

## **Scoill Vallajeelt**

Scoill Vallajeelt recently took part in an external validation which involved confirming the judgments the school made about itself across certain areas.

Three aspects were looked at in detail:

- Achievement against prior attainment
- Learning and teaching
- Senior leadership

### **Achievement against prior attainment**

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

The progress that pupils are making improved in 2014-15 and the indication from the school's tracking information is that progress will be good this academic year. The progress that pupils are making in the Foundation Stage is satisfactory. In Key Stage 1, the vast majority of pupils in reading and most pupils in maths make very good progress, with progress in writing judged as good. In Key Stage 2, the vast majority of pupils in reading, writing and maths make good progress in each year group and from the end of Key Stage 1 to end of Key Stage 2. The school has evidence, supported by observations conducted by the validation team, that within lessons and units of work pupils acquire and apply skills, knowledge and understanding which demonstrates progress in their learning.

### **Learning and teaching**

*The validation team agreed with the school's judgment that learning and teaching is 'good'.*

The vast majority of lessons allow pupils to make progress, acquire new knowledge or skills in their learning and develop ideas to increase their understanding in the core skills. There are some inconsistencies in learning and teaching across the school, which is an area identified in the school improvement plan. At best, there are aspects of learning and teaching that show significant strengths and other lessons are satisfactory. Pupils can organise themselves and are developing independent and collaborative skills. Increasingly, pupils are taking opportunities to direct their own learning. The school is working hard to encourage children to talk about their learning and this is beginning to have impact.

### **Senior leadership**

*The validation team agreed with the school's judgment that senior leadership is 'good'.*

The impact of leadership in the school is that both attainment and achievement are improving. The Headteacher is new to the school and has been in post for almost one year. Teachers and parents informed the team that the Headteacher has enthused and inspired them and the pupils. Teachers confirmed that they felt empowered to be innovative and take risks knowing that the Headteacher will support them. There is a clear school vision which is promoted to reflect the pupils' needs and interests. The Headteacher is keen to distribute leadership amongst the staff and also build leadership capacity across the school and this is developing.

### **Other areas considered**

As well as the three specific aspects of the SSRE on which it focused, the validation team also considered other judgments:

- Attainment is good overall. In Years 1/2, the vast majority of the pupils reach age-related expectations and in Y3-6, the vast majority of pupils attain levels above those expected for their age.
- Pupils know the 6Rs and they are valued in school. Where learning is good, evidence of the 6Rs is strong.
- There is very little bullying in school. The pupils informed the validation team that any incidents are dealt with quickly and effectively.
- Parents were very positive about the support and guidance the school provides.

- The school had developed a very effective tracking system for progress in learning. The transition matrix clearly identifies pupils who are in need of support or challenge.
- Performance management of all staff has improved this year and is clearly linked to the school improvement plan.

In addition, the validation team learned from pupils that they are very happy in the school. Parents confirmed this in our meeting with them.

### **Conclusion**

The validation team concurs with the school about all the judgments it tested and the school knows itself very well. The SSRE is clearly referenced to the criteria and the school is in a strong position to improve further.

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Headteacher  
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