

Anagh Coar Primary School

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

- Achievement against prior attainment
- Care
- Learning resources.

Achievement against prior attainment

Within the large majority of lessons and units of work pupils acquire and apply skills, knowledge and understanding and can demonstrate progress in their learning. Most pupils have made very good progress in all areas by the end of the Foundation Stage. By the end of Key Stage 1 most pupils have made progress in reading, writing and mathematics that is above the Island averages. Initial analysis of the results of the current cohort of pupils reaching the end of Key Stage 2 indicates the likelihood of most of them making better than average progress, compared with previous cohorts. The validation team concurs with the school's judgment that achievement against prior attainment is 'satisfactory'. If the end of Key Stage 2 results are as predicted, the school will be able to judge this aspect as 'good' in the future.

Care

The school cares well for its pupils. It implements key policies in order to ensure the physical and emotional health of all pupils. The school works in collaboration with a range of external agencies in order to reduce risks and ensure the best outcomes for the children and families who require access to their services. The good care that the school takes of pupils leads to good attitudes, values and personal qualities. There are some significant strengths in the school's care, including the implementation of the PATHS (Promoting Alternative Thinking Strategies) programme, TAS (Team Around the School) and Rights Respecting Schools. The validation team concurs with the school's judgment that care is 'good'.

Learning resources

The school is well resourced. The school has purchased good quality resources to reflect the priorities of the school improvement plan and therefore to match the needs of the pupils. The careful and organised storage of resources for learning enables staff to easily access what children need for their lessons. Staff expertise is deployed effectively to meet the needs of all pupils. The validation team particularly noted the good deployment of Education Support Officers. The validation team concurs with the school's judgment that resources are 'good'.

Other areas considered

As well as the specific aspects of the SSRE on which it focused, the validation team also considered other judgments set out in the SSRE. It concurred with a range of statements, including those that:

- The vast majority of pupils engage well in the learning activities.
- There are frequent visits and visitors to the school to enhance learning.
- There is some good – and very good – assessment practice.
- Provision for pupils with more complex social and emotional needs is effective and has enabled the successful inclusion of these pupils within mainstream

education.

- The guidance and support that the school provides for pupils is good. In particular, the introduction of the PATHS programme has enabled all pupils – including those who are vulnerable – to make the right choices in order to develop and achieve.
- The school's senior leadership is good. The headteacher and senior leadership team promote a clear, shared vision which promotes pupils' interests.
- Relationships in the school are strong.
- Communication with parents is good. Parents are highly supportive of the school.

Conclusion

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

Mr Rob Coole
Headteacher
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