

Report summary for parents and carers on Borrás Park Community Primary School

Date of inspection: May 2026

Summary

Borras 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 and next steps

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.

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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