

## **Onchan Primary School**

### **Headline**

“The school knows itself well and is therefore in a good position to plan for further improvement. There was evidence during the validation visit of teaching that could be regarded as ‘very effective’ or even ‘inspirational’.”

The validation of the SSRE covered the full range of the school’s judgments but focused on three specific aspects. These were:

- Achievement against Prior Attainment
- Teaching for Learning
- Keeping Safe

### **Findings**

In summary in relation to these it was found that:

#### **Achievement against Prior Attainment**

Progress in the Foundation Stage was found to be inspirational with a large majority of pupils who completed the Foundation Stage in 2017 making five or more jumps in all areas of the Early Learning Goals.

Within Key Stages One and Two a very large majority of pupils love learning and acquire and apply skills, knowledge and understanding. At this point in the Validation cycle the school does not have the necessary data to make a definitive judgment about pupils’ progress in speaking and listening or science through the whole of Key Stage 1 or Key Stage 2. The validation team concluded that, given the available hard evidence, the school was right to judge Achievement against Prior Attainment as ‘effective’ overall. The validation team also agreed that it is likely that with a full range of evidence a judgment of ‘very effective’ will be appropriate in the future.

#### **Teaching for Learning**

A very large majority of teachers create and embed a growth mindset culture towards learning. A large majority of teachers promote a culture of challenge, high aspirations and ambition, they ensure that learning is challenging in the large majority of classes. Teachers in a large majority of classes use a range of creative teaching strategies to improve the learning of pupils.

The validation team concluded that the school was right to judge Teaching for Learning as ‘effective’. They noted that practice is improving and that there is a high level of consistency across the school. The improved practice and greater consistency is likely to lead to improved learning and a judgment of ‘very effective’ will likely be appropriate in the near future.

#### **Keeping Safe**

The school is proactive in addressing pupils’ concerns and involves them in making key decisions about their safety. Safety issues are addressed in various ways through the school curriculum. The school meets statutory requirements concerning the production, review, distribution, and availability of key policies. The validation team concurs with the school’s judgment that Keeping Safe is ‘very effective’.

**Conclusion**

In conclusion it was felt that the SSRE documentation does not always do the school justice. This is partly because some sections do not include sufficient evidence and examples, and partly because considerable improvements have been made since the beginning of the school year. The school has used findings from the SSRE to identify priorities for the school improvement plan which needs to be more specific about the intended impact on pupils' learning in future.

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