

## **Braddan Primary School**

Braddan School recently received an external validation, which involved confirming the judgments the school has made about itself across certain areas. For the purpose of this validation, three aspects were looked at in detail:

- Attainment
- Achievement against prior attainment
- Assessment,

### **Attainment**

Attainment in the Foundation Stage over the past five years has been better than Island averages. Attainment at the end of Key Stages 1 and 2 is at least satisfactory and sometimes good when compared with the expectations for pupils at these ages. Attainment in writing and mathematics at the end of Key Stage 1 has improved. The school is developing comprehensive and professional descriptions of pupils' attainment in relation to the Department of Education and Children's 'Essentials for Learning' curriculum for learning and achievement. The school has a wealth of data to support its evaluation of pupil attainment. The team agreed with the school's judgment that attainment overall is 'satisfactory'.

### **Achievement against prior attainment**

The team agreed with the school's judgment that children's achievement against prior attainment is 'satisfactory'. The school's data shows that pupils at the end of Foundation Stage make good progress overall, those at the end of Key Stage 1 also make good progress and those at the end of Key Stage 2 make generally satisfactory progress, with evidence of good progress in writing. Again, the school has a wealth of data to support its evaluation of achievement against prior attainment.

### **Assessment**

The team agreed with the school's judgment that assessment overall is 'satisfactory'. The school has good procedures in place for tracking pupils' progress. The assessment information that it gathers is used to inform planning at school level and to set numerical targets related to National Curriculum levels and sub levels. There is some good practice relating to identifying the next steps for pupils to improve their learning.

### **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 noted that:

- The vast majority of pupils demonstrate positive attitudes, values and personal qualities.
- The vast majority of pupils show 'risk awareness' in day-to-day activities – including an understanding of e-safety.
- The majority of pupils demonstrate consistently good behaviour.
- There is some very good practice in teaching.
- There are some very good examples of teachers introducing the Manx elements of the curriculum where appropriate.
- There are a wide variety of learning resources in the school. These are of good quality and well matched to the requirements of the curriculum.
- Displays in most classrooms are informative.
- The school has good communication systems in place to share information with parents.
- The quality of the school's senior leadership is satisfactory.

### **Conclusion**

The school's self review and evaluation acknowledges the school has many strengths and the team

concluded that the school knows itself well. By developing a more robust and rigorous SSRE document, the school would be able to express this knowledge more clearly. The vast majority of pupils like being at school, however, feel their lessons are interesting and fun and regard other children as friendly.

Mrs Louise Oates  
Headteacher  
July 2014