

Downholland-Haskayne Voluntary Aided Church of England Primary School

Inspection report

Unique Reference Number	119479
Local Authority	Lancashire
Inspection number	339450
Inspection dates	9–10 December 2009
Reporting inspector	David Halford

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair	Rev Paul Robinson
Headteacher	Mrs Maureen Williams
Date of previous school inspection	9 September 2006
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Introduction

This inspection was carried out by one additional inspector. The inspector visited four lessons, and held meetings with governors, staff and groups of pupils. He observed the school's work and looked at pupils' work, improvement planning, a range of policy documents, national published assessment data and the school's own data. The inspector also analysed 14 questionnaires completed by parents and carers, as well as a number of questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the standards pupils attain in numeracy and literacy
- how effectively the school promotes the personal development and welfare of the pupils
- the effectiveness of curriculum provision in classes which accommodate pupils of a wide age range and ability.

Information about the school

Downholland-Haskayne is a very small village school, with two classes. It serves the local community and also attracts pupils from beyond the immediate catchment area. A broadly average number of pupils are entitled to free school meals. Almost all the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. The school has been subject to a recent programme of building extension which has only just been completed and there have been significant staff changes since the last inspection. The school holds the Activemark, Healthy Schools Award and the Race Equality Charter Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which cares for its pupils exceptionally well. At the heart of its success is the detailed knowledge and understanding the staff have of the individual needs of each pupil and the contribution made to the pupils' personal development. The pupils know they are valued as individuals and demonstrate this by excellent behaviour and consistently positive attitudes to each other, to staff and to visitors. Pupils of all ages get on extremely well with each other, promoting a very positive school community and making a very strong contribution to life in the village. There is a great deal of enthusiasm about the recent extension to the buildings and the school receives overwhelming support from parents whose comments are best summed up by one who wrote, 'I am very proud of our little school', and the telling comment, 'I am happy that my child goes to this school; the pupils are treated as individuals and they are listened to when they have something to say.'

From starting points below those typically expected, most pupils make good progress through the Early Years Foundation Stage. Good progress is maintained through Key Stages 1 and 2, including those pupils who have special educational needs and/ or disabilities with almost all pupils attaining the standards expected in English, mathematics and science by the end of Year 6, with some exceeding them. The school has a detailed system of tracking the individual progress of each pupil. There are plans to refine the use of this information to identify pupils' individual needs and provide improved personal support to raise standards in literacy and numeracy. Teaching is consistently good and, because each of the two classes contains a wide range of pupils of different age and ability, tasks are matched carefully to the individual needs of pupils. Lessons are followed up well with practical experience where possible. For instance, the first day of the inspection took place in a Victorian setting and included a visit to a local museum. The curriculum is good, making effective provision for the fact that pupils of differing ages are taught together in both the classes. The Early Years Foundation Stage provides for children in the Reception Year. These children are accommodated well working alongside pupils in Years 1 and 2. There is a well-organised extended entry to the Reception Year and the accommodation has direct access to outside learning, though this is not used as well as it might be. The outside provision does not cater fully for all the areas of learning for this group of pupils.

The leadership of the school is good. The headteacher and all the staff have a clear and accurate overview of the school. They know its strengths and areas for development and this is reflected in its accurate self-evaluation procedures. The school has a strong and shared drive to promote further improvement and demonstrates a good capacity to do so. It provides good value for money.

What does the school need to do to improve further?

- Raise pupils' attainment in literacy and numeracy through improved personalised support and appropriate intervention.
- Improve the provision in the Early Years Foundation Stage by ensuring children have continuous access to outside play and investigative activities for each area of learning.

Outcomes for individuals and groups of pupils

2

Published data need to be treated with some caution in reaching conclusions about pupils' outcomes, since year groups in this school contain very small numbers of children. Nevertheless, over the last three years national data indicate that pupils' overall standards by the end of Year 6 have been average in English, mathematics and science. Evidence collected from classroom observations indicates that standards are average and that pupils are challenged well and enjoy their learning. In a literacy lesson of high quality for older pupils, well-structured writing was emerging. Demonstrating that there was secure understanding of the use of alliteration and personification in poetry, and there was writing of good quality in a wall display on Victorians. Younger pupils were observed, in a well-resourced lesson, exploring Venn diagrams and Carroll diagrams with good levels of understanding. Overall, pupils' achievement is good, though the school intends to make better use of the data collected on pupils' individual progress in literacy and numeracy in order to promote higher levels of attainment. Good quality support offered to pupils with special educational needs and/or learning disabilities enables them to make good progress in relation to their prior attainment and they achieve well.

All aspects of pupils' personal development are promoted well by the outstanding quality of care provided by the school. Behaviour throughout the school and on visits to places of interest is of the highest quality. There are consistently good levels of enjoyment and pupils respond well to all the adults with whom they interact. Pupils clearly feel safe and say that the adults help them to do their best work. Attendance is good. Pupils support each other very well. This was seen especially during the Victorian Day, during school assembly, in lessons and out of school on the visit. Pupils act as peer mentors, which ensures that all pupils are happy in school and helped to adopt a positive attitude to their lessons. There is a Faith Garden which is used as a quiet place on the edge of the playground. Pupils respect this and use it appropriately. They clearly enjoy taking on areas of responsibility and respond well to it. Pupils have an excellent knowledge of right and wrong and the school takes every opportunity to promote their self-esteem. They have an encouragingly broad understanding of other cultures and get on well with each other outstandingly well.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is good and is promoting good learning. Lessons are planned well and work is matched carefully to the needs of individual pupils. In all the lessons seen, pupils show good levels of interest. Teaching assistants are well informed, know the pupils' needs particularly well and are confident and efficient in their work. Recent development in assessment procedures has led to detailed information being recorded on the progress of each pupil. This informs planning well and leads to lessons which meet the needs of different groups of pupils effectively. Pupils are well informed about their progress and how to improve it through the use of informative marking and dialogue with adults. A clear focus to learning, high quality questioning and sustained pace through the lesson are all features of this good quality teaching.

Curriculum provision is good. It has been recently reorganised on a four-year cycle for pupils in Key Stage 2, thus ensuring that pupils in Years 3 to 6, while all accommodated in one classroom are provided with a curriculum which is free from omission or repetition. The Key Stage 1 curriculum provision is on a two-year cycle. It is adjusted effectively to meet the wide range of pupils' needs. Cross-curricular themes are central to this provision. A good range of extra-curricular opportunities, which are well supported and enjoyed by the pupils, enriches the curriculum. Pupils spoke excitedly about the residential experience undertaken in Years 5 and 6.

The care, support and personal guidance pupils receive are outstanding. Support staff,

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

including those employed by external agencies working in partnership with the school, make a particularly strong contribution to pupils' learning. Pupils know that the adults involved in the work of the school care for them and know their needs. They respond particularly well to this provision. This support enables all pupils, including the most vulnerable, to be fully involved in school life and make good progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and all the staff, in whatever role they occupy, are part of a coherent team approach in which all are strongly committed to promoting improvement. The staff questionnaire return indicated that all staff were very proud to be part of the school. The self-evaluation of the school is accurate. Good quality improvement planning is presented clearly. Teaching and learning are monitored effectively and there are good systems of marking and assessing pupils' work. Governors are knowledgeable, support the school well and have a good knowledge of its strengths and weaknesses. Staff and governors take their responsibility for safeguarding the pupils very seriously and are well aware of the processes and procedures which are in place.

The school's provision for the promotion of equal opportunities is good, largely due to the detailed knowledge each member of staff has about the pupils in their care. The school is well placed to ensure that every child fulfils its potential. The school evaluates its work in community cohesion well. The school's procedures for tackling any form of discrimination are effective and it has received a Racial Equality Award.

The school enjoys good links with parents, carers and other outside agencies and there are effective communication links between school and home. That has contributed significantly to the outstanding quality care and personal development of the pupils, which is central to the school's success and upon which it is building its further improvement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the Reception Year with skills that are below those typical for their age, particularly in terms of their personal and social development, their communication skills and their calculating skills. They experience a balanced blend of lively play and calm listening and make good progress in the Early Years Foundation Stage. There is, rightly, a strong emphasis on speaking and listening and clear improvement can be seen as a result of the engaging teaching that children receive.

Children in Reception are accommodated alongside pupils in Year 1 and 2 who occupy the same teaching space. They work in groups in which they feel safe and are cared for particularly well. Sometimes, they join the rest of the class on the carpet and engage well in speaking and listening activities. They are well supported in their learning and they clearly enjoy the activities which are specially prepared for them. While they do have access to outside activities, insufficient use is made of the outside provision, which does not always cover fully the areas of learning expected to be provided for this age group of children.

Good relationships are promoted well in this setting where the children are clearly very secure. Good teaching ensures that children make positive progress in their learning. An effective partnership is established with parents, which contributes well to the assessment of children's learning and development. The class teacher who is actively involved in all the school's decision-making processes undertakes the leadership of the Early Years Foundation Stage. There are appropriate plans in place for further development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately two-fifths of parents and carers returned the questionnaires distributed prior to the inspection, which represents a relatively low number of responses. Virtually all of the responses returned were overwhelmingly positive and expressed views in line with the inspector's view of the school. Several questionnaires included comments and almost all of those praised the school for its work. A small minority had some misgivings about the leadership and management of the school, but the inspection evidence indicates that it is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Downholland-Haskayne Voluntary Aided Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 14 completed questionnaires by the end of the on-site inspection. In total, there are 35 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	71	4	29	0	0	0	0
The school keeps my child safe	11	79	3	21	0	0	0	0
The school informs me about my child's progress	14	100	0	0	0	0	0	0
My child is making enough progress at this school	10	71	4	29	0	0	0	0
The teaching is good at this school	11	79	3	21	0	0	0	0
The school helps me to support my child's learning	13	93	1	7	0	0	0	0
The school helps my child to have a healthy lifestyle	12	86	1	7	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	71	4	29	0	0	0	0
The school meets my child's particular needs	12	86	2	14	0	0	0	0
The school deals effectively with unacceptable behaviour	10	71	2	14	2	14	0	0
The school takes account of my suggestions and concerns	11	79	2	14	1	7	0	0
The school is led and managed effectively	11	79	0	0	3	21	0	0
Overall, I am happy with my child's experience at this school	11	79	3	21	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 December 2009

Dear Pupils

Inspection of Downholland-Haskayne Voluntary Aided Church of England Primary School, Ormskirk, L39 7HX

I really enjoyed my recent inspection of your newly extended school. Thank you very much for your warm welcome and for looking after me so well. You were very helpful in lessons when I asked you to explain what you were doing and also very friendly around the school. My particular thanks should go to everyone who spoke with me and who helped me to understand why it is that you enjoy your school so much.

Downholland-Haskayne Primary School is a good school, with some very interesting work taking place. The staff care for you all outstandingly well, make sure you feel safe and secure and I think that the way your headteacher and her staff manage your school is good. I shall remember your Victorian Day, and the visit we made to the museum where I saw the Downholland Fire Engine!

When we visit schools, inspectors also look for things which will help each school to get even better. I think that the children in the Reception Year should have more opportunities to work and play outside on the grassed area next to their classroom. I also recommended that more use should be made of the good quality information gathered on your progress in literacy and numeracy to help you attain higher standards in the work that you do. I have asked your headteacher to make these important improvements.

Thank you once again for all your help when I made my visit to you. I send you all my very best wishes for the future. I do hope that you continue to enjoy learning as much as you do at the moment.

Yours sincerely

David Halford

Lead inspector

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