



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Downholland-Haskayne Church of England Primary School

Address Black–A–Moor Lane, Haskayne, Ormskirk, Lancashire, L39 7HX

How effective is the school’s distinctive Christian vision established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Good**

School’s vision

Let your light shine with joy.
Matthew 5:16 ‘Let your light so shine before men that they may see your good works and glorify your Father in heaven.’

Key findings

- Passionate leadership demonstrated by the headteacher and religious education (RE) lead ensures that decisions are driven by the distinctively Christian vision. Governors are highly supportive of the school and its Christian character. However, governors do not always monitor the impact of the Christian vision effectively.
- Inclusion of pupils with special educational needs and/or disabilities (SEND) is a pocket of excellence. The curriculum, and the way it is taught, are tailored to meet the needs of vulnerable individuals. This enables pupils to overcome barriers to learning. All pupils are encouraged and supported to let their light shine in their own unique way. Staff are proud of the transformative impact of provision.
- The Christian vision drives commitment to wellbeing for all. Strong support for emotional and mental health results in the flourishing of pupils and adults.
- Collective worship is highly valued by the school community and opportunities for prayer are treasured by many pupils and adults. It makes a strong contribution to spiritual development for all. Pupils enjoy some opportunities to cultivate leadership skills in worship. However, this is an area for further development.
- The expertise of the RE lead results in a curriculum which effectively supports pupils’ progress in RE. Barriers to achievement are overcome for many pupils. However, the most able pupils are not always sufficiently challenged.

Areas for development

- Ensure all governors understand their roles and responsibilities in a Church School. This is so that they are equipped to contribute fully to the strategic implementation of the school’s Christian vision.
- Ensure that feedback and assessment in RE effectively underpin planning. This is in order to secure appropriate challenge for all pupils, including the most able.
- Further develop pupils’ leadership skills, including in collective worship and through enabling them to act as agents of change.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's distinctively Christian vision radiates from the headteacher who leads with passionate Christian conviction. Her determination to ensure that every child's need is met results in a warm and welcoming community for all. Ably assisted by the enthusiastic staff team, the headteacher ensures that every child has the opportunity to shine. Senior leaders confidently explain the biblical roots of the vision. Staff wholeheartedly uphold the school's Christian values. Governors are hugely supportive of the school's Christian distinctiveness and, wherever possible, are actively involved in school life. However, following a series of difficult circumstances, governors do not always ensure that effective monitoring informs development planning.

Collective worship is central to school life. Pupils, staff, governors and clergy value the opportunity to gather together in this way. The vision is expressed through reflections on the way Christian values enable everyone to let their light shine. Bible stories and skillful questioning help to deepen pupils' understanding of values. Consequently, some pupils have a good knowledge of Bible stories and link values to them. Prayer is a cherished and celebrated part of worship. Pupils are regularly given the opportunity to pray spontaneously. One pupil said that prayer helps them to feel calm and to be open to God when they need help. Prayer makes a strong contribution to the spiritual development of many pupils. Likewise, many adults find it a source of joy and strength. Pupil leadership centres around worship and the JOY (Jesus, Others, Yourself) team. This pupil team regularly lead Star of the Week worship and proactively seek out pupils who are demonstrating Christian values. Acting as role models and ambassadors of Christian values results in enthusiastic pupils who are keen to develop their skills. Pupils relate the vision to the way in which they help and encourage others on the playground. They have many ideas about how to develop as a team.

Collective worship, RE and the wider curriculum also contribute to pupils' character development and their understanding of diversity. Pupils develop a rich knowledge of both their local and global community. Creative curriculum units help pupils to explore ideas of equality and injustice. This enables pupils to think about big issues and respond through charitable giving. However, opportunities for pupil leadership are limited and opportunities to develop courageous advocacy are not fully established. Diverse story books and the recent opportunity to meet a visitor from the Hindu faith enrich pupils' experiences. Consequently, pupils engage well with learning and are developing as citizens who celebrate diversity.

RE is given a high status within the school. Pupils enjoy the creative way in which RE is taught and value learning about a range of religions including Christianity. They fully participate in reflecting on their own beliefs and demonstrate a respectful understanding of different worldviews. Some pupils confidently recount gospel stories and the way they are inspired by them. They can identify where they have learned new knowledge or gained a new insight into God's big story. Emerging systems to assess prior learning are in their early stages, but these are not yet embedded in practice. As a result, pupils are unable to identify what they need to do next to improve in RE.

A strong culture of positive mental health and wellbeing permeates the school. Staff work in unison to ensure that every pupil is able to let their light shine. As a result, pupils recognise their self-worth and know that they matter. School provided strong support to parents during the pandemic. This included weekly wellbeing calls to pupils. As a result, parents have great respect for and confidence in school leaders. Even when circumstances are difficult, the vision inspires staff to ensure that every child is supported to shine their light. The work of the nurture hub is central to the mental health and wellbeing offer of the school. Sensory breaks, Betty the school dog and the listening service make a significant contribution to pupils' social and emotional health. Accessing this help, as it is needed, results in pupils who are better equipped to succeed and shine within class. Consequently, pupils and parents recognise that school is a safe place where they can access any support they may need.

The vision drives leaders to innovative practice which ensures that all pupils are welcome and can find a place to shine. As a result, the way the school cares for pupils with differing needs is excellent. The introduction of Flexi-Schooling demonstrates this inclusive philosophy. Flexi-Schooling is part-time schooling for pupils who are usually educated at home. Since the introduction of this initiative the number of pupils attending the school has doubled. Parents appreciate this creative and considered approach which enables them to find the right educational balance for their children. As a result of this forward-thinking practice, pupils are thriving.

Another example of this excellent practice is the inclusion of pupils with SEND. This is transformative for pupils and their families. Leaders are determined to ensure that pupils can overcome barriers to learning. The headteacher's resolve, resourcefulness and compassion, leads to learning opportunities which fully support the needs of pupils with SEND. Subsequently, pupils gain access to the tailored provision and nurturing environment they need in order to shine. Ensuring that pupils are referred for external support, as appropriate and in a timely fashion, also contributes to pupils' flourishing. Consequently, multiple pupils who were previously unable to access mainstream education, now have a safe place to thrive. This is evidenced through radically increased attendance figures for these pupils, as well as improved attitudes and engagement. In turn, this directly improves the wellbeing of parents, who in some cases are now able to return to work. The school's vision-driven inclusive practice is having a life changing impact on pupils and their families. Staff recognise the difference they are making. This results in staff who are confident and for whom working out the vision is fulfilling and empowering.

Downholland-Haskayne is a community of happy staff, pupils and parents. In this school everyone feels welcome, everyone knows they count, and everyone can let their light shine with joy.



The effectiveness of RE is Good

The quality of teaching and learning in RE is good. A progressive and engaging RE curriculum is tailored to the needs of mixed aged classes. Care is taken to create accessible tasks which ensure that pupils, including those with SEND, overcome barriers to achievement. Consequently, most pupils make good progress in RE. However, written tasks do not always provide challenge for more able pupils.

Contextual information about the school

Date of inspection	1 st March 2022	URN	119479
Date of previous inspection	30 th April 2015		
School status	Voluntary Aided Primary	NOR	52, including 13 in nursery
Name of MAT/Federation	NA		
Diocese	Liverpool		
Headteacher	Nicola Hains		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is above national averages.		
Additional significant information (if needed)	The headteacher was appointed in 2020. There are ten pupils who access home-schooling on a part-time basis.		
Inspector's name	Alison Rice	No.	C1913