

Marown Primary School

Marown Primary 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:

- Teaching and learning
- Achievement against prior attainment
- Assessment.

Teaching and learning

The validation team agreed with the school's judgment that this area is good. Teachers' plans identify learning outcomes and suitable teaching strategies. The learning objectives for particular lessons are explained to pupils. Teachers extend and enhance pupils' learning experience through a range of additional activities, including educational visits. Teachers use an appropriate variety of styles to meet the needs of learners. They provide pupils with opportunities to learn both independently and collaboratively.

Achievement against prior attainment

The validation team agreed with the school's judgment that achievement against prior attainment is satisfactory overall. Observations during the visit confirmed the school's judgment that, in individual lessons, pupils progress in the development of knowledge, skills and understanding. Pupils also make progress in the development of personal qualities as defined by the '6 Rs' as set out in the 'Essentials for Learning' curriculum for learning and achievement. The team agreed that there are undoubtedly good aspects of pupils' achievement against prior attainment. The accreditation team noted that the parents to whom they spoke were pleased and impressed with the progress made by their children, whatever their levels of prior attainment.

Assessment

The validation team agreed with the school's judgments that this area is good. Assessment for learning strategies are developing well throughout the school. Teachers use assessment information to inform their planning. By looking at samples of exercise books, the validation team noted examples of teachers providing pupils with written feedback that indicated the next steps that they needed to take to improve their learning. The team also noted that teachers use assessment information to set targets in literacy and numeracy. The school has a wealth of assessment data that it uses to track pupil progress and set priorities for further development.

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 and noted that:

- The senior leadership team promote a clear shared vision.
- There is a particularly strong ethos of inclusion.
- Pupils' behaviour is very good.
- Levels of attainment in literacy, numeracy and science are above Island averages.
- Pupils demonstrate good levels of Readiness to learn, Relationships which are positive, Resourcefulness, Resilience, Remembering skills and Reflectiveness.

- The school makes good use of its building and site.
- The school allocates resources (including human resources) for pupils who need extra support and has introduced excellent facilities to accommodate pupils with mobility difficulties.
- The school provides pupils with a good range of activities both in lessons and through visits and extra-curricular activities.
- Parents of children entering the school are provided with a very good induction programme.
- The school teaches children how to be safe.
- Communication is very good.
- School staff are enabled and encouraged to be involved in evaluating the school and planning its future development.

Conclusion

The school knows itself very well. Marown is a good school and has a number of significant strengths. The school is held in very high regard by parents and others. It has recorded its knowledge in an excellent School Self-Review and Evaluation report. The school is therefore in a good position to use its knowledge to continue in its development and to reach the targets it has set for itself.

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