



Dear Parents and Carers,

An external validation visit was undertaken at Anagh Coar School on the 27th January 2026 as part of a programme of external validation visits of schools and educational services commissioned by The Isle of Man Department of Education, Sport and Culture (DESC).

During the visit, the external validation team considered key areas of focus which were explored in collaboration with the school leaders to validate school leaders' own evaluations, and the following areas of strength, growth and development were identified.

The following areas of strength were identified during the external validation visit:

- The school builds strong relationships with parents, who recognise and value the caring and understanding approach from leaders and staff, and the positive impact this has on the children. As one parent powerfully put it, *"My child has come out of their shell since being here. The staff are fantastic."* Parents also greatly value the clarity of communication provided by the school. They are keen to be actively involved in their children's learning and appreciate the updates they receive. They are loyal to the school and feel that it plays a key role at the heart of their local community.
- A key strength of the school is how well the children develop into responsible and caring young people. They show positive, respectful behaviours both in, and beyond, the classroom, including at breaktime and lunchtimes. They are welcoming and eager to discuss their school, including the learning and enrichment opportunities they enjoy. The school is a purposeful learning environment.
- All staff work together to develop the aims of the curriculum and regularly discuss how to make learning relevant and engaging for children in their local context. To assist this, they have informed professional conversations to support the curriculum's ongoing development. Leaders show a strong awareness of changes across the Island taking a proactive, context-specific approach in order to implement these in classrooms.
- The school's leaders actively seek and build community partnerships that positively benefit children's learning and personal development. Their work with these organisations and individuals enriches what the school can offer and creates valuable opportunities for children to show and develop their leadership skills. These community relationships work both ways; the contributions that children make

beyond the school are equally valued by partners in the local and wider Island community. Children speak with pride in their roles as young citizens and leaders, a sentiment shared by the enthusiastic, active school council.

- The school's leaders use developing systems of assessment to help shape what children are taught and learn as they move through the school. This enables all staff to make ongoing refinements to children's learning, which is reflected in the children's progress reviews. The knowledgeable, passionate support staff help to gather and communicate valuable information about children's learning and progress. This information is shared within a cohesive, trust-based team.

The following areas of growth and development were identified during the external validation visit:

- Staff are developing approaches to improve the consistency of how they check children's understanding and adapt learning accordingly.
- Leaders are continuing to develop the curriculum to reflect the interests and aspirations of children in the local community. This helps the children feel more engaged, focused and motivated in their learning.
- Leaders are developing planned opportunities to share existing best practice both within the school and with other partner schools as part of a programme of professional development. This will help teachers learn from one another and continually develop.
- Leaders are exploring how they create the space and capacity to focus on long-term planning, so that they can continue to strengthen whole-school improvement.

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 an independent external validation team from Etio.

The external validation team 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 learners, gathering the views of parents and carers and where appropriate scrutiny of documentation.

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

Further detail can be found by visiting the school website with regards to the school's key priorities and focus areas for the academic year.

Kind regards,

Adam Lowing

Lead Validator

External Validation Team