

## **Sulby Primary School**

All schools on the Isle of Man are required to continually review and evaluate their performance in a number of key areas. As part of this continuous process we have recently taken part in an external validation to confirm our judgments. Judgments can range from 'action required', 'effective' and 'very effective' to 'inspirational'. Specific descriptors are used to make judgments with 'almost all' equating to over 97% of children and a 'very large majority' indicating over 80%, as examples. The validation team considered the full range of the school's work but chose to focus on: 'Achievement against prior attainment', 'Curriculum' and 'Management'. The outcomes of the validation were as follows:

### **Achievement against prior attainment**

Progress in the Foundation Stage, Key Stage 1 and Key Stage 2 is at least very effective and close to inspirational. Of those pupils who completed the Foundation Stage at the end of the 2016-2017 school year, a large majority (96%) had made five or more steps in 13 strands of the Early Learning Goals. Of those who completed Key Stage 1 a very large majority had progressed by at least three sub-levels during the course of the key stage. Of those completing Key Stage 2, a large majority had progressed by at least six sub-levels. The validation team concurs with the school's judgment that Achievement against Prior Attainment is 'very effective' and judges that achievement is close to being 'inspirational'.

### **Curriculum**

The school's curriculum reflects the context and needs of the Isle of Man and global community and makes a positive contribution to society. It is enhanced by a wide variety of trips, workshops and visits. The school has an effective and consistent approach to curriculum planning. It monitors and reviews its provision and introduces new curriculum projects and innovations to improve the pupils' outcomes. The validation team noted, in particular, the development of three initiatives, the Global Learning Programme, the Lieutenant Governor's Award, and Inspiring Initiatives, that are having a very positive impact. The validation team concurs with the school's judgment that Curriculum is 'very effective' with a growing number of inspirational features.

### **Management**

The school has clear systems, established routines and policies. These are embedded in the culture of the school and inform good practice. There are excellent communication systems that keep all staff well-informed. The school analyses the performance of every pupil and uses this information to introduce effective strategies or plan individual support where it is needed. The validation team noted that the school has made admirable steps to develop a procedure to assess children's personal development through the '6Rs' learning dispositions. The school has recognised that the next – challenging – step is to evaluate the extent to which planned expenditure impacts on pupils' learning. The validation team concurs with the school's judgment that Management is 'very effective'. The initiatives taken to maximise resources mean that aspects of budget planning are already 'inspirational'.

### **Summary**

The validation team confirmed that the SSRE is at its best when it provides judgments that are clearly related to the grade descriptors. The targets in the school improvement plan are becoming more focused on improving pupils' learning although the analysis of need which informed these targets is not yet incorporated into the SSRE. The school knows itself well and is therefore in a good position to continue planning for further improvement.

School leaders enthuse and inspire colleagues and the headteacher and deputy have a clear vision for the school. The school council action group project supports all children to develop life skills and awareness, and to become creative, collaborative problem solvers. The validation team regarded this project as a particular strength.

Almost all pupils talk enthusiastically about all aspects of the school's provision and are positive role models. Pupils' attitudes and behaviour are excellent. All pupils have the opportunity to work collaboratively and cooperatively on a variety of activities. The quality of relationships across the school is high.

Sulby Primary School is held in very high regard by its stakeholders. High standards and expectations are evident in all areas of the school. The school is a warm and friendly place where staff genuinely care for all aspects of every child's development.

Mr Martin Jackson  
Headteacher  
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