



National Society Statutory Inspection of Anglican and Methodist Schools Report

Downholland Haskayne Church of England Primary School

Black-a-Moor Lane
Haskayne
Ormskirk
L39 7HX

Previous SIAMS grade: Outstanding. Current Inspection: Outstanding.

Diocese: Liverpool

Local authority: Lancashire

Date of inspection: 30 April 2015

Date of last inspection: 11 February 2010

School's unique reference number: 119479

Headteacher: Carol Abel

Inspector's name and number: Paul Adnitt 590

School context

This voluntary aided school is much smaller than most primary schools. Almost all pupils are White British. The proportion of disadvantaged pupils and those with special educational needs and disabilities is above average. Since September 2014, the school has been part of a collaboration with a neighbouring small school. The headteacher spends two and a half days at each school.

The distinctiveness and effectiveness of Downholland Haskayne CE Primary School as a Church of England school are outstanding

- The outstanding Christian leadership of the headteacher ensures that the school's Christian character has a strong impact on pupils' academic achievement and spiritual growth.
- High quality, vibrant daily worship makes a major contribution to pupils' spiritual development.
- Relationships, based on the Christian values of love and care for all, are outstanding. Strong links between school, home and parish provide a positive Christian impact in the wider community.
- All stakeholders play a valuable part in evaluating the life of the school. As a result, planning is effective in promoting the school's Christian distinctiveness.

Area to improve

- Provide more opportunities for multi-faith and cross-cultural learning to enable pupils to gain a thorough understanding of other religions and beliefs.

The school, through its distinctive Christian character, is outstanding at meeting

the needs of all learners

The school's Christian character nourishes, encourages and challenges the spiritual and cultural development of the whole community. Christian values are made explicit and are deeply rooted in the faith distinctiveness of the school. The staff and pupils demonstrate these core gospel values by example in the daily life of the school. The quality of relationships between all members of the school community is excellent. This exemplification of core values, together with the emphasis on caring for others, makes an exceptional contribution to the pupils' social and moral development. The behaviour of all pupils is exemplary. They feel safe, special, valued and loved by staff. As a consequence their attitudes to learning are very positive. The pupils are proud of their school and speak confidently about why it is special to them. They know the importance of the school's Christian values and explain their impact in their lives and the life of the school. One year 5 pupil commented, 'Mrs Abel is part of my family. The teachers are loving and show us how we should live together.' The distinctive Christian character of the school has a positive impact on the academic standards and progress achieved by the end of Key Stage 2 and on the pupils' excellent personal and social development. Key Stage 2 pupils achieve above expectations and disadvantaged pupils make at least good progress. Older pupils are excellent role models for their younger peers so that from an early age pupils learn how to value each other and their surroundings. Parents are very positive about the impact of the school's Christian ethos. One parent remarked, 'The school tells us what God gives each one of us. Life is empty otherwise.' Interactive worship and religious education (RE) displays, in classrooms and central areas, engage pupils and promote prayer, reflection and spirituality. They are a constant reminder that the school is a place where the Christian faith is nurtured. The school's links with a school in Taiwan ensure pupils have a growing understanding and awareness of Christianity as a multi-cultural world faith. Their knowledge and experience of other faith communities is limited. High quality RE teaching contributes well to pupils' spiritual development and the Christian character of the school. They say it is important to them and the life of the school because, 'It helps us follow in Jesus' footsteps.'

The impact of collective worship on the school community is outstanding

Outstanding worship is central to the life of the school. It is lively and vibrant and an integral part of the school day. Pupils enjoy and value worship and speak enthusiastically about its importance to them and the wider school family. Worship develops their spirituality and helps them to reflect on issues they face. It enhances the pupils' knowledge and understanding of the Christian faith, including their awareness of God as Father, Son and Holy Spirit. Consequently pupils are confident when discussing their faith and demonstrate significant levels of spiritual maturity. Opportunities for reflection and prayer help to develop pupils' spiritual awareness. Worship is a valuable experience for everyone in the school family and has a positive impact on their spiritual development. Christian values are strongly promoted in worship and are clearly understood by pupils. A member of the pupils' ethos group commented, 'When we go into worship we relax in the presence of God. It's a time to talk to God, a time to reflect and pray.' Pupils show respect and enjoy leading worship. This enables pupils to recognise their responsibilities towards others and to reflect on community and personal values. A wide range of leaders offer pupils a rich and varied experience of worship. The rector, a regular visitor, is well liked and respected by all. Pupils value his contribution. One year 4 pupil remarked, 'He is very important. He helps us understand about Jesus and the Bible.' The major festivals are celebrated in church and governors and parents are very supportive in their attendance and enthusiasm. The Rector conducts worship regularly both in church and school. Monitoring, planning and evaluation are highly effective and include pupils, staff and governors. This has contributed significantly to the continuing development of outstanding, child-centred worship.

The effectiveness of the religious education is outstanding

Religious education (RE) lies at the very heart of the school curriculum. The quality of

teaching is outstanding and has a significant impact on pupils' spiritual, moral and cultural development. The governors have adopted the Liverpool diocesan syllabus for RE which reflects the national framework. Planning of RE is excellent. The RE Co-ordinator regularly and effectively monitors lessons, scrutinises teachers' plans and pupils work, and holds discussions with learners. This ensures the continued high achievement of pupils in the subject and identifies areas for continuing professional development. Pupils enjoy RE because it helps them understand what it means to be a Christian. One year 6 pupil remarked, 'Christians know that Jesus died for us and rose again, to show us to believe what is right and to lead us on the right path. He died for us to take away our sins.' Attainment in RE is outstanding. Progress made by pupils from foundation to year 6 is at least good and often outstanding. Disadvantaged pupils and those with disabilities and special educational needs make progress in line with other school groups. New whole school assessment ensures consistency in assessing this progress. Pupils demonstrate clearly the impact of RE on their lives and the life of the school. Outstanding teaching, which has pace and challenge, enables pupils to demonstrate a high level of spiritual maturity and knowledge of many of the key aspects of Christianity and the Bible. One year 5 pupil said, 'Christians learn about God and Jesus from the Bible. 'It tells us how to live our lives – to put others before yourself.' Their opportunities to engage with other faiths is, however, limited by a lack of resources and visiting opportunities. Older pupils apply their learning to possible scenarios in their own lives. They are actively encouraged and supported in this reflection and are keen to discuss their feelings and experiences in lessons. This, together with the high standard of teaching, has a positive impact on pupils' spiritual, moral and social development.

The effectiveness of the leadership and management of the school as a church school is outstanding

Leadership and management are excellent and strongly promote the school's Christian character and ethos. The headteacher is a dedicated Christian leader who takes all possible opportunities to enrich Haskayne as a vibrant church school. Through effective self-evaluation she and the governors are able to monitor accurately the impact of the school's Christian values on pupils' achievements and spiritual development. All members of the school family make a clear and highly valued contribution to this self-evaluation. It is used effectively to clarify the present position of the school as a distinctive and caring church school and drive the continuing development of the its unique Christian character. The areas for development from the previous report have been addressed thoroughly ensuring that assessment in RE and evaluation of worship have improved substantially. The leadership of the school ensures that the school's Christian values and ethos are at the forefront of all new initiatives. It also ensures that appropriate support, encouragement and challenge are given to the RE and worship co-ordinator. The continuing professional development of all staff and governors is a high priority and is contributing to the high standards of RE teaching and governance. The governors are fully aware of their roles and responsibilities and make a valuable contribution to leadership and the school's Christian vision. The ethos group plays an important part in the spiritual life of the school by communicating pupils' views and helping to plan worship themes. This is a further example of pupils being involved in their own spiritual development. Parents feel that the school listens to their views and that problems are dealt with quickly and sensitively. They know their opinions are valued. The school has a strong tradition of working with and for the community and enjoys outstanding links with the church and the locality which ensure that it remains at the heart of the community. This contributes fully to school life and helps pupils understand the involvement of the church in the local and wider context. This outstanding church school is fully inclusive and all are welcomed. As a result, pastoral care, family values and community spirit are highly effective and celebrated. A parent summed the school up in these words, 'The school is an outstanding community. The children live out their biblical knowledge.'

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