

## **Foxdale Primary School**

Each school on the Isle of Man is expected to conduct a School Self-Review and Evaluation (SSRE) using an approach devised by the Department of Education, Sport and Culture (DESC) in consultation with the schools. Graham Reeves Ltd has been commissioned by the Department to carry out an external validation of each school's SSRE. The validation of the Foxdale SSRE included a visit to the school on Thursday 24 May 2018. The visit was made by Graham Reeves. He worked alongside Ann Jessopp, headteacher, and Caroline Savin, representing the DESC's Education Improvement Service to look at:-

- Personal Development
- Management
- Keeping Safe

### **Personal development**

The team agreed with the school's judgement that personal development is 'very effective'. Pupils are well motivated. They take pride in their work and enjoy sharing it. They are mostly relaxed and happy. There are good relationships between pupils, and between pupils and teachers. Pupils told the validation team that they have few disputes with each other but when they do occur they are usually resolved quickly. Pupils are familiar with the '6Rs' learning dispositions and a large majority demonstrate good levels in each of them. Pupils develop well socially and emotionally.

### **Management**

The team agreed with the school's judgement that Management is 'effective'. The school has a full range of policies and procedures. These ensure that the day-to-day running of the school is effective. They are reviewed periodically in a collaborative exercise involving staff members. There are tracking systems to record information on each pupil's attainment and achievement in Science, English and Mathematics. Termly pupil progress meetings are held to review and monitor this information. and are used to set challenging curriculum targets for individual pupils. School improvement priorities are identified and used to set performance management targets for teaching and support staff. Continued professional development is also linked to priorities for school improvement. Communication systems are good across the school.

### **Keeping Safe**

The team agreed with the school's judgement that Keeping Safe is 'effective'. The school's child protection policy is firmly based on the DESC model. It is reviewed annually by staff and governors. Other related policies are in place and have been reviewed within the past two years. Pupils are taught about e-safety at the beginning of each school year and reminded about it at appropriate times. The Governing Body fulfils its responsibility in relation to Health and Safety and conducts an annual Health and Safety tour of the school.

### **Other areas considered**

- As well as the three specific aspects of the SSRE on which it focused, the validation team also considered other judgements set out in the SSRE. In particular, it concurred with many of these judgements, including:
- Attainment is 'very effective' overall.
- Achievement against Prior Attainment is 'very effective'.
- Partnerships with parents is 'very effective'.
- Teachers are given time to carry out personal research to help them improve their practice.
- The teaching staff, support staff and a governor have reviewed the school's Vision. A draft of a new Vision has been discussed and amended by the School Council prior to being presented to parents for their comments and suggestions.
- Pupils are given the opportunity to direct their own learning.
- Teachers differentiate the learning so that all pupils are appropriately challenged and supported. They make efforts to provide equal opportunities for all pupils.
- There is a consistent approach to 'assessment for learning' across the school.
- The school offers pupils a wide range of extra-curricular activities.
- Teachers make good use of the local environment to enhance pupils' learning and, wherever possible, put that learning in a Manx context.

### **Conclusion**

The school knows itself well. It is therefore in a good position to plan for improvement. For the most part, the SSRE is comprehensive and follows the grade descriptors. In places, it needs to show a greater distinction between provision and outcomes.

Ann Jessopp  
Headteacher  
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