for pupils to explore themes in greater depth. The RE curriculum is well planned and sequenced. It is successful in its design and interests, engaging and motivating pupils. This enables them to gain knowledge, understanding and insights into Christianity and a range of religious and non-religious worldviews. Plans prioritise the importance of subject vocabulary, the impact of faith on believers and diversity of religious practice. Because of this, pupils have opportunities to gain an appreciation about how faith impacts followers, their lives and communities. Teachers ensure that lessons are a safe place for responsible debate and reflection. This develops critical thinking and an understanding that there are a range of ways to believe and respond to big questions. Core provision for Sixth Form pupils is very strong, with challenging, contemporary issues being explored and debated. Teachers keep up to date with relevant training, some of which is provided by the diocese, regional links and networks. This means that their lessons can reflect current and practice in RE.

Pupils enjoy RE lessons and appreciate opportunities to think deeply and explore different philosophies and responses to life and living. As a result, they develop an understanding of faiths, non-religious worldviews and ideas around moral and ethical issues. The quality of teaching and assessment in the subject is variable. However, there is evidence of some good practice, in particular for the RS Sixth Form course. Here students are well supported and make strong progress in their studies. However, this is not the case for achievement in GCSE RS which means that there has been a dip in these results recently. Leaders' action plans are in operation and demonstrate the urgency of the work to support the department in resolving this.

Information

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| Address | Liverpool Road, Hutton, Lancashire, PR4 5SN | | |
| Date | 26-27 January 2026 | URN | 119794 |
| Type of school | Voluntary aided | No. of pupils | 824 |
| Diocese | Blackburn | | |
| Headteacher | Nicola Moran | | |
| Chair of Governors | Sam Crossley | | |
| Inspector | Peter Coates | | |