

REPORT

on the

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

BORRAS PARK JUNIOR SCHOOL

School Number: 665/2205

Date of Inspection: 27th – 29th April 2004

by

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Registered Inspector 8596

Under Estyn contract number:

T/292/03P

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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:

{PRI VATE }	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Years	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

Borras Park Junior School is situated on the eastern outskirts of the large town of Wrexham. The school was built in 1975 to serve the growing residential area of Borras Park. It has 249 pupils on roll, including 8 pupils in the Hearing Impaired Unit (HIU) who are drawn from across the County Borough. In general terms, the school describes approximately 95 per cent of the area it serves as neither prosperous nor economically disadvantaged and approximately 5 per cent as being economically disadvantaged. The annual intake covers the full ability range and is described as neither advantaged nor disadvantaged. Approximately 6 per cent of pupils are registered as being entitled to receive free school meals. This compares to 14 per cent for the LEA as a whole. The pupil population is predominantly white and English speaking, although about four per cent come from minority ethnic backgrounds and eight pupils receive extra support in learning English as an additional language (EAL). No pupils speak Welsh as their first language. There are 38 pupils (accounting for 15 per cent of the number on roll) identified as having special educational needs (SEN). 17 pupils (including eight in the HIU) have a statement of educational need. No pupils are disapplied from the National Curriculum (NC). There are 12 full time teachers, including the headteacher, plus seven classroom support assistants.

The school has a mission statement, which has been agreed by staff and governors in consultation with parents: 'to create a physical and social environment for the education of the 'whole child' to the full extent of her/his abilities aptitudes'. Pupils have also developed their own statement, which is incorporated into the mission statement – 'Be ready to learn. Be honest with yourself. Be honest with others. Be proud of your efforts. Make others proud of you'. There are a number of appropriate aims and objectives that cover curriculum, pupils, staffing, communication, environment, finance, governors and legal requirements. The school's three-year development plan for 2001-2004 identifies priorities in nine areas: curriculum, pupils, staffing, communications, buildings/environment, resources, legal requirements and inspection. The school was awarded the Basic Skills Quality Mark in December 2003. The school was previously inspected in April 1998.

2. MAIN FINDINGS

The main findings of the report

Borras Park Junior School is a good school with a number of strong features. Relationships are good and pupils make progress in a warm, caring environment where the work of all is valued.

- Based on the lessons and work observed, standards of achievement are at least satisfactory in all subjects of the curriculum. Standards of achievement were very good in four per cent of lessons seen, good in 54 per cent, satisfactory in 38 per cent and unsatisfactory in four per cent.
- Pupils' standards of achievement in the different subjects of the National Curriculum (NC) and in religious education are as follows:

Subject	KS2
English	Good

Mathematics	Good
Science	Good
Welsh (second language)	Satisfactory
Design and technology	Good
Information technology	Good
History	Satisfactory
Geography	Satisfactory
Art	Good
Music	Satisfactory
Physical education	Satisfactory
Religious education	Good

- In the NC 2003 Standard Assessment Tasks (SATs), the percentage of pupils achieving level 4 or above in all three core subjects was 73 per cent, which was slightly above the national and LEA average. The number of pupils achieving the higher level 5 is near to the national average. These test results were very close to teachers' assessments. There was no significant gender difference with boys achieving above both the national and LEA averages in the three subjects of English, mathematics and science, and only four per cent below girls in the school. Compared with similar schools (those with a free school meal entitlement between 9 and 16 per cent) the SAT results were slightly below the average.
- Pupils' standards of achievement in the use of key skills are good in reading, speaking and listening. Standards are satisfactory in writing, the application of number and the use of information technology across the curriculum.
- The provision for pupils' spiritual and social development is good, while for moral it is very good and for cultural it is satisfactory. The school has a clear set of aims for all its pupils, which are well promoted and understood by all. Whole-school acts of worship make a positive contribution to pupils' spiritual and moral development. Class assemblies vary in quality. In the best practice they build on the themes and ideas developed in the whole-school setting. On occasions they lack suitable reverence and opportunities for the involvement of pupils. Pupils take some responsibilities but these are not consistent throughout the school. At present there is no school council through which pupils could share their views on school life and present formal requests on school issues. Pupils' awareness of their own Welsh culture and other cultures is inconsistently promoted throughout the school.
- Pupils' behaviour is very good and attitudes to work are good. These strengths have a very positive impact on pupils' progress and the standards they achieve.
- The level of pupil attendance is good and the school's registration procedures comply with the National Assembly for Wales circular 3/99.
- The quality of teaching overall is good. Teaching was judged to be satisfactory or better in 94 per cent of lessons observed. It was satisfactory in 34 per cent of lessons, good in 48 per cent of lessons and very good in 12 per cent; it was unsatisfactory in six per cent of lessons. This represents an improvement since the last inspection when there were few instances of very good teaching recorded and when the proportion of unsatisfactory teaching was higher at 10 per cent.
- The school's overall arrangements for assessment, recording and reporting are satisfactory. Since the last inspection there has been good progress in the development of assessment in the non-core foundation subjects. The quality of written reports to parents is unsatisfactory. Much of the content focuses on curriculum coverage, rather than what pupils achieve. They do not give guidance for further improvement and in a number of

cases are very similar in content. The assessment and recording procedures for pupils with special educational needs including pupils from the HIU are very good and fully meet the requirements of the Code of Practice.

- The quality of the curriculum is good and conforms to statutory requirements. There is sufficient time allocated to all NC subjects and religious education. However, the length of some teaching sessions, particularly in the afternoon, is overlong. Schemes of work vary in the amount of guidance given in terms of teaching activities and progression and continuity in some areas of knowledge, understanding and skills. Whole school planning for the development of key skills across the curriculum is currently underdeveloped. There are good arrangements to deliver the personal and social education curriculum. Good use is made of the locality and there is a varied extra curricular programme to enrich and support pupils' knowledge and development.
- The quality of support and guidance offered to all pupils is good. The school provides a very caring environment, which is firmly based on the promotion of good attitudes and values. There are equal opportunities for all pupils in every aspect of school life. There are very effective measures to eliminate oppressive behaviour and all forms of harassment and bullying. Despite this very good practice the school does not comply with recent legislation because there is no specific race equality policy or action plan. Child protection procedures are very secure in the school and arrangements to support pupils are understood and implemented by all adults.
- The quality of provision for pupils with SEN both within the school and within the HIU is very good. There are good arrangements for the integration of all pupils into the mainstream school according to need. Effective liaison exists between teachers, the special educational needs co-ordinator (SENCo), parents and outside agencies in order to plan and organise pupils' work and support effectively.
- The school's partnership with parents is very good. Links and liaison with the community, schools and other institutions are good. These positive features make a good contribution to pupils' standards of achievement and personal development. Partnership with industry is satisfactory.
- The quality of self-evaluation and planning for improvement is satisfactory. The headteacher and deputy headteacher are beginning to introduce systems to aid the self-evaluation process, but they are not as yet firmly rooted in the culture of the school. The school analyses NC test data, but insufficient attention is paid to the results of this analysis in setting targets for school improvement. The school development plan is a bulky document, which contains too many priorities to be realistically achieved. Subject co-ordinators monitor pupils' work and there have been some direct observations of teaching and learning, but presently this aspect is underdeveloped.
- The quality of leadership and management provided by the headteacher, deputy headteacher and governing body is satisfactory overall. The headteacher and deputy headteacher promote a caring ethos where all pupils are valued. There is a strong sense of pride in the school, which is shared by staff, pupils, governors, parents and the wider community. The governing body is fully involved in the school and provides the headteacher and deputy headteacher with good support. Governors are well informed and carry out their role in a positive manner. Diligent planning has ensured that the school has been able to maintain a high adult:pupil ratio and a contingency fund in order to plan for a projected drop in pupil numbers. The school's priorities for expenditure have resulted in large class sizes and overcrowded accommodation in some year groups.
- The quality of staffing, accommodation and resources is satisfactory. There is sufficient space for the number of pupils on roll, but the space available is not used to its maximum potential and some classrooms are cramped. This has a direct impact on the quality of

teaching and learning. The school is appropriately resourced for the delivery of the curriculum. There are specific resource shortages in some curriculum areas. There are also examples of dated reading material housed in both the library and other areas in the school.

- The school was last inspected in April 1998 when seven key issues for action were identified. Progress in relation to the key issues in the last inspection is satisfactory overall.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards achieved in subjects and areas of learning

- Based on the lessons and work observed, standards of achievement are at least satisfactory in all subjects of the curriculum. Standards of achievement were very good in four per cent of lessons seen, good in 54 per cent, satisfactory in 38 per cent and unsatisfactory in four per cent.
- Standards are good in the core subjects of English, mathematics and science. Pupils make good progress in listening, speaking and reading. Standards in writing are good and very good presentation skills are evident. In mathematics, pupils make good progress in each attainment target of the NC, although a significant minority of younger pupils have slow recall of basic multiplication tables and are unable to use and apply number in their daily tasks. In science, pupils of all ages have a good recall of previous learning and share their understanding. Across the key stage, pupils make good progress in their understanding of scientific enquiry.
- Standards are also good in the non-core foundation subjects of design and technology (D&T), information technology (IT) and art.
- Standards are satisfactory in the non-core foundation subjects of Welsh (second language), history, geography, music and physical education (PE).
- Standards are good in religious education (RE).
- Since the last inspection standards have generally been maintained, with an improvement in IT and RE, which were previously judged to be unsatisfactory.
- Evidence from pupils' records indicates that they enter the school with levels slightly above the national average and the school succeeds in maintaining these levels.
- In the NC 2003 SATs, the percentage of pupils achieving level 4 or above in all three core subjects was 73 per cent, which was slightly above the national and LEA average. The number of pupils achieving the higher level 5 is near to the national average. These test results were very close to teachers' assessments. There was no significant gender difference with boys achieving above both the national and LEA averages in the three subjects of English, mathematics and science. Compared with similar schools (those with a free school meal entitlement between 9 and 16 per cent) the SAT results were slightly below the average.
- Pupils with SEN within the school and the HIU make good progress, as do pupils who use English as an additional language.

3.2 Standards achieved in key skills across the curriculum

Pupils' standards of achievement in the use of key skills are good in reading, speaking and listening. Standards are satisfactory in writing, in the application of number and the use of information technology across the curriculum.

- Pupils generally develop good listening skills within lessons and in whole-school settings, such as collective worship. They respond readily to questions and speak confidently within a variety of contexts across the curriculum using a wide and appropriate range of

vocabulary. Able pupils use complex vocabulary for example when explaining their work in science or when considering issues related to sustainability in geography.

- Pupils' reading skills are good across the key stage. They read for pleasure and enjoyment and speak with enthusiasm when discussing the books they like. Pupils respond well to the group reading sessions and are generally able to share ideas articulately. They are able to read for information purposes and select information from different sources for appropriate use in lessons.
- Most pupils are developing their writing skills in all areas of the curriculum. Opportunities are given for all pupils to write in a range of different styles and for different outcomes, for example when some pupils transform old English patterns into modern text. Pupils write up the results of science investigations neatly and accurately. However, many younger pupils do not write in extended forms across the curriculum when there is an over-reliance on the use of worksheets and answers which require a short response. Appropriate attention is given to spelling and punctuation. Standards of presentation are generally good.
- There is evidence of ICT in some subjects. Pupils are able to store and retrieve their work and word process, incorporating digital images into their text in a number of curriculum areas. They are beginning to use programs suitable to their age, for example in science, and use the Internet to gather information. However, the use of ICT to support various aspects of the curriculum is underdeveloped.
- Pupils' standards in numeracy are satisfactory. Some pupils are able to apply their knowledge of metric measurement in volume and measure accurately in science investigations and in D&T, but in other areas, such as handling and interpreting data in geography, their skills are less developed.
- Pupils with SEN make good progress in improving basic skills in line with the targets set in their individual education plans (IEPs). Good use is made of ICT to support their learning.

4. ETHOS OF THE SCHOOL

4.1 Pupils' spiritual, moral, social and cultural development

The provision for pupils' spiritual and social development is good, while for moral it is very good and for cultural it is satisfactory.

- The school has a clear set of aims for all its pupils, which are well promoted and understood by all.
- There is a mutual respect between the staff and pupils in the school. Pupils co-operate well, take responsibility when given the opportunity and collaborate well with each other and with staff. Pupils generally show a caring attitude towards others. They listen to each other's views and respect the opinions of others.
- Whole school acts of worship take place on three days a week and make a positive contribution to pupils' spiritual and moral development. These acts are mainly Christian in character and involve formal prayers and opportunities for quiet reflection. There are very well prepared contributions from the headteacher, a visiting clergyman and the pupils themselves; gatherings are accompanied by lively and tuneful singing. Class assemblies take place on the remaining two days. These vary in quality. In the best practice they build on the themes and ideas developed in the whole-school setting, but on occasions they lack suitable reverence and opportunities for the involvement of pupils.

- Pupils have a good understanding of honesty and of right and wrong. They are generally very caring of one another. Charitable activities and pupils' understanding of their significance contribute to the development of their moral and social skills.
- There are opportunities for pupils to take responsibilities but these are not consistent throughout the school. At present there is no school council through which pupils could share their views on school life and present formal requests on school issues.
- Pupils' awareness of their own Welsh culture is promoted through their annual Eisteddfod and visits to places of cultural and historical interest in the locality. The use of incidental Welsh is evident in whole school assemblies, but it is inconsistently used in the classrooms. Pupils' awareness of other cultures is fostered in some subjects, such as RE, but in others, such as geography, it is not as strong as it could be.

4.2 Behaviour and attitudes

Pupils' behaviour is very good and attitudes to work are good. These strengths have a very positive impact on pupils' progress and the standards they achieve.

- Pupils make very good progress in the development of self-esteem and self-discipline, including those who attend the HIU. They are polite, well behaved and helpful.
- All pupils settle well to their work, follow instructions and sustain concentration. In lessons where teaching is exciting and work is well matched to pupils' abilities, pupils' attitudes are often very good and they clearly enjoy learning.
- When teaching does not allow lessons to move at a suitably brisk and challenging pace or when teachers talk at too great a length pupils lose concentration, they become restless and are less enthusiastic about learning.
- The school has very high expectations of what constitutes appropriate behaviour. All pupils, including those from the HIU, try very hard to live up to this. Pupils are developing into mature and responsible young citizens. The very good behaviour of pupils in lessons has a positive impact on the progress they make because they are able to concentrate well on what they are learning.
- During lunchtime pupils show a high degree of self-discipline; they eat their lunches sensibly and outside the overwhelming majority play very well together, despite the small and crowded playground area. Pupils from the HIU and those from ethnic minority backgrounds are fully involved in activities and play with their classmates and friends very well.
- Pupils' relationships with their peers and with adults who work in the school are very good. They are fostered with adults through mutual trust and respect. All pupils are friendly and courteous towards adults in the school and to visitors.
- Discussions with pupils indicate they understand the need for punishment, to be used occasionally; they say teachers are firm but fair. The system of rewarding effort achievement and behaviour has improved since the previous inspection and is now used consistently by teachers and appreciated by pupils.
- There are very good, but unobtrusive systems in place to promote appropriate behaviour. Equally the school has very good arrangements to eliminate any bullying, racism or sexism or any other forms of discrimination. Pupils confirm that bullying is rare and that if told, the adults in the school will deal with any incidents quickly and effectively. Despite this very good practice the school does not have a specific race equality policy and action plan; statutory requirements are therefore not met.
- No pupils have been excluded in the past twelve months. Parents are happy with the standards of behaviour achieved and feel that moral values are effectively promoted and that pupils are caring and relate well to others.

4.3 Attendance

The level of pupil attendance is good.

- Attendance in the three terms prior to inspection was 94%. Unauthorised absence is minimal and there have been no pupil exclusions.
- The school uses an electronic registration system, which fully complies with the National Assembly for Wales circular 3/99. Registration is conducted efficiently at the start of both the morning and afternoon.
- The importance of regular attendance is appropriately stressed. Parents inform the school at the earliest opportunity of pupil absence. The school has effective systems in place to follow up any unexplained absence.
- The class teachers, headteacher and school secretary monitor attendance carefully to identify any concerns.
- The school provides good support for pupils who are absent from school for a length of time.
- The school does not set a specific numerical target to improve attendance but works in partnership with the Education Social Worker to target pupils where there is cause for concern. This approach is effective.
- The great majority of pupils are eager to attend school. They are punctual, ensuring maximum use of teaching time.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching overall is good. Teaching was judged to be satisfactory or better in 94 per cent of lessons observed. It was satisfactory in 34 per cent of lessons, good in 48 per cent and very good in 12 per cent. The quality of teaching was unsatisfactory in six per cent of lessons. This represents an improvement since the last inspection when there were few instances of very good teaching recorded and when the proportion of unsatisfactory teaching was higher at 10 per cent.

Good features

- Teachers' knowledge and understanding of the subjects are generally sound and there is good planning between teachers of parallel classes to ensure that pupils are provided with similar learning experiences.
- Lessons contain clear learning intentions. In most instances, the learning objectives are displayed and explained to the pupils at the beginning of the lesson. Main activities flow naturally from the introduction.
- Clear expectations are provided of what the pupils should achieve and the pace is brisk so that pupils' interests are maintained.
- Good use is made of on-going assessment to plan the next stage of work. In best practice, weekly plans contain detailed evaluations of previous work with identification of areas to develop in the future.
- Learning Support Assistants are effectively deployed to support individuals or groups of pupils.

- Relations between teachers and pupils are friendly and relaxed.

Shortcomings

- There are sometimes over-long teacher introductions, which prevent the children demonstrating what they know and can do and which allow pupils' concentration to wander.
- Tasks are either over-directed, which deny pupils opportunities to develop their own problem solving skills, or they are unchallenging, which prevent pupils from developing progressively their skills or knowledge.
- Lesson objectives are not explained to pupils resulting in them being unclear about the task, and plenary sessions do not effectively bring together the aims of the lesson.

5.2 Assessment, recording and reporting

The school's overall arrangements for assessment, recording and reporting are satisfactory.

- The school complies with statutory requirements for national curriculum assessment, recording and reporting.
- The school has an assessment policy, which provides guidance for teachers on the purposes of assessment. At present no such guidelines exist for recording and reporting.
- The school analyses performance in the end of Key Stage 2 SATs in order to identify trends in teaching and learning. This example of good practice has not extended to the other year groups. An analysis of pupils' Key Stage 1 results is underdeveloped.
- Often weeks are dedicated to carrying out assessments in the core subjects. End of year assessments are used to set pupils in English and mathematics with evidence being retained in individual assessment files.
- Individual pupils have a target setting card which teachers review on an annual basis in order to set end of year and end of Key Stage targets. Certain pupils are identified as target pupils in order to provide focused support to achieve improvement. Parents of targeted pupils are invited to the school to discuss the school's approaches to securing improvement. This approach is effective in raising standards.
- Since the last inspection there has been good progress in the development of assessment in the non-core foundation subjects. A number of subjects use the ACCAC optional assessment materials as end of unit assessments. Where these are used to good effect, such as in D&T, they are built into the scheme of work as a teaching unit.
- The assessment and recording procedures for pupils with special educational needs including pupils from the HIU are very good and fully meet the requirements of the Code of Practice. The progress of pupils with SEN is carefully monitored; the IEPs contain specific targets and are regularly reviewed.
- The school has a marking policy, which gives clear guidance on marking procedures. Where effective, marking is conscientious and involves the pupils in setting short-term targets for improvement. In other cases marking is not focused and often fails to notice important errors. The guidelines are not consistently applied throughout the school.
- The short term planning documentation is a useful mechanism for identifying learning objectives and assessment opportunities. Further guidance is needed in order to ensure consistent use of the planners. When used purposefully assessment opportunities are related to key objectives and plenary sessions are used to review and consolidate what has been learnt in order to plan for the next stage of learning.

- Parents' evenings are held three times a year when parents are given the opportunity to discuss progress with their child's class teacher and teacher for the core subjects of English and maths. Parents and pupils are requested to provide a written response to parents' evenings. This is a relatively new development, which will further involve the parents in their children's education.
- The quality of written reports to parents is unsatisfactory. Much of the content focuses on curriculum coverage, rather than what pupils achieve. The reports do not involve the pupils in setting targets for improvement and in a number of cases are very similar in content.

5.3 Curriculum

The quality of the curriculum is good and conforms to statutory requirements.

- The school provides pupils with a broad, balanced and relevant curriculum that includes all NC subjects and religious education. There is sufficient time allocated to all NC subjects and religious education. However, the length of some teaching sessions, particularly in the afternoon, is overlong.
- Schemes of work have been developed for all subjects of the NC and the school follows the Agreed Syllabus in RE. The Schemes vary in the amount of guidance given in terms of teaching activities and in terms of progression and continuity in some areas of knowledge, understanding and skills to be developed. This is noticeable particularly in relation to mental mathematics, history, geography and in aspects of PE.
- Whole school planning for the development of key skills across the curriculum is currently underdeveloped.
- Opportunities to develop awareness of the culture and heritage of Wales and awareness of other cultures are not always exploited in curriculum plans, for example in history.
- There are good arrangements to deliver the personal and social education curriculum. The scheme of work clearly relates to the PSE framework for Wales. There is an appropriate sex education policy, which is implemented accordingly.
- Teachers' short-term planning is good and includes clear and precise identification of learning objectives.
- The provision for social inclusion by ensuring equality of access and opportunity for all, including pupils who learn English as an additional language (EAL) is good. Opportunities are provided in the curriculum for making pupils aware of the importance of sustainable development and active citizenship.
- A good range of extra-curricular activities is regularly provided, covering sporting team games and cultural activities. These, together with the well-attended Signing Club, help to support not only the formal curriculum, but also make a very good contribution to pupils' personal development.
- Homework is regularly set and this has a positive impact on standards.
- Good use is made of the locality to enrich and to develop pupils' knowledge and understanding in subjects such as science, history and geography, and visits to places further afield are regularly planned.
- There are no pupils for whom the NC is disapplied or modified.

5.4 Support, guidance and pupils' welfare

The quality of support and guidance offered to all pupils is good.

- The school provides a very caring environment, which is firmly based on the promotion of good attitudes and values. Relationships are very good throughout the school. Pupils are known very well by all adults who work in the school who show them respect and are sensitive to their needs. The headteacher in particular shows a high level of care and concern for pupils on a day-to-day basis.
- There are equal opportunities for all pupils in all aspects of school life. The provision for PSE enables pupils to become more knowledgeable about a wide range of issues including healthy eating, sex education, and the need for exercise and hygiene. There are very effective measures to eliminate oppressive behaviour and all forms of harassment and bullying. Despite this very good practice the school does not comply with recent legislation because there is no specific race equality policy or action plan.
- Child protection procedures are very secure in the school and arrangements to support pupils are understood and implemented by all adults. The school reports that it receives effective support from the education psychology service, education social worker and other support agencies. Regular meetings are held, where necessary, in the school. Arrangements therefore for pupil support and for social inclusion are very effective.
- The governing body keeps an appropriate oversight of health and safety throughout the school. However, a whole school risk assessment has only recently been undertaken and the governing body has yet to agree a mechanism to monitor this aspect. Teachers pay good attention to the day-to-day health and safety of pupils in the classroom. However at lunchtime although there are an adequate number of adults on duty outside, pupils are not in their full view at all times. The medical and welfare needs of pupils are very well catered for.
- Educational guidance is good. In lessons teachers help and support pupils with their work. Pupils confirm that teachers are approachable and they can ask for help if they need it. In the best practice the marking of pupils' work celebrates effort and gives praise but also gives pupils an awareness of what to do next to improve. This practice is not consistent in all classes.

5.5 Provision for pupils with special educational needs (SEN)

The quality of the school's provision for pupils with SEN is very good.

- The school's policy for SEN complies with the requirements of the Code of Practice and its procedures are followed correctly.
- The use of appropriate assessments ensures identification of pupils who need additional support, ensuring that effective and appropriate support is delivered at each threshold of the Code of Practice.
- Pupils' individual education plans (IEPs) have clear and realistic targets for improvement which are regularly reviewed and monitored by the staff. Parents are provided with the opportunity to comment and discuss IEPs on a regular basis.
- Pupils make good progress and achieve good standards in relation to the targets set.
- The SEN co-ordinator (SENCo) has a very good oversight of the provision and ensures that the Code of Practice is implemented across the school. The SENCo and special needs teachers maintain a close liaison with all class teachers and learning support assistants (LSAs).
- Pupils are supported through withdrawal sessions for group work and through in-class support in mainstream classes as appropriate to the individual needs of the pupils
- There is effective liaison between teachers, SENCo, parents and outside agencies in order to plan and organise pupils' work and support effectively.

The Unit for pupils with a hearing impairment

The quality of provision for pupils with a hearing impairment is very good.

- The unit is well resourced to meet the pupils' needs in all aspects of their learning environment.
- All pupils benefit from specialist support within the unit in the mornings and integrate successfully into the main school in the afternoons supported by specialist staff.
- Pupils communicate successfully orally and by using sign language in the unit and in mainstream classes. This has a positive impact on the learning process.
- The pupils use a variety of computer programs to consolidate their learning across the curriculum.
- The unit is well supported by other professional agencies such as audiology services and educational psychologists.

5.6 Partnership with parents and community, schools and other institutions

The school's partnership with parents is very good. Links and liaison with the community, schools and other institutions are good. These positive features make a good contribution to pupils' standards of achievement and their personal development.

- In response to the questionnaires and at the pre-inspection meeting, almost all parents expressed positive views and support for the school. They like the fact that their children are well cared for and they can approach the teachers if they have any concerns.
- Only a very small number of parents help in the classroom, but they provide help in many other ways for example by helping to organise the after school activities such as football and the orchestra; their help and support is valued by the school. The very active parent and teacher organisation (PTA) also raises significant sums of money through the events that they organise. Recently these funds have been used to part fund the establishment of the ICT suite.
- Parents give tremendous support to school events for instance concerts and productions at Christmas. They regularly attend the consultation evenings both to talk to class teachers and the teachers of English and mathematics. This enables them to gain valuable information about the progress that their children are making. They regularly support the homework projects their children have to complete. This has a positive impact on the standards that their children achieve.
- There is an appropriate home/school agreement that sets out the school's aims and expectations; all parents have signed this.
- Parents of pupils with special educational needs or those who attend the Hearing Impaired Unit are fully involved in their children's education. They are regularly invited to attend review meetings to discuss their children's progress; virtually every parent attends.
- The information provided for parents is good. There are regular newsletters and good day to day communication, both written and informal. The school brochure and governors' annual report to parents contains well-presented practical information, but both have minor omissions related to statutory information.
- The school enjoys a good relationship with the local community. The headteacher is a member of the management committee of the adjacent community centre; various groups take advantage of the facilities. There is a good range of visits to the local and wider community that broaden pupils' curricular experiences.

- At Christmas pupils sing carols at the local hospital and senior citizens' home. The local vicar and Methodist minister are regular visitors to the school.
- Links with other schools are good with pupils regularly taking part in sporting events. There is very good pastoral liaison with both the infant and the local secondary school, this means that pupils are well prepared for their next stage of education.
- There are established links with higher education colleges and students regularly undertake placements at the school.

5.7 Partnership with industry

Partnership with industry is satisfactory.

- There is no policy or planned strategy to raise pupils' awareness of the world of work but on an ad-hoc basis pupils' experiences are broadened by visits and visitors, for instance to the history centre at the nearby power supply company. Teachers have also had access to the resource centre there.
- Pupils have undertaken environmental work as part of raising their awareness of the world of work.
- Donations are received from local business and commerce for instance to subsidise transport costs. The school collects national retailers' vouchers to supplement school resources, such as computer software and books.
- No industrial placements for staff have taken place.

6. MANAGEMENT

6.1 Quality of self-evaluation and planning for improvement

The quality of self-evaluation and planning for improvement is satisfactory.

- The school produced a detailed action plan following the last inspection; progress in addressing the key issues raised in the report has been satisfactory.
- The headteacher and deputy headteacher are beginning to introduce systems to aid the self-evaluation process, but as yet they are not firmly rooted in the culture of the school.
- The school analyses NC test data, and results are compared with local and national averages and with similar schools. Governors are involved in the analysis, but insufficient attention is paid to the results of this analysis in setting targets for school improvement.
- The results of pupils' internal tests in the core subjects are tracked through the school and are linked to NC levels.
- The school uses an LEA produced 'School Based Review' (SBR) in order to assist the evaluation process. However, the SBR is not fully evidence based and the process has yet to involve all staff.
- Curriculum co-ordinators produce subject reports, which form the basis of action plans that are included in the SDP. This results in a bulky document, which contains too many priorities to be realistically achieved. Furthermore, the success criteria for each action plan lack precision and are not linked closely enough to standards.
- All governors have a curriculum responsibility and make visits to school and receive reports from curriculum co-ordinators.
- The headteacher and deputy headteacher are involved in the monitoring of the work of the school. Subject co-ordinators monitor pupils' work and there have been some direct observations of teaching and learning, but presently this aspect is underdeveloped.

- The school has effective arrangements for evaluating the training and development needs of all members of staff.

6.2 Leadership and efficiency

The quality of leadership and management provided by the headteacher, deputy headteacher and governing body is satisfactory overall.

- The headteacher and deputy headteacher promote a caring ethos in which all pupils are valued. Pupils, governors, parents and the wider community share a strong sense of pride in the school.
- The governing body's provision of non-contact time for the deputy headteacher is successfully developing his management role.
- The school mission statement provides a clear sense of purpose. It is prominent throughout the school and is a constant source of reference in classes and collective worship. The success of this approach is reflected in the pupils' relationships with one another and with adults.
- The school has recently developed a number of policies for its work with a commitment to equal opportunities and inclusivity a priority.
- The governing body is fully involved in the school and provides the headteacher and deputy headteacher with good support. Governors are well informed and carry out their role in a positive manner. Appropriate sub-committees have been established and governors have an insight into curriculum development through allocated subject links.
- The governing body is aware of the importance of providing value for money. Diligent planning has ensured that the school has been able to maintain a high adult:pupil ratio and a contingency fund in order to plan for a projected drop in pupil numbers. The school's priorities for expenditure have resulted in large class sizes and overcrowded accommodation in some year groups.
- The school development plan indicates priorities over a three-year period. A significant number do not have clearly identifiable success criteria, nor are they fully costed. This results in difficulty in evaluating the effectiveness of expenditure.
- The recent LEA audit judged financial control to be of a good standard. The school is working towards implementing the recommendations for improvement.
- Co-ordinators are allocated to subject and aspect areas. The extent of their role is developing but at present does not extend to formal monitoring of teaching and learning. This has resulted in development planning which is not sufficiently focused on raising standards in core and foundation subjects.
- A range of organisational systems ensures the smooth running of the school. Day to day administration and organisation of the school is very good.

6.3 Staffing, accommodation and learning resources

The quality of staffing, accommodation and resources is satisfactory.

- The school is well staffed for the number of pupils on roll. Teachers are appropriately qualified and experienced for the pupils they teach. Support staff make a valuable contribution to the education and wellbeing of the pupils. Visiting teachers, such as EAL and music, provide valuable additional support.

- The buildings and premises are kept very clean and secure. There are good quality displays of pupils' work throughout the school. There is sufficient space for the number of pupils on roll, but the space available is not used to its maximum potential and some classrooms are cramped. This has a direct impact on the quality of teaching and learning. The library is not located in the heart of the school and therefore not utilised to its full potential.
- Although the school has no pupils with severe physical disabilities, there is no disabled access to the Y6 classrooms.
- The school is appropriately resourced for the delivery of the curriculum and a computer suite has been developed in the main body of the school. There is an adequate range of reading materials across the curriculum, although there are dated examples housed in both the library and other areas in the school. There are also some specific resource shortages, such as a wide range of Welsh language reading books to meet the age and ability of the pupils and a lack of up to date resources for the teaching of Welsh history in order to develop enquiry skills.

7. SUBJECTS AND AREAS OF LEARNING

Standards achieved by pupils

English

Standards of achievements are good.

Good features

- The great majority of pupils are able to listen well and speak with confidence. Most pupils are able to draw upon a wide vocabulary when expressing opinions and making observations. More able pupils respond to a range of stimuli in order to express their views.
- Pupils read fluently in a confident manner and develop a good level of expression. They have valid reasons for their choice of book through reference to authors, plot and character. All children read on a regular basis and the teachers and parents sign an effective reading diary.
- Pupils progress well in their referencing skills. Many Y3 pupils know that factual information can be obtained from a range of sources and can readily identify several types of information texts. They are beginning to locate books using a library classification system. By the end of the key stage, they become confident in the use of an index and are able to scan text to find relevant information.
- Standards in writing are good and pupils demonstrate a growing ability to write in a range of styles including poetry, letters, narrative and factual reports. In their work on persuasive writing, older pupils are able to identify the main characteristics of the genre and can apply these well to their own work. They know when to vary the writing style to suit different purposes, for example when to use bullet points instead of continuous prose. Pupils use re-drafting techniques effectively to further improve their work.
- Many pupils are able to use more complex punctuation and grammar as they progress through the key stage. Overall, the quality of spelling and punctuation is good. Handwriting is well formed and neatly presented by the majority of pupils.
- A small number of pupils receive support with English as an additional language (EAL) and are supported by a visiting teacher. These pupils respond well and make good progress.

Shortcomings

There are no significant shortcomings.

Mathematics

Standards of achievement are good overall.

Good features

- Younger pupils are able to order and write numbers to 100. They are able to round numbers to the nearest 10 and 100. They identify odd and even numbers and are able to sort these into Venn and Carroll diagrams.

- Older pupils display a very good understanding of place value. More able pupils display good standards in mental agility and are able to apply number in a variety of mathematical contexts. Pupils order, add and subtract negative numbers in context and apply this to interpreting temperature graphs. They understand the properties of prime and square numbers and apply different strategies of calculation to solve problems of mean, mode and median.
- Pupils in Y4 use fraction notation and recognise and calculate equivalent fractions. Older pupils recognise the relationships between fractions, decimals and percentages.
- Pupils in lower KS2 identify right angles in two dimensional (2D) shapes and sort three dimensional (3D) shapes by their properties and features. Y4 pupils are able to draw nets with accuracy for 3D shapes. They are able to identify lines of symmetry on basic shapes and explain the concept of reflective symmetry. Older pupils show good understanding of rotational symmetry.
- Pupils in Y3 understand simple units of time. Older pupils are able to write time in a variety of ways using both analogue and digital methods. They are able to calculate time intervals and convert from the 12 to 24 hour clock.
- Pupils identify relationships between familiar units of length, mass and capacity. Older pupils understand the properties of a triangle and are able to identify acute, obtuse and reflex angles. They calculate angles and construct their own triangles with accuracy. They show good understanding of area and perimeter and apply formula to calculate the areas of composite 2D shapes.
- Younger pupils represent their data in pictograms and bar graphs. Pupils are able to construct their own graphs and pictograms including using different representative values.
- Older pupils collect, interpret and represent data in a variety of ways including computer generated graphs and charts.
- More able pupils devise investigations of their own to test predictions.

Shortcomings

- A significant number of younger pupils have an insecure knowledge of number facts. They have slow recall of basic multiplication tables and are unable to use and apply number in their daily tasks.

Science

Standards of achievement are good.

Good features

- Pupils of all ages have a good recall of previous learning and share their understanding. They respond well to questions and understand scientific terms and concepts relevant to their age and ability.
- Across the key stage, pupils make good progress in their understanding of scientific enquiry and develop an appropriate understanding of what constitutes a fair test. The majority of pupils measure accurately and record their work carefully. They are aware of the need to work safely on their investigations.
- In Y3, pupils achieve a good understanding of living things. They know the main parts of plants and animals and know their functions. They classify rocks and soils from observation and display the results in an appropriate chart. In their work on materials,

they understand that some materials can be changed by heating and cooling and begin to recognise that some changes are irreversible.

- Y4 pupils further develop their understanding of materials and describe some of the basic differences between the properties of materials. They can use these to classify substances as solids, liquids and gasses. They find out which materials are more effective conductors of electricity and show an understanding of the concept of force, including pushing and pulling. They understand the force of gravity and know that force is measured in Newtons.
- Y5 pupils know that air is a gas and show a good understanding that sound travels through the air by means of vibration. They use their knowledge of materials to make predictions about the levels of conductivity of different materials. Pupils label diagrams of plants neatly and accurately and, by using a controlled experiment, they understand the need for water, light, nutrients and a correct temperature.
- In Y6, pupils know that the sun, earth and moon are approximately spherical and they know their relative positions in the solar system. They can also relate some of the major characteristics of the other planets. They show a good understanding of magnetism and the most able are beginning to relate their practical uses in the wider world.
- Pupils with SEN discuss their work with interest and understanding. They make good progress, relative to their ability in a range of appropriate work.

Shortcomings

There are no significant shortcomings.

Welsh second language

Standards of achievement are satisfactory.

Good features

- Incidental Welsh is used regularly during registration. In classes where incidental Welsh is developing well, pupils are able to ask basic questions and respond appropriately.
- The majority of pupils show a positive attitude towards learning the language.
- More able pupils read familiar texts clearly and are developing the ability to read with expression.
- Pupils recognise simple words in unfamiliar reading material. They use picture clues and attempt to use phonic approaches to read short paragraphs.
- Younger pupils accurately identify key words in a word search and are able to use vocabulary lists to write short written responses.
- Older pupils use vocabulary lists to check and correct their spellings. They are able to edit and sequence short paragraphs relating to the story of Santes Dwynwen and develop the ability to write in a variety of forms including dialogue.
- Older pupils are able to write for a variety of audiences such as producing a poster for a school disco.
- The school promotes the Welsh language through events such as the Saint David's Day assembly and the prominence of key vocabulary in classes.

Shortcomings

- In some classes the use of incidental Welsh is underdeveloped resulting in lack of confidence and fluency. Verbal responses are often limited to one word. Pupils speak hesitantly because they do not have sufficient opportunities to use their oral skills.
- Pupils' retention of vocabulary is limited with a significant number of pupils showing low retention of previously learnt vocabulary.
- Diction of simple vocabulary is often incorrect.

Design and technology

Standards of achievement are good.

Good features

- Pupils use a range of materials to design, make and evaluate a variety of products.
- Younger pupils have a knowledge and understanding of pneumatics and apply their understanding to lift and lower a load. They are able to cut, shape and join materials to make a moving toy for a young child based on a simple pneumatic system. They work effectively as a group to evaluate their product and identify any changes made from their original design.
- Pupils have an understanding of the characteristics of packaging. They consider appearance, price, size and appropriateness for purpose when making a choice about effectiveness. They represent their data in a variety of ways including graphic packages using ICT.
- Pupils understand the concept of load when designing a structure such as a bridge. They apply their knowledge at the design and making stage. They use this knowledge to identify resource needs and communicate the principles of their design through accurate diagrams.
- Pupils plan their design, identify resources and materials within a given budget. They are able to evaluate their final product and arrive at suggestions for improvement.
- Pupils research commercial designs and use them as a stimulus for designing, making and evaluating T-shirts with a logo.
- Pupils apply their understanding of healthy lifestyles to plan a three-course meal. They use knowledge derived from cookbooks, menus and the Internet to create healthy options. They understand the importance of hygiene and health and safety.
- Older pupils are able to use logo to control a screen turtle. They are able to enter and store instructions to control a sequence of events.

Shortcomings

There are no significant shortcomings.

Information Technology

Standards of achievement are good. Standards of achievement were unsatisfactory in the last inspection.

Good features

- Pupils demonstrate confidence in their use of computers. They are able to log onto the network independently and open, close and save programs as required.
- Pupils competently open files from a folder, edit the file and save it to another location.
- Pupils are able to communicate information in a variety of ways. They are able to change font style, size and colour independently. They are able to move, rotate and resize graphic elements. Word processing packages such as Publisher are used to good effect.
- Pupils can copy and paste to a Desktop Publishing package. They are able to drag and place graphics and text accurately and combine graphics and text. They can create a newspaper by using columns and importing images from a digital camera.
- Pupils use the Internet effectively to gather information for research. They are able to launch Internet Explorer, select from and bookmark favourites.
- Younger pupils use simulation programs such as 'Science Explorer' and 'My World' to
-
- investigate and solve problems. Older pupils are able to use graphical modelling to create a classroom plan in proportion.
- Older pupils understand the purpose of a database and carry out searches, question and interpret data. They create spreadsheets, add new records to a file and use the spreadsheet to carry out calculations.
- More able pupils can use repeating procedures within Logo to create shapes and repeating patterns.

Shortcomings

- Pupils' skills in the use of the interactive whiteboard are underdeveloped.
- Pupils do not use e-mail to exchange information.

History

During the inspection, no direct teaching of history was observed. However, through scrutiny of work and by talking to pupils, standards of achievement are judged to be satisfactory.

Good features

- Pupils across the key stage show appropriate knowledge of events and people of the periods which they have studied and develop a good sense of chronology. They use a good range of time related vocabulary appropriate to their age and ability to describe people and events.
- Y3 pupils talk enthusiastically about the way of life of the Iron Age Celts and can identify some of the ways in which we find about the Celtic past. More able pupils identify two or three reasons why the Romans proved successful in their wars with the Celts. They are beginning to appreciate that our views of the past are dependent upon the evidence available to us.
- Y4 pupils have a sound knowledge of famous people from the Tudor period, such as Henry VIII and his six wives, and famous events, such as the defeat of the Spanish Armada. They can describe some of the major characteristics of the period, for example related to living conditions, and appreciate that conditions varied between different groups of people.

- In Y5, pupils select cause and effect factors to explain the growth of a Victorian industrial town and the outbreak of cholera. They use sources well to make judgements about the changing work of women in Victorian times.
- Y6 pupils develop a good knowledge of aspects of life in Britain in World War Two. They understand the reasons why children were evacuated to the Wrexham area and are beginning to use sources to organise and communicate their knowledge and understanding of the period.
- Pupils with SEN and in the HIU make good progress in their knowledge and understanding. For example visits in the locality to places of historical interest enable them to talk confidently about people in the past and about some of the differences in life between 'then' and 'now'.

Shortcomings

- Pupils do not progressively develop a widening knowledge and understanding of people and events in Welsh history.
- Pupils' ability to work critically with an increasing range of evidence is limited, as is their ability to understand how interpretations of history are created and can be varied.

Geography

Standards of achievement are satisfactory.

Good features

- Pupils in Y3 develop mapping skills in the context of their own locality. They use a colour code to identify different uses of land and record this on a key. They can describe some of the characteristic features of their own locality, including housing type and amenities. They know that Wrexham is a town in north Wales and can identify other places on a map of Wales. They also know that Wales is one of the four constituent countries of the United Kingdom.
- In Y4, pupils are beginning to understand the concept of location and are able to use a good range of geographically specific terms to describe where Wrexham and Llanelli are situated. They use an aerial photograph of Llanelli effectively to identify some of the features of the locality and begin to make assumptions about the nature of the area.
- Older pupils in Y5 and Y6 continue to develop knowledge of different places within Wales and the UK and make appropriate comparisons between these and their own area. They understand that areas like Snowdonia and Pembrokeshire are special and begin to appreciate the importance of the National Park as a means of protecting such environments.
- Pupils are also developing a good understanding of the pressures of tourism and the effects of oil pollution on such areas, which allows them to gain an awareness of sustainable development and an individual's responsibility for the environment.

Shortcomings

- Although pupils become aware of a range of contrasting localities in Wales and the UK, they do not progressively develop a more detailed knowledge and understanding of such localities. Equally, their knowledge and understanding of a locality in a less developed country is limited.

Art

Standards of achievement are good.

- Pupils enjoy their artwork and are able to discuss their work using appropriate artistic vocabulary such as stippling, pointillism and texture.
- Using a range of materials, pupils are able to design a logo and reproduce it on cloth using screen-printing techniques.
- Pupils have undertaken tasks such as sketching, developing monograms and collage, which are of a good standard.
- Pupils have a developing knowledge of the work of artists such as Seurat, van Gogh and Monet and produce work of a good standard in the style of these artists.
- Pupils have benefited from the work of an artist in residence in order to develop and produce 3D work of a very good standard on 'The Seven Wonders of Wales'.
- Pupils demonstrate that they are able to review and modify their work when appropriate.

Shortcomings

There are no significant shortcomings

Music

Standards of achievement are satisfactory.

Good features

- During collective acts of worship pupils sing tunefully and enthusiastically in English and Welsh.
- Pupils accompany learned songs with untuned percussion and clapped rhythms.
- Pupils are able to appraise music from a range of styles and cultures.
- Most make satisfactory progress in their understanding and use of appropriate musical terminology.
- A number of pupils take advantage of instrumental tuition; it is reported that they make good progress.
- Younger pupils are beginning to identify musical instruments whilst listening to a range of music.
- Extra-curricular activities support the teaching of music in the form of the school choir and an orchestra.

Shortcomings

- Pupils across the key stage lack confidence in their skills of composing and appraising their own music.
- Currently, pupils make insufficient use of ICT to develop their music skills.

Physical education

Standards of achievement are satisfactory. Pupils follow a varied programme reflecting all of the requirements of the National Curriculum. At the time of the inspection the only aspect of physical education observed was games.

Good features

- Pupils are enthusiastic and work well together. There is a high level of co-operation in group and teamwork.
- In games, more able pupils adapt and align their body position to receive a ball. They are able to work in a pressurised situation such as a time challenge and achieve good results.
- Pupils show a good awareness of health and safety in group activities. They are aware of the need for rules; standards of dress for PE are appropriate.
- Records indicate that pupils make good progress in swimming.
- A good range of extra-curricular activities is provided. Pupils compete very successfully in fixtures against other schools.

Shortcomings

- A significant number of pupils have underdeveloped skills in sending and receiving a ball.
- Pupils' understanding of the benefits of exercise on health is underdeveloped.

Religious education

Standards of achievement are good.

- Pupils develop a secure knowledge of the beliefs and practices of Christianity. They are familiar with a number of stories from the Old and New Testament and know the significance of important Christian dates and celebrations.
- Pupils also develop an understanding of other major world faiths, for example Judaism. They can relate some of the important festivals and begin to identify some of the aspects of belief which are common to various faith groups as well as those aspects which are unique.
- Pupils use appropriate religious language and examine feelings that arise from stories and personal experiences. Y6 pupils, for example, use a range of skills enabling them to explore religious and human experiences for themselves in their discussions on what is 'valuable' and 'precious' to them.
- Pupils are able to research information and stories related to religion on the Internet and further express their opinions.
- Pupils are taught to respect the beliefs of others and this is evident from discussions and the general ethos in the school.

Shortcomings

There are no major shortcomings.

8. SCHOOL IMPROVEMENT

8.1 Progress since the last inspection

The school was last inspected in April 1998 when seven key issues for action were identified. Progress in relation to the key issues in the last inspection is satisfactory overall.

1. Raise the standards of achievement in information technology and religious education
 - *Since the last inspection, the school has worked hard to raise standards in IT. The recently developed IT suite and a determined effort by staff to increase their own IT skills, has resulted in pupils IT skills being appropriate to age and ability. Standards of achievement are now judged to be good.*
 - *Standards in RE are now judged to be good.*
2. Extend provision for the use of information technology skills across the curriculum.
 - *Pupils' ICT skills across the curriculum are now judged to be satisfactory. However, there is a need to develop further this aspect of the work.*
3. Extend the effective assessment procedures for core subjects to include the non-core foundation subjects.
 - *Since the last inspection there has been good progress in the development of assessment in the non-core foundation subjects. A number of subjects use the ACCAC optional assessment materials as end of unit assessments. Where these are used to good effect such as in Design and Technology they are built into the Scheme of Work as a teaching unit.*
4. Ensure that, in Y3, all pupils achieve their full potential.
 - *Shortcomings in the quality of teaching, although less apparent than in the previous report, still exist. Where there are shortcomings in teaching, the expectations of what pupils can achieve is low. There is a need therefore to continue to improve the quality of teaching and share the good and very good practice that is evident within the school.*
5. Develop and implement the management and monitoring roles of the deputy headteacher, and improve the monitoring roles of the subject co-ordinators.
 - *Since the last inspection report, there have been new appointments of both head and deputy headteacher. The management and monitoring roles of the deputy headteacher are developing appropriately. The monitoring role of the subject co-ordinators remains underdeveloped and further work is required.*
6. Improve the quality of the SDP by setting precise targets for improvement and specific criteria for success.
 - *The current SDP covers a three-year period, but contains too many priorities to be realistically achieved in the given time period. Furthermore, the criteria by which success is to be measured does not relate clearly to improvements in pupils' achievement and learning. Therefore further work is still needs in this aspect.*
7. Maintain the good and very good features of the school.
 - *The school has successfully maintained many of the good and very good features identified in the previous report. Standards of achievement have been maintained, and in subjects that were identified as being unsatisfactory, standards are now judged to be good (IT and RE). The quality of teaching is judged overall to be good as is the ethos within the school, the curriculum and support and guidance. Provision for pupils with*

SEN within the school and within the HIU are judged to be very good, as are links with parents and the wider community.

8.2 Key issues for action

In order to progress, the school needs to:

1. raise standards of achievements in those subjects where shortcomings are identified;
2. improve the quality and process of school self evaluation and development planning to ensure a clear focus on raising standards;
3. make more effective use of teaching time and further develop planning strategies to ensure continuity and progression in individual subjects and key skills;
4. review the current use of accommodation and staff deployment in order to reduce class sizes;
5. ensure consistent good practice in the quality of teaching throughout the school;
6. produce a Race Equality Policy and Action Plan in order to meet statutory requirements.

Appendix**A. Basic Information About the School**

Name of school	Borras Park Junior School
School type	Community
Age range of pupils	7 to 11 years
Address of school	Borras Park Road Wrexham
Post code	LL12 7TH
Telephone number	01978 359694

Headteacher	Mr B McDonald
Date of appointment	September 2001
Chair of Governors	Mr A Wood
Registered Inspector	Mr J Evans
Dates of inspection	27 to 29 April 2004

B. School Data and Indicators

Number of pupils on roll (Jan 2004)		
Year group	KS2	Total (fte)
Number of pupils	249	249

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	12	0	12

Staffing information	
Pupil:teacher (fte) ratio (excluding special classes)	31:1
Pupil:adult (fte) ratio in special classes	4:1
Average class size, excluding nursery and special classes	30.25:1
Teacher (fte):class ratio	1.3:1

Percentage attendance for three complete terms prior to the inspection		
	KS2	Whole school
Spring 2003	94.8%	94.8%
Summer 2003	92.5%	92.5%
Autumn 2003	94.6%	94.6%

Number of pupils excluded during 12 months prior to inspection	0
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C. Results of National Curriculum Assessments and Public Examinations

NATIONAL CURRICULUM ASSESSMENT RESULTS END OF KEY STAGE 2: 2003

National Curriculum Assessment KS2 Results: 2003										Number of pupils in Y6: 69		
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	0	22	45	33	0
		National	0	0	0	0	1	6	16	45	31	0
	Test/Task	School	0	4	0			0	17	45	33	
		National	0	2	1			5	12	38	40	
Mathematics	Teacher assessment	School	0	0	0	0	0	0	19	46	35	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	3	0			1	16	48	32	
		National	0	2	1			4	18	42	33	
Science	Teacher assessment	School	0	0	0	0	0	0	9	52	39	0
		National	0	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	3	0			0	10.1	49	37	
		National	0	2	0			1	9	48	39	

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school:	73.9%	In the school:	73.9%
In Wales:	70%	In Wales:	71%

- D Pupils who have been disapplied under sections 364 and 365 of the Education Act 1996
A Pupils who have failed to register a level because of absence
N Pupils who have failed to register a level for reasons other than absence
W Pupils who are 'working towards' level 1 but have not yet achieved the standards needed for level 1

D. The evidence base of the inspection

- Four inspectors spent a total of 11 inspector days in the school and 50 lessons were observed.
- Responses from 79 parents' questionnaires were analysed.
- Pre-inspection meetings were held with the governing body and with parents.
- A range of pupils' written work was examined by the inspectors and discussed with pupils.
- Subject schemes of work, school policy documents and other written evidence were analysed and discussed with the headteacher and staff.
- Representative samples of pupils from every class were heard reading in a variety of contexts.

- The inspectors held a meeting with staff and governors at the end of the inspection to report the results of the inspection.

E. Composition and responsibilities of the inspection team

Team member	Subject responsibilities	Aspect responsibilities
Mr J Evans Registered Inspector	Science History Geography	Context; Main findings; Standards achieved in subjects and areas of learning; Teaching; Curriculum; Quality of self-evaluation and planning for improvement; Progress since last inspection; Key issues for action
Mrs D Shields Lay Inspector		Behaviour and attitudes; Support, guidance and pupils' welfare; Partnership with parents and community, schools and other institutions; Partnership with industry
Mrs A Kenyon Team Inspector	English Music Art Religious Education	Standards achieved in key skills across the curriculum; Pupils' spiritual, moral, social and cultural development; Provision for pupils with special educational needs; Staffing, accommodation and learning resources
Mr I Roberts Team Inspector	Mathematics Design & Technology Welsh second language Design and technology Physical education	Attendance; Assessment, recording and reporting; Leadership and efficiency

Acknowledgement

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