

National Society Statutory Inspection of Anglican Schools Report

Downholland-Haskayne Church of England Voluntary Aided Primary School

Black-a-Moor Lane,
Haskayne,
Ormskirk,
Lancashire
L39 7HX

Diocese: Liverpool

Local authority: Lancashire

Dates of inspection: 29th November 2006

Date of last inspection: 17th & 29th January 2003

School's unique reference number: 119479

Headteacher: Mrs Maureen Williams

Inspector's name and number: Graham H Nuttall 456

School context

The school is a very small village school serving the local community and increasingly attracting pupils from beyond the catchment area. Almost all the pupils are of White British heritage. When compared with national norms, a slightly higher proportion of pupils are entitled to free school meals and the proportion of pupils with learning difficulties and/or disabilities is also slightly above average. The Headteacher, who was previously Acting Headteacher and head of the Foundation Stage, took up the substantive appointment in early November 2006.

Downholland-Haskayne Primary School is a good Church of England School with some outstanding features.

Pupils are secure and happy within a vibrant, caring and welcoming environment and Christian values underpin all aspects of school life. The school successfully fulfils its mission statement, which is "Aiming for Excellence within a Christian family environment." Collective Worship is outstanding and impacts positively on pupils' spiritual, moral, social and cultural development. The school community promotes a strong sense of responsibility coupled with a vitality and enthusiasm for learning and moving forwards.

Established strengths

- The outstanding acts of Collective Worship which impact positively on pupils' spiritual, moral, social and cultural development.
- The outstanding behaviour of all pupils and the way they support and care for one another in both work and play.
- The clear vision and strong commitment of the Headteacher, Governors and staff in promoting a school ethos based upon sound Christian values
- The strong and mutually beneficial links between the school, church and local community.

Focus for development

- Establish strategies to monitor and evaluate the quality and impact of both Religious Education and Collective Worship.
- Develop opportunities for in-service training, with the support of the Diocese, for all staff teaching Religious Education.

Downholland-Haskayne C E School is outstanding in meeting the needs of all learners through its distinctive Christian character.

The school's Christian and family atmosphere is central to its ethos. Pupils' personal, social, moral and spiritual development is outstanding as a result of well-planned provision. Children are both polite and confident whilst their behaviour is excellent. Relationships within the school are of a very high order and are characterised by Christian concern and care for all stakeholders both within classrooms and at play. Pupils feel safe and the core values of love, care, respect, tolerance and inclusiveness all stem from a positive learning environment and a strong commitment to inclusion. A parent described the school as "a happy school, where everyone cares," whilst a foundation governor stated that "the school, together with the church, are the very heart of the Christian community in the locality." Pupils are confident to contribute to the school's creative environment and they know their contributions are valued and acted upon, for example, the construction of the recently created "Faith Garden". As a result pupils talk with pride about their school, they develop stewardship and have a sense of ownership of the school. The Incumbent plays a prominent role in supporting the school and sees this as an important and integral part of his ministry. He knows each child personally and as a result church-school relationships are excellent and in recent years all Y6 pupils have attended instruction and been confirmed. Pupils understand the importance of serving others through fundraising for a wide range of charities. Some Christian charities are supported, for example "Operation Shoebox". A pupil felt that "we have a responsibility to look after people, pupils in our own school and those in other countries, because sometimes they have so little". All pupils at Haskayne School feel valued and special and as a result they flourish.

Collective worship has an outstanding effect on the school community.

The Headteacher, Incumbent and foundation governors talk with tremendous enthusiasm and sincerity about the importance of worship in the life of the school, which is clearly embedded in Christian principles. Pupils participate fully in all aspects of worship and particularly so with their enthusiastic and joyful hymn singing. The vicar leads a regular service of Eucharist and gives clear and concise explanations about the liturgy. As a result all pupils are able to make the appropriate responses and take a full part in the service; this they do with reverence, making good use of opportunities for reflection and prayer. Children read Bible stories with confidence and they write and read their own prayers as part of the worship. Pupils thought that worship was important: "it's a time when we can speak to God." Worship is well planned with themes linked closely to the Christian year. Services celebrating major festivals and the school Eucharist services are exceptionally well supported by parents and governors which enhances pupils' perceptions of the relevance of Christianity to family life. Circle time, opportunities for quiet reflection and class prayers effectively support Collective Worship and impact further on pupils' attitudes and spiritual growth. Achievements are celebrated within school assemblies and positive role models from all adults ensure a high standard of discipline and behaviour from pupils. At present evaluation is informal, therefore the school needs to develop strategies for effective monitoring and evaluation of Collective Worship.

The effectiveness of religious education is good

RE lessons make effective use of a range of teaching styles with good emphasis placed on the use of drama and thoughtful discussion. These two aspects make the subject “come alive”. Pupils have a good knowledge of Christianity and some knowledge of two other world faiths because of highly effective teaching. Children are adept at articulating their own thoughts and ideas and are keen to listen to the opinions of others; they look forward to lessons and achieve good standards. For example, pupils in KS1 were involved in acting out the story of how Jesus was baptised and a group of children carried out their own baptism service using their own font and a doll. Older pupils were effectively challenged to compare variations and similarities in two gospel accounts relating to the birth of Jesus. Some good quality written work is produced, particularly that of more able pupils. In a RE project about “rights and wrongs” pupils were very clear in expressing their opinions and judgements and this theme linked exceptionally well with work in Personal, Social and Health Education (PSHE). Assessment arrangements are currently informal and the subject leader is aware that formal strategies to monitor and evaluate the quality of RE requires development. The school has undertaken some in-service training in respect of Religious Education, but there are opportunities for this aspect to be developed further

Leadership and management of the school as a church school are good

Through good leadership and management the school provides pupils with opportunities to grow and develop within a very effective, caring and Christian ethos. The Headteacher and governors contribute significantly to the success of the school as a church school. They have developed a shared vision over several years through good consultations and successful co-operation. Although the Head has only held the substantive post for less than one term she is supported by a committed staff and is therefore in a position to enrich the school even further. There are high expectations for the children and staff work hard in order to provide quality learning experiences. The school is well resourced and although a lack of space often causes logistical problems, pupils are offered a vibrant environment within which to work and play. Parents recognise that the school has a distinctive Christian quality and they are very happy to support this ethos recognising the positive effects it has on their children, their personal development and their sense of identity. The school has successfully addressed all issues raised in the previous denominational inspection report.

SIAS report November 2006 Downholland-Haskayne C E (Aided) Primary School
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