

Dear Parents and Carers,

An external validation visit was undertaken at Victoria Road School on the 10th of May 2024 as part of a programme of external validation of schools commissioned by The Isle of Man Department of Education, Sport and Culture (DESC). The aim of the external validation visit was to promote continuous improvement and to deliver consistency, share best practice and deliver positive outcomes for children and young people. The visit was undertaken by two independent external validators from Tribal Education.

External validators looked at a wide range of evidence presented by school leaders, including the school self-evaluation, and sampled the work of the school during the visit. These activities were focussed on key areas based on the self-evaluation of the school and included visits to a cross-section of lessons, meetings with staff and pupils, gathering the views of parents and carers where appropriate and scrutiny of documentation.

During the visit, external validators considered key areas of focus which were explored in collaboration with the school leaders to validate school leaders' own evaluations.

The school is a happy and inclusive community which respects and values all members and where, as a result, your children can learn and develop successfully together within a supportive and nurturing environment. This view is commonly shared and recognised by all that form part of that community. As one parent reflected, 'my child enjoys coming to school;' a member of staff described the school as a 'family' and a young person said, 'I leave school every day looking forward to tomorrow and seeing my friends and teachers.'

Positive behaviours are promoted and celebrated across the school. Within this approach, your children have the opportunity to reflect on both their learning and relationships with others on an ongoing basis, creating a shared culture of respect and kindness which impacts positively across all aspects of school life. In this context, children also willingly take on leadership roles, such as Pupil Council and House Captains, and work together effectively as teams.

The school's leaders are reflective and clearly focus on priorities which have a direct impact on your children's learning and progress. As a result, the adaptation of learning and approaches to the needs of individual learners is a key strength. Effectively integrated use of technology such as iPads and laptops across the school also supports learners' ability to make appropriate and independent choices about how they learn. This in turn promotes their engagement, enjoyment of learning and progress.

Even with its numerous strengths, the school's leaders are continually focussed on their future priorities. As part of their self-evaluation, they already recognise the need to develop the consistency of assessment processes along with a common 'language for learning' that can be experienced by all. This will allow them to further analyse the needs of all children with a focus on refining teaching and learning, so that the best and most effective classroom practice is developed, shared and experienced across the school.

Parents and carers clearly recognise and value the impact that leaders and teachers have made over recent years in building a culture which now impacts positively on the rounded development of your children. This is equally acknowledged across the wider community and with partners who work with the school. The school are constantly seeking to reflect on and

further refine the learning experience for your children, they are fully committed in their approach to ensure it impacts positively on their learning journey.

The areas of growth identified above, as part of the external validation visit, are being reviewed and actioned by the school as part of a continuous cycle of self-evaluation.

Kind regards

Nicola Morris

Lead Validator

External Validation Team