

A report on

Borras Park Community Primary School

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

Date of inspection: May 2026

by

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About Borrass Park Community Primary School

Name of provider	Borrass Park Community Primary School
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	English- medium
Type of school	Primary
Religious character	None
Number of pupils on roll	431
Pupils of statutory school age	338
Number in nursery classes	58
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	13.5%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	5.0%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	8.9%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/09/2018

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May 2026

Date of previous Estyn inspection (if applicable)	22/01/2018
Start date of inspection	18/05/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:

mylocalschool.gov.wales

- a. The term ‘additional learning needs’ is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Borrás Community Primary is a happy and inclusive school. Staff build strong relationships with pupils and prioritise their wellbeing. Nearly all pupils behave very well, they feel safe and valued in school, and engage well with one another. Over time, many pupils including those in the Deaf Resource Base (DRB) make good progress in developing literacy, numeracy and digital skills. Overall, pupils make suitable progress in developing their Welsh language skills during their time in school.

The curriculum is rich and varied and captures pupils' interests well. In particular, the curriculum supports pupils to develop a good understanding of their local area and to develop strong creative skills through the range of musical lessons and experiences that they are offered. Pupils have wide opportunities to influence what they learn, and this ensures that learning experiences capture their interests and abilities successfully.

Many pupils engage well in their lessons and work well on their own or with others. Teachers ask effective questions, which support pupils' learning and understanding. They provide pupils with valuable feedback which helps pupils to improve their work and supports them to get to know themselves as learners. Leaders and teachers monitor the progress that pupils make carefully and use this information to successfully adapt their teaching approaches so that they meet the needs of learners. In a majority of lessons, learning is overly supported by teachers and therefore this limits opportunities for pupils to develop independence.

The school identifies and supports pupils with additional learning (ALN) needs beneficially. This helps to ensure that they make good overall progress from their individual starting points. The use of British Sign Language (BSL) in all aspects of school life is a strength. The school's focus on making sure that all pupils and staff understand BSL supports all pupils' communication skills and helps pupils from the DRB to participate fully in all aspects of school life.

Leaders have a sound understanding of the school strengths and areas for development and they are effective at improving many aspects of the school's work. School leaders monitor the work of the school effectively using a range of information, but do not consider the effectiveness of teaching and learning sharply enough. This means that inconsistencies in teaching approaches are not always identified or addressed early enough. Leaders at all levels are beginning to take shared responsibility for school improvement, however this is at an early stage. Governors know the school well and are supportive of its work. They hold school leaders to account effectively.

Recommendations

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

- R1 Strengthen monitoring activities so that they focus more sharply on the effectiveness of teaching and learning and involve leaders at all levels
- R2 Develop the independent learning skills of pupils.

What happens next

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

Main evaluation

Borrass Park Community Primary School provides an inclusive, calm and caring environment where pupils feel well supported and safe. Leaders give a high priority to the wellbeing of pupils in mainstream classes and the Deaf Resource Base (DRB). Strong relationships are evident and nearly all pupils behave very well. Most pupils are polite and courteous to one another and adults. They treat one another with respect and engage positively in their lessons. Many pupils, including those with additional learning needs (ALN), those from the DRB and those from low-income households make good overall progress over time.

The school's curriculum is broad and balanced and offers strong opportunities for pupils to develop a wide range of skills in a range of interesting contexts. There are suitable opportunities for pupils to develop their skills progressively over time and this supports the overall progress that pupils make. Pupils influence what they learn and share their ideas readily. This means that lessons meet the interests of pupils well. The curriculum helps pupils to develop a good understanding of the features of their local area and Wales. The school enriches this through inclusive and relevant visits and trips and engaging with the local community. For instance, links with local businesses raise pupils' aspirations, develop their understanding of the world of work and deepen their literacy, numeracy and entrepreneurial skills. Staff support pupils' spiritual, moral, social and cultural awareness suitably and pupils develop an appropriate understanding of cultural diversity and the viewpoints and values of others. The school provides valuable opportunities for pupils to develop their creative skills. A notable feature of the school's curriculum is the strong

provision for teaching music, which impacts well on pupils' overall wellbeing and creativity.

The school offers a wide range of opportunities for all pupils, including those in the DRB, to demonstrate leadership and take responsibility for improving aspects of their school. Pupils join in these activities regularly and with enthusiasm and many have led to positive outcomes, such as improving the school grounds or hosting events. Despite this, pupil leadership roles tend to be overly adult-led and this limits opportunities for pupils to take responsibility and develop fully as independent leaders.

The school provides a well-ordered and attractive environment that supports pupils' participation in learning beneficially. Mainstream teachers have high expectations for learning and provide interesting and relevant lessons for all pupils, which supports them to make good progress. Effectively tailored teaching approaches and specialist support impacts well on the progress of pupils in the DRB. DRB staff know their pupils well and support pupils effectively to attend lessons in mainstream classes and ensure their full inclusion and participation. All teachers use day-to-day assessments carefully to identify pupils' learning needs successfully and adapt tasks accordingly. Most teachers provide effective feedback that supports pupils to understand their next steps in learning. Teachers in all classes use a range of questions successfully to deepen understanding and develop pupils' vocabulary and communication skills. Most pupils work with sustained focus on their own and when working in a group. When given the opportunity to do so, pupils generally persevere with tasks and know a few strategies to use when they encounter challenges. In a few classes, there is effective practice to develop pupils' independent learning skills. However, this is not consistent and in a majority of lessons, teaching is overly adult-directed and this impacts on pupils' ability to develop as independent learners.

Overall, most mainstream and DRB pupils develop effective literacy skills and apply them valuably in other areas of the curriculum. Many pupils develop their speaking, listening and communication skills well and make good progress from their starting points. In mainstream classes, many of the oldest pupils listen attentively and discuss their ideas articulately and with confidence. Pupils in the DRB class use British Sign Language (BSL) effectively and most gain fluent communication skills over time. Most pupils make good progress in developing their reading skills. From an early age, the school teaches pupils to link letters with sounds effectively and this supports their early reading. Most older pupils read a wide range of material fluently. Pupils in the DRB class make sound progress with reading. School leaders' recent focus on improving consistency in how writing is taught has a positive impact on the progress that pupils make. Younger pupils develop early mark making and phonic skills quickly and many older pupils write confidently in a range of forms and for different purposes.

Many pupils, including those in the DRB class, make good progress in developing their numeracy skills over time. Many pupils apply their mathematical skills confidently across the curriculum and use their numeracy skills effectively in practical and real-life contexts. Learning experiences provide purposeful opportunities for pupils to apply a wide range of digital skills beneficially. This enables many pupils to make good progress over time. Overall, most pupils make suitable progress in developing their Welsh language skills. Younger pupils hear and use the language regularly in the life of the school and make good progress as a result. However, teachers place less emphasis on acquiring the language in the oldest classes and progress therefore slows.

School leaders coordinate effective support for pupils with ALN. Pupils that require additional support are identified at an early stage and receive valuable targeted support to help them to meet their individual targets successfully. As a result, most pupils with ALN make good progress over time.

Across the school, support staff are highly skilled and resourceful. They support pupils' learning and wellbeing needs very well and are particularly effective at supporting pupils to regulate their emotions. The school's consistent approach to supporting pupils with emotional and behavioural difficulties has a positive impact on all pupils' learning and wellbeing. The use of 'regulation zone' spaces is highly effective in providing calm and purposeful spaces, where pupils receive targeted support and regulate their emotions.

Spotlight: Achieving inclusion for hearing-impaired pupils through the consistent use of British Sign Language (BSL)

Pupils in all classes, learn and use BSL from an early age. Many staff are trained in BSL and use it regularly and simultaneously throughout the school day. The use of BSL in all aspects of school life supports the inclusion, social skills and wellbeing of pupils from the DRB class and promotes understanding and empathy amongst mainstream pupils. The school provides worthwhile opportunities for parents of pupils from the DRB class to learn BSL and this promotes communication and support for pupils in the home.

School leaders make and sustain improvements in key areas, such as, improving the way that writing is taught and implementing national priorities such as ALN reform. These have a beneficial impact on outcomes for pupils. Leaders carry out suitable monitoring and evaluation activities to help them identify many of the school's strengths and areas for development. They monitor and challenge the progress pupils make carefully but do not focus sharply enough on evaluating the effectiveness of teaching approaches, so that inconsistencies can be addressed swiftly. The distribution of leadership roles and responsibilities to bring about school improvement is at an early stage. Leaders at all levels develop actions for improving aspects of the curriculum, but their role in monitoring the effectiveness of their plans on pupil outcomes is limited and this affects the rate of

school improvement. Governors are supportive of the school and carry out their statutory roles diligently. They hold the school to account as 'critical friends' effectively and are beginning to develop an understanding of the school through taking part in first-hand monitoring activities. Parents are very supportive of the school and appreciate its caring ethos and the strong values that it promotes. The school works positively with local schools and the wider community to enhance and develop its provision for pupils.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern.

The school's arrangements for site management do not give any cause for concern.

The school has appropriate arrangements for promoting healthy eating and drinking.

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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