

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

A Report on the Quality of Education in

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

School Number: 6652203

Date of Inspection: 16/03/09

By

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

The inspection of Borras Park Infant School took place between 16th and 18th March 2009. An independent team of inspectors, led by Carolyn Jane Thomas undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

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

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

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

There are three types of inspection.

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

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

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

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

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

This school received a **short** inspection.

Year groups and key stages

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

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

Primary phase:

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

Secondary phase:

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

The National Curriculum covers four key stages as follows:

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

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Context

The nature of the provider

1. Borras Park Infant School is situated in a residential area on the outskirts of Wrexham. The local authority (LA) is Wrexham. The school is an English-medium infant school with a Nursery and a specialist teaching facility for hearing impaired pupils. The school serves pupils from homes that are, in the main, neither prosperous nor economically disadvantaged. Five per cent of pupils are eligible for free school meals, which is below both the local and national averages. Pupil mobility is low. Children's attainment on entry to the school is in line with the LA and national average.
2. The school provides education for pupils aged three to seven. At the time of the inspection, there were 206 full time equivalent pupils on roll, including 61 children attending part-time in the Nursery. The school has an established early education setting, taking children in the term after their third birthday. In addition, the school operates a free breakfast club; an after school play scheme and a wrap around Nursery provision.
3. At present, 27 pupils are identified by the school on the Special Educational Needs (SEN) register in the mainstream classes. All pupils in the specialist Hearing Impaired Unit have or are being assessed for statements of their special educational needs. No pupil is "looked after" by the LA. No pupil speaks Welsh as a first language and 4% of pupils come from ethnic minority groups where English is not the home language. However, there are no pupils receiving support teaching in English as an additional language.
4. The school has achieved a number of awards, including the Basic Skills award for the fourth time, Eco Schools and the Healthy School award.
5. The school was last inspected in March 2003 when the present head teacher was not in post. Since then the school has successfully addressed the key issues noted in the report and improvements are clearly evident in areas that needed developing. Progress since the previous inspection has been exceptional.

The school's priorities and targets
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6. The school's mission statement is 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'.
7. The school has an extensive range of aims, the most important of which is to provide a warm, safe and caring environment for all its pupils.
8. The school's major priorities and targets for 2008-09 include:
 - revise long term planning and policies for children's mathematical development;
 - revise long term planning and policies for children's physical development;
 - evaluate the school's new policy for bilingualism;
 - continue to update creative development plans;
 - review current schemes of work in the light of the Foundation Phase initiative;
 - obtain third year accreditation for the Healthy School award and Green Flag Eco status;
 - renew the Basic Skills Quality Mark and Investors in People.
9. The school has drawn up outline developmental plans for 2009-2010 and 2010–2011.

Summary

10. Borrass Park Infant School is a very good school with outstanding features in many aspects of its provision. The outstanding quality of leadership ensures high standards of pupil achievement.
11. The school's mission statement successfully underpins the ethos of this exceptionally inclusive school. The school is a happy, safe, secure environment where all pupils feel valued.
12. The inspection team agreed with the judgements made by the school in the self-evaluation report for all seven key questions.

Table of grades awarded

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

13. The school is working hard to successfully implement the Foundation Phase for the Welsh Assembly Government. The overall quality of the educational provision for the under-fives is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.
14. Baseline assessments undertaken within the first term of entry into Reception indicate that children have made outstanding progress during their time in Nursery. On-going assessments show that all pupils make exceptional progress as they move through the school. In the core subjects of English, mathematics and science, their progress is outstanding. Pupils with Special Educational Needs (SEN), English as an additional language, very able pupils and those who attend the specialist Hearing Impaired Unit achieve exceptionally well against the individual targets set for them.
15. Standards in pupils' key skills, including children under five and in the specialist Hearing Impaired Unit, are outstanding. Pupils' problem-solving, creative and independent skills are outstanding and are a particular strength

of the school. By the end of key stage 1, all pupils talk about their learning enthusiastically and knowledgeably.

16. Standards achieved in the key skills of numeracy and information and communication technology (ICT) are outstanding across the school. Children in the Foundation Phase are making outstanding progress in developing their numeracy and ICT skills across all areas of learning. Across the school, pupils confidently and accurately use a wide range of ICT and numeracy skills. They demonstrate outstanding levels of independence when applying their knowledge.
17. All pupils make outstanding progress in developing their communication skills. Some pupils in the specialist Hearing Impaired Unit progress from a very low starting level; this is an outstanding feature of the school. In the Foundation Phase classes, children's confidence in expressing their views is exemplary. They listen exceptionally well to their teachers and to their peers, considering carefully the views of others with maturity. Children make exceptionally good progress in developing their early writing skills and reading across all areas of learning.
18. Key stage 1 pupils continue to develop their communication skills and by the end of the key stage the majority speak confidently both in class and when addressing a wider audience. They are particularly articulate when assuming a character within role-play areas. The vast majority of pupils read extensively both to obtain information and for pleasure. Pupils are confident writers and make very good use of their skills in a range of subjects.
19. All pupils make outstanding progress in acquiring bilingual competence. They confidently use the Welsh language throughout the day and understand increasingly complex instructions as they move through the school.
20. Older pupils' problem-solving skills are outstanding as a result of the 'challenges' set for them in all aspects of the curriculum. Pupils of all ages relish the opportunities to extend their thinking skills by engaging in these opportunities. From the Foundation Phase onwards, pupils also develop the ability to pose problems for others as part of their involvement in the planning of lessons. This is strength of the school.
21. Assessment data includes the results of pupils in the Hearing Impaired Unit. In the 2008 teacher assessments, 96.7 per cent of pupils achieved level 2 or above in English, 98.3 per cent in mathematics and 98.3 per cent in science. Compared with all school in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the second quartile. Compared with schools with similar numbers for free school meals (known as the 'family group') and in the LA overall, the school was in the second quartile. The percentage of pupils gaining the higher level 3 was above the national averages in all three subjects. Although there are variations in the performance of boys and girls, there is no significant difference in their performance year on year.

22. Nearly all pupils have an outstanding understanding of what they are doing and know well what they need to do to improve their performances. Pupils with SEN make outstanding progress in relation to their prior attainment and their underlying abilities. All pupils are making outstanding progress towards fulfilling their potential and pupils in Year 2 are very well prepared for the next stage in their education. This is an outstanding feature of the school.
23. The development of pupils' personal, social and learning skills is outstanding. Pupils' behaviour is exemplary at all times. They behave with consideration, courtesy and regard for others.
24. The average level of attendance for the three terms prior to the inspection is 95.6 per cent. This is better than the national average for schools with similar free school meals entitlement and above the local authority (LA) and national average figures for all schools. The cause of the majority of pupil absence is sickness. There are no unexplained variations in attendance and unauthorised absences are low.
25. Overall, punctuality is good at the start of and throughout the school day, allowing sessions to start promptly. Very few pupils arrive late for registration in the mornings. However, the procedures to record and monitor punctuality and the follow-up procedures lack rigour and effectiveness.
26. The school's outstandingly inclusive framework ensures that all pupils develop an exceptionally good awareness of equal opportunity issues and respect for diversity within society.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
61%	39%	0%	0%	0%

27. The overall quality of teaching has many outstanding features. These percentages are well above the figures published in the HMCI's Annual Report 2007-2008 (Primary) where 83 per cent of standards in teaching were Grade 2 or better and 16 per cent of standards in teaching were Grade 1.
28. The quality of teaching across the school, including specialist teaching in the Hearing Impaired Unit, is outstanding. Outstanding features of teaching include lively and energetic lesson delivery that motivates and enthuses pupils; challenging and innovative activities which successfully capture and sustain pupils' interest; high expectations and skilful questioning techniques which stimulate pupils and develop their thinking skills; and highly effective sessions which allow pupils to demonstrate and evaluate their learning towards the end of lessons. However, occasionally the introductory parts to the lessons are too long and consequently a few children lose concentration.
29. Through exceptionally detailed and structured planning, teachers ensure a very effective balance between child-initiated and adult-led activities. These are promoted very well throughout the school for all pupils. Outstanding use is made of the outside area, in particular the 'forest school', which provides opportunities for all pupils to benefit from their outdoor learning experiences.

30. Additional support staff play a vital role in supporting children's learning. The very effective use of role play by all staff to demonstrate the objectives of activities, the very wide range of practical activities and the use of pupils' own ideas are outstanding features.
31. The school fully meets statutory requirements for assessing, recording and reporting pupils' progress. Overall procedures are very comprehensive and extremely well organised.
32. Teachers regularly assess pupils' progress using a range of appropriate standardised tests and day-to-day assessments. Very detailed analysis of recorded data is used highly appropriately to set targets for improvement in a very well structured manner to build effectively on previous learning. This robust, highly detailed tracking system gives a very clear picture over time of individual pupils' achievements as they transfer from class to class or move on to the next stage of their learning. This is an outstanding feature.
33. The overall quality of the annual reports to parents and the school's prospectus is good.
34. The school actively promotes the provision of exceptionally interesting and experiential learning opportunities for all pupils through a curriculum that is relevant, balanced and which meets learners' needs and aspirations exceptionally well. The provision for the development of pupils' basic and key skills is outstanding.
35. Pupils' experiences, and the standards they achieve, are richly enhanced by the excellent range of sporting, musical and cultural extra-curricular activities provided both during and outside the school day. These activities include gardening club, fitness club, dance club, 'Ffae'r ddraig' and recorder club. Pupils' commitment to these activities is acknowledged and celebrated through a presentation at the end of the year.
36. The school's planning and management of care and support arrangements is outstanding. The school works extremely hard to encourage a positive ethos and is a close, caring community. The awareness of the shared values of tolerance and kindness towards people and property permeates the school.
37. Teaching and support staff know their pupils very well and are sensitive to their needs. Staff ensure that the school's arrangements are consistently and effectively implemented. This makes a significant contribution to pupils' well being. Support services are used extremely productively to provide high quality care and support for all pupils requiring additional help. The school's provision for ensuring the healthy development, safety and well-being of all pupils is outstanding.
38. The overall provision for learners with SEN is outstanding and fully complies with the Code of Practice and the framework for inclusive education. This includes the provision offered in the Hearing Impaired Unit. The school has an excellent well-structured process to systematically identify pupils with ALN

from Foundation Phase upwards. The Special Educational Needs Coordinator (SENCo), in consultation with class teachers, writes pupils' individual education plans (IEPs) in order to target areas for improvement. The SENCo effectively supports the class teachers and pupils by providing additional specific teaching, advice or resources. Small groups of pupils are withdrawn for specific precision support with their reading. A designated teaching assistant in each year group supports a number of pupils for Teodorescu exercises which are designed to develop fine and large movements. This is an outstanding feature of overall provision. The very good progress that most pupils make towards targets is closely monitored. Pupils within the Hearing Impaired Unit are regularly assessed by outside agencies and, where appropriate, provision is made for support from other specialist professionals.

39. The SENCo and class teachers are very active in encouraging parents to work with the school in support of their children. Pupils' individual targets are shared with parents at regular meetings to discuss their child's progress and the next steps in learning.

Leadership and management

40. The head teacher provides outstanding leadership and a very purposeful sense of direction for the school. The head teacher is very well supported by the deputy head teacher, the senior management team and the governing body. All staff within the school work together as an exceptionally close team with high expectations and a sense of purpose.
41. Outstanding features of leadership include the school's involvement in national priorities. For example, the school has successfully developed the Foundation Phase curriculum in the Early Years and is working on extending this curriculum throughout the school. The strong links which are evident between staff training and performance management of all staff are also outstanding features. Pupils' outstanding progress and their success in meeting challenging targets are also outstanding successes of the leadership and management of the school.
42. The governing body is well developed and the members are very dedicated, enthusiastic and supportive of the school. They are justly proud of the school's achievements and are fully committed to further school improvement. The chair of the governing body meets regularly with the head teacher and visits the school frequently. Her professional approach and first-class leadership is exemplary.
43. Generally, the governing body fulfils its regulatory and legal requirements and all governors clearly understand their roles and responsibilities. They understand numerical targets that enable them to further support and challenge the impact of actions taken to raise standards.
44. All statutory committees are in place and their findings reported to full governing body meetings, which occur regularly and are well documented. The school's complaints procedures are effectively established.

45. The school has developed an extensive and effective self-evaluation process. The school's self-evaluation report is concise, accurate and comprehensive. The outcome of the self-evaluation process is used effectively to identify school development priorities. This is an outstanding feature of the school.
46. The school development plan is a very useful strategic working document that clearly sets out responsibilities, costing, time and success criteria against which judgements can be made. Challenging targets are set for all pupils that are regularly reviewed and take prior achievement into account. Consistent and measurable improvements over the last three years are a direct result of previous well-focused plans and actions detailed in the school development plan. Regular progress reports are shared with all stakeholders so that everyone is aware of the strategic direction of the school. These are outstanding features.
47. The school has made outstanding progress since the last inspection. All of the key issues have been successfully addressed in line with the action plan prepared by the school. Work undertaken in the development of design technology, the planning of appropriate tasks ensuring a close match between the needs and abilities of all pupils, in addition to the promotion of the school's links with industry are now good with outstanding features.
48. All of the staff make exceptionally good use of the available accommodation. There is an abundance of high quality learning resources, which are extensively enriched by the use of resources beyond the school boundary. The talented, dedicated and experienced teaching staff is an outstanding feature of the school. The head teacher, working closely with governors, ensures the school is always looking for best value. The school gives outstanding value for money.

Recommendations

In order to move the school forward the staff and the governing body need to

- R1** maintain the current good and outstanding features of the school;
- R2** continue to develop the Foundation Phase curriculum throughout the school *
- R3** develop more rigorous procedures to record and monitor punctuality

* This recommendation has been identified in the School's Improvement Plan and in the self-evaluation report.

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

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features.

49. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
50. The school has successfully implemented the Foundation Phase in the Early Years and is working on developing this curriculum throughout the school. Assessments undertaken on entry to the Nursery indicate that the majority of children start school with language, numeracy and social skills at a level that are in line with the LA and national average. Baseline assessments undertaken within the first term of entry into Reception indicate that children have made outstanding progress during their time in the Nursery. Nearly all of the pupils are very good at achieving the challenging learning targets set by the teachers and many exceed initial expectations regardless of their linguistic background and their prior attainment.
51. The results of on-going assessments show that all pupils make exceptional progress in many areas of the curriculum as they move through the school. In the core subjects of English, mathematics and science, their progress is outstanding. The end of year 2 results include the results of pupils in the specialist Hearing Impaired Unit. In the 2008 teacher assessments, 96.7 per cent of pupils achieved level 2 or above in English, 98.3 per cent in mathematics and 98.3 per cent in science. Compared with all school in Wales, the school's core subject indicator (the percentage of pupils achieving at least level 2 in English, mathematics and science) for key stage 1 was in the second quartile. Compared with schools in similar numbers for free school meals (family group) and in LA overall, the school was in the second quartile. The percentage of pupils gaining the higher level 3 was above the national averages in all three subjects. 30.5 per cent of the cohort of pupils was on the school's Special Educational Needs register and this included 7 pupils with statements of special educational needs. Although there are variations in the performance of boys and girls, there is no significant difference in their performance year on year.
52. Detailed targets are set annually by the school and agreed with the LA. Realistic and ambitious targets are set for all pupils and are regularly re-set when they are achieved. In the vast majority of instances, pupils succeed in achieving the ambitious targets set for them and this is an outstanding feature of the school.
53. Regardless of their social, ethnic or linguistic background, pupils make outstanding progress. Pupils with SEN, English as an additional language, more able pupils and those who attend the specialist Hearing Impaired Unit achieve exceptionally well against the individual targets set for them. Hearing impaired pupils make outstanding progress in relation to their prior attainment and their specific difficulties. Pupils with additional learning needs make very good progress in relation to their prior levels of attainment.

54. Standards in pupils' key skills and bilingualism, including children under five, are outstanding. Pupils' problem-solving, creative and independent skills are outstanding and are a particular strength of the school. By the end of key stage 1, all pupils talk about their learning enthusiastically and knowledgeably.
55. Standards achieved in the key skills of numeracy and ICT are outstanding across the school and the children in the Foundation Phase are making outstanding progress in developing their numeracy and ICT skills across all areas of learning. Across the school, pupils confidently and accurately use a wide range of ICT and numeracy skills, demonstrating outstanding levels of independence in their ability to select appropriate skills and to apply their knowledge appropriately.
56. All pupils make outstanding progress in developing their communication skills. Some pupils in the specialist Hearing Impaired Unit progress from a very low level; this is an outstanding feature of the school. In the Foundation Phase classes, children's confidence in expressing their views is exemplary. They listen exceptionally well to their teachers and to their peers, considering carefully the views of others with maturity. Children make exceptionally good progress in developing their early writing skills and reading across all areas of learning.
57. Key stage 1 pupils continue to develop their communication skills and by the end of the key stage the majority speak confidently both in class and when addressing a wider audience. They are particularly articulate when assuming a character within role-play areas. The vast majority of pupils read extensively both to obtain information and for pleasure. Pupils are confident writers and make very good use of their skills in a range of subjects.
58. Older pupils' problem-solving skills are outstanding as a result of the 'challenges' set for them in all aspects of the curriculum. Pupils of all ages relish the opportunities to extend their thinking skills by engaging in these opportunities. From the Foundation Phase onwards pupils also develop the ability to pose problems for others as part of their involvement in the planning of lessons. This is strength of the school.
59. All pupils make outstanding progress in acquiring bilingual competence. They confidently use the Welsh language throughout the day and understand increasingly complex instructions as they move through the school. Pupils at the end of key stage 1 read and write Welsh with increasing accuracy. Pupils' knowledge of Welsh culture and heritage, *Y Cwricwlwm Cymreig*, is also outstanding. All pupils successfully participate in the school Eisteddfod celebration and year 2 pupils attend an LA Welsh celebration known as 'the Jamboree'.
60. The majority of pupils have an outstanding understanding of what they are doing and know well what they need to do to improve their performances. Pupils with SEN make outstanding progress in relation to their prior attainment and their underlying abilities. All pupils are making very good progress towards fulfilling their potential and pupils in year 2 are very well prepared for the next stage in their education. This preparation is an outstanding feature of the school.

61. The majority of pupils are very well motivated, keen to learn and enjoy their lessons. They complete their tasks with obvious enthusiasm and sustain their concentration well. All pupils are happy to ask questions in the knowledge that their enthusiasm and efforts will be appreciated. This is a strong feature of the school. Most listen attentively and follow instructions well when undertaking new tasks and investigations. Most pupils use their time very effectively and this is an outstanding feature.
62. The behaviour of all pupils during lessons and at lunch times is outstanding. Nearly all pupils move around school in an orderly and very courteous manner. They are respectful to their fellow pupils and adults, listening and responding appropriately to instructions and suggestions.
63. All pupils are happy and participate with great interest in lessons and role-play activities. They are considerate and respectful of others, of school property and of their local surroundings. Most pupils demonstrate a developing self-confidence, taking an increasing degree of responsibility for their own attitudes and behaviour.
64. Nearly all pupils clearly understand what high standards of behaviour are expected of them and fulfil these expectations at all times. All parents consider that the school achieves high standards of behaviour. There have been no fixed term exclusions during the last 12 months.
65. The average level of attendance for the three terms prior to the inspection is 95.6 per cent. This is better than the national average for schools with similar free school meals entitlement and above the LA and national average figures for all schools. The cause of the majority of pupil absence is sickness. There are no unexplained variations in attendance. Overall, punctuality is good at the start of and throughout the school day allowing sessions to start promptly.
66. The school takes appropriate account of the requirements of National Assembly of Wales Circular 47/2006 that sets out the requirements for recording absence.
67. In nearly all lessons, pupils plan and organise their work very well, confidently using a wide range of resources, co-operating and collaborating very well in designated pairs or small groups. Almost all pupils have the capability and maturity to work independently within the structure of the class and these outstanding aspects clearly set a very firm foundation for their lifelong learning.
68. Pupils' progress in their personal, social, moral and wider development is a major strength throughout the school. All pupils are fully involved in the life and work of the school and, through its active School Council, participate in the decision-making process about important issues in the school. Pupils have a very good understanding of their own culture as appropriate for their ages, and all pupils respond positively to the daily acts of collective worship and take part with enthusiasm.

69. Nearly all pupils show an excellent awareness and understanding of the diversity of beliefs, religions and cultures present in today's society. They adopt mature attitudes and recognise the need to treat everyone fairly and without discrimination or prejudice.
70. Pupils' knowledge and understanding of the workplace and the local community is exceptional. In class activities and assemblies, they discuss the different work people do and the ways in which people look after and care for their community. Pupils are actively involved in many community related activities and regularly meet with parents, grandparents and members of the community who visit school to share experiences or support learning.

The quality of education and training

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

Grade 1: Good with outstanding features.

71. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.

The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
61%	39%	0%	0%	0%

72. The overall quality of teaching has many outstanding features. These figures are well above the figures published in the HMCI's Annual Report 2007-2008 (Primary) where 83 per cent of standards in teaching were Grade 2 or higher and 16 per cent of standards in teaching were Grade 1.
73. Where the quality of teaching was judged to be grade 1, the outstanding features include:
- lively and energetic lesson delivery that motivates and enthuses pupils;
 - provision of challenging and innovative activities which successfully capture and sustain pupils' interest and promote independent and active learning;
 - high expectations and skilful questioning techniques which stimulate pupils and develop their thinking skills;
 - excellent identification, assessment and understanding of pupils' needs, which support the setting of work at an appropriate level for pupils of all ages and abilities;
 - exceptional subject knowledge enabling teachers to plan lessons and activities competently and thoroughly, particularly for pupils' basic and key skills;
 - highly effective end of lesson plenary sessions, which allow pupils to demonstrate and evaluate their learning;
 - the use of incidental Welsh, which makes a notable contribution towards pupils' bi-lingual competence.

74. The quality of teaching for pupils in the Hearing Impaired Unit and pupils with SEN is outstanding. Pupils benefit from specialist team teaching and this has a major impact on the outstanding progress they achieve.
75. Other good features evident in lessons are:
- clear lesson objectives shared with pupils;
 - use of stimulating resources that capture pupils' interest and attention;
 - effective use of ICT to enhance learning;
 - promotion of positive attitudes to learning and support of pupil's efforts, with consistent praise and encouragement.
76. All teachers and support staff in the Early Years are enthusiastic about the Foundation Phase curriculum and show high levels of commitment to its success. All staff in Key Stage 1 are also enthusiastic and committed to the Foundation Phase curriculum and are building on this success prior to the statutory implementation. They work extremely hard to make meaningful adjustments to practice and to promote new ways of learning throughout the school. Through exceptionally detailed and structured planning, teachers and support staff ensure a very effective balance between child led and teacher led activities. These are promoted very well throughout the school for all pupils. Outstanding use is made of the outside area, in particular the 'forest school', which provides opportunities for all pupils to benefit from their outdoor learning experiences. However, occasionally the introductory parts to the lessons were too long and consequently a few children were off task.
77. The very effective use of role-play by all staff to demonstrate the objectives of activities, the very wide range of experiential learning experiences and the use of pupils' own ideas are outstanding features.
78. Teachers benefit from a highly effective professional development programme, which enhances the teaching and learning within the school. They challenge and motivate pupils successfully through the purposeful use of a wide variety of innovative teaching techniques and strategies. All lessons are planned carefully to match all pupils' needs.
79. The planning of lessons is exceptionally detailed in all classes, with lessons well structured, clear objectives identified and suitable work at different levels to cater for all pupils, including the pupils from the specialist Hearing Impaired Unit. An outstanding feature of planning is the involvement of pupils.
80. There are outstanding working relationships in all classrooms. Teachers are fully aware of the needs of individual pupils and successfully meet the needs of pupils, including those with special and additional learning needs and English as an additional language. They take every opportunity to promote equality of opportunity and ensure that all pupils are treated fairly and with respect. Teachers display a strong commitment to the raising of standards within the school and have very high expectations of their pupils. These are strengths of the school.

81. Teaching assistants provide extremely effective help and guidance for individuals and groups of pupils in all areas of the curriculum. They show good initiative and sensitivity in their dealings with all pupils.
82. Every opportunity is taken by all staff to celebrate and promote pupils' awareness of different languages and cultures both within the school and beyond. The promotion of bilingualism is an outstanding feature of the school. Pupils' Welsh vocabulary is well developed and this is a reflection of teachers' active encouragement and purposeful use of the language in classes. This consistency of approach is having a positive effect on pupils' ability to use both English and Welsh in all areas of learning and in a range of subjects across the curriculum.
83. The school fully meets statutory requirements for assessing, recording and reporting pupils' progress. Overall procedures are very comprehensive and extremely well organised with some outstanding features.
84. Pupils' progress is assessed regularly through teacher assessments, a range of appropriate standardised tests and day-to-day assessments. Very detailed analysis of this information is used very appropriately to set targets for improvement in a highly structured manner to build effectively on previous learning. This robust, highly detailed tracking system gives a very clear picture over time of pupils' achievements and attainment as they transfer from class to class or move on to the next stage of their learning. This is an outstanding feature.
85. Most pupils' understanding of the purpose and nature of assessment is very good. The majority of pupils confidently point to their individual learning targets, which are prominently displayed in their home/school reading records. Many pupils are aware of fellow peers' targets, and celebrate their successes. In the Foundation Phase classes, clear positive verbal feedback is used effectively to help all children understand the progress they have made. This very good practice is consistently applied to all subjects and is an outstanding feature.
86. Key stage 1 teachers meet together within their local cluster of schools, coming to an agreement about the qualities of a wide range of pupils' work against National Curriculum levels of attainment. There is a very good match between pupils' work and levels in all subjects. This assessed work is kept in subject folders as a record of agreed standards for all staff to use as a reference when marking pupils' work.
87. All pupils' work is regularly marked, often with encouraging remarks. In the best examples of marking, pupils are given written or verbal guidance on how to improve and they respond as directed. This helps pupils concentrate on what they need to do to improve to a higher level of attainment.
88. The quality of the annual reports to parents is excellent and they fully meet statutory requirements. Annual reports give a comprehensive, detailed picture of children's progress in all areas of learning and in subjects at key stage 1, as

well as comments on social and personal development and pupils' self reflection. Parental feedback is requested and parents are invited to discuss the report if required. Pupils' targets are also shared with parents and this is exemplary practice. Parents say they are welcome to discuss their children's progress at any time and the majority feel they are kept fully informed about their child's achievements.

89. Relevant information is transferred to the receiving junior school in order to secure smooth transition for pupils. Parents and carers of pupils with SEN are kept fully informed about their child's progress and have full and comprehensive access to all consultations and reviews and this is an outstanding area of provision.

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

Grade 1: Good with outstanding features.

90. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
91. The school actively promotes the provision of exceptionally interesting and experiential learning opportunities for pupils through a curriculum that is relevant, balanced and which meets learners' needs and aspirations extremely well. It fully meets all legal requirements, including the excellent provision for pupils' personal, social and health education.
92. Innovative approaches to aspects of the curriculum, the levels of interest pupils show in their work and the standards they achieve are outstanding. The school meets learners' aspirations very effectively. The provision for children under five is rigorously planned to provide a very wide range of stimulating and exciting experiences. It closely follows the principles of the Foundation Phase and is an outstanding feature. The learning opportunities offered in the classroom and outside meet the needs and interests of young children very well. All activities are well structured ensuring excellent continuity and progression in learning.
93. A rich curriculum, which is based on interesting and appropriately challenging activities, with an outstanding focus on first hand experiences, is offered to pupils in key stage 1. The setting up of a 'forest school' has enabled the children to have access to an excellent provision using the outside environment. There are detailed policies and schemes of work for all subjects.
94. The school has a well-established programme which fully identifies and meets the needs of the more able and talented pupils. In reading, for example, pupils that are more able are given opportunities to work on challenging books, which enable them to achieve work of a high standard.
95. There is outstanding provision for the development of pupils' basic and key skills. Opportunities for their development are identified in all schemes of work

and implemented very effectively. The provision has been carefully co-ordinated to ensure progression in pupils' development and use of their speaking and listening, literacy, numeracy and information technology skills.

96. Provision for the development of pupils' problem-solving abilities is very good. For example, pupils in a year 1 class effectively built a fire station and resolved the problem of too many vehicles parked inside. Pupils used a range of skills including the ability to work collaboratively. Provision for the promotion of creative skills has outstanding features, particularly in art and design technology.
97. Pupils' experiences, and the standards they achieve, are richly enhanced by the excellent range of sporting, musical and cultural extra-curricular activities provided both during and outside the school day. These activities include gardening club, fitness club, dance club, 'Ffae'r ddraig' and recorder club. Pupils' commitment to these activities is acknowledged and celebrated through a presentation at the end of the year.
98. The provision for pupils' moral and social development has many good features. The use of the 'Happy Tree' is a strong link with the behavioural policy. Regular opportunities for pupils to work collaboratively across all subject areas very effectively develop their social relationships. Pupils are very aware of the difference between right and wrong. This is promoted well by the school's positive ethos and strong values.
99. The school successfully promotes spiritual development through shared values of care and consideration for others and for the environment. These are strongly reinforced during lessons and in daily shared assemblies, and are a particular strength of the school. Collective worship at the school meets statutory requirements.
100. The school provides an exciting, stimulating and accessible curriculum for those pupils with SEN, including pupils in the Hearing Impaired Unit. Pupils in the Hearing Impaired Unit enjoy participation in exciting practical and physical activities that include combined games activities with the adjacent junior school. These activities help pupils to develop basic social skills further. This is an outstanding feature.
101. The schools' provision for effective work related education is outstanding. Pupil visits to places of educational interest and visits to the school by members of the community and local industry and businesses help broaden and enrich pupils' work related education. Links with local industry and businesses are very good and well established.
102. Cultural experiences permeate school life through well planned activities. Pupils' awareness and understanding of their own culture and heritage is developed through visits to such places as Erddig. Their understanding of other cultures is supported through geography and religious education.

103. The school has an all inclusive ethos. It has high, but realistic, expectations of its pupils and strongly promotes equality in everything it offers. Any incident of stereotyping is promptly and effectively challenged. Policies for promoting and practising equality of access, equal opportunity and racial equality are consistently implemented by all staff.
104. The school effectively promotes sustainable development through a wide range of initiatives. There are planned opportunities in the Foundation Phase curriculum and in the personal and social education (PSE) programme. Numerous excellent practical examples are clearly evident in the day-to-day life of the school. Teachers actively promote waste minimisation, recycling, composting and energy conservation. As a result, pupils develop a deep understanding of, and strong commitment to, sustainable development. The promotion of this aspect of pupils' learning is an outstanding feature of the school. The enthusiastic and determined efforts of the Eco committee, the gardening club and pupils involvement with the forest school facilities and activities are outstanding.
105. Pupils' understanding of global citizenship is developing very well, mainly through topics covered in classroom sessions and in whole school assemblies. The school is actively involved with the Healthy School initiative. Staff are sufficiently knowledgeable, experienced and motivated to successfully promote all aspects of sustainable development and global citizenship.
106. The development of pupils' entrepreneurial skills is an outstanding feature of the school. These skills are developed through several initiatives including the School Council and the gardening club. Both these promote pupils' understanding of commerce including planting; growing, marketing and selling their fresh produce very well.
107. Through the School Council, pupils eagerly participate in the democratic decision-making process about relevant issues in the school.
108. As they progress through the school, pupils are encouraged to take more responsibility for their own learning, and to be actively involved with community-based activities. In discussion, pupils indicate they understand and appreciate the importance of adaptability and tolerance. Nearly all pupils respect and appreciate their surroundings, both locally and further afield.

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

Grade 1: Good with outstanding features.

109. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
110. Pupils are particularly well cared for, guided and supported by dedicated staff. This is a very significant feature of the school. Regardless of ability, gender or home background, the school provides a very happy, vibrant, welcoming, caring, secure and friendly environment for pupils to learn and play.

111. Parents' questionnaire responses indicate that nearly all are at least satisfied with the help and guidance provided for their children, with just under a half stating they strongly agree with this aspect. Pupils also feel they are well cared for and nurtured. The school plans and manages its care arrangements and support services exceptionally well. It quickly identifies and effectively reacts to individual pupils' needs and requirements, using its good links with external agencies and support services appropriately.
112. The school also pays due regard to establishing healthy living routines by providing many good opportunities to extend the children's understanding of what constitutes healthy eating and drinking. For example, healthy snacks are supplied and children are encouraged to use the cold water drinks dispenser throughout the day.
113. Close, effective relationships and partnerships exist between pupils, staff, parents and the local community. They are an outstanding feature of the school. The school operates an 'open door' policy and parents are invited to attend three parents' meetings per year. These meetings are very well attended.
114. The very active and dedicated group of parents that form the 'Friends of the School' association organise and hold fund-raising and social events throughout the year. A small number of volunteers regularly help in school every week.
115. Parents are kept exceptionally well informed and their views are frequently sought via questionnaires. A good home/school agreement is in place. Overall, parental and community support for school events and activities is outstanding.
116. The School Council is well established and all classes are represented by two democratically elected pupils. Members are enthusiastic and proud of their involvement in making decisions regarding improvements to the school environment.
117. Induction programmes at the school are outstanding. Parents of new entrants to the Nursery and Reception classes are first introduced into the school by the head teacher who provides them with a tour around the school and all the formal information they require, together with information they need relating to their own circumstances. A further appointment is then arranged for the introduction of their children to the school and meetings with their prospective teachers. They are also offered numerous sessions in school before entering on a regular basis.
118. Extensive arrangements are in place to support the children in moving from the separate building which houses the playgroup and the Nursery and Reception classes.
119. All pupils have access to the school's comprehensive personal and social education programme, which allows them to discuss relevant topics in a sensitive and supportive environment. This includes visits by police community liaison officers and school health staff. Pupils' successes are celebrated through the weekly 'Achievers' assemblies. The opportunities given to pupils to voice their opinions in the School and Eco Councils help

- them to realise that the school listens to their points of view and respects their ideas.
120. Attendance registers are completed appropriately and promptly at the start of the morning and afternoon sessions. Parents are advised that all pupils are expected to attend regularly and arrive punctually. The system for daily monitoring attendance is robust and effective, including 'first day response' for unexplained absences. Procedures for promptly following up unexplained absence are well established and effective. However, the procedures to record and monitor punctuality and the follow-up procedures lack rigour and effectiveness.
 121. The school expects good standards of behaviour and does not tolerate inappropriate behaviour. All staff consistently implement the anti-bullying and behaviour-related policies. Consequently, nearly all pupils understand and adhere to the school guidelines. The school's effective systems for recognising high standards of behaviour, attendance and achievement are understood by all pupils.
 122. 'Golden time', where pupils choose from a range of activities on a Friday afternoon, is used effectively to reward positive behaviour and attitudes.
 123. The school takes appropriate account of the requirements of National Assembly of Wales Circular 47/2006.
 124. The school is very mindful of its responsibility for the health, welfare and well-being of pupils. Comprehensive and thorough risk assessments are completed appropriately. Pupils' own involvement with risk assessments helps improve their understanding of danger and risk taking. All staff have received first aid training.
 125. Both staff and pupils have an appropriate awareness of health and safety requirements. Good procedures are in place to meet the needs of pupils who are unwell or who have suffered an injury whilst at school. The school is actively involved with the Healthy School initiative with excellent procedures and policies firmly embedded, thus encouraging and enabling pupils to be healthy.
 126. Child protection arrangements meet recommended good practice with designated named persons and a nominated governor. All staff are aware of the signs of possible child abuse and the specific procedures they must follow. Complaint and appeal procedures are in place.
 127. The overall provision for learners with SEN is outstanding and fully complies with the Code of Practice and the framework for inclusive education. This includes the provision of English as an additional language and the provision offered in the Hearing Impaired Unit. The school has an excellent well structured process to systematically identify pupil with additional learning needs from Foundation Phase upwards. The SENCo, in consultation with the class teachers, writes the IEPs in order to target areas for improvement. The SENCo effectively supports the class teachers and pupils by providing additional specific teaching, advice or resources. Small groups of pupils are

withdrawn for specific precision support with their reading. A designated teaching assistant in each year group supports a number of pupils for Teodorescu exercises to develop fine and large motor skills. This is an outstanding feature of overall provision. The very good progress that most pupils make towards targets is closely monitored. Pupils within the Hearing Impaired Unit are regularly assessed by outside agencies and, where appropriate, provision is made for support from other specialist professionals.

128. The SENCo and class teachers are very active in encouraging parents to work with the school in support of their children. Individual pupil targets are shared with parents at regular meetings to discuss respective pupils' progress and the next steps in learning.
129. A very important feature of the school's outstanding provision for pupils with SEN is the valuable work undertaken by the very well trained and highly-effective learning support assistants and a host of external agencies. The school rightly values the high quality support given by the LA in terms of the speech therapist, educational psychologist, behavioural management support team and English as an additional language staff.
130. The school houses a very well resourced base to support pupils with hearing impairment, where pupils receive high quality support and provision that meets their varied and often very complex, needs. Pupils are referred to this highly specialised unit by the LA and are fully included in all aspects of the school provision wherever possible, for example whole school assemblies. This is an outstanding feature of the school's inclusive nature.
131. The school has efficient policies for identifying and meeting the needs of the more able and talented pupils. Clearly defined individual plans that provide high levels of challenge and further opportunities to work independently are closely monitored and reviewed to ensure that their very good progress is maintained.
132. The overall quality of provision for equal opportunities and inclusion is good with outstanding features. The school promotes gender equality and challenges stereotypes through all aspects of learning. All pupils, irrespective of their background or needs, have equal access and opportunity to participate in all school activities. Gender equality is particularly effectively challenged through curricular activities, such as role-play, which is used throughout the school. Appropriate opportunities are given to boys and girls to attend and participate in extra-curricular activities.
133. Teachers effectively encourage pupils to report any incident, oppressive or inappropriate behaviour, straight away. Pupils and parents are confident that should any matter of bullying be made known to the school then the matter will be dealt with quickly and fairly.
134. The support arrangements for the very few pupils whose behaviour may impede their own or other pupils' progress are managed sensitively and effectively.

135. Diversity is recognised, regularly celebrated and incorporated into the PSE related activities. Pupils' backgrounds, cultures and religions are explored and explained to all. Promoting diversity is a particular strength of the school and is reinforced by the range of colourful and stimulating displays throughout the school.
136. Support for permanently or temporarily disabled pupils is very good. Appropriate adjustments have been made to cater for pupils with hearing and walking difficulties. A disability plan and action plan are in place and operate very effectively.

Leadership and management

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

Grade 1: Good with outstanding features.

137. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
138. The school's aims and values are clearly reflected throughout the school day. All adults who are involved in the children's education are aware of them. An outstanding shared sense of purpose prevails.
139. The head teacher provides outstanding leadership, clarity of educational direction and a sense of purpose. Her vision for the school and her commitment to the well being of the children is unquestionable. She is extremely successful in involving parents in supporting their children's education and co-ordinates the efforts of the teaching staff and the governing body very effectively. Common values are shared about learning, behaviour and relationships, and very appropriate aims and policies concentrate on the needs of the learners. All members of staff show total commitment to the school's vision statement and the head teacher and staff work very effectively to create an atmosphere that is industrious and happy. This is an outstanding feature.
140. Discussions with all staff during the inspection showed that decisions on all matters are made collaboratively. Lines of communication in school are exceptionally clear. This approach allows outstanding relationships between all adults. The use of teamwork as a structure to support management within the school is an outstanding feature.
141. The head teacher's leadership has ensured that responsibilities are shared equally between adults. An extensive range of management policies underpins roles and responsibilities; this is very effective in ensuring consistent approaches. Teaching staff are given very good opportunities to undertake leadership responsibilities. The school has established an extensive programme of monitoring, which ensures that leaders are exceptionally well informed about standards in teaching and learning. All

newly appointed members of staff work alongside more senior members and benefit from their expertise and guidance.

142. All support staff contribute significantly to school improvement and pupils' progress. They share and develop their expertise by working in year groups and phases across the school to a very high standard.
143. All children, regardless of their backgrounds, are fully integrated in all aspects of school life. Every child, including those with ALN, is made to feel important and they receive outstanding support to make progress.
144. An outstanding feature is the attention the school gives to national and local initiatives. For example, the school has successfully developed the Foundation Phase curriculum in the Early Years and is working on extending this curriculum in key stage 1.
145. The school has strong links with the local primary school and enjoys excellent partnerships with local teacher training colleges and other institutions. The school provides highly effective training facilities for both student teachers and other students undertaking vocational qualifications.
146. Arrangements for organising teaching during teacher's planning, preparation and assessment (PPA) time under the reducing workload arrangements are well-organised. Through co-ordinated planning the staff ensure continuity and no disruption to children's learning. This has had an outstanding impact on the standards of teaching and learning. The school's policies and procedures positively influence of standards. Effective strategies have been established for setting whole school targets, which are appropriate in terms of challenge. Effective processes have also been established to help children reach their individual targets.
147. Performance management for teachers is well established. It is linked effectively to staff development, school targets and needs as outlined in the school improvement plan (SIP) and findings from the self-evaluation process. The setting of targets for teaching staff has been extended, and now covers aspects of whole school development. Classroom observations to monitor progress take place regularly for each teacher.
148. All adults who work at the school attend a range of appropriate and often effective in-service education and training (INSET). The training is very well linked to current initiatives. Outcomes of staff development and training sessions are shared between staff and influence greatly on the outstanding quality of the provision. Training objectives for all staff reflect an excellent balance between the school's priorities and the needs of individuals.
149. Governors are dedicated, enthusiastic and supportive of the school. They are justly proud of the school's achievements and are fully committed to school improvement. Those who are relatively new members of the governing body are developing their strategic planning role and make increasingly effective contributions to the leadership. They make good use of information given by the head teacher to support the school's strategic planning. All governors are developing effective procedures for evaluating the school's performance. The

Governing Body take appropriate steps to maintain the standards and provision and are working effectively with individual teachers.

150. The chair of the governing body meets regularly with the head teacher and visits the school frequently. The professional approach and first-class leadership of the chair of the governing body is exemplary.
151. The governing body fulfils its regulatory and legal requirements and all governors clearly understand their roles and responsibilities. They are beginning the process of understanding targets to enable them to further support and challenge the impact of actions taken to raise standards.
152. All statutory committees are in place and their findings reported to full governing body meetings that occur regularly and are well documented. The school's complaints procedures are effectively established.

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

Grade 1: Good with outstanding features.

153. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report. The inspection findings agree with the school's judgements in its self-evaluation report in all seven key questions.
154. The school's self-evaluation procedures are extensive and extremely effective in enabling the school to evaluate its own work accurately and to plan for improvements. All aspects of school life are robustly reviewed at regular intervals and findings evaluated to identify strengths clearly, of which there are many, and areas for improvement. There is an outstanding culture of review and self-criticism among staff and governors. The annual review days are particularly effective in supporting on-going evaluation of current developments and are a good feature. All staff and governors contribute to the process of school self-evaluation and are aware of its findings.
155. The views of those who have an interest in the school are pivotal to the evaluation process. Pupil and parental viewpoints are regularly obtained through questionnaires and consultation. The School and Eco Councils present the views of all pupils within the school. Governors and staff are also members of these groups. The minutes and actions from meetings are shared with governors and parents via the school website. This is an outstanding feature.
156. A well-organised rolling programme of classroom observations to monitor teaching and learning is in place and undertaken by the head teacher and subject leaders. Pupils' work and assessment results are carefully scrutinised for trends and weaknesses and individual pupils' progress is regularly monitored through a very effective and detailed tracking system. This information gives a thorough overview of the quality of teaching and learning and is used critically to formulate the school's quality development statement. This is an outstanding feature. Each subject leader regularly reviews the

subjects for which they are responsible through detailed scrutiny of pupils' work and lesson observations. On completion, a very detailed analysis of findings indicates recent successes and possible areas for development.

157. The school's self-evaluation report is outstanding and clearly identifies the various sources of evidence to support the outcomes for each of the seven key questions. The outcomes are used to inform the priorities in the school development plan. An INSET day is set aside at the end of each year for all staff and governors to evaluate all aspects of the school's work and results. The evaluations are detailed and honest.
158. . The school improvement plan is a very useful strategic working document that clearly sets out responsibilities, costing, time and success criteria against which judgements can be made. Challenging targets are set for all pupils that are reviewed and take their prior achievement into account. Consistent and measurable improvements over the last three years are a direct result of previous well-focused plans and actions detailed in the school improvement plan. Regular progress reports are shared with all parents and carers stakeholders so that everyone is aware of the strategic direction of the school. These are outstanding features.
159. The school has made outstanding progress since the last inspection. All of the key issues have been successfully addressed in line with the action plan prepared by the school. Very good examples are the work undertaken in the development of design technology, the planning of appropriate tasks to match the needs and abilities of all pupils, in addition to the promotion of the school's links with industry. As a result, these areas are now good and have outstanding features.

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

Grade 1: Good with outstanding features.

160. The findings of the inspection team match the Grade 1 given by the school in its self-evaluation report.
161. The school is very well staffed and employs a sufficient number of qualified and experienced teachers and support staff. Teachers have the necessary knowledge and expertise to teach the full requirements of the 'Desirable Outcomes for Children's Learning' and the National Curriculum requirements at Key Stage 1. Outstanding use is made of additional staffing available in the school. Support staff play a full role in planning activities, supporting learners and assessing their progress.
162. Well-deployed and skilled support and administration staff ensure that the school runs efficiently and smoothly. The school clerks provide excellent support and are very competent in dealing with day-to-day administration. The buildings and grounds are well maintained by the caretaker and cleaner. Kitchen staff and midday support staff contribute well to pupils well being and healthy development.

163. The quality and range of learning resources is outstanding, for example, the numerous attractive story sacks and the sheer variety of outside play equipment. Children have limitless opportunities to use materials and equipment, both indoors and outdoors. The effective use of ICT resources has a positive impact on standards. The abundance of quality learning resources is extensively enriched by the use of resources beyond the school.
164. The accommodation is in good condition and provides a safe and secure environment. Access to all parts of the school for pupils, staff and visitors with disabilities is excellent. Lively displays and photographic records on walls create a warm and welcoming atmosphere, and are valuable learning resources. Full and highly effective use is made of the space available to provide a wealth of opportunities for the children. Outstanding use is made of the outdoor classroom. This is an outstanding feature of the school and has been developed over recent years to provide an exciting working space, with hard playing area, cycle track and a 'forest school'. It is a wonderful, stimulating and attractive place for children to investigate and explore all learning areas and is constantly used for child and teacher initiated activities. In addition, pupils benefit from the well stocked library and good provision of ICT equipment.
165. Statutory requirements for the implementation of teachers' planning, preparation and assessment release time are fully met. The school has a cohesive and extensive programme for the professional development of all staff, including mid-day supervisors. This is firmly and directly linked to the needs and priorities of the school and is a key factor in enabling pupils to reach high standards. This is an outstanding feature.
166. The school works effectively to find ways to make extra money for resources. The deputy head teacher is good at gaining access to accessing grants and this extra funding is used wisely.
167. The head teacher is very enthusiastic about working the budget to the best advantage of the school. Working closely with governors, she ensures the school always looks for best value. The school gives outstanding value for money.

School's response to the inspection

The school are delighted with this outstanding report which recognises that Borras Park Infants School is a very good school with outstanding features.

We are particularly proud of the following elements of the report –

- Pupils are particularly well cared for, guided and supported by dedicated staff. This is a very significant feature of the school. Regardless of ability, gender or home background, the school provides a very happy, vibrant, welcoming, caring secure and friendly environment for pupils to learn and play.
- The quality of teaching across the school, including specialist teaching in the HIU, is outstanding. 61% of lessons observed were grade 1 with 100% of lessons being grade 2 or above.
- The behaviour of all pupils during lessons and at lunch times is outstanding.
- Close, effective relationships and partnerships exist between pupils, staff, parents and the local community. They are an outstanding feature of the school
- All pupils are happy and participate with great interest in lessons and role play activities. They are considerate and respectful of others, of school property and of their local surroundings.

The Head teacher, staff and governors would like to thank the inspection team for their courtesy, friendliness and professionalism throughout the process. We will strive to maintain the high standards achieved throughout the school.

Appendix 1

Basic information about the school

Name of school	Borras Park Infant School
School type	Community
Age-range of pupils	3-7
Address of school	Borras Park Road Wrexham
Postcode	LL12 7TH
Telephone number	01978 352106

Head teacher	Mrs Sarah Dickson
Date of appointment	1 September 2006
Chair of governors/ Appropriate authority	Mrs Anne Evans
Registered inspector	Mrs Carolyn Jane Thomas
Dates of inspection	16 – 18 March 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	31	59	60	56	0	0	0	0	206

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	9	2	10.2

Staffing information	
Pupil: teacher (fte) ratio (excluding Nursery and special classes)	30:1
Pupil: adult (fte) ratio in Nursery classes	8:1
Pupil: adult (fte) ratio in special classes	2:1
Average class size, excluding Nursery and special classes	30
Teacher (fte): class ratio	12:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	92.4	96.6	95.8
Spring 2008	94.1	96.4	94.4
Autumn 2008	92.6	95.8	96.5

Percentage of pupils entitled to free school meals	5.1%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		63		
Percentage of pupils at each level							
			D	W	1	2	3
English:	Teacher assessment	School	0	1.7	1.7	60.0	36.7
		National	0.2	3.5	13.8	63.0	19.4
Oracy	Teacher assessment	School	0	1.7	3.3	50.0	45.0
		National	0.2	2.4	10.7	62.8	23.8
Reading	Teacher assessment	School	0	1.7	0.0	55.0	43.3
		National	0.2	4.1	14.9	55.2	25.5
Writing	Teacher assessment	School	0	1.7	1.7	80.0	16.7
		National	0.2	4.8	1.7	53.3	45.0
Mathematics	Teacher assessment	School	0.0	0.0	1.7	53.3	45.0
		National	0.2	2.0	10.9	65.2	21.6
Science	Teacher assessment	School	0.0	0.0	1.7	48.3	50.0
		National	0.2	1.6	8.5	66.3	23.4

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	96.7%	In Wales	80.7%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

- Five inspectors spent a total of ten inspector days in the school.
- The head teacher accepted the role of nominee and a peer assessor was also present.
- A team meeting was held prior to the inspection.
- Inspectors visited 18 part or whole lessons.
- Members of the inspection team held meetings with staff, governors and the parents before the inspection, and during the inspection the head teacher, staff, chair of the governing body, LA, members of the community, and representatives of external agencies.

The team also considered:

- the school's self-evaluation report;
- a comprehensive range of documentation provided by the school before and during the inspection;
- a range of children's activities.

64 inspection questionnaires were returned by parents. 100 per cent of responses were positive.

The inspection team held feedback meetings with the head teacher, staff and governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mrs Carolyn Jane Thomas Registered Inspector	Context, Summary, Recommendations & Appendices Key Questions 1, 2 and 5
Mr Peter Clark Team Inspector	Key Questions 4 and 6
Mrs Lowri Evans Team Inspector	Key Questions 3 and 7
Mr Kerry Jones Lay Inspector	Contributions to Key Questions 1, 3,4 and 7
Mr Gerard Aston Peer Assessor	Contributions to all Key Questions
Mrs Sarah Dickson Head teacher / Nominee	Liaison between the Inspection Team and the school.

Contractor

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Acknowledgement

The inspection team wishes to express their thanks to the Governing Body, head teacher, staff, parents and pupils of Borras Infant School for the co-operation and assistance both before and during the inspection.