

Rushen Primary School

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

- Achievement against prior attainment
- Attitudes, values and personal qualities
- Assessment

Achievement against prior attainment

The validation team agreed with the school's judgment that achievement against prior attainment is 'satisfactory' overall.

The validation team concurred with the school's judgment that, while the progress made by pupils in the Foundation Stage and Key Stage 1 was better than expected, progress made in Key Stage 2 was only satisfactory. It agreed that the school is aware of this, is taking action to correct it and expects rates of progress to improve in the future. The validation team also agreed that the available evidence for the school as a whole suggests that, within lessons and units of work most pupils acquire and apply skills, knowledge and understanding, demonstrating progress in their learning.

Attitudes, values and personal qualities

The validation team concurs with the school's judgment that attitudes, values and personal qualities is 'good' overall.

The validation team agreed that pupils throughout the school know about the importance of healthy eating and understand the nutritional benefits of different food types. Older pupils have a clear understanding of the potential impact of smoking and drugs on their health. Pupils know how to keep safe when using IT equipment. Pupils are actively involved in participating in the wider community. Pupils have great initiative and can work very effectively to achieve positive results.

Assessment

The validation team concurs with the school's judgment that assessment is 'satisfactory' overall.

The school's new tracking system tracks pupils' attainment and progress and provides information that is used to identify pupils who need additional support and which areas of the curriculum need more focused attention. Teachers set targets for pupils that indicate the next steps they should be taking. Parents are told the National Curriculum levels and sublevels towards which their children are working and are given guidance about how they can support them to achieve their targets. The use of developmental feedback to pupils is not yet consistent throughout the school. It is a particular feature of the school that pupils are offered challenges to extend their learning. The validation team considered some of these challenges could be more demanding.

Other areas considered

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

- Teachers refer to pupils' 'learning muscles' in their medium term plans and in classroom displays.
- Classrooms are organised to enable pupils to work independently.
- There is still a lack of understanding in some classes of learning objectives and success criteria.
- 'Continuous provision' is being promoted as a means of engaging pupils in independent learning, although the level of challenge is not sufficient for some.
- The school is well provided for in respect of learning resources that enable pupils to develop their learning.
- The school environment is well-designed and adapted to support the needs of all the pupils.
- Specific adaptation in the special unit is designed to accommodate pupils with any need. The facility is altered according to the needs of the pupils who attend it.
- Pupils feel safe and know what to do if they have any concerns.
- The school keeps parents informed about what their pupils are learning.
- The school has good relationships with its local secondary school and playgroups.
- Leaders have a clear understanding of educational inclusion.

Conclusion

The school knows itself well. It is therefore in a very good position to move forward, particularly in ensuring that progress is consistently good across the school.

Mr Tom Thomson
Headteacher
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