

Dear Parents and Carers,

An external validation visit was undertaken at Laxey School on the 16th and 17th 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 external, independent 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 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 provides a wonderfully rich learning community, which is child-centred and ambitious for every young person. This culture supports the development of engaged, confident and reflective 'Laxey Learners' who can clearly express and apply their learning in a variety of contexts. As a result, your children clearly love learning at Laxey School. As one pupil put it, 'the school is great! It helps you grow into someone you want to be.' Another said, 'it gives me confidence in my future.'

'Learning Habits' are deeply embedded and create a commonly understood and shared 'language of learning' for everyone. This enables children of all ages to both individually and collectively reflect on the impact of their learning and supports appropriate and considered choices about the next steps they want to take. As one young person expressed it, 'Learning Habits give you confidence. When we didn't have them, we didn't know how to show we were getting stronger as a learner.' The positive impact of this approach is evident and celebrated throughout all aspects of school life, including inspirational assemblies.

Pupils with additional needs are seamlessly integrated into learning as part of the inclusive culture developed by leaders and all teaching and support staff. All members of the school community take great pride in their school environment, this reflects the high expectations and purposeful learning culture which is promoted.

Parents and carers fully share and value the school's ethos and the positive impact that it has on their children's lives. Parents and carers are especially appreciative of how progress has been supported by an approach which nurtures wider well-being beyond the classroom where staff really take the time to know each child and family. An emphasis on partnerships further enriches your children's journey through the school, including visits from external guests, either from the business or education sectors, which inspire and inform thinking about their future lives and careers.

Although it has many successes and existing strengths, leaders remain reflective and ambitious, and aim to build on what has been achieved. As part of their continuous self-evaluation, they now aim to further enhance the use of assessment as your children move through the school and enrich and broaden the curriculum even further. Leaders will also

ensure that resources are focused on the individual needs of every child as part of a considered approach to budget planning. Leadership of the school at every level is well-positioned to deliver these positive refinements to the already rich learning experiences enjoyed by your children. 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