

**Inspection under Section 28 of the  
Education Act 2005**

**A report on the quality of education in**

**Borras Park Junior School  
Borras Park Road  
Borras Park  
Wrexham  
LL12 7TH**

**School number: 6652205**

**Date of inspection: 27 April 2010**

**by**

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## Introduction

Borras Park Junior School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Borras Park Junior School took place between 27/04/10 and 29/04/10. An independent team of inspectors, led by Clive Phillips undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk)). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

<b>Nearly all</b>	with very few exceptions
<b>Most</b>	90% or more
<b>Many</b>	70% or more
<b>A majority</b>	over 60%
<b>Half/around half</b>	close to 50%
<b>A minority</b>	below 40%
<b>Few</b>	below 20%
<b>Very few</b>	less than 10%

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **Standard** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

- 1 Borras Park Junior School is situated in a residential area on the outer edge of Wrexham. The school considers the catchment area to be neither prosperous nor economically disadvantaged and there is no serious deprivation.
- 2 There are currently 240 pupils between the ages of seven and 11 on the school register. Nearly all these pupils transfer to Borras Park Juniors from Borras Park Infant School. The school has eight mainstream classes and one class for pupils with hearing impairment which has eight pupils. The school is staffed by an equivalent of twelve full time teachers, and two full time and two part time learning support assistants.
- 3 Twenty two pupils have been identified as having additional learning needs (ALN) as well as another eight pupils who have statements due to their hearing impairment. The percentage of pupils entitled to free school meals is approximately 10%. The present figure is below the local average and the all Wales average.
- 4 English is the main medium of the life and work of the school and is also the main language spoken in nearly all the pupils' homes. No pupils speak Welsh at home. Three pupils receive additional support with learning English as a second language. The school has no children who are 'looked after' by the local authority (LA). Approximately 95% of the pupils are described as being from Welsh white ethnic background.
- 5 The headteacher was appointed to his post in September 2001 and the school was last inspected in April 2004.

### The school's priorities and targets

- To develop the thinking skills curriculum;
- To refine the tracking and intervention procedures via formative assessment;
- To develop assertive discipline and aspects of 'eco' and 'healthy schools'.

## Summary

- 6 Borras Park Junior School is a good school where the pupils' behaviour and attitudes towards learning are outstanding features. The school successfully promotes pupils' skills in nearly all areas, as well as nurturing their social and personal development. However, the school needs to improve several aspects of its strategic leadership, self-evaluation and planning for improvement.
- 7 The findings of the inspection team match those of the school in two of the seven key questions. Lower grades were awarded for five of the seven key questions:

**Table of grades awarded**

Key Question	Inspection grade
1. How well do learners achieve?	2
2. How effective are teaching, learning and assessment?	2
3. How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4. How well are learners cared for, guided and supported?	2
5. How effective are leadership and management?	3
6. How well do leaders evaluate and improve quality and standards?	3
7. How efficient are leaders and managers in using resources?	2

**Standards**

8 The standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	80%	15%	0%	0%

9 These figures are similar to those reported by Her Majesty's Chief Inspector's (HMCI's) Annual Report 2008/9 (Primary) where standards are good or better (Grades 1 and 2) in 84% of lessons. The percentage of lessons where standards were good with outstanding features is less than the national average of 10%.

10 In the subjects inspected, standards of achievement are as follows:

Inspection Area	KS2
English	2
Mathematics	2
Science	2
Geography	2
History	2
Music	2

11 Overall, the pupils make good progress regardless of their social, ethnic or linguistic backgrounds. Pupils, including those with additional needs achieve good standards relative to their age and ability. Baseline data indicates that many pupils' achievement is above average when they begin school.

12 The 2009 end of key stage 2 teacher assessments are higher than the family of schools, LA and all Wales averages. The results in English, mathematics and science are in the top 50% when compared to similar schools. The value added data indicates that the pupils make good progress during their time at the school.

13 Across the school, most pupils are attaining good standards in their key skills of numeracy, information and communications technology (ICT), personal and social skills, problem solving and creative skills. There are outstanding aspects in relation to the pupils' abilities to work together and improve their own learning and performance. Pupils' communication skills are good with no important shortcomings and their listening skills are outstanding.

14 In one class, communication skills in Welsh are good with no shortcomings. In all the other classes, achievement in communication skills in Welsh has some good features which outweigh shortcomings. Pupils do not build consistently on what

they have learnt and do not speak and listen sufficiently confidently in Welsh and their reading and writing skills are slow to develop.

- 15 In English, pupils read at an appropriate level for their ability across the curriculum and their writing is progressing well across the subject areas and for different purposes. Their mathematical skills are good and they also develop a good range of ICT skills.
- 16 Pupils have a secure knowledge of their Welsh heritage and of its writers, composers, musicians and creative artists. This is as a result of the wide range of experiences provided by the school.
- 17 Pupils' personal and social development is good. All pupils show care, respect and concern for each other, for adults and for the environment. They play and share together and show very positive attitudes.
- 18 Pupils' behaviour and their attitudes towards learning are outstanding features and contribute significantly to the standards pupils achieve, to their personal and social development and to the quality of life in the school. Pupils are friendly, welcoming and courteous and enjoy positive relationships with all adults in the school. There have been no exclusions in the last twelve months.
- 19 Average attendance over the three terms prior to the inspection was 94.2% and punctuality is good.

### **The quality of education and training**

- 20 In the lessons observed, the quality of teaching was judged to be as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>10%</b>	<b>76%</b>	<b>14%</b>	<b>0%</b>	<b>0%</b>

- 21 These figures are a significant improvement since the last inspection. The quality of teaching is good or better (Grade 1 or 2) in 86% of the lessons observed. The figure is below the national figure as reported by HMCI in the Annual Report 2008/2009 (Primary).
- 22 In the outstanding lessons, teachers show very secure subject knowledge and make very good use of assessment strategies to extend pupils' learning and have high expectations. They succeed in creating a positive learning culture where pupils develop confidence and are eager to learn.
- 23 In the Grade 2 lessons, teachers purposefully review what has been taught and use that information effectively. They ensure pupils evaluate their own progress and consider ways of improving their performance.
- 24 Where teaching had some shortcomings, teachers missed opportunities to develop pupils' confidence to use English and Welsh in their lessons. The pace of lessons was slow and not all pupils were sufficiently challenged to give of their best.
- 25 Although the teachers and staff strive to ensure equal access to all activities, there is insufficient focus on actively challenging pupils' expectations and stereotypical views.
- 26 The school has comprehensive procedures for assessing pupils' progress, and recording and reporting their achievements. An extensive testing programme includes standardised tests and informal assessments which help teachers to

identify pupils' strengths and areas for improvement. Arrangements for assessment and reporting on pupils' progress and attainment in the National Curriculum (NC) meet legal requirements.

- 27 Work is marked regularly in accordance with the school's policy. Teachers comment on progress towards achieving the learning intentions and on how pupils can improve. The extent to which pupils are involved in and understand the purpose of assessment is an outstanding feature of the school.
- 28 The school provides pupils with a broad, balanced, well planned curriculum that meets the need and aspirations of all pupils including those with special educational needs (SEN) and fully meets legal requirements. However, the planning relating to issues such as diversity and equality lacks progression and continuity across the school.
- 29 There are effective arrangements for the development of basic and key skills throughout the school. The varied programme of visits and visitors to the school significantly broaden and enrich pupils' curricular experiences.
- 30 The school has established successful partnerships with several institutes of higher education and the links with parents are good. Parents are supportive of the school and have ready access to the headteacher and staff. The school's partnership with the local secondary school and other cluster schools are good and the links with the infant school are very good.
- 31 Pupils' spiritual, moral, social and cultural development is promoted well through a range of experiences. This is reflected in the daily life and work of the school. Pupils participate actively in collective worship, which meet statutory requirements.
- 32 Work-related education is good and well established throughout the school.
- 33 Pupils' awareness and understanding of sustainable development and global citizenship is developing. The school is involved in various recycling schemes and there is a very effective eco committee. National priorities for lifelong learning are well reflected in the life and work of the school.
- 34 The school pays careful attention to pupils' welfare, and the quality of the care, support and guidance offered to them is good. The good quality personal and social education (PSE) programme permeates the life of the school and provides pupils with many rich experiences. The monitoring of attendance, punctuality and behaviour is good.
- 35 The school's provision for the healthy development, safety and well being of all pupils is good. Provision for pupils with additional learning needs throughout the school is good. Provision for pupils with a hearing impairment is outstanding. Child protection procedures meet the legal requirements.

### **Leadership and management**

- 36 The headteacher promotes effectively the school's aims and values and the school mission statement which encourages children to take responsibility for their own actions and behaviour. There is an appropriate emphasis on respect for oneself and for others as a member of the school community.
- 37 The headteacher and deputy headteacher are supportive of each other and they have focused on establishing a climate of trust and collegiality amongst staff.

Teaching and non-teaching staff have appropriate job descriptions. For teachers, these include responsibilities linked to curriculum subjects. Teachers complete “mini school based reviews” for their subjects.

- 38 Although the school has an equal opportunities policy and race equality policy which state explicitly that the school is committed to race equality and inclusion, at the present time the school has not audited the impact of these policies in practice or planned systematically to promote diversity actively across a range of activities.
- 39 A culture of self-evaluation is beginning to develop across the school. However, self-evaluation processes lack precision which makes it difficult to see the link between priorities identified from self-evaluation and the school improvement plan (SIP). As a result stakeholders in the school are insufficiently clear about the main priorities for improvement. The SIP contains too many wide-ranging priorities to make it a useful and realistic tool to raise standards and monitor progress.
- 40 The governing body is supportive of the school and is beginning to develop its role as a “critical friend” of the school. As yet the governors are informed but not fully involved in the strategic development of the school. The school acknowledged this fact within its own review process. Presently, the school prospectus does not contain sufficient information about the admission of pupils with disabilities.
- 41 Presently, the views of pupils, parents and governors are not systematically sought to inform strategic planning for improvement.
- 42 The school has an appropriate number of teachers and support staff to deliver a broad curriculum and to support children who have ALN. All staff are suitably qualified. They are enthusiastic, dedicated, and work well as a cohesive team to plan and prepare lessons. The teacher responsible for the hearing impairment unit is highly experienced and extremely effective, and the unit is an outstanding resource.
- 43 The administrator is well organised and very supportive and ensures the smooth day-to-day running of the school.
- 44 Learners have good access to a wide range of resources, both within the school and in the outside area. There has been considerable expenditure on ICT, the school library and outside play equipment in recent years. All these are having a positive effect on the pupils’ learning experiences, although their impact on standards is less clear.
- 45 The school provides a stimulating and comfortable setting for its pupils. Staff make good use of the school building, which is of good quality, and enhanced throughout with attractive displays of pupils’ work.
- 46 The governing body manages the school budget prudently and financial procedures are good. However, the lack of clarity with regard to the school’s priorities for development means that spending decisions are not always based on a secure understanding of what needs to be done to promote school improvement.
- 47 In view of the good standards attained by the pupils and the quality of teaching, the school provides good value for money.

## Recommendations

- 48 In order to improve, the school needs to:
- R1 ensure that self evaluation is based on secure evidence and clearly identifies the school's strengths and areas for development;
  - R2 devise realistic school improvement plans linked specifically to raising standards;
  - R3 develop the role of the governing body in the strategic development of the school;
  - R4 ensure the school actively promotes a positive stance on equalities issues and challenges stereotyping or disadvantage; and
  - R5 ensure that the school prospectus meets the statutory requirements.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 2: Good features and no important shortcomings

- 49 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 50 In the 2009 national teacher assessments for eleven year olds, the proportion of pupils attaining the expected level (level 4) in English, mathematics and science (core subjects) were above the LA, family of schools and national averages. In 2009, girls significantly out-performed boys. However, over the last three years, boys have out-performed girls for two of the three years. In recent years, pupils' performances in all three subjects have shown a slight but gradual improvement.
- 51 The results places the school in the top 50% in all three core subjects when compared to schools considered to have a broadly similar proportion of pupils entitled to free school meals.
- 52 From the information available it is clear that those pupils who begin and complete their primary education at the school nearly always make at least the progress expected.
- 53 Many children begin school with skills and experiences which are above the levels expected for their age. Nearly all, including those with SEN, make good progress and meet or exceed the individual standards the school predicts for them. Those who are more able achieve well.

### Grades for standards in lessons inspected

54 Standards of achievement in the subjects inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
5%	80%	15%	0%	0%

55 These figures are close to those reported in HMCI's Annual Report 2008/2009 (Primary) where standards were good or better in 84% of lessons with 10% being outstanding.

### Subject grades for subjects inspected

Inspection Area	Subject Grade
English	2
Mathematics	2
Science	2
History	2
Geography	2
Music	2

56 In one class, pupils' communication skills in Welsh are good with no important shortcomings – in all other classes, communication skills in Welsh have some good features which outweigh shortcomings. In these classes, pupils do not build consistently on what they have learnt. They do not speak and listen sufficiently confidently in Welsh and their reading and writing skills are slow to develop. Pupils' bilingual skills are also limited because across the school there are insufficient opportunities for pupils to use Welsh and English regularly and consistently.

57 Pupils' communication skills in English are good throughout the school. Their listening skills are outstanding – in the activities and lessons observed, all pupils listen carefully with very good concentration for extended periods of time.

58 Pupils read at an appropriate level for their ability across the curriculum and towards the end of key stage 2 many read fluently a wide range of reading material for different purposes.

59 All pupils' writing is progressing well across the subject areas and for different purposes.

60 Across the school mathematics skills are good. Pupils measure accurately in design technology and use their mathematical knowledge effectively in geography and when carrying out fair tests in science. Pupils use graphical representations well to express their findings in a variety of different ways.

61 Pupils develop a good range of ICT skills in all classes. Older pupils interpret data by identifying trends and they use digital cameras and digital recorders to support their learning across the curriculum.

62 Pupils have a secure knowledge of their Welsh heritage and of its writers, composers, musicians and creative artists as a result of the wide range of experiences provided by the school.

63 Pupils' personal and social development is good. All pupils show care, respect and concern for each other, for adults and for the environment. They play and share together and show very positive attitudes.

- 64 Across the school problem solving skills are good. Pupils respond to a range of challenges and arrive at sensible decisions and solutions. Independent learning skills are good throughout the school.
- 65 Pupils' creative skills are good. They use a wide range of media to illustrate their work and experiment with different techniques.
- 66 Across the school pupils work together constructively and benefit from learning in groups and in pairs. This is an outstanding feature. Pupils are well aware of their targets and all discuss how they can improve their own learning and performance.
- 67 Pupils' behaviour and their attitudes towards learning are outstanding features of the school and contribute significantly to the standards pupils achieve, to their personal and social development and to the quality of life in the school. Pupils are friendly, welcoming and courteous and enjoy positive relationships with all adults in the school.
- 68 Pupils' outstanding behaviour is evident not only in lessons but also in assemblies, in their playground games and at meal times. They show respect, care and concern for others. There have been no exclusions in the last 12 months.
- 69 Pupils are well-motivated, enthusiastic and enjoy their learning. They listen attentively to their teachers, engage readily in discussion, co-operate well with adults and their peers and settle quickly to their tasks. All these are outstanding features.
- 70 Average attendance over the three terms prior to the inspection was 94.2% and is an improvement since the last inspection. It is equal to local averages and above national figures. Most pupils are punctual and lessons start on time.
- 71 Pupils' personal, social, moral and wider development is good. Almost without exception, pupils have a strong sense of fair-play, take responsibility for their actions and demonstrate tolerance and consideration towards others. Pupils are developing a sound understanding of equal opportunities issues and of diversity within society. They show respect for faiths and cultures that are different from their own.
- 72 All pupils are well prepared to take an active role in the life and work of the local community. Pupils support a range of community activities and initiatives and through visits in the locality, learn about the life and work of the local community.

## **The quality of education and training**

### **Key Question 2: How effective are teaching, training and assessment?**

#### **Grade 2: Good features and no important shortcomings**

- 73 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 74 The quality of teaching is good or better, that is Grade 1 or Grade 2 in 86% of lessons, with 10% of the teaching judged to have outstanding features. This figure is below the national picture reported by HMCI in the Annual Report 2008/2009 (Primary) where the quality of teaching was good or better, that is

Grade 1 or Grade 2 in 90%. The quality of teaching has improved considerably since the last inspection.

- 75 All practitioners work closely and effectively together to plan and teach as a team. The quality and impact of teachers' short term and medium term planning developed with and by management over the last 12 months is good and is sufficiently detailed and structured. As a result, the lessons meet the needs and abilities of all pupils including those with SEN. Teachers and their assistants work together closely to ensure that all pupils are fully engaged in the learning.
- 76 In the outstanding lessons, teachers show very secure subject knowledge. They make very good use of assessment strategies to extend pupils' learning and have high expectations. They succeed in creating a positive learning culture where pupils develop confidence and are eager to learn.
- 77 In the Grade 2 lessons, teachers purposefully review what has been taught and use that information effectively to begin the next lesson so that all pupils build successfully on what they already know and can do. Pupils are positively encouraged to evaluate their own progress and to consider ways of improving their performance.
- 78 In this inspection 14% of lessons were Grade 3 compared to the national picture where 8% of lessons were Grade 3 or below.
- 79 Where teaching had shortcomings, teachers missed opportunities to develop pupils' confidence to use English and Welsh in their lessons. The pace of lessons was too slow and not all pupils were sufficiently challenged to give of their best. In some lessons, pupils sat passively for long periods and began to lose interest in their work.
- 80 Although the teachers and staff are assiduous in ensuring equal access to all activities, there is insufficient focus on actively challenging pupils' expectations and stereotypical views.
- 81 The school has comprehensive procedures for assessing pupils' progress, and recording and reporting their achievements. However the use of the assessment data to move the pupils on to the next stage in their learning is underdeveloped. Arrangements for assessment and reporting pupils' progress and attainment in the NC meet legal requirements.
- 82 There is a very detailed and thorough programme of testing and assessment. The comprehensive assessment policy sets out a clear framework for monitoring pupils' work and for keeping detailed records of pupils' progress. An extensive testing programme includes standardised tests and informal assessments which help teachers to identify pupils' strengths and areas for improvement.
- 83 Teachers use moderated examples of pupils' work to assess standards achieved by pupils and this helps to provide consistency and accuracy in assessment. Arrangements with other nearby primary schools and with the local secondary school are ongoing and are helping teachers to agree standards between schools particularly in English, Welsh, mathematics and science.
- 84 Work is marked regularly in accordance with the school's policy. Teachers' comments are helpful and guide pupils towards achieving the learning intentions and indicate how they can improve. The extent to which pupils are involved in and understand the purpose of assessment is an outstanding feature of the

school. Teachers use a wide range of techniques to involve pupils effectively in assessing their own work and the work of their classmates. Pupils make positive, supportive comments which accurately describe good features and suggest ways in which work might be improved. Many pupils are involved in setting their own targets for improvement.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

**Grade 2: Good features and no important shortcomings**

- 85 The findings of the inspection team do not agree with the Grade 1 awarded by the school in its self-evaluation report. The inspection did not identify enough outstanding features to corroborate the school's judgement.
- 86 The school provides pupils with a broad, balanced, well planned curriculum that meets the need and aspirations of all pupils including those with SEN and fully meets the legal requirements of the locally agreed syllabus in religious education. Learning experiences are carefully planned, structured and build effectively on previous learning.
- 87 There are effective arrangements for the development of basic and key skills throughout the school. Pupils make good progress in acquiring the skills of literacy, numeracy and ICT; however opportunities to fully develop pupils' bilingual skills are sometimes missed.
- 88 Good opportunities are provided for pupils to learn about their Welsh heritage and culture and that of the local area. Y Cwricwlwm Cymreig features prominently in the whole life and work of the school. Good opportunities are provided in subjects across the curriculum to raise pupils' awareness of the language and culture of Wales.
- 89 The varied programme of visits and visitors to the school significantly broadens and enriches pupils' curricular experiences. Pupils take part in many visits which extend their learning including residential visits. The visit to Eden Camp enhanced the pupils' knowledge and understanding of the Second World War period in history. A wide range of after school clubs is offered throughout the week and is open to all pupils. These clubs are well attended and are a good feature of the school.
- 90 The school has established successful partnerships with several institutes of higher education and regularly provides training facilities for student teachers and students undertaking childcare or vocational qualifications. Students are well supported and make a positive contribution to the life of the school.
- 91 Links with the community are good. Members of the community visit the school to share their experiences with the pupils. Good support is provided by local residents in supporting the gardening club at the school.
- 92 The school's links with parents are good. Parents are supportive of the school and have ready access to the headteacher and staff. The parent teacher association provides very good support and makes a significant financial contribution to enable the school to acquire new resources.

- 93 The school's partnership with the local secondary school and other cluster schools are good and the links with the neighbouring infant school are very good. This is reflected in the collaborative approach taken to transition, moderation and standardisation of end of key stage results and curricular planning.
- 94 Pupils' spiritual, moral, social and cultural development is promoted well through a range of experiences. This is reflected in the daily life and work of the school. Pupils participate actively in collective worship, which meets statutory requirements, and are afforded opportunities to reflect on the messages to which they are introduced.
- 95 Overall, the school makes good provision for PSE. Good use is made of circle times to discuss personal matters, share information and promote pupils' understanding of right and wrong.
- 96 Work-related education is good and well established throughout the school. The community police, school nurse, fire service, vicar and local general practitioner are among the many visitors who contribute to pupils' awareness of the world of work. In addition, links have been developed with local businesses in connection with the school's termly newspaper. Pupils involved with producing the newspaper have also benefited from visiting the local newspaper and interviewing staff about their work.
- 97 Good features outweigh shortcomings in the way in which the school challenges stereotyping and ensures equality of access and opportunity for all learners. There is no structured or systematic approach to ensuring that the learning experiences challenge subjective and stereotypical views. The inspection team noticed a gender imbalance in participation in a number of activities offered by the school during the inspection.
- 98 Pupils' awareness and understanding of sustainable development and global citizenship is developing. The coordinator is relatively new in post and has plans to further enhance the pupils' experiences to ensure better understanding. Links have recently been established with a school in Thailand which is at an early stage of development. The eco committee arrange various recycling schemes and the school has recently been awarded the silver eco award.
- 99 Entrepreneurial and other skills needed to support economic development are starting to develop. The Gardening Club raised and sold bedding plants, vegetables and some fruit last year. Money raised went back into the club to buy new tools and equipment. Many pupils are also involved in fund raising initiatives for a number of charities. However, opportunities are missed to further develop entrepreneurial skills on a more formal basis.
- 100 National priorities for lifelong learning are well reflected in the life and work of the school. Activities such as Breakfast Club, Basic Skills, Healthy and Eco-Schools are an established part of school life. After school care is also linked with the feeder infant school. Last year, both schools were involved in improving the appearance of the local area through organised litter picks linked with the regeneration of the local park.

**Key Question 4: How well are learners cared for, guided and supported?**

**Grade 2: Good features and no important shortcomings**

- 101 The findings of the inspection team do not agree with the Grade 1 awarded by the school in its self-evaluation report. The inspection did not identify enough outstanding features to corroborate the school's judgement.
- 102 The school pays careful attention to pupils' welfare, and the quality of the care, support and guidance offered to them is good. The school has a warm and welcoming ethos where every pupil is appreciated. Pupils have good relationships with all members of staff which contributes significantly to developing their self respect, confidence and behaviour.
- 103 The partnership with parents and carers is good. Regular newsletters, the recent introduction of a school website and the termly newspaper all contribute to keeping them informed about what is happening in school. Also, when pupils are on residential trips, parents are able to be kept up to date via email. Nearly all parents at the pre-inspection meeting and most of those who returned the questionnaire were positive in their support. The school council has been involved in a number of decision making opportunities and are making a valuable contribution to the life of the school.
- 104 The arrangements for the induction of pupils are successful. Arrangements for moving up classes and transferring to secondary school are well established and effective and ensure pupils settle quickly into their new environments with minimal disruption to their learning and personal well being.
- 105 The good quality PSE programme permeates the life of the school and provides pupils with many rich experiences. Circle time is used effectively to develop pupils' confidence, self esteem and life skills.
- 106 The monitoring of attendance, punctuality and behaviour is good. Attendance targets are set by the senior management team and the school governors. Holidays in term time is an issue the school is trying to address by sending a letter with the holiday request form asking parents to consider the impact of taking their children out of school. Good attendance is rewarded at the end of the year. Behaviour is dealt with consistently across the whole school.
- 107 The school's provision for the healthy development, safety and well being of all pupils is good. The school is currently working towards the second Healthy Schools award. A choice of healthy school meals is available and pupils help to run a healthy tuck shop. Water fountains provide chilled water which is available throughout the day. There is a named first aider and all staff have received emergency first aid training. Specialist services have trained staff to support pupils with particular medical needs.
- 108 The headteacher is the named person with responsibility for child protection. The headteacher, the deputy headteacher and a nominated member of the governing body have been trained to the required higher level. All other staff have received training. The school has adopted the All Wales procedures as its own policy for child protection. All records and files are held securely and all staff, governors and helpers have been Criminal Records Bureau (CRB) checked.
- 109 The school identifies the needs of pupils early, through a robust tracking system, and intervenes where necessary. The additional learning needs coordinator

(ALNCO) works effectively with class teachers, learning support assistants and outside agencies.

- 110 Provision for pupils with additional learning needs throughout the school is good. Provision for pupils with a hearing impairment is outstanding. As a result, they are highly motivated, confident and competent. The inclusive nature of this very successful resource is reflected in the way in which many of the pupils with hearing impairment are successfully integrated into mainstream classes.
- 111 Pupils on the SEN register are supported very well and have their own good quality educational plans. Identified targets are specific, realistic and pupils make good progress. However, a minority of more able pupils are not regularly provided with challenging activities in some lessons.
- 112 The school's behaviour management programme is very good. It is effective for all pupils and is based on the positive recognition of pupils' achievements and success.
- 113 All pupils, whatever their social, educational, ethnic or linguistic background, are well supported and treated with dignity and respect.
- 114 Whilst all pupils have equal access to all lessons and activities not enough is done to promote that access, two examples being the make up of both the school choir and orchestra – both heavily dominated by girls.
- 115 Whilst the school has a written race equality policy there is no evidence of steps taken to assess or monitor the impact of the policy. This is a shortcoming.
- 116 The school has effective measures in place to eliminate oppressive behaviour including bullying and harassment and pupils were firm in their belief that bullying or discrimination of any kind would not be tolerated.
- 117 The school building has disability access to the ground floor and appropriate toilet and medical facilities. However, there is no disabled access to the first floor. Talks are currently taking place with the LA to provide a stair lift for a pupil with mobility difficulties needing that access in the autumn term. Disabled learners are able to access extra curricular activities and school trips. There is a Disability Equality Scheme and action plan in place.
- 118 The school library has recently been updated and audited by the library service and reflects the multicultural society in which we live. Visitors from other countries have spoken to pupils about their culture and beliefs and the school is developing its guidance and support with regard to teaching pupils about diversity.

## **Leadership and management**

### **Key Question 5: How effective are leadership and strategic management?**

#### **Grade 3: Good features outweigh shortcomings**

- 119 The findings of the inspection team do not match the Grade 1 awarded by the school in its self-evaluation report as the inspection team did not find outstanding features in this aspect of the school's work. Moreover the inspection team identified shortcomings in aspects of the key question.

- 120 There is usually a close correlation between the grade awarded for key question 1 and key question 5. Although this key question was awarded a Grade 3 by the inspection team, Key Question 1 received the higher Grade 2 as teachers are effective in maintaining good standards and are well supported by the management structure to do so.
- 121 The school has a clear set of aims and values which are published in the school prospectus and which are reflected in other documentation. The headteacher promotes explicitly the school mission statement which encourages children to take responsibility for their own actions and behaviour. There is an appropriate emphasis on respect for oneself and for others as a member of the school community.
- 122 The headteacher and deputy headteacher are supportive of each other and they have focused on establishing a climate of trust and collegiality amongst staff.
- 123 Teaching and non-teaching staff have appropriate job descriptions. For teachers these include responsibilities linked to curriculum subjects. Two members of staff have particular leadership responsibilities linked to assessment both formatively and summatively. They have been effective in developing strategies and processes for assessing pupil progress.
- 124 Teachers complete “mini school based reviews” for their subjects. Opportunities for co-ordinators to observe, at first hand, teaching and learning, in their subject areas are still developing. The two year monitoring cycle recently introduced by the school should assist in the drive to push standards even higher.
- 125 There is an equal opportunities policy and race equality policy which state explicitly that the school is committed to race equality and inclusion. Opportunities are available to all children and there are procedures to deal with harassment. At the present time the school has not audited the impact of these policies in practice or planned systematically to promote diversity actively across a range of activities.
- 126 There are good arrangements that take account of Welsh Assembly Government priorities and local partnerships. Liaison with feeder schools is good and effective in managing transition requirements.
- 127 Self-evaluation processes lack precision which makes it difficult to see the link between priorities identified from self-evaluation and the SIP. As a result stakeholders in the school are unclear about the main priorities for improvement. The SIP contains too many wide-ranging priorities and is presently rather unwieldy to make it a useful and realistic tool to assist in continuing to raise standards and monitor progress. Specified success criteria should be more focused on standards of achievement and attainment.
- 128 Effective systems are in place to manage the performance of staff. Recent training events have been evaluated for their quality. Two members of the teaching staff have received National Professional Qualification for Headteachers (NPQH) accreditation. There is a policy for the induction of newly-qualified teachers.
- 129 The governing body is very supportive and is beginning to develop its role as a “critical friend” of the school. The governors know the community well and have a close involvement in the school but their role in evaluating the progress the

school is making is limited. Currently, the governors are informed but not fully involved in the strategic development of the school.

- 130 The governing body monitors the provision of resources well overall but procedures to evaluate and match the needs of the school to priorities set are unclear.
- 131 The governing body ensures that most statutory requirements are met but the school prospectus does not contain sufficient information about the admission of pupils with disabilities.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

**Grade 3: Good features outweigh shortcomings**

- 132 The findings of the inspection team do not match the Grade 2 awarded by the school in its self-evaluation report as there are shortcomings in the way leaders and managers evaluate and improve quality and standards.
- 133 A culture of self-evaluation is beginning to develop across the school and some procedures for self-evaluation are in place. The headteacher and deputy headteacher have undertaken monitoring and subject co-ordinators complete “mini subject based reviews” which consider a wide range of aspects of their subject. However, the issues arising from these are not yet reflected in the whole-school improvement plans.
- 134 Subject co-ordinators are beginning to grow in confidence in considering standards in their subjects through looking at pupils’ work and making some informal visits to other classes. Where monitoring activities are undertaken the outcomes are not always clearly recorded or used to identify actions specifically to improve learning.
- 135 The school is committed to raising standards and meeting the requirements of the revised National Curriculum (2008.) This has resulted in some improvements linked to teaching in particular. However the systems for gathering accurate information about the progress the school is making across all aspects of its work are not sufficiently focused or regularly planned to helpfully inform future planning for improvement.
- 136 Currently the school uses teacher assessment data to begin to assess its performance but there is no evidence of analysis of groups of pupils other than that of boys and girls. The links between the school’s analysis of its data and the SIP are not clear.
- 137 There is a school council which meets regularly and there are some opportunities for pupils to make their views known such as when they contribute to a review of the content of collective worship. However at present the views of pupils are not used directly to inform plans for improvement. Similarly the views of parents and governors are not systematically sought to inform strategic planning for improvement.
- 138 Governors are aware of the systems for school self-evaluation and some governors have found recent visits to classes to be informative. They have discussed the school self-evaluation document. However the self-evaluation

aspect of the governing body's role is not yet embedded nor linked to school improvement planning.

- 139 The school has recently allocated resources to specific priorities such as the development of ICT, the library and the playground. The impact of this expenditure is beginning to be evaluated for its effect on standards of achievement.
- 140 The self-evaluation report produced by the school before the inspection addresses the seven key questions for inspection. The document identifies strengths and areas for development but is not always accurate or based on sufficient evidence. The inspection team does not agree with the judgements made by the school in five of the seven key questions.

### **Key Question 7: How efficient are leaders and managers in using resources?**

#### **Grade 2: Good features and no important shortcomings**

- 141 The findings of the inspection team do not match the Grade 1 judgement made by the school in its self-evaluation report because there are insufficient outstanding features with regard to the efficient use of resources.
- 142 The school has an appropriate number of teachers and support staff to deliver a broad curriculum and to support children who have ALN. All staff are suitably qualified. They are enthusiastic, dedicated and work well as a cohesive team to plan and prepare lessons. The teacher responsible for the hearing impaired unit is highly experienced and extremely effective, and the unit is an outstanding resource. All the unit staff are able to use signing to support the needs of the learners. The peripatetic music teachers provide a good range of opportunities which make a significant contribution to the good musical standards attained by the pupils.
- 143 The administrator is well organised and very supportive and ensures the smooth day-to-day running of the school.
- 144 Workforce remodelling arrangements are very good. Teachers' planning, preparation, and assessment time is well organised and contribute well to pupils' standards. New teachers to the school are given good support and guidance.
- 145 Learners have good access to a wide range of resources, both within the school, and in the outside area. There has been considerable expenditure on ICT, the school library and outside play equipment in recent years. The expenditure on ICT has resulted in pupils having access to a range of appropriate software and hardware and on-line services which allow them to develop their ICT skills. Also the school library has enabled pupils to develop their research and investigative skills. All these are having a positive effect on the pupils' learning experiences, although their impact on standards is less clear. The hearing impaired unit has a good range of resources to support the needs of the learners.
- 146 Parents and friends of the school provide good support and raise a significant sum of money to buy resources. The school hall is used as a community hall and the good community links have resulted in the school being able to access funding to buy additional resources. An example is the play equipment which has improved the opportunities for pupils' play during lunch and break times.

- 147 The school provides a stimulating and comfortable setting for its pupils.
- 148 Staff make good use of the school building, which is of good quality, and enhanced throughout with attractive examples of pupils' work. There is a dedicated room for music teaching, which although small, serves its purpose well. Also, the school hall is well used for a range of activities throughout the school day.
- 149 The teaching and support staff are used effectively. Support staff are deployed to work with particular groups of pupils and this impacts well on the standards achieved.
- 150 The governing body manages the school budget prudently and financial procedures are good. However, the lack of clarity with regard to the school's priorities for development means that spending decisions are not always based on a secure understanding of what needs to be done to promote school improvement.
- 151 The school has made improvements in many areas since the last inspection. The shortcomings identified in the subject areas have been addressed and the quality of the planning and the standard of teaching have improved. Issues around the use of accommodation and staff deployment have also been addressed and a Race Equality policy and action plan are in place. However, there are still shortcomings regarding the quality and process of school self-evaluation and development planning.
- 152 In view of the good standards attained by the pupils and the quality of teaching, the school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **English**

#### **Grade 2: Good features with no important shortcomings**

##### **Good features**

- 153 Pupils respond enthusiastically when asking and answering questions, talking with partners or discussing ideas in groups or as a class. They use an increasingly varied vocabulary and most speak clearly. There is a clear progression from one year group to the next.
- 154 Listening skills are well developed; pupils listen attentively to the teacher and each other. Collaborative discussion is a well established routine and pupils respond well.
- 155 Most pupils make good progress in improving fluency and accuracy in reading. More able pupils express detailed views about their reading. Pupils with ALN make appropriate progress.
- 156 Pupils write for a good range of purposes. Many understand writing conventions and use grammar and punctuation with some accuracy. Pupils identify the features of different genres, such as when they consider persuasive websites and

begin use these features in their writing. Some able pupils are able to extend their writing.

157 Most pupils demonstrate control and fluency and develop legible joined handwriting.

158 Recent initiatives introduced to raise standards are beginning to have a positive impact on the quality of literacy and independent work.

### **Shortcomings**

159 Pupils do not often produce, edit and publish pieces of their own extended writing.

## **Mathematics**

### **Grade 2 Good features no important shortcomings**

160 All pupils build well on their knowledge of number pairs that make 10, 100 and 1000 and their understanding of place value. Nearly all pupils are very secure in using addition on a number line and clearly explain their method.

161 Nearly all pupils in Y3 and Y4 according to their ability calculate change accurately from 20 pence, 50 pence and one pound. They demonstrate the method used on a number line well and a few explain how they calculate using a mental method.

162 Nearly all younger pupils solve whole number problems using simple multiplication and division; they know that division is the reverse of multiplication. They read, write and order numbers to 100. They are beginning to appreciate that numbers can be positive and negative, for example when looking at temperatures. They know how to tessellate two dimensional shapes and how to draw block graphs and pictograms.

163 Most pupils in lower key stage 2 have a good knowledge and fast recall of the three and four times tables. Nearly all pupils recognise the measures on a weighing scale and realise the importance of accuracy when measuring quantities for baking cakes.

164 Older key stage 2 pupils use several methods confidently when calculating the four rules of number. They have a good understanding of fractions. They can convert mixed and improper fractions and order fractions by different methods and find the lowest common denominator. They have a good understanding of decimals and can use different methods to add decimal numbers confidently.

165 Pupils in Y5 and Y6 can order decimals and round up and show their value as a percentage and find the percentage of numbers. They also use analogue and digital clocks confidently and solve problems reading timetables. They recognise different angles and track co-ordinates in four quadrants.

166 Nearly all pupils use appropriate mathematical terminology with understanding and confidence.

### **Shortcomings**

167 There are no important shortcomings.

## Science

### Grade 2: Good with no important shortcomings

- 168 The majority of younger pupils in key stage 2 are aware of the importance of eating healthy foods and the harmful side effects when fat and sugar are consumed to excess. The majority of pupils are aware that the effect of exercise on the body is an important aspect of keeping healthy.
- 169 Most pupils are aware that in order to get their toys to move, a force (pushing or pulling) needs to be exerted on it.
- 170 Most pupils throughout the school further develop their understanding of a fair test and most pupils appreciate the importance of evaluating evidence gained accurately.
- 171 The majority of pupils have a good understanding of some investigations associated with their bodies and healthy lifestyles.
- 172 In upper key stage 2 most pupils have a good understanding of life processes and living things. They know the function of the heart and lungs and can name the major skeletal bones. The majority of pupils understand that there is a direct link between heart rate and exercise. They make good use of key vocabulary when discussing health issues such as the effect of drugs on the body.
- 173 Most pupils talk confidently about work related to 'our environment' especially every day topics such as pollution and the need to recycle in order save energy. When studying 'habitats and organisms', most pupils show a good understanding of the different foods eaten by animals and the importance of the food chain and the effect this has on habitats.
- 174 They have good knowledge and understanding of the Earth as part of the solar system. This was further developed with the investigation on shadows, which the pupils planned and exercised with limited teacher assistance.
- 175 Most pupils make good use of graphs and ICT to record results.

### Shortcomings

- 176 There are no important shortcomings.

## History

### Grade 2: Good features with no important shortcomings

#### Good features

- 177 In lower key stage 2 pupils explore, compare and contrast life in Roman and Celtic times. They can investigate and research effectively and are beginning to hypothesise and to ask helpful questions to find out more, showing enthusiasm for their learning.
- 178 Throughout key stage 2, pupils respond with interest to a variety of experiences as they study the Victorians, World War Two and the historical events of the local area and how these events impacted on the lives of children in the past. They make good progress in asking searching questions and retrieving increasingly complex information from a variety of sources of evidence. They present their findings and interpretations in a variety of formats. These include writing newspapers and reports or using ICT. In Y5, they demonstrate their learning

through role play such as when they act out their response to a Victorian schoolroom.

179 The majority of the older key stage 2 pupils can ask relevant questions and use sources of evidence to find the information they need. They make comparisons, consider dates and timelines and show a developing sense of chronological awareness, for example when they compare life in the 1940s with life in the 1970s. More able pupils persist in going beyond the literal in their research and begin to deduce and surmise based on the evidence they find.

180 Pupils across the key stage show enthusiasm for history and become increasingly skilful in using and evaluating sources of information to develop their knowledge and understanding.

### **Shortcomings**

181 There are no important shortcomings.

## **Geography**

### **Grade 2: Good features and no important shortcomings**

182 Throughout the key stage nearly all pupils make good progress in geography.

183 Most younger pupils in the key stage are able to interpret aerial maps of the school and surrounding area in order to plan a safe route to school from their homes. They can describe the different type of houses on the local estate such as terrace, semi detached and detached.

184 Many are able to explain the differences between various settlements such as hamlet, town and city. A few are able to accurately identify Wrexham and Cardiff on maps of Wales and Britain.

185 These skills are further developed as they get older to enable them to offer fairly mature predictions as to what is going to happen when presented with different geographical scenarios.

186 In the upper key stage, pupils' can accurately make comparisons between contrasting localities such as Wrexham and Snowdonia. They offer sensible descriptions, using correct geographical terms relating to particular landmarks seen in both areas.

187 A particular strength is the pupils' ability to interpret numerical data accurately and the empathy shown by pupils towards environmental issues.

### **Shortcomings**

188 There are no important shortcomings.

## **Music**

### **Grade 2: Good feature and no important shortcomings**

#### **Good features**

189 Most pupils sing clearly and in tune, with increasingly distinct phrasing and control. Nearly all pupils in key stage 2 understand the importance of breathing and body posture when singing. The school choir produces a bright sound and all are able to maintain a part as a member of the group. They communicate the songs well.

- 190 Most pupils in Y3 work collaboratively to successfully appraise a series of sounds which convey moods and feelings. They can read and understand the purpose of graphic scores and interpret them using a combination of tuned and un-tuned musical instruments. They are also able to appraise their own and other's music successfully and evaluate the effectiveness of the chosen instruments.
- 191 Working in small groups, nearly all pupils in Y5 explore a range of sound sources confidently to select, combine and arrange imaginative musical compositions to depict a Chinese style composition. They can revise and improve their ideas and use musical terms such as pizzicato, ostinato and timbre in context. Most are familiar with the pentatonic scale and use the notes to compose and play simple phrases. They can clap complex rhythms correctly and confidently.
- 192 Older pupils develop increasing understanding and skill when evaluating their own compositions. Nearly all pupils listen carefully to their own and others' music, focussing on specific elements such as rhythm and pitch, and evaluating how effectively they are used. Many pupils in key stage 2 have a good understanding of such musical elements as tempo, dynamics and texture and can describe how their combination creates the mood of a piece of music

### **Shortcomings**

- 193 There are no important shortcomings.

## **School's response to the inspection**

The governing body and staff would like to thank the inspection team who visited the school for their professional and courteous approach. We are pleased that the inspectors recognised the school as a good school where the pupils' behaviour and attitudes towards learning are outstanding. The extent to which pupils are involved in and understand the purpose of assessment was also recognised as an outstanding feature of the school. The school Inspectors recognised that the staff are enthusiastic, dedicated and work well as a cohesive team.

An Action Plan will be put in place to address the recommendations that we believe we can confidently meet.

A copy of the Action Plan in response to the inspection will be sent to all parents.

The Governors' Annual Report to Parents will report on the progress we are making on the inspection recommendations.

## Appendix 1

### Basic information about the school

Name of school	Borras Park Junior School
School type	Junior
Age-range of pupils	7-11 years
Address of school	Borras Park Road Borras Park Wrexham
Postcode	LL12 7TH
Telephone number	01978 359694

Headteacher	Mr B Mc Donald
Date of appointment	September 2001
Chair of governors	Mr M Pugh JP
Registered inspector	Clive Phillips
Dates of inspection	27 <sup>th</sup> 28 <sup>th</sup> 29 <sup>th</sup> April 2010

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	NA	NA	NA	NA	54	61	63	62	240

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	11	2	12

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:29
Pupil: adult (fte) ratio in nursery classes	NA
Pupil: adult (fte) ratio in special classes	3:1
Average class size, excluding nursery and special classes	29
Teacher (fte): class ratio	1:25.6 including HIU

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Autumn 2009	NA	NA	95.2%
Summer 2009	NA	NA	93.8%
Spring 2009	NA	NA	95.2%

Percentage of pupils entitled to free school meals	10%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

This report uses data for 2009 for LEA and Wales comparative information

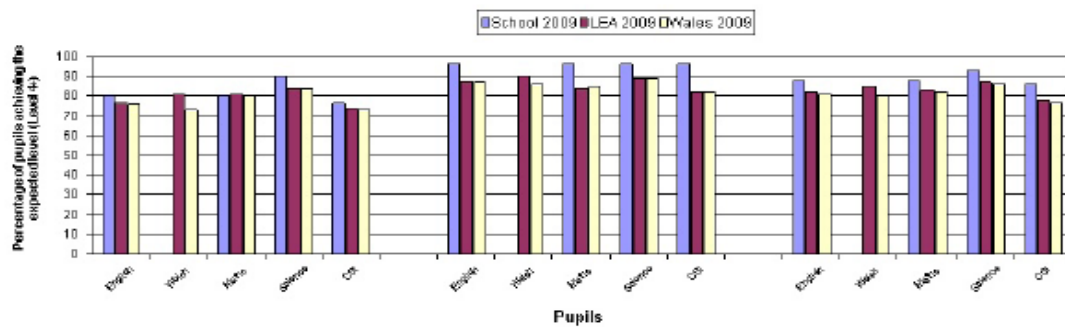
Borras Park Junior School  
Wrexham

LEA/School no: 665/2205

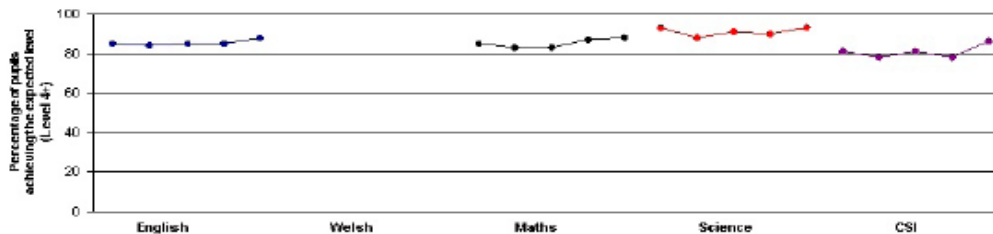
### School comparative information: National Curriculum Assessments 2009 with benchmarking Key Stage 2

Percentage of boys, girls, and pupils achieving at least the expected level (Level 4+):

	Boys			Girls			Pupils		
	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009	School 2009	LEA 2009	Wales 2009
English	80	77	76	96	87	87	88	82	81
Welsh	.	81	73	.	90	86	.	85	80
Maths	80	81	80	96	84	85	88	83	82
Science	90	84	84	96	89	89	93	87	86
CSI	77	74	73	96	82	82	86	78	77



### School Performance over time (2005 - 2009)



### Contextual Information

Benchmarked against schools with a similar percentage of pupils eligible for free school meals.

School's results shown in greyed boxes. Column headings refer to...

Quartile 1 School is in the top 25 per cent.

Free School Meal Group

Quartile 2 School is in the top 50 per cent but not the top 25 per cent.

More than or equal to 8 per cent and up to 16 per cent eligible for FSM

Quartile 3 School is in the bottom 50 per cent but not the bottom 25 per cent.

Quartile 4 School is in the bottom 25 per cent.

	Quartile 4	Lower Quartile Boundary	Quartile 3	Median Boundary	Quartile 2	Upper Quartile Boundary	Quartile 1
English		78		85	88	92	
Welsh		69		80		90	
Maths		79		87	88	93	
Science		84		90	93	97	
CSI		72		81	86	88	

#### Notes:

1. Figures for Welsh refer to attainment in Welsh first language only.

2. CSI = Core Subject Indicator. To achieve the CSI a pupil must achieve at least the expected level 4 in both Mathematics and Science and either English or Welsh first language.

3. If there were no pupils eligible for assessment in a subject for a particular year the graph will discontinue and show a gap for that year.

Report created by DEWi on 17/09/2009

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## Appendix 4

### Evidence base of the inspection

Four inspectors were at the school for the equivalent of 10 inspector days. A peer assessor also worked with the team for the whole inspection. The headteacher was the nominee and attended all the team meetings.

The inspectors observed:

- 22 lessons or part of lessons;
- registration periods, assemblies and joint worship periods.

The team met with:

- staff, governors and parents prior to the inspection;
- headteacher, teachers and support staff;
- groups of pupils, and
- the school council.

The team also took into account evidence from:

- the school's self-evaluation report;
- the responses to the parental questionnaires;
- documents provided by the school prior to and during the inspection;
- a wide range of pupils' current and past work, and
- examples of pupils' reports.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Clive Phillips (Registered Inspector)	Context, Summary, Recommendations, Appendices, Key Questions 1,2, and 7; mathematics, music
Mrs Cathy Barnett (Team Inspector)	Key questions 5 and 6; English, history Contribution to recommendations
Mr Peter Roach (Team Inspector)	Key questions 3 and 4 science, geography
Mrs Justine Barlow (Lay inspector)	Contributions to key questions 1, 3 and 4
Mr Andrew Liptrot (Peer assessor)	Contribution to all key questions
Mr Brendan McDonald (Nominee)	

### Acknowledgement

***The inspection team would like to thank the governors, headteacher, staff and pupils for their co-operation and courtesy throughout the inspection.***

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