

REPORT

on the

**INSPECTION UNDER SECTION 10 OF
THE SCHOOL INSPECTION ACT 1996**

**BORRAS PARK INFANT SCHOOL
BORRAS PARK ROAD
WREXHAM
LL12 7TH**

National Assembly of Wales School Number: 665/2203

Date of Inspection:

17th to 21st March 2003

By

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Under ESTYN contract number: T/184/02P

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CURRICULUM NOMENCLATURE AND KEY STAGES

A new nomenclature to describe pupils' progress through school was introduced in 1989. This system of numbering year groups from the start of compulsory schooling to age 18 is intended to ease communication among schools, governing bodies, parents and LEAs and emphasise the importance of continuity.

The term "Reception" (R) is applied to the year group of pupils in a primary school (not a nursery class) who attain the age of 5 during the academic year "Year 1" (Y1) is applied to the year group of pupils who attain the age of 6 during the academic year and so on to Y13 the year group who attain the age of 18 during the academic year:

	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage 1 of the national curriculum consists of Y1 and Y2; KS2 of Y3 to Y6; KS3 of Y7 to Y9; KS4 of Y10 and Y11 (which is the final year of compulsory education).

GRADE DESCRIPTIONS

The five-point grading scale used to represent the main judgements in this report is as follows:

1. Very good: many good features, some of them outstanding.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features outweigh shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The school and its priorities

- Borrass Park Infant School is situated in a residential area on the outskirts of Wrexham. The school was built in 1971 and caters for 214 pupils (full-time equivalent or fte) from Nursery to Y2. The school's numbers on roll are above its recommended capacity of 194 and have increased slightly since the last inspection.
- The school reports that pupils come from homes, which are, in the main, neither prosperous nor economically disadvantaged. The proportion of pupils entitled to receive free school meals is three per cent, which is well below the national average, and, significantly, a third of the percentage recorded six years ago. The pupil population is mostly English-speaking and white, although two per cent comes from a minority ethnic background, and three pupils receive extra support in learning English as an additional language. No pupils speak Welsh as their first language.
- The school formalised its facilities for children aged under five by opening an Early Years unit in 1999. This has now become well-established in providing for 64 children (fte) of Reception age (4-5), and 28 (fte) children of Nursery age (3-4). There are five per cent of pupils on the register of special educational needs (SEN), which is below with the national average. No pupils in mainstream classes have formal statements of SEN. Seven pupils with a range of hearing impairments, aged between three and seven, are taught in the hearing-impaired class; an LEA-funded special needs unit. Six of these pupils hold formal statements of SEN. This class provides for children in other nearby localities as well as Borrass Park. Two pupils are disapplied from the requirements of the National Curriculum, specifically in learning Welsh, because of the severity of their hearing impairments.
- There are nine full-time teachers, including the headteacher and one part-time teacher, plus three classroom support assistants, and five NNEB-trained assistants. The school was last inspected in March 1997.
- The school's aims are reflected in its mission statement to: “develop a school where effective teaching and learning takes place, enabling children to achieve their full potential whilst being helped to become responsible members of society.”
- The school's priorities include
 - ◆ a focus on raising standards in design and technology generally;
 - ◆ development of improved links with industry and commerce;
 - ◆ better match of work to pupils' needs and abilities; and
 - ◆ improved provision for ICT through enhanced use of the interactive whiteboard and further development of the school's website.

2. MAIN FINDINGS OF THE REPORT

Borras Park Infant School is a very good school with outstanding features, which has shown consistent improvements in the standards its pupils achieve in recent years. Children achieve good standards generally and very good standards in the Early Years unit, and in the class for those with hearing impairments.

Standards of achievement

- Overall, standards of achievement are good and many pupils make good progress. Standards were satisfactory or better in 100 per cent of the work scrutinised, being very good in 21 per cent of the work, good in 70 per cent, and satisfactory in nine per cent. There have been improvements in the standards achieved in eight subjects since the last inspection.

Standards of achievement for children aged under five

- The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making very good progress towards the Desirable Outcomes for Children's Learning. Initial assessments show that about a third of children have above-average attainments on joining the school. Nursery and Reception children achieve very good standards in all areas of learning.

The six areas of learning for children under five	Standards of achievement	
	Nursery	Reception
Language, literacy and communication skills	Very Good	Very Good
Mathematical development	Very Good	Very Good
Personal and social development	Very Good	Very Good
Knowledge and understanding of the world	Very Good	Very Good
Creative development	Very Good	Very Good
Physical development	Very Good	Very Good

Standards of achievement for pupils by the age of 7

Subject	Key Stage 1
English	Good
Mathematics	Good
Science	Good
Welsh second language	Good
Design and technology	Satisfactory
Information and communications technology (ICT)	Good with very good features
History	Good
Geography	Good
Art	Very Good
Music	Good
Physical education	Good
Religious education	Very good

- In the 2002 National Curriculum (NC) assessments, in Key Stage 1 (KS1), pupils' achievements were above those achieved nationally in English, mathematics and science. Fewer pupils achieved the higher NC Level 3 than did nationally, but over the last five years, more-able pupils have done well. Pupils' results compare well with those of pupils from similar schools in Wrexham and in Wales.

- Pupils with special educational needs (SEN) in mainstream classes achieve good standards, and make good progress, relative to their ages and abilities, in KS1. Pupils in the hearing-impaired unit make very good progress, relative to their abilities, because of the very good provision they receive.

- Standards in the key skills of speaking and reading are very good, and in listening, writing, numeracy and ICT in a range of subjects are good.

The spiritual, moral, social and cultural development of pupils

- The provision for pupils' spiritual, moral, social and cultural development is very good. The overall quality of assemblies and acts of collective worship is very good.

Pupils' behaviour and attitudes to learning

- Pupils' behaviour is good and their attitudes to learning are good. Pupils are articulate and often show maturity and sensitivity in their dealings with others. The school has in place a policy to promote racial equality, and has effective measures in place to prevent racism, bullying, sexism and other forms of discrimination. Attendance levels are good and pupils' punctuality is very good.

The quality of education provided

- The overall quality of teaching is good, and a significant proportion is very good. The quality of teaching was satisfactory or better in all the 48 sessions observed, good in 58 per cent, and very good in 29 per cent. About 13 per cent of teaching was satisfactory. Teachers' planning is very good, and their expectations of pupils are also high. The planning for teaching and learning key skills is good.

- Teachers have a very good knowledge and understanding of the subjects they teach. Although most teachers do not speak Welsh as their first language, they have made determined efforts to learn and teach Welsh. At least six teachers now have a very good knowledge of Welsh. This also is true of their knowledge about the teaching of children aged under five, and teachers have a profoundly professional and knowledgeable approach. This is further enhanced by classroom assistants of high quality who have attended relevant courses of in-service training. The influence of others, such as specialist teachers for the deaf, or for pupils learning English, or students training to be teachers, further ensures that teaching is kept vibrant and up-to-date.

- Where teaching is satisfactory, teachers occasionally do not match work closely enough to pupils' needs.

- The overall quality of assessment and recording is very good. The quality of reporting to parents is good. Teachers' assessments are accurate and consistent. Assessment is used very well to promote higher standards. The arrangements for assessing and recording pupils' achievements and progress are very good in all subjects, except music and religious education, where assessment is at an early stage of development. The extent to which the school analyses assessment data in order to improve pupils' performance is very good.

- The school's curriculum is rich, varied, interesting and often fun. The quality of the curriculum for children aged under five, and for pupils in KS1 is very good. The school's curriculum meets the requirements of the NC and for religious education, and is highly inclusive. The provision for pupils who are disapplied from study of the entire NC is very good, being appropriate and highly effective.

- Planning for *Y Cwricwlwm Cymreig* is good. Through the visits they make, through sessions conducted by visitors, and through subjects such as English, ICT, history, and geography, pupils gain a broad understanding of the culture and heritage of Wales.
- The school's provision for extra-curricular activities is good. Extra-curricular activities are run for pupils to improve their skills in activities such as sport, art, creative role-play, first-aid, puppetry and music.
- Pupils' learning is enriched by a broad range of visits within the locality and further afield. Teachers organise visits by specialists, such as professional actors and musicians, to the school. These experiences enrich the curriculum, benefit pupils' learning and help raise standards.
- The school ensures all pupils have equality of opportunity and full access to the NC, regardless of their ethnicity, gender or prior achievements. Very good provision is made for pupils with special educational needs (SEN) in mainstream classes, and for pupils with hearing impairments in the hearing-impaired unit.
- The quality of support and educational and personal guidance given to pupils is very good.

The partnership with parents and the community and the quality of links with industry

- The school provides information of very good quality for parents, and parents make a very good contribution to school life. Overall, links with the community help pupils' development and standards considerably. A home-school agreement has been adopted, in accordance with statutory requirements, and about 95 per cent of parents have signed and returned it. The school's curricular links with its partner junior school are good through initiatives such as the bridging project. The links with specialist outside agencies to help pupils with hearing impairment are very good.
- The school's overall partnership with industry is satisfactory. Although the school has some links with industry, business and commerce, which results in funding through sponsorship, it has no formal policy to promote industrial links and effective strategies are not yet in place to raise the economic and industrial understanding of the school's stakeholders.

The management and efficiency of the school

- The school evaluates the quality of what it does in great depth and to very good effect. The scope and effectiveness of the school's procedures for evaluating standards achieved and the quality of its provision are very good. The range and nature of objectives for improvement that the school has set are very good. Development planning and target-setting are very good.
- The overall quality of leadership is very good. Management systems are effective. The recently-appointed headteacher and senior management team provide the school with very good leadership and management. Governors provide very good leadership and undertake their duties conscientiously. They are closely involved in monitoring and evaluating the school's development.
- The quality of subject leadership is very good. Co-ordinators regularly monitor the quality of provision, and guide subject planning and development, and schemes of work are regularly reviewed and updated.

- Financial management is very good. The school's routine administration and organisation are effective and efficient, and it complies with the statutory requirements and guidelines of the National Assembly for Wales.
- The quality of staffing is very good. A talented and committed team works well together and the morale of staff is very high. Support staff, such as the classroom assistants, the nursery assistants, the secretary, the cleaners, the caretaker, the school cook and the kitchen staff, make a very good contribution to the quality of school life.
- The quality of the accommodation is good. Learning resources, such as the modular staging in the hall, the library of storybooks, and the well-used interactive whiteboard, are very good.

The effectiveness with which the issues identified in the previous inspection have been addressed

- Overall, the school has made good progress in addressing the issues raised in the last inspection.
- The school gives very good value for money.

<h3>3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS</h3>

3.1 Standards achieved in subjects and areas of learning

Overall, standards of achievement are good and many pupils make good progress. Standards were satisfactory or better in 100 per cent of the work scrutinised, being very good in 21 per cent of the work, good in 70 per cent, and satisfactory in nine per cent. There have been improvements in the standards achieved in eight subjects since the last inspection.

- The overall quality of the educational provision for the under-fives is appropriate to their needs and children make very good progress towards the Desirable Outcomes for Learning. Initial assessments show that a third of children have above-average attainments on joining the school. Children achieve very good standards in all areas of learning.
- In the 2002 NC assessments, in KS1, pupils' achievements were above those achieved nationally in English, mathematics, and science. Fewer pupils achieved the higher NC Level 3 than did nationally, but over the last five years, more-able pupils have done well. Pupils' results generally compare well with those of pupils from similar schools in Wrexham and in Wales.
- Pupils with SEN in mainstream classes achieve good standards, and make good progress, relative to their ages and abilities, in KS1. Pupils with hearing impairments make very good progress, relative to their abilities, because of the very good provision they receive.
- In the work seen during the inspection, standards of achievement in KS1 in art and religious education were very good. Standards in ICT were good with very good use of the interactive whiteboard. Standards in mathematics, science, geography, history, music, and physical education were good. Standards generally in English were good, but standards in reading were much higher than in writing for more-able pupils. Standards of literacy, numeracy and ICT were good in a broad range of subjects.

- Standards of achievement in design and technology are satisfactory.

3.2 Standards achieved in key skills across the curriculum

Pupils' standards of achievement in the key skills of listening, writing, numeracy and ICT across the curriculum are good. Standards are very good in speaking and reading.

- Pupils concentrate and listen well in lessons. They are attentive to their teachers and also to other pupils when they answer questions. They carry out instructions well and respond to commands or directives quickly.
- Pupils express their thoughts clearly and confidently. They build their speaking and listening skills through role-play, discussions and good teacher questioning and encouragement. Regular class assemblies contribute well to pupils' confidence in speaking to a large audience.
- Pupils use their reading skills effectively in all subjects to extend their learning. Older pupils use their reading skills when researching topics in history, geography and religious education, when using books, compact discs or the Internet.
- Pupils apply their numeracy skills well in subjects other than mathematics. In science and geography, pupils use standard units of measure and sometimes illustrate their findings with graphs or tables. In design and technology, pupils measure accurately.
- Pupils apply their ICT skills well in a number of subjects, including Welsh and English. They are confident when word-processing and often improve the layout and presentation of their written work with pictures and graphics. Data handling skills are used in mathematics and science to collate and record information. Pupils have good experience of control technology, for instance, when they program a robotic toy. All pupils, including those with special educational needs, use ICT equipment and software with increasing confidence to reinforce their numeracy and literacy skills.
- The school has been awarded the charter mark of the Basic Skills Agency, indicating its determination to provide pupils with an excellent grounding in key skills.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The school successfully promotes pupils' spiritual, moral, social and cultural development. Pupils' development in all these aspects is very good.

- Pupils' spiritual development is fostered effectively by daily acts of worship which include opportunities for pupils to reflect on their experiences. Christian values are reinforced regularly, and pupils have appropriate opportunities to take part in the services through singing, role play and praying together.

- The school promotes high moral standards; pupils have a firm understanding of right and wrong. Justice and kindness come naturally to them and they are aware of the need to show respect to others, whatever their race, background or difficulties. They learn to consider the needs of those less fortunate than themselves, and give generously to both local and international charities.
- Pupils' social development is very good. The school is a friendly and supportive community. Positive attitudes to co-existence and communal enjoyment are developed in a close-knit and happy community where every individual is appreciated. Pupils' relationships with adults are good and they co-operate well with their peers. They are given suitable responsibilities and fulfil them sensibly. They respond in a well-mannered way to visitors.
- There is a good range of opportunities to promote pupils' understanding of social and cultural issues. The local area is used effectively to promote pupils' knowledge of their locality and cultural inheritance. Educational visits further extend pupils' social and cultural awareness. Opportunities are provided for pupils to entertain and socialise with members from various organisations. Pupils learn to respect the traditions of other people through the school's good coverage of the culture and heritage of Wales as well as traditions and cultures from further afield.
- Pupils' spiritual, moral, social and cultural development is central to the school's philosophy and they respond positively to the provision offered them.

4.2 Behaviour and attitudes

Standards of behaviour and pupils' attitudes to learning are consistently good.

- The school is a caring supportive community where the pupils are valued. There is a busy, purposeful but calm atmosphere in the school. The foundations for good behaviour are effectively laid in the nursery and reception classes. Children know how to relate to one another, and behave well. They benefit from secure routines.
- Teachers and assistants have high expectations of the pupils' behaviour and the relationships between pupils and adults are good. Adults are consistent in their application and organisation of routines and encourage the pupils to give of their best.
- Pupils' behaviour in class is good. They are happy in school and show an increasing ability to sustain concentration and to work independently. They are friendly and polite, show consideration to each other, staff and visitors. Pupils listen attentively, work diligently and have positive attitudes towards their work. They respond well to the school's rules and rewards system, and develop good self discipline.
- Teachers use circle time sessions purposefully to promote good behaviour and attitudes. Any incidents of inappropriate behaviour are dealt with quickly and without fuss. Support and supervisory staff provide very good support and contribute positively to the maintenance of good behaviour. Pupils' behaviour and courtesy are praised by parents and governors alike, and there are very few instances of bullying, sexism, racism or aggressive behaviour.

4.3 Attendance

Attendance levels are good and the school has set and met targets to improve attendance. The overall attendance rate for the week prior to the inspection was 98 per cent.

- Good attendance is positively encouraged by a system of rewards presented each term and at the end of the school year.
- Pupils are eager to attend and arrive very punctually, with lessons starting promptly.
- There have been no unauthorised absences in the last year.
- The school's procedures for recording and monitoring attendance are both effective and thorough and comply with the statutory requirements for recording absence. The school complies with the requirements of National Assembly for Wales Circular 3/99.

5. QUALITY OF EDUCATION

5.1 Teaching

The overall quality of teaching is good, and a significant proportion is very good. The quality of teaching was satisfactory or better in all the 48 sessions observed, good in 58 per cent, and very good in 29 per cent. About 13 per cent of teaching was satisfactory. Teachers' planning is very good, and their expectations of pupils are also high. The planning for teaching and learning key skills is good.

Good features

- Teachers have a very good knowledge and understanding of the subjects they teach. Although most teachers do not speak Welsh as their first language, they have made determined efforts to learn and teach Welsh. At least six teachers now have a very good knowledge of Welsh. The same applies to teachers' knowledge about the teaching of children aged under five, and teachers have a highly professional and knowledgeable approach. This is further enhanced by classroom assistants of high quality who have attended relevant courses of in-service training. The influence of others, such as specialist teachers for the deaf, or for pupils learning English, or students training to be teachers, further ensures that teaching is kept vibrant and up-to-date.
- Teachers plan effectively for the development of pupils' skills, knowledge and understanding in all areas of the curriculum. In the best teaching, teachers lead, guide and shape the lesson well because they know their subject well and make their aims clear.
- Teachers have high expectations, making clear what they expect of pupils in terms of achievement and behaviour. They use praise judiciously and help build pupils' self-esteem. Teachers focus positively on what pupils can do and create a positive climate for learning in

that way. In particularly effective lessons, teachers provide very good resources and work in strong and effective partnerships with pupils.

- Teachers use a very good range of organisational strategies. They provide pupils with opportunities to work as a whole class, in groups, pairs and as individuals. This is particularly striking in the organisation of teaching and learning in the Early Years unit, where activities are well-timed, very interesting and good fun; many children are purposeful and highly motivated as a result.
- Teachers use a good mix of teaching techniques to enliven their lessons. They know their pupils very well, value them as individuals and establish good relationships with them. They display a caring attitude towards them and offer a firm, fair and consistent approach to discipline. As a result, pupils confirm that they feel happy and secure, and they do well. The pupil:teacher ratio is disadvantageously high but the presence of well-informed and experienced classroom assistants and nursery nurses enables pupils to have much individual attention.
- Teachers usually, but not always, match work satisfactorily to pupils' abilities. Lessons are usually planned to take children's needs and capabilities into account in each step of their learning. Teachers usually make good provision in this way for pupils with SEN as well as pupils who are gifted or talented.
- In the best lessons, teachers encourage pupils to develop an enquiring attitude to learning by asking, as well as answering, searching and perceptive questions. Teachers' proficient use of an interactive whiteboard in a range of lessons is having an increasingly significant impact upon pupils' learning.
- Teachers use the Internet to enrich pupils' knowledge about subjects such as geography or history. They draw good cross-curricular links between a range of subjects, such as in the work on the *Jumbles* in Edward Lear's poem, which informed lessons in English, science and art.

Shortcomings

- Teachers occasionally do not match work closely enough to pupils' needs. A few lessons were observed where teachers gave all pupils the same work, and those who finished first were given more of the same type of work. In a few lessons, some pupils found the work in mathematics and science too easy, whilst others found it too hard.

5.2 Assessment, recording and reporting

The overall quality of assessment, recording and reporting is very good.

- The school has a comprehensive policy on the organisation and use of assessment to improve the quality of teaching and learning. It is implemented accurately and consistently across the school, beginning in the Early Years unit with detailed initial assessments, which help teachers' planning to bring about the desirable outcomes for learning.
- Teachers constantly assess pupils' strengths and weaknesses as part of their daily teaching and give good oral feedback to individuals. This information is used well to plan future work in all subjects except music and religious education where systems are at an early stage of

development. Teachers' assessments and records are closely linked to their evaluations of lessons.

- The wealth of assessment information available from NC assessments and other tests is analysed very well, for example, to compare trends in the achievements of boys with those of girls, differences between subjects or in comparison with other schools. The data is used to track individual pupil's performances, to set targets and to raise standards.
- Teachers' written comments on pupils' work are supportive and indicate clearly what each pupil needs to do to improve. Samples of pupils' annotated work are kept in their record of achievement files.
- Arrangements for the assessment of pupils with special educational needs are very good. Teachers identify problems quickly and monitor progress carefully.
- Parents are kept well informed of their children's progress through termly meetings and an annual written report. These reports on individual pupils are detailed, informative and meet statutory requirements.

5.3 Curriculum

The quality of the curriculum provided for children aged under five, and for pupils in KS1 is very good. The curriculum is socially inclusive and ensures equality of access and opportunity to all pupils.

- The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making very good progress towards the Desirable Outcomes for Children's Learning. The transition to work on the National Curriculum is smooth and effective due to the detailed match of work to the needs of individual pupils.
- Many lessons are well planned with clear objectives. Detailed schemes of work help teachers deliver a high-quality curriculum. The school is developing a very useful website which is being used increasingly well to display pupils' work.
- Planning for the development of pupils' key skills across the curriculum is good.
- The Welsh language is promoted successfully throughout the school. Classroom displays and labels, the appointment of pupils as "Helpwr Heddiw" or "Helpwr Cwningen", the teachers' enthusiasm, including those who do not have Welsh as their first language, all contribute to the successful development of the language as an important element of the curriculum.
- The arrangements for pupils' personal and social development, including health education, are successfully integrated into the curriculum.
- A range of extra-curricular activities, including those for sport, mathematics, computing and music, is provided for pupils, including those with SEN and those who are gifted or talented. Other activities include trips and visits to places of educational interest, such as the

Ellesmere Boat Museum and Erddig Country House. These visits not only enhance and extend pupils' learning, but also reinforce Y Cwricwlwm Cymreig. The Welsh Dimension is promoted well in subjects such as history and geography.

- The school has instituted a useful home/school agreement which is distributed to parents.
- Racial equality is promoted well, and is formalised through a policy to promote racial harmony.
- Teachers make good use of homework to extend learning opportunities.
- The provision for pupils who are disapplied from study of the entire NC is very good, being appropriate and highly effective.

5.4 Support, guidance and pupils' welfare

The quality of support and educational and personal guidance given to pupils is very good.

- The school is a safe and caring community where pupils are happy and contented, as verified by the parents in the completed questionnaires and in the pre-inspection meeting.
- The relationship between school staff and pupils is close. Staff know the pupils well and deal with problems that arise sensitively and conscientiously.
- All staff contribute regularly in the process of monitoring pupils' academic progress, their personal development, behaviour and attendance.
- There are clear guidelines for personal education, child protection, supervision and health and safety. All staff are aware of the school's procedures and their responsibilities.
- Pupils are well supervised, ensuring a safe and secure environment for work and play, and teachers ensure equality of opportunity in all activities.
- The educational support and guidance provided by the staff ensures that every pupil makes progress in accordance with his or her age and ability. Pupils find it easy to turn to the staff for help and guidance.
- Pupils' achievements are celebrated and targets for improvement are clearly communicated to them.
- The quality of personal and social education is very good. The school makes appropriate use of the guidelines of the Qualifications, Curriculum and Assessment Authority for Wales' (ACCAC) on personal and social education.
- Effective liaison with outside agencies occurs where the need arises. Every effort is made to ensure everyone is fully included in school life.

5.5 Provision for pupils with special educational needs (SEN)

The quality of provision for pupils who have special educational needs is very good. They make good progress and achieve good standards relative to their ages and difficulties. Arrangements are thorough and caring, and deal well with the more able pupils as well as the less able. Five pupils in mainstream classes are identified on the register of SEN but no pupils in mainstream classes have formal statements of SEN. Seven pupils with a range of hearing impairments are taught in the hearing-impaired class; an LEA-funded special needs unit. Six of these pupils hold formal statements of SEN. These latter pupils range in age from three to seven and are taught in the hearing-impaired unit each morning. The three older pupils in this class attend school full-time and are integrated into mainstream classes each afternoon.

- The school has very well developed procedures for meeting the needs of pupils with SEN, in line with the new SEN Code of Practice, which are correctly followed. Pupils are identified quickly in the Early Years unit, following a careful and systematic assessment process.
- Communication between class teachers, the support teacher and the SEN co-ordinator (SENCo) is well organised and very good. They work closely together to discuss individual pupil's needs and progress, and to plan work for them in the form of Individual Education Plans (IEPs). These contain clear and specific targets, and are of very good quality.
- Communication between the school, parents and external agencies is very good. Parents are closely involved from an early stage of concern in reviewing the progress of their child.
- Pupils have access to a broad, balanced and rich curriculum, and are fully included in the life and work of the school.
- The governor with responsibility for SEN is closely involved in school matters.

The unit for pupils with hearing impairment

- The provision for the pupils with hearing impairment is very good. The dedicated and hard working teachers are qualified specialists who provide a very caring and supportive learning environment where pupils feel secure and confident. Pupils make good progress and achieve good standards, relative to their individual circumstances.
- Teachers promote pupils' learning and communication skills very effectively through a variety of integrated experiences, which match the needs of individuals well.
- The LEA and the Health Authority, including the Sensory Services, provide regular and effective support for the children, staff and parents.
- Support staff are very effective in their role within the class in morning sessions and during integration with main school classes each afternoon.

- Mainstream pupils, teachers and support staff have good skills in communicating with hearing-impaired pupils because many have learned to use sign language. Many hymns and other songs in school assemblies are signed as well as sung by the whole congregation. This helps the development of good relationships and a better understanding of pupils' difficulties.
- In assemblies, older hearing-impaired pupils join in the singing and move to the music with obvious enjoyment. In English lessons, pupils correctly sequence pictures following a story and make very good efforts in listening and speaking.
- Younger children with SEN are sensitively and progressively introduced to the Early Years unit where they develop their personal and social skills well. The older pupils happily join in with their peer groups every afternoon and are making good progress in their personal and social skills.
- The teacher's questioning and communicating skills, the use of modern technology such as the interactive white board, and the wide range of motivating activities, make a significant impact on pupils' achievements in communicating their thoughts.
- Every opportunity is taken to develop pupils' speaking and listening skills in English, through action songs and rhymes, stories and discussion of personal interests.
- Teaching is lively and varied, and maintains pupils' interest and enthusiasm throughout the day. Exercises in sequencing words, phonics, writing or copying sentences, and sorting and matching, help to promote reading and writing skills. Pupils' progress is often good and occasionally very good.
- In mathematics, good work is undertaken on shape, colour and number. Pupils make good progress in using and applying number skills.
- Pupils' physical development is good. They have good body control and balance and perform a variety of ways of travelling, linking a series of actions into a sequence. They are agile and confident and work co-operatively together.
- Integration with other pupils, or re-integration into other classes, is gradual and sensitively controlled. Pupils are fully involved in whole-school activities.
- Pupils' records are detailed and well kept. Their Individual Education Plans are suitably matched to their individual needs and regularly reviewed by all the parties concerned.

5.6 Partnership with parents and community, schools and other institutions

The school has very good links with parents and the wider community. It commands high levels of parental support and satisfaction.

- The quality of information provided for parents is very good. The school prospectus contains much useful information and fully complies with statutory requirements.
- Parents are highly appreciative of the work achieved by the school. They are happy with the information they receive about school activities and their children's progress. The views of the 11 parents who attended the pre-inspection meeting with inspectors and the 83 who returned the parental questionnaire were generally very positive about the school's provision.
- A home-school agreement has been adopted in accordance with statutory requirements and about 95 per cent of parents have signed and returned it.
- Many parents readily assist with educational visits, and several give valuable practical assistance in the school.
- The active parent-teachers association arranges a wide range of social and fund raising activities. Substantial amounts of money are raised to provide the school with additional learning resources such as the excellent modular staging in the hall.
- The educational visits arranged for pupils and talks given by visitors, contribute very effectively to the school's life and work.
- The school is proud of the good reputation it has within the local community. It has long established links with many organisations. School concerts, presentations and special services are well attended.
- Good curriculum links are being developed with the adjacent Junior School, and the two head teachers and staff work closely and effectively together in initiatives such as the bridging project.
- Good links have been established with the local pre-school playgroup, the LEA and Health and Welfare Agencies.
- Pupils from local secondary schools visit for work experience. The school provides places for students training for the diploma in Nursery Education and Child Care, other vocational qualifications, and from Initial Teacher Training Colleges such as the North East Wales Institute, Chester College, and Manchester College for the Deaf.

5.7 Partnership with industry

The overall quality of links with industry is satisfactory but there is no written policy to promote links with industry.

- Educational visits and visitors help to raise pupils' awareness of the world of work, both past and present.

- Members of the community are invited to the school to talk about their work in connection with curriculum themes.
- Local business and companies give the school good support with financial sponsorship or goods.
- The school has been awarded the Investors in People Award and this has had a good impact upon its procedures for managing and developing staff. No teachers, however, have benefited from industrial placements.
- The school has established a before-school and after-school playscheme, which caters for children aged from 3 to 11. This club provides pupils from the infant school and its partner junior school with a wide range of good social experiences.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The scope and effectiveness of the school's procedures for evaluating standards achieved and the quality of its provision are very good.

- Staff and governors have established a self-critical culture with shared values and norms about learning, behaviour, relationships and equality of opportunity. Many contribute to the process of self-evaluation. They are aware of its findings and are fully committed to taking action for the improvement of the overall performance and success of the school.
- Teachers are aware of their strengths and weaknesses and are keen to improve their skills and methods of working in order to raise the standards of pupils' achievements. Opportunities for lesson observations and evaluations are regularly planned and every subject regularly has a report made on its development, called a school-based review.
- The head teacher, staff and governors have identified whole-school priorities and targets, which are supported by well-resourced strategies within a realistic time scale, and with appropriate criteria for success. These are identified in the SDP, and the school regularly monitors progress made towards achieving its targets.
- The headteacher's leadership and clear vision ensure a strong drive to improve standards.

6.2 Leadership and efficiency

The overall quality of leadership and management is very good and the school gives very good value for money.

- The recently-appointed headteacher and senior management team provide very good leadership and a clear sense of direction to the school's affairs. Their care for pupils and commitment to the school's development are evident in the way teachers constantly evaluate

the results of their teaching and pupils' learning. There is evidence to indicate that the quality of leadership and management has been very good for a number of years.

- The school's ethos for learning and sense of purpose are very good. Teachers have high expectations about standards. The school's aims, values, and policies are appropriate for its pupils.
- The quality of subject leadership is very good. Co-ordinators regularly monitor the quality of provision, and guide subject planning and development. This happens in a variety of ways, including through formal and informal discussions, and through the scrutiny of pupils' work. The system to enable subject leaders to directly monitor or guide work in lessons through observation and evaluation is well-developed.
- Very good progress has been made since the last inspection in developing the role of the co-ordinators in the evaluation process. They scrutinise pupils' books and teachers' planning documents, and gather exemplars of best practice in subject portfolios. The school has effective strategies for assessing and evaluating pupils' standards of achievement. Teachers analyse assessment records, including end of key stage tests, in order to identify trends and weaknesses.
- Governors have a very good awareness of their responsibilities and undertake their duties conscientiously. They meet regularly with the headteacher and staff and are keen to help with new developments. Their involvement in monitoring and evaluating the development of subjects is secure. Governors exercise an appropriate oversight of the steps taken to ensure the school gets the best value for the money it spends.
- Financial management is very good and the school receives close support from the local education authority in balancing its books. Parents and other members of the community give the school significant, extra financial support through fund-raising. The school's routine administration and organisation are effective and efficient, and it complies with the statutory requirements and guidelines of the National Assembly for Wales.

6.3 Staffing, accommodation and learning resources

The adequacy and quality of staffing are very good; the quality of the accommodation is good; and the quality and quantity of learning resources are very good. The headteacher and her colleagues manage the school's staffing, accommodation and learning resources efficiently and effectively.

- There are sufficient teachers, all of whom are well qualified, for the delivery of the curriculum and religious education. All have appropriate job descriptions and have responsibilities for different areas of the curriculum.
- Teachers, nursery assistants and classroom assistants work extremely hard as a team and provide a happy and industrious environment.
- A well-organised process of staff review and development is in place. Teachers attend appropriate in-service courses. The headteacher and subject leaders are very active in leading school-based in-service training.

- Resources for all subjects are sufficient, of good quality and used effectively. Many resources, such as the modular staging, are provided by the PTA. Many inventive additions, including highly imaginative ‘Story Sacks,’ are made by parents, other volunteers, teachers and support staff and loaned to children to read at home in a lending library system.
- The school buildings and grounds are clean, attractive, and in good condition. Classrooms are very well-decorated although some are crowded at times.
- Teachers make very good use of the teaching and learning spaces with highly imaginative role-play areas and brightly coloured and well-presented displays of children’s work.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

Provision for the under-fives

The overall quality of the educational provision for the under-fives is appropriate to their needs and children are making very good progress towards the Desirable Outcomes for Learning. Initial assessments show that children's attainments on entry are above average. Nursery children (3-4 year olds) and Reception children (4-5 year olds) make good progress and achieve very good standards in the six areas of learning. The curriculum for children aged under five is further enhanced through drama, role play, and defined opportunities for spiritual development.

Good features

Children’s language, literacy and communication skills are very good in both Nursery and Reception.

- Children in both Nursery and Reception listen very attentively, and talk confidently about their experiences. They use a wide-ranging vocabulary with fluency to express thoughts and convey meaning.
- Role-play, games and discussions help to foster children’s speaking and listening skills.
- Children enjoy looking at, handling and reading books. Reception children are achieving high levels of competence in reading and their skill in writing is developing very well.
- They respond to stories and rhymes, recall previous work, know letter sounds and form letters correctly. Children are beginning to build sentences and write independently.
- Children respond very well to the use of Welsh incidentally throughout the day. They understand and respond to simple questions and comments and know a variety of simple Welsh songs.

Children’s mathematical development is very good in both Nursery and Reception.

- Nursery children can sort objects according to size, colour and type. They count confidently, recognise and form simple numbers and begin to understand concepts such as larger and smaller.
- Reception children recognise, match and order numbers correctly. They add and subtract numbers to 10 and beyond, and are developing good mental abilities. They recognise basic

shapes, measure and compare quantities, and use their number knowledge confidently when playing number games.

Children's personal and social development is very good in both Nursery and Reception.

- Nursery and Reception children show a high level of confidence and maturity, establishing effective relationships with other children and adults. They plan and select their own activities and resources for part of the day and work increasingly independently. They persevere well in their learning.
- They share, take turns and happily clear up after activities.
- They learn to take care of personal hygiene, and change confidently in preparation for physical activities.

Children's knowledge and understanding of the world is very good in both Nursery and Reception.

- All the children are given a wide range of experiences and make good use of their senses when observing and comparing. They observe grass seeds growing and know that they need water to survive. They know that their pet rabbit needs to be fed and cared for and can describe the life cycle of a butterfly. They recognise the difference between living and non-living things.
- From listening to stories, they have developed an understanding of 'long ago' and 'far away'. Children begin to improve their ICT skills by using computers often in work sessions or *Plan, Do and Review* sessions.
- They identify certain workers, such as a farmer or a builder, by the characteristics of their work. Their understanding about different places such as the town and countryside is developing well as is their understanding of the differences between the seasons.
- During their baking sessions, children learn that things can change when heated and they appreciate the need to be hygienic when handling food.

Children's creative development is very good in both Nursery and Reception.

- Children in the Early Years Unit make very good progress in creative work by exploring colour, texture, shape, form and space through a range of media. They take pride in their work, which is of very good quality.
- They handle equipment confidently and can cut, stick and sequence pictures. They make choices about colour and medium, and demonstrate very good observational skills in their paintings of daffodils.
- They respond well to rhythm in music and sing in tune when called upon. They perform with musical instruments with discipline and with good attention to timing and duration.

Children's physical development is very good in both Nursery and Reception.

- Nursery age children handle small tabletop toys well and develop skills in pushing and pulling when playing with a variety of equipment at floor level.
- All the children experience a wide range of opportunities to develop their fine and gross motor skills. They make very good progress in the development of fine manipulative skills; using scissors and brushes with increasing precision and construction toys with confidence.

- While working on the computer, both age groups handle and control the mouse well to enable them to make choices and to activate some commands.
- In formal physical activity lessons, they move confidently, with increasing control and co-ordination. In the fenced play area, children control scooters, tricycles and other wheeled toys with skill and confidence.

Shortcomings

There are no significant shortcomings in any area.

English

Overall standards of achievement are good in KS1, and in speaking and reading are very good.

Good features

- Most pupils in KS1 listen attentively to their teachers' explanations and to other pupils' contributions. They listen well to stories told by their teachers. In lessons, they remain focused for a sustained time. They make good progress in speaking for different purposes and audiences, and collaborate effectively in discussions. Pupils read aloud well in groups, showing good understanding, expression and emphasis, as well as a developing sense of poetic rhythm.
- They speak in a variety of contexts with increasing confidence and are keen to answer teachers' questions and offer their own comments and observations.
- The use of very well decorated role-play areas in every class makes a very significant contribution to pupils' standards in speaking and listening in English, as well as in a full range of other subjects.
- Standards in reading are very good. Pupils display a very good understanding of the characters, settings and structure of stories. They develop their standards in reading quickly through regular opportunities to read, both in school and at home. These include the use of an excellent library of story sacks. Many parents help their children learn to read by participating in a flourishing lending library of these story sacks.
- Many pupils read aloud clearly and confidently to a very good standard. The least-able read relatively easily from stories by authors such as Dick King-Smith. The more-able read fluently and with good expression. They volunteer sensible and sensitive answers about texts, and use imaginative vocabulary. Analysis of teachers' assessments of reading showed that about two-thirds of pupils have made very good progress in learning to read in the space of a term.
- By the end of KS1, abler pupils read unfamiliar texts with confidence and fluency. Other readers have a positive attitude to reading and use a range of reading strategies to help them understand the text. They generally apply their knowledge of letter/sound correspondences effectively when they meet an unfamiliar word.

- In the work seen, standards in writing were good and some pupils had written very well. Pupils use direct and indirect speech with different verb tenses well. They also use the formal conventions of grammar accurately. Pupils know that connectives join sentences together and the more-able use them often.
- Pupils make good progress in their writing during KS1, from emergent to fully independent writing. They write for a range of purposes and audiences and by the end of the key stage all pupils, including less confident writers, can write a story using some of the key features of narrative. The handwriting of most pupils is clear, legible, well-formed and regular. Pupils use capital letters, full stops, nouns and verbs in simple sentences well. A few more-able join their letters but this is not common practice as cursive writing is not taught by teachers. The average and the less-able pupils write in legible and grammatical sentences. Over the last six years, girls have tended to spell and write better than boys.
- More-able pupils write at some length. Their writing is well organised and they plan, draft and revise their work. Their writing is good when they write in response to a stimulus that has inspired them and the best is well-crafted and imaginative. Pupils are developing styles of writing for a variety of purposes and use the characteristics of different kinds of writing well.
- The few pupils with English as an additional language make very good progress and achieve good standards. Pupils with hearing impairments also make very good progress, relative to their abilities and difficulties, and are helped particularly through the patient and highly skilled support given by their teachers, visiting specialists and classroom assistants.
- In general, pupils use computers appropriately to redraft or re-present their work. Many are gaining much fluency in using the interactive whiteboard to enhance their learning. Pupils have produced good-quality, wordprocessed stories and reports, using a range of fonts, with different sizes and colours.

Shortcomings

There are no significant shortcomings.

Mathematics

Standards of achievement are good in KS1.

Good features

- Pupils quickly become familiar with number symbols, recognise number sequences and start to identify and use patterns, including odd and even. They are confident with simple addition and subtraction and are developing a good knowledge and use of number with a good recall of number bonds. Their understanding of place value is developing well.
- They are developing good mental strategies and use them correctly in their calculations and when problem solving.
- Pupils recognise the value of coins, total the cost of shopping for various items and accurately calculate the change from small purchases.

- They confidently name and describe a range of 2D and 3D shapes, use non-standard and standard units of measure accurately, recognise simple fractions and can tell the time from both analogue and digital clocks. Their knowledge of compass points and their skills of measuring accurately are well used in creating a treasure map with directions. They have a good understanding of simple symmetry.

- Pupils gather information, such as their favourite fruits, and illustrate their findings in the form of simple picto-graphs or block graphs.

Shortcomings

There are no significant shortcomings.

Science

Standards of achievement are good in KS1.

Good features

- Pupils are developing good observational skills. They learn to examine objects carefully and can identify similarities and differences, using a range of appropriate words to describe their properties. They use their senses well in identifying different baby foods.

- There is an emphasis on practical and investigative work and pupils learn to make predictions before carrying out experiments to test their predictions. Many pupils understand what 'fair testing' means and appreciate why it is important.

- Pupils sort and classify materials according to their main properties and make the distinction between living and non-living things.

- They have a good understanding of the process of germination, recognise and name parts of plants and know what is necessary for healthy growth.

- Pupils name the major parts of the human body understand the need for a healthy diet.

- Their knowledge of simple forces, magnetism and electricity is developing well.

Shortcomings

There are no significant shortcomings.

Welsh second language

Standards of achievement are good in KS1.

Good features

- Pupils listen purposefully to adults and to their peers, and they respond well to the use of Welsh incidentally during the day. They understand a variety of classroom instructions, commands and questions, and reply confidently, using set phrases.

- Pupils speak with clear pronunciation and intonation. They demonstrate enjoyment when using Welsh and their attitude to the learning of the language is generally positive and enthusiastic.
- They perform simple Welsh action songs, count to 20, name colours, comment on how they feel, describe the weather and ask for various items.
- They name parts of the body and are beginning to read and write simple phrases and sentences.
- They can ask and answer questions about their likes and dislikes and confidently hold short conversations, especially in role-play on the classroom telephones.
- In school assemblies, pupils sing a range of Welsh hymns and regularly say their prayers in Welsh.

Shortcomings

There are no significant shortcomings.

Design and technology

Standards of achievement are satisfactory in KS1.

Good features

- Good use is made of constructional kits to make models and patterns.
- Their skills in cutting, shaping and joining materials are developing well. They manipulate tools carefully and follow instructions accurately.
- They evaluate their work orally and on paper, through observation and questioning, and they can express opinions on why they like or dislike a finished article.
- They show good ideas of ‘fitness for purpose’ in their models of hanging mobiles for babies, and hats that withstand the wind. Pupils use the appropriate materials and decorate their finished articles imaginatively.
- Pupils’ work supports their studies in other subjects very well.
- When pupils design and make a range of masks with moving parts they show a good understanding of the use of levers and hinges in creating effective movements.

Shortcomings

- Work is often overly teacher-led and pupils’ development of their own ideas, and their ability to choose the appropriate materials, tools and techniques are limited.

Information and communications technology (ICT)

Standards of achievement are good in KS1, with very good features in the use of the interactive whiteboard.

Good features

- Pupils learn to use ICT to communicate and handle information in a range of subjects. They have used a digital camera well to record their work and the results are presented in many subject portfolios. Their standards are further celebrated in the school's developing website.
- Pupils have good, basic keyboard skills. They know how to make capital letters with the *caps lock* key, or how to start a new line by pressing the *enter* key, and also how to make a space with the *space bar*. The more-able pupils can input over 10 sentences in a wordprocessing program in the space of one lesson. Most have good mouse-control skills.
- Pupils learn quickly about facilities such as *flood fill*, *spray*, and *the straight line tool*, because the teacher's demonstrations are enhanced by good use of the interactive whiteboard.
- Pupils, including those with hearing impairments, can rearrange labels on the interactive whiteboard, and benefit from using individually prepared writing frames on the whiteboard. Pupils could demonstrate well their understanding and use of the whiteboard with a touch-sensitive pen. This facility is also helping to accentuate the level of differentiated work teachers can set.
- They have developed a number of basic skills such as executing program commands, saving their work, using the mouse and pointer, and operating a number of facilities on the tool and menu bars. By the end of Y2, pupils have produced simple bar charts and designed a border for a menu. Many can print their work unaided.
- Pupils give appropriate commands to move a robotic toy forward a set number of spaces or make it turn right or left by a set number of degrees. They estimate or predict the journey travelled by the toy and understand how to make it travel north, south, east or west.
- Pupils can find appropriate files in their own directories on a hard disk, and can open and use them. They are encouraged to use computers to support their research, for example, by using encyclopaedias on multimedia compact discs.

Shortcomings

There are no significant shortcomings.

History

Standards of achievement are good in KS1.

Good features

- Pupils in KS1 have acquired a good knowledge about history through studying objects and artefacts from the past and through discussions with their teachers about their own experiences of the school as former pupils.

- Pupils know that Christopher Columbus lived a long time ago, and have a good recall of the main details of his preparations for the journey to find America. Pupils also learn more about historical figures through role-play sessions where scenes from the past are acted out.
- Pupils have some understanding of the chronological order in which important historical periods and events happen through their work on timelines. Many have a good understanding that people from the past lived a long time ago. They have written well about visits to places of historical interest such as Erddig Hall, where they dressed up as servants, helped make old-fashioned lemonade, and visited the bakery.
- Pupils are aware that historical information can be gathered from a number of sources. They have read parts of *The Secret Garden* and learned of how the heroine lived in luxurious neglect in India, and then travelled by passenger liner to London, where her life was very different.
- Pupils show good standards in their written work about visits to Ellesmere Boat Museum, where they have learned about Victorian canal workers, such as the blacksmith, or of how barge-dwellers lived. They have used domestic implements from the Victorian era and have compared families from the past with modern families, including colour and sepia photographs.
- Pupils have a good knowledge about Florence Nightingale and her travels to and work in the Crimea.

Shortcomings

There are no significant shortcomings.

Geography

Standards of achievement are good in KS1.

Good features

- Pupils' observational and communication skills are good.
- Pupils are beginning to understand simple maps. On walks around the immediate locality, younger pupils identify some of the features which give the area its character.
- Pupils can identify Wales on a map of the United Kingdom and know some of the cities.
- Pupils have drawn maps of the school and aerial views of Borrass Park which they have then compared to aerial photographs of the area. They could recognise that the former is of the same area as the latter except that it is from a higher distance from the ground.
- Pupils make good progress in building their geographical skills, knowledge and understanding. Pupils in Y2 were acquiring the skills to use a source of evidence to respond to geographical questions about coordinates on a map of Treasure Island. In this lesson, all pupils had learned by the end to draw objects on a map, and then locate and record their position by reference to map coordinates.

- In their work on Toad Hall, from Wind in the Willows, pupils have drawn accurate maps of the route via the canal, with instructions on how to get there.
- Pupils have designed their own gardens using maps of them viewed from the air.
- In visits to places such as the Ellesmere Boat Museum, pupils have developed further their understanding of the differences between their own environment and that of those who live and work on a canal.
- Pupils are developing a good geographical vocabulary in using a robotic toy. They can explain how it is more accurate to give directions using the points of the compass than by just indicating left or right turns, and use the terms north, south, east and west.
- Pupils are making increasingly good use of ICT in geography, particularly in their use of the interactive whiteboard.

Shortcomings

- Pupils are unsure about the location of other countries of the United Kingdom.

Art

Standards of achievement are very good in KS1.

Good features

- Many pupils paint and draw to a high standard. They make effective and colourful collages using a variety of materials and paint. From a young age, they have well developed observational and creative skills which they use confidently to express themselves in a variety of ways.
- They select and mix paint to achieve a desired colour or shade.
- Pupils' work shows individuality, imagination and control of the medium used.
- Their observational drawings demonstrate very good use of line and shade. Their drawings of the dragon on their individual Welsh flags are very good examples of careful observation; as are their three-dimensional clay models of Y Ddraig Goch.
- They are familiar with the works of famous artists, including the Welsh artist Alison Mercer, and have produced very good examples of paintings, using the various techniques of these artists. They make very good progress in painting in the style of professional artists.
- Pupils confidently use computer programs to create pictures and patterns.
- Examples of pupils' work are exhibited well throughout the school. They are of very good quality and are a source of encouragement to others to achieve similar standards.

Shortcomings

There are no significant shortcomings.

Music

Standards of achievement are good in KS1, particularly in singing.

Good features

- Pupils' standards of performance in singing in Welsh and English during school assemblies are good.
- They are perceptive in appraising their own music as well as that of their peers, and they appraise the music of famous composers, including those who came from Wales.
- Pupils know the names of a range of percussion instruments, and when called on to play them, show a good sense of dynamics and pitch. Their performances show a good awareness of timing and cadence, and they are able to build rhythmic patterns in *sound pictures*. They sing well and think of music as an enjoyable activity.
- Pupils listen carefully and can identify instruments such as the drums, xylophones, the kabassah, cymbals and maracas. They are confident in their responses and suggest how different untuned percussion instruments can represent different types and qualities of sound.
- A minority has a good grasp of dynamics, rhythm and pace.
- Pupils with hearing impairments sing as a group with a good sense of rhythm, and move and pronounce their rhymes in unison.
- Pupils sing in Welsh often; their voices are sweet and true, and their pronunciation is good.
- Pupils' skills are enhanced through participation in the school's choral performances or in school concerts of good quality.

Shortcomings

- Pupils' skills in composition are underdeveloped.

Physical education

Standards of achievement are good in all aspects of physical education in KS1.

Good features

- Pupils are developing effective control of their body movements, and their awareness and use of space is good. They create different shapes and movements showing good balance and control.
- They show good hand-eye co-ordination skills when sending, receiving and bouncing large balls or bean bags.
- They are enthusiastic, work hard to improve their performance, listen well to the teacher's instructions and collaborate well in pairs or in groups.

- They are enthusiastic, take turns, play to rules and demonstrate good standards.
- They pay due attention to safety when moving apparatus and they respond promptly to the teacher. Their ability to evaluate performances is developing effectively and they are well aware of the beneficial effects of exercise on their bodies.
- Pupils demonstrate very good examples of controlled rolling, jumping and landing in Y1. They move imaginatively to music, responding appropriately to a change in mood and tempo with good body control.
- Some pupils improve their fine motor skills in specialist therapy sessions led by trained classroom assistants.
- Pupils' skills are developed further through a range of extra-curricular activities and there are good links with a local sporting club.

Shortcomings

There are no significant shortcomings.

Religious education

Standards of achievement are very good in KS1.

Good features

- Pupils develop a good knowledge and understanding of Christianity and religious festivals. Visits to local churches and chapels help pupils' understanding of religious symbolism and the reasons for rites and rituals.
- Pupils know a number of stories from the Bible, such as how Moses was saved from the wrath of the Pharaoh in Egypt, and they understand some of the characteristics of being a Christian, in both a spiritual and a moral context. They understand the need for and the importance of rules in daily school life.
- Pupils have written about special babies such as the Lord Jesus, and special people, such as their mothers and fathers. They have also thought and written about things precious to them and discussed these sensitively in circle times.
- Pupils in Y2 have achieved good standards in their studies of Christianity, and have written about the lives and works of Saint David and Mother Theresa of Calcutta.
- They understand the meaning of some religious celebrations and show an appreciation of their significance in different faiths. Pupils have dressed up in the clothing appropriate to different faiths in presentations made in class assemblies, for example, to celebrate the *Shichi-go-san* festival and the *Kodomonih* festival, practised by members of the Japanese Shinto faith.

- Pupils are gaining confidence to talk about the values that are important to them. Many produce thoughtful, reasoned arguments. Pupils can recount various aspects of the life of Moses.
- Pupils have a good base on which to develop their opinions about culture and faith through listening to stories from Christianity and other World faiths, as well as those originating in Wales. Pupils have gained a good understanding about festivals of different faiths such as those practised in China, Japan and India.
- They know that people of faith pray in mosques, synagogues and churches. They have learned that a church may contain a lectern, a vestry and a prayer-desk.

Shortcomings

There are no significant shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

Overall, the school has made good progress in addressing the issues raised in the last inspection.

1. urgently devise consistent behaviour management programmes for the small minority of pupils who have emotional or behavioural difficulties.

Most pupils behave well, and teachers have in place good strategies to promote good behaviour.

Good progress.

2. develop further the whole school benefits of the integration of pupils with hearing impairment, through continued staff development in augmenting communication.

All staff and most pupils have learned to use sign language and use it often, for example in school assemblies.

Very good progress.

3. Update resources in information technology.

Resources for ICT are now good.

Good progress.

4. link staff training specifically to priorities identified in the SDP.

This has been done. The quality and relevance of INSET has been very good.

Very good progress.

5. Introduce a formal system for allocating finance to all subjects.

Although this has not yet been put into practice, the newly-appointed headteacher plans to delegate expenditure on subjects to subject coordinators by April.

Satisfactory progress.

6. Accurately cost all initiatives in the SDP.

This has been done.

Good progress.

7. Establish more rigorous procedures for evaluating the cost effectiveness of expenditure.
The governing body and headteacher monitor the cost effectiveness of expenditure closely.
Good progress.

8. In addition to the progress made on the key issues arising from the last inspection, the school has developed its provision in a number of other areas, including:

- Amalgamation of Nursery and Reception classes to form an Early Years Unit opened in September 1999.
- Establishment of a storysack lending library, modular staging and outdoor seating.
- Establishment of planned role-play areas throughout the school.
- Introduction of a new mathematics scheme of work.
- Adoption of an assertive discipline policy.
- Alterations to accommodation, such as the remodelling of toilets, a new entrance and reception, and outdoor soft-play areas.
- Six staff have completed an Early Years Accreditation Course.
- All teaching staff successfully completed ICT training in February 2003.
- Pupils with hearing impairment are now integrated daily in mainstream classes.

8.2 Key issues for action

Within the context of a school which provides very well for its pupils, and has very good systems to evaluate its provision, the governors, headteacher and staff now need to:

- raise standards in design and technology;
- ensure that all work set closely matches the needs and abilities of all pupils; and
- write and implement a policy to promote the school's links with industry.

APPENDIX

A. Basic information about the school

Name of School	Borras Park Infant
School type	Community
Age-range of pupils	3 to 7
Address of school	Borras Park Road, Wrexham
Post-Code	LL12 7TH
Telephone Number	01978 352106

Headteacher	Mrs S Jane Howells
Date of appointment	September 2002
Chair of Governors/ Appropriate Authority	Mr. Alistair Wood
Registered Inspector	Mr. R. A. Isaac
Dates of inspection	17 th to 21 st March 2003

B. School data and indicators

<i>Number of pupils in each year group</i>									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	28	64	62	60	0	0	0	0	214

<i>Total number of teachers</i>			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	1	10

<i>Staffing information</i>	
Pupil:teacher (fte) ratio (excluding nursery and special classes)	26 : 1
Pupil:adult (fte) ratio in nursery classes	10 : 1
Pupil:adult (fte) ratio in special classes	2 : 1
Average class size, excluding nursery and special classes	26
Teacher (fte) : class ratio	1.2 : 1

<i>Percentage attendance for three complete terms prior to the inspection</i>				
	R	KS1		Whole School
Autumn 2001	94	96		95.0
Spring 2002	94	96		95.0
Summer 2002	93	93		93.0

Percentage of pupils entitled to free school meals	3%
Number of pupils excluded during 12 months prior to inspection	0

C. Results of National Curriculum assessments

National Curriculum Assessment KS1 Results: 2002		Number of pupils in Y2: 68						
Percentage of pupils at each level								
			D	W	1	2	3	4
ENGLISH:	Teacher Assessment	School	0	1	9	60	29	0
		National	0	4	13	63	20	0
EN: Reading	Teacher Assessment	School	2	1	10	58	30	0
		National	0	4	14	54	28	0
EN: Writing	Teacher Assessment	School	0	3	7	88	1	0
		National	0	5	13	71	10	0
EN: Speaking and listening	Teacher Assessment	School	0	0	6	52	42	0
		National	0	2	11	64	22	0
MATHEMATICS	Teacher Assessment	School	0	0	6	51	43	0
		National	0	2	9	61	26	0
SCIENCE	Teacher Assessment	School	0	0	9	62	29	0
		National	0	2	10	68	20	0
CORE SUBJECT INDICATOR: Percentage of pupils attaining at least level 2 in mathematics, and English by Teacher Assessment								
In School:		88.4						
In Wales:		80.4						

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

D. Evidence base of the inspection

The inspection team of three inspectors, including the lay inspector, was at the school for a total of 11 inspector days.

- During this time, all teachers were visited and all classes were seen. A total of 48 sessions, part sessions or interactions were inspected and a wide range of pupils' work was scrutinised. Inspectors talked to pupils about their work and life in the school, and listened to them reading their own work and extracts from class reading books.
- The full range of documentation made available by the school was scrutinised. Discussions were held with the headteacher, staff and pupils. Pre- and post-inspection meetings were held with governors and staff, and 11 parents attended a pre-inspection meeting with inspectors. Questionnaires completed by 83 parents were also analysed.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr R. A. Isaac Registered Inspector	English Information and communications technology History Geography Music Religious Education	Context Main findings Standards achieved in subjects and areas of learning The quality of teaching The quality of the curriculum Leadership and efficiency Progress since the last inspection Key issues for action
Miss E. Owen Edwards Lay Inspector		Behaviour and attitudes Attendance Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare Partnership with parents and community, schools and other institutions Partnership with industry
Mr M. D. Jones Team Inspector	Early Years Welsh second language Mathematics Science Design and technology Art Physical education	Standards achieved in key skills across the curriculum Assessment, recording and reporting Provision for pupils with SEN Quality of self-evaluation and planning for improvement Staffing, accommodation and learning resources

Acknowledgement

The registered inspector and team wish to thank the headteacher, governors, staff and pupils very much for their co-operation and courtesy before and during the inspection.