



BORDERBROOK SCHOOL ESTYN HIGHLIGHTS 2017



SUMMARY

- The school is a nurturing environment that builds pupils' confidence and self-esteem effectively. The way the school plans and delivers its personal and social curriculum is a strength, allowing pupils to explore their feelings and to discuss social and moral issues well.
- Nearly all pupils make good progress and achieve the expected outcomes and levels by the end of the foundation phase and key stage 2.

STANDARDS

- Across the school, pupils develop their speaking and listening skills well.
- Nearly all pupils enjoy reading and speak enthusiastically about books they have read individually or have studied as a class. Pupils that are more able read with fluency, enthusiasm and expression.
- Across the school, pupils use a wide and varied vocabulary to write well for a range of audiences and purposes.
- Many pupils demonstrate a good understanding of the features of different types of writing.
- Pupils apply their literacy skills across the curriculum to a similar standard achieved in English lessons.
- A majority of pupils have strong numerical reasoning skills and they enjoy solving mathematical puzzles and problems. Overall, pupils make the expected progress in developing their mathematical skills.

WELLBEING AND ATTITUDES TO LEARNING

- Pupils show very high levels of respect, care and concern for others. This is a strength of the school. The behaviour and attitude of nearly all pupils are exemplary in lessons and around the school.
- All pupils feel safe at school and know they can approach staff if anything is worrying them.
- Pupils have a strong and effective voice in the school. They are proud of their work and feel valued. The school council influences the work of the school well.
- Nearly all pupils are enthusiastic about their work in school. They show an interest in the topics they study and stay on task during lessons.

- Attendance rates over the past few years have placed the school in the top 25% when compared with similar schools. Pupils arrive punctually at the start of the school day.

CARE SUPPORT AND GUIDANCE

- The school's provision to promote pupils' healthy eating and drinking is good. Nearly all pupils have a good understanding of how they can stay healthy.
- Pupils benefit from the federation's strong links with local clergy and places of worship.
- Across the federation, there are clear policies and procedures that staff apply consistently to ensure that all pupils receive strong levels of care, support and guidance.
- The school has strong and supportive relationships with parents, who appreciate greatly the help their children receive.
- The school gives pupils many beneficial opportunities to develop their leadership skills.
- Pupils play an effective role in influencing the work of the federation.
- Older pupils take a lead role in planning 'Wednesday workshops' sessions, which they lead with assurance and skill.
- Pupils benefit from many worthwhile experiences that broaden their knowledge and experience.

TEACHING AND LEARNING EXPERIENCES

- All adults develop very strong working relationships with pupils. They engage pupils effectively by providing learning experiences that capture pupils' interests and widen their knowledge and experiences.
- In most classes, teachers adapt work to meet the wide range of abilities within the class.
- Overall, the school provides a broad and balanced curriculum that meets requirements.
- The school plans worthwhile opportunities for pupils to decide what and how they learn.
- They provide valuable contexts for pupils to develop and apply their skills in real-life situations.
- Teachers provide worthwhile and interesting opportunities for pupils to develop their literacy skills

across the curriculum. For example, there are good opportunities for pupils to develop their higher-order reading skills when researching topics.

LEADERSHIP AND MANAGEMENT

- The head teacher has worked effectively to bring the staff and governors from both schools together as a united group.
- Within a relatively short time, school leaders have established a suitable vision to support pupils' education and wellbeing across the federated schools.
- Staff with leadership roles have a positive impact on provision and pupils' standards.
- Governors support the development of the federation well.

THE FULL REPORT

- To read the full report please use the website address below.

<https://www.estyn.gov.wales/provider/borderbrook-avc-school>