

Anagh Coar Primary School

Anagh Coar Primary School recently took part in an external validation of its school self-review and evaluation process which involved confirming the judgments the school made about itself across certain areas.

Three aspects were looked at in detail:

- Achievement against prior learning
- Teaching for Learning
- Partnerships with parents and carers

Achievement against prior learning

According to available figures, the progress made by pupils who completed the Foundation Stage in 2017 should be judged as 'not yet effective'. This judgment is based on an unreliable baseline assessment made on their admission to school, and actual progress is likely to have been better than this.

According to available figures, the progress made over the key stage by pupils who completed Key Stage 1 in 2017 should be judged as 'inspirational'. This judgment is based on an unreliable assessment made at the start of Year 1, and actual progress is likely to have been less than this.

Progress made by pupils who completed Key Stage 2 in 2017 can be reliably judged as 'effective' over the course of the key stage.

The school is confident that its assessment of children entering and completing the Foundation Stage is now reliable. The progress made by pupils completing the Foundation Stage, Key Stage 1 and Key Stage 2 at the end of this school year is likely to have been at least 'effective'.

Within lessons and units of work a large majority of pupils develop a love of learning and make progress towards their individual targets.

The validation team concurs with the school's judgment that Achievement against Prior Attainment is 'effective'.

Teaching for Learning

All teachers create a 'growth mindset' culture towards learning. This is beginning to have an impact on pupils as learners.

There is a very strong culture of 'assessment for learning'. Learning is differentiated according to ability and prior attainment. Pupils reflect upon their own learning and are given some opportunities to direct that learning.

A large majority of pupils have a clear understanding of where they are in their learning in the core subjects. They know what they need to do to improve.

The validation team concurs with the school's judgment that Teaching for Learning is 'effective'.

Partnerships with parents and carers

Parents, pupils, governors, staff and the wider community hold the school in high regard and feel that it makes a positive contribution to the improvement of the community and the lives of families.

The school gathers and acts on feedback from parents and builds it into its improvement cycle.

The school builds positive partnerships with a large majority of parents and carers to support pupil learning and well-being.

The validation team concurs with the school's judgment that partnerships with parents and carers is 'very effective'.

Other areas considered

As well as the three specific aspects of the SSRE on which it focused, the validation team also considered other judgments set out in the SSRE. It concurred with many of these judgments, including:

- School leaders clearly articulate the school's vision.
- Staff focus groups on higher order thinking skills and well-being are contributing to these aspects of school improvement.
- Annual assessment data is shared with staff.
- Leaders are committed to running an inclusive school.
- The school has developed positive arrangements with a number of outside agencies.
- Communication with stakeholders is good.
- The use of 'thinking maps' across the school is helping to develop a climate of enquiry.
- The curriculum takes into account the Manx context.
- A well-planned transition programme ensures that pupils experience a smooth and positive transition into secondary school.
- Safeguarding is integrated into the curriculum.
- Provision for pupils with complex social and emotional needs is effective and has enabled the successful integration of such pupils into mainstream education.
- The school promotes the importance of thinking about mental as well a physical health.

Conclusion

The school knows itself well. It is therefore in a good position to continue its improvement.

The SSRE is well set-out, in line with the relevant grade descriptors. Throughout the SSRE there are good references to what needs to be done to improve provision and outcomes. These form the basis of the school improvement plan, which would benefit from being more specific about the intended impact of the various activities.

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Headteacher
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