

Report summary for parents and carers on Borderbrook AVC School

Date of inspection: February 2025

Summary

The headteacher fosters a cohesive and inclusive learning environment, ensuring all pupils feel valued. Through her calm and reflective leadership, she promotes equity and unity across the federation of schools. She supports leadership development by encouraging collaboration among senior leaders and staff, leading to a shared approach in teaching and assessment. Teachers engage in reflective self-evaluation, though staff involvement in monitoring remains an area for growth.

Pupils develop strong communication skills, expressing themselves confidently in discussions and listening attentively. The youngest pupils are growing in confidence as they develop their understanding of early phonics while older pupils read fluently and critically engage with texts. Teachers integrate many opportunities for pupils to write across the curriculum, with younger pupils developing foundational skills through play and older pupils using persuasive language effectively. However, some activities lack challenge, and an over-reliance on the use of written templates limits pupils' opportunities to work creatively.

Teachers' planning embeds mathematics into real-world contexts. Entrepreneurial activities teach pupils budgeting and decision-making. Digital literacy is a strength, with pupils working together effectively to develop strong skills. All pupils understand online safety. Rich learning experiences extend beyond the classroom through outdoor activities, creative arts, and cultural events.

The school has placed an emphasis on pupils' Welsh language development with staff modelling its use and older pupils mentoring younger ones. Staff prioritise pupil well-being, fostering resilience, confidence, and positive relationships. Older pupils are developing good leadership roles as they increasingly influence their learning and lead daily worship sessions.

Support for pupils with additional learning needs is well-structured and incorporates effective working with external agencies. Strong partnerships with parents ensure families feel supported and involved. Governors play an active role, though their direct engagement in school monitoring is still evolving.

Recommendations and next steps

We have made two recommendations to help the school continue to improve:

R1 To include all stakeholders in the monitoring and self-evaluation process

R2 Reduce the use of printed templates and ensure a suitable level of challenge during activities

The school will draw up an action plan to address the recommendations from the inspection.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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