

## **Victoria Road Primary School**

Victoria Road Primary School 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
- Assessment
- Guidance and support

### **Achievement against prior attainment**

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

Baseline assessment data indicates that attainment on entry to its Foundation Stage is below expectations and is well below expectations in communication, language and literacy. However, indications are that pupils completing Reception in 2016 have made good progress. Children in Key Stage 1 make satisfactory progress overall. The school has made changes to assessment procedures at the start of Year 1 so that more reliable judgements can be made about progress within this key stage. End of Key Stage 2 results from 2014-2015 indicate that pupils made satisfactory progress in maths, reading, and writing. Progress in speaking and listening and science was less than satisfactory. The school has evidence that, within lessons and units of work, pupils acquire and apply skills, knowledge and understanding and demonstrate progress in their learning.

### **Assessment**

*The validation team agreed with the school's judgment that assessment is 'satisfactory'.*

Staff at the school are aware of assessment procedures and almost all carry these out confidently. The school has a comprehensive system that it uses to track pupil attainment and progress. 'Assessment for Learning' strategies are used in most classes to help pupils become familiar with next steps for improvement. Self-assessment is used quite widely and peer-assessment and target setting is beginning to develop. The school recognises that it needs to further develop feedback so that pupils and teachers can confidently identify next steps in learning.

### **Guidance and support**

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

The school has a particularly strong nurturing ethos and this is an important aspect of the school. The school ensures that all pupils have access to learning opportunities and provides good guidance and support to promote a healthy lifestyle. There is a clear, straightforward and effective school behaviour policy and all staff follow this to manage pupils' conduct, resulting in consistent good behaviour across the school. In classes, opportunities are provided to develop a sense of responsibility within the community and to support an emerging sense of citizenship. The good guidance and support results in good attitudes, values and personal qualities in our pupils.

### **Other areas considered**

As well as the three specific aspects on which it focused, the validation team also considered other judgments and it agreed with many of these, including:

- Almost all classrooms have a writing 'working wall' and the large majority have helpful displays and visual learning materials to enable pupils to learn independently.
- Pupils in all classes extend their learning through educational visits.
- Parents are often assisted in supporting their children's learning through suggestions made in curriculum newsletters.
- Almost all pupils use the language of the '6Rs' learning dispositions.
- The school's Manx context is built into the planning of all classes.
- Support staff are deployed to the needs of individual pupils.
- In the very large majority of classes, the learning environment supports inclusion.
- The school has appropriate and effective mechanisms to engage in good partnerships with parents for supporting learning and pupil welfare.
- There is good communication with parents and the school has effective provision for vulnerable parents.
- The headteacher and senior leaders undertake strategic planning as a reflective process and staff have a degree of ownership of school improvement activities.

### **Conclusion**

The school knows itself well. It has clearly improved considerably in recent times. Some of the improvements have not yet had a clear impact on pupils' learning but are likely to do so in the near future. The school is in a good position to continue its improvement.

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