

Bunscoill Rhumsaa

The school has recently undergone an external validation of its School Self Review and Evaluation process. This validation looked at all aspects of the school but selected three areas for particular scrutiny. The three areas chosen were:

- Achievement Against Prior Attainment
- Curriculum
- Management

In summary, the validation team found that the school knows itself well and is therefore in a good position to continue to build on the improvement of recent years.

Achievement Against Prior Attainment

The validation team concurred with the school's judgment that Achievement Against Prior Attainment is '**Very Effective**' overall.

A large majority of pupils who completed Foundation Stage in July 2018 had made five or more jumps of progress in all areas of learning; Achievement Against Prior Learning is therefore 'Inspirational' at this stage.

A large majority of pupils who completed Key Stage 1 in July 2018 had made three or more sub-levels of progress in all of the core subjects. Achievement Against Prior Attainment is therefore 'Very Effective' at this stage.

Almost all pupils who completed Key Stage 2 in July 2018 had made six or more sub-levels of progress in Speaking and Listening, while a large majority had made six or more sub-levels of progress in the other core subjects. Achievement Against Prior Attainment at this stage is therefore 'Very Effective'.

Curriculum

The validation team concurred with the school's judgment that the Curriculum is '**Very Effective**' overall.

The curriculum reflects the principles of the Isle of Man's 'Essentials For Learning' framework.

Pupils experience a broad, varied curriculum which caters for all interests and which provides pupils with opportunities to apply their skills to a range of activities. It reflects the context and needs of the Isle of Man as well as the wider world, and provides opportunities for pupils to make a positive contribution to their community.

Management

The validation team concurred with the school's judgment that Management at the school is '**Very Effective**'.

The school has appropriate policies in place and these are largely reflected in day-to-day practice.

Communication systems across the school are very good and all stakeholders are kept informed.

After the last validation visit, the school introduced a new assessment process which is more consistent and systematic. Since that change there has been a notable improvement in pupils' attainment and progress.

The school's budget management is good. It identifies resources required to meet the priorities identified in its improvement plan.

Other Areas Considered

As well as focusing on the three specific areas above, the validation team also considered other judgments set out in the SSRE. The team concurred that:

- Behaviour at the school is very good.
- The school has a profound impact on the behaviour and attitudes of its pupils.
- Pupil engagement in and enjoyment of their learning is high.
- Pupils talk of school in positive terms and want to come to school. They are keen to share ideas and to help to improve the school.
- Leadership enthuses and inspires colleagues and supports their professional development.
- The school encourages professional self-evaluation and honesty.
- There is a strong culture of inclusion.
- The school has a strong sense of direction.
- The school is held in high regard by its stakeholders and makes a positive contribution to the community and the lives of families.
- With the appointment of a Child and Family Support Worker the school has fostered good relationships with parents and families who have requested or been directed to support.
- Teaching for Learning is effective.

Conclusion

For the most part the SSRE is comprehensive and clearly set out. It mostly - but not always - follows the relevant grade descriptors. The literacy sections of the school improvement plan are explicitly concerned with attainment and have specific success criteria related to the improvement of pupils' learning. The school is aware that it should use this approach for those other parts of the plan which are currently more about provision than about learning improvement.

The school knows itself well and is therefore in a good position to build on the improvement of recent years.