



Downholland-Haskayne Voluntary Aided Church of England Primary School

Inspection Report

Unique Reference Number 119479
Local Authority Lancashire
Inspection number 291432
Inspection date 19 September 2006
Reporting inspector Judith Straw

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Black-a-Moor Lane
School category	Voluntary aided		Haskayne, Ormskirk
Age range of pupils	4-11		Lancashire, L39 7HX
Gender of pupils	Mixed	Telephone number	0151 5260614
Number on roll (school)	30	Fax number	0151 5260614
Appropriate authority	The governing body	Chair	Rev Paul Robinson
		Headteacher	Mrs Maureen Williams
Date of previous school inspection	Not previously inspected		

Age group 4-11	Inspection date 19 September 2006	Inspection number 291432
--------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Downholland-Haskayne is a very small village school serving the local community and, increasingly, attracting pupils from beyond the catchment area. A high proportion of pupils is entitled to free school meals. Almost all the pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above average. The attainment of children starting school in Reception is below that found typically among children of their age. The acting headteacher, who was previously head of the Foundation Stage, took up the post at the start of this term.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Downholland-Haskayne is a good school which serves the local and wider community well. There is a strong family atmosphere in which everyone looks after each other and is cared for. Shared Christian values underpin all the work done in school. The pupils achieve well, reaching average, and sometimes above average, standards. Because the school is small, every child receives a lot of individual attention and the opportunity to achieve their full potential. Parents fully appreciate the school and praise its atmosphere, the dedicated, hardworking staff and the fact that they feel welcome and fully included in the education of their children.

The pupils' behaviour is exemplary. Their attendance is above average and their attitudes to school are positive and enthusiastic. They feel safe and secure in school and are free from harassment of any kind. They take part in many activities within the local community and are good ambassadors for their school. The quality of education and achievement of children in the Foundation Stage are good.

Throughout the school, teaching and learning are good because the staff plan stimulating and interesting lessons which challenge the pupils to do their best. Individual pupils' progress is carefully checked to ensure that no one is falling behind. The curriculum is rich, varied and stimulating with a wealth of extra activities provided.

The pupils learn to live healthy lives by eating a good diet and taking plenty of exercise. The school has achieved Level 3 of the Healthy Schools Award. Pupils thrive in this environment where all recommended precautions are taken to ensure their safety.

The acting headteacher has rapidly established a dynamic new leadership and teaching team and has ensured that the academic year has begun well. The school has a wealth of data on each pupil but at the moment the system is complicated, not easily understood and takes up too much time. The governors are doing a good job in supporting the school and holding it to account. Money is spent wisely so that the school provides good value for money. Improvement since the last inspection has been good, as is the capacity to improve further because the new leadership team has an accurate picture of the school's strengths and areas for development coupled with the energy and enthusiasm to take the school forward.

What the school should do to improve further

- Simplify the process for measuring individual pupils' progress.

Achievement and standards

Grade: 2

The achievement of pupils is good. From a relatively low starting point they reach standards by the end of Year 6 that are in line with the national average and sometimes they exceed them.

Children make good progress in Reception because of the good teaching and varied curriculum. The teachers assess children's individual abilities carefully and the work planned builds effectively on their levels of understanding. Children experience a good balance of exciting opportunities to learn through play and more formal teaching. By the end of the Foundation Stage most are achieving the expected learning goals.

Pupils continue to make good progress in Years 1 and 2 so that they reach the expected standards in the national tests. The results of Key Stage 2 national tests in the past two years reflect the good progress made by the pupils in Years 3 to 6. Girls and boys achieve equally well. Pupils identified as having learning difficulties and/or disabilities make similar progress to their classmates. In information and communication technology (ICT), standards are above average; a result of the wealth and quality of resources available to the pupils.

Personal development and well-being

Grade: 1

The pupils' personal development, including their spiritual, moral, social and cultural development and their well-being are outstanding. Everyone loves school and enjoys being there. Visitors are welcomed with open arms and treated with courtesy and respect. There is a strong family atmosphere and no one is ever lost or lonely. The pupils are confident and articulate and have very positive attitudes to their education. They are very good at working on their own and taking responsibility for themselves and others. They are convinced that there is no bullying and feel sure that their voice is heard in school. They enjoy many sporting activities and are aware of the need to eat healthily. Pupils take part in many local community events, the annual Rose Queen Festival being a highlight, and often perform music, sport or dancing for the local village. Links with the local church are strong and many pupils said they loved the new Faith Garden which is being developed in the grounds. The pupils participate in daily assemblies with great enthusiasm and have a good knowledge of other faiths through their work in religious education. With a good basic education and a strong sense of responsibility, the pupils are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. Teaching assistants are used well so that plenty of individual work can take place. Typically, teaching is energetic and very well planned. Lessons move at a rapid pace. Because all the groups are mixed ages, the teachers are particularly skilled in providing differentiated work so that every pupil is working at the right level. Those who need extra help receive it and those who can work faster do so. The teachers use a good variety of teaching styles including games, practical work and paired work. Occasionally, the lessons can be rather too heavily directed by the teacher, giving fewer opportunities for pupils to discuss their

work. The pupils use computers in almost every lesson and have above average skills. The pupils approach their work with enthusiasm. They respond well to lessons and are good at working on their own or in groups. Assessment is good. Teachers mark work in detail so that the pupils know how well they have succeeded and what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is good because it is rich, varied and stimulating. In addition to the full National Curriculum, pupils are taught French and have the opportunity to take part in numerous visits and extra activities outside the classroom. The school rightly puts great emphasis on the key skills of literacy, numeracy and ICT. Provision for ICT is a strength of the school because there is a computer for every pupil. In addition to physical education, swimming lessons are provided for the older pupils. Pupils experience a wide range of activities which broaden their horizons. The comprehensive programme of personal, social and health education ensures that the pupils are well informed young citizens. Every two years there is a five-day residential trip for older pupils, which helps to build their self-confidence.

Care, guidance and support

Grade: 2

The care, guidance and support provided for pupils are good. The recommended procedures for the protection and safety of children are in place. Every member of staff has received appropriate training and all health and safety recommendations are completed rigorously. The pupils flourish in an atmosphere which builds their confidence and ensures that they feel secure at all times. Care is particularly impressive for pupils with specific learning difficulties and/or disabilities. The school prides itself on early diagnosis of pupils who need special care and tries to ensure that it provides what is necessary. All staff are involved in the review of individual education plans as well as the children and parents themselves. The progress of all pupils is carefully measured and early action taken when pupils seem to be underachieving. As yet, though, this information is complicated and difficult to access.

Leadership and management

Grade: 2

Leadership and management of the school are good. Following the retirement of the previous headteacher in July 2006, the new leadership team has instantly established itself as competent, effective and dynamic, providing continuity to the school's work. In such a small school, everyone has several roles and it is evident that the entire staff work very well as a team. School self-evaluation is accurate. The school knows itself well and the plans for future development place good emphasis on maintaining and raising educational standards. Everyone involved is committed to ensuring that the

pupils receive the best education possible and enjoy as many opportunities as possible to take them forward to the next stage.

There is a good system for the monitoring of all aspects of the school's work and plans to develop this more formally. The school has a lot of data about the progress of each pupil but at present the information is in an unmanageable form and not easily understood. The governors are long serving, experienced and totally committed to the success of the school. Some governors help to run clubs and organise activities in school. They know its strengths and the areas where further development can be made and hold the school to account effectively. The limited accommodation has been used creatively and developments in the school grounds make very good use of the space available. The school spends money wisely and is well resourced.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

19 September 2006

Downholland-Haskayne Voluntary Aided Church of England Primary School

Black-a-Moor Lane

Haskayne

Ormskirk

Lancashire

L39 7HX

Dear Pupils

I very much enjoyed my visit to your school last week and thank you for the warm welcome you gave me. You were all very positive in saying that you enjoy school and the work you do. You appreciate the hard work of your teachers in making lessons interesting and fun so that you learn quickly and are able to do your best. You were also very sure that there is no bullying and that everyone felt safe and secure in school. I enjoyed watching you work with your teachers and was impressed with the way you are all so good in using computers.

You are right to be pleased with your school. Nearly all of you achieve well. Your teachers are good at planning lessons to make sure you do your best. You have lots of interesting activities, as well as lessons, and these all help you to become confident and prepare you for the future. The headteacher and all the other teachers and adults in school look after you well. You know your different targets and how well you are doing, but I have asked the teachers to make the system easier and more straightforward for them to use.

I was very impressed with your singing and actions in the assembly I visited, it was great fun. Your behaviour was excellent and you can be proud of yourselves. I wish you all well in the future.

Very best wishes,

Judith Straw