

Kewaigue Primary School

We have recently had an external validation of our School Self Review and Evaluation process. This validation covered the full range of the school's judgments but focused on three aspects:

- How good is pupils' attainment?
- How effective is assessment?
- How well does the school care for its pupils?

Attainment

Based on assessments in English and mathematics, attainment is good in the Foundation Stage and satisfactory in Key Stages 1 and 2. A very large majority of pupils achieved the expected level or above for their year group in reading and writing at the end of last school year. Attainment in mathematics for the last school year was lower than that in reading and writing and the school has rightly identified that improvements are needed in pupils' attainment in maths. Attainment in relation to the 6Rs dispositions is good across the school. The validation team concurs with the school's overall judgment that attainment is satisfactory.

Assessment

The validation team agreed that the school has a good system to track pupils' progress over time. Some 'assessment for learning' strategies are used effectively across the school but the school recognises that further work is needed to develop individual target-setting, identifying the next steps in pupils' learning and providing pupils with written feedback. The validation team concurs with the school's judgment that assessment is satisfactory.

Care

The way in which the school cares for children is good. It has done a significant amount of work to promote healthy living and emotional well-being. As a result of teacher input about e-safety, pupils are aware of how to keep themselves safe when using the internet and when playing games online. The Social and Emotional Aspects of Learning (SEAL) programme is used effectively in every class and in assemblies. As a result, there are few major incidents relating to bullying or persistent unkindness. The school ensures that safeguarding and child protection procedures are followed by all staff. The validation team concurs with the school's judgment that the way in which the school cares for children is good.

Other areas considered

As well as the aspects of the SSRE on which it focused, the validation team agreed with a range of the school's judgments. In particular, it noted that:

- Children can talk about their attitudes to learning with confidence
- The children are engaged in their activities and behaviour is good
- Resources are easily accessible and good use is made of resources. As a result, classroom organisation often encourages children to become independent learners
- Through the Student Council, the pupils are developing ways to influence decisions affecting them around the school and they are starting to take responsibility for initiatives
- All classes participate in visits, which extend and enhance pupils' learning and

- visitors into school also provide additional input
- The school makes very good use of available space both inside and outside the building
 - The school is taking active steps to develop home/school links. Indeed, the validation team identified existing good links
 - Stakeholder perceptions are good and the validation team found that the school is held in high regard by parents and has a good wider reputation.

Conclusion

Given that the team felt the school needed to do more work in developing the SSRE documentation, it concluded that the school knows itself quite well. However, the validation team confirmed that the headteacher and deputy headteacher are aware of what needs to be done to take the school forward and, under their leadership, the school is in a good position to develop further and continue its improvement.

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Headteacher
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