

A report on
The Rofft C.P. School

**8 Wynnstay Lane
Marford
Wrexham
LL12 8LA**

Date of inspection: May 2026

by

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

This report is also available in Welsh

About The Rofft C.P. School

Name of provider	The Rofft C.P. School
Local authority	Wrexham County Borough Council
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	
Number of pupils on roll	217
Pupils of statutory school age	171
Number in nursery classes	20
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%)	6.8%
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%)	12.9%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	2.9%
Lead partner in Initial teacher education	No
Date of headteacher appointment	01/05/2001

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Date of previous Estyn inspection (if applicable)	01/10/2017
Start date of inspection	05/05/2026

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

The Rofft C.P. School provides a welcoming and supportive environment where pupils feel happy and safe. Strong relationships between staff and pupils create a calm and respectful atmosphere, promoting positive behaviour and helping most pupils to engage well in their learning. Staff know pupils well and plan interesting lessons that provide a stimulating level of challenge, encouraging pupils to work independently, demonstrate resilience and collaborate effectively with others.

Most pupils, including those with additional learning needs (ALN) and those from low-income households make good progress across many areas of the curriculum. They develop strong communication skills and participate confidently in discussions. Reading develops well, with most younger pupils building secure phonics skills and most older pupils reading fluently and discussing texts thoughtfully. Writing skills also develop securely, with most older pupils producing extended and accurate work across a range of subjects.

The school offers a broad and engaging curriculum that motivates pupils successfully. Most pupils apply their literacy, numeracy and digital skills purposefully across a range of meaningful activities. They develop sound mathematical understanding and use digital tools effectively to research, present and communicate their ideas. Pupils develop a positive awareness of Welsh language and culture, as well as wider global diversity.

Staff support pupils' well-being effectively. Pupils understand how to stay safe, including online, and develop positive attitudes towards healthy lifestyles and relationships. Well-planned outdoor learning and creative experiences further enrich pupils' development. The school also provides effective support for pupils with additional learning needs, including those in the resource provision, enabling them to make secure progress.

Leaders set clear expectations, focus well on improving teaching and learning and work productively with external partners. However, they recognise the need to improve communication with parents and governors so that information is consistently clear and timely. Although governors show commitment and support, they do not challenge leaders rigorously enough regarding important aspects of the school's work.

Recommendations

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

- R1 Strengthen the role of the governing body to enable them to challenge and support leaders more effectively
- R2 Improve communication with parents to ensure that they are well informed about pupils' progress and the school's work

What happens next

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

Main evaluation

Leaders provide clear strategic direction for the ongoing development of The Rofft C.P. school. There is a strong sense of belonging amongst staff and pupils and this ethos underpins the school's work. Staff build effective relationships with pupils and know their individual needs well. This ensures that most pupils feel happy, attend regularly and have positive attitudes towards their learning.

During lessons, teachers ensure that there is an appropriate level of challenge and learning moves forward at an engaging pace. Most pupils develop their independence and resilience well and collaborate positively with their peers. Staff value contributions from pupils during lessons and via the effective work of the various pupil leadership groups. As a result of these approaches, most pupils, including those at risk of adverse outcomes and those with additional learning needs (ALN), make good progress across many aspects of the school's vibrant and interesting curriculum.

Spotlight: Authentic opportunities for pupils to apply their literacy, numeracy and digital skills

Leaders and staff have designed a broad and balanced curriculum that provides an engaging range of learning experiences that motivate pupils successfully. Staff plan highly authentic opportunities that respond to pupil voice and enable pupils to apply their literacy, numeracy and digital skills effectively. For example, older pupils develop a wide

range of sophisticated cross-curricular skills when planning a 'Staycation' journey across Wales and produce a highly effective film trailer linked to local culture and history.

Staff place a strong emphasis on developing pupils' speaking and listening skills. They question pupils sensitively, using appropriate and relevant vocabulary to ensure they understand their learning. By the end of their time at the school, these approaches support most pupils to participate eagerly in lively class discussions and develop as confident and articulate communicators.

Pupils' writing skills also develop well. Most younger pupils make purposeful progress with their spelling and punctuation skills and produce interesting and accurate written work. Older pupils continue to build upon their writing skills effectively and by Year 6, many pupils are writing accurately and extensively using exciting and adventurous vocabulary across a range of genre.

Staff provide regular opportunities for most pupils to use Welsh in meaningful contexts, which develops their enjoyment when speaking the language. Staff use prompts and resources effectively and model the language clearly. As a result, most pupils use and respond to suitable questions in Welsh with increasing confidence. Staff also plan innovative opportunities for pupils to develop an important understanding of the culture of Wales, their immediate locality and the wider world.

Staff create a stimulating and well-resourced learning environment that helps pupils develop a good awareness of their social, moral, spiritual and cultural understanding. Interesting books and imaginative resources that focus on diversity and world religions support most pupils to develop an awareness of important aspects of life including disability and the various challenges that others may encounter in the modern world.

Pupils develop sound mathematical skills as they progress through the school. Staff provide younger pupils with a range of practical resources that support them to develop their early number skills securely. By year 6, most pupils develop effective strategies to use data accurately and present it in a range of forms. Most pupils apply a range of number, data handling and measuring skills across a variety of authentic activities.

As a result of well-planned and interesting learning experiences, most pupils develop strong digital skills and develop a good understanding of how to use technology safely. Most older pupils apply their digital skills to communicate, research, and present information across the curriculum, preparing them well for the digital world. Nearly all pupils have a good understanding of a healthy lifestyle and the importance of developing healthy relationships. Staff encourage pupils to share their emotions and feelings and to make choices that will keep them safe.

Staff use well-planned outdoor learning opportunities to develop most pupils' physical skills suitably. Most younger pupils develop their fine and gross motor skills effectively when using a range of stimulating resources. Most pupils develop their creative skills purposefully when reviewing the work of local artists, taking part in music and dance workshops and using a variety of media to present their learning.

Staff monitor pupils' needs closely and identify suitable interventions and additional support effectively. Where necessary, teachers adapt planning appropriately to pupils' individual targets and deploy support staff effectively. Across the resource provision classes, staff work collaboratively to deliver a broad range of targeted learning experiences that meet a wide range of complex needs well.

Leaders have sustained improvements in teaching and learning successfully and have a sound understanding of the school's strengths and areas for development. They draw on an appropriate range of self-evaluation and improvement activities, which have had a positive impact on priorities such as developing a coherent approach to the teaching of reading. Consequently, most pupils make secure progress with their reading skills. Younger pupils develop a good understanding of a range of letters and corresponding sounds, and they use these skills confidently when reading new and more challenging words. Most older pupils consolidate these skills well. They read fluently, infer and deduce meaning when reading more complex texts and talk with maturity about what they have read.

Governors are supportive and committed and are aware of the school's progress towards addressing key national priorities such as improving attendance. However, leaders do not provide governors with important information about the school's work in a timely manner and governors do not take a sufficiently active role in seeking opportunities to challenge the school's work. Consequently, they do not act as effective critical friends or hold the school to account robustly.

Teaching staff engage in a suitable range of professional learning experiences that link appropriately to improvement priorities. Support staff also engage in worthwhile professional learning that strengthens their understanding of whole school initiatives such as effective phonics teaching. Leaders recognise the need to further strengthen the professional learning offer for support staff and provide more opportunities for specialist ALN staff to share their expertise more widely across the school.

Leaders utilise external partnerships effectively. Forest school teachers and creative practitioners work directly with pupils across the age range to enrich curriculum experiences. The school has also developed valuable links with cluster schools to build a shared understanding of classroom feedback strategies. This work has developed

teachers' use of a range of effective feedback opportunities for pupils to reflect upon and improve their learning, including purposeful self and peer assessment approaches.

While leaders foster positive relationships with many families, a minority of parents feel that communication is not clear or consistent enough. Leaders recognise the need to strengthen processes that keep all stakeholders well-informed about the school's work, including the learning experiences they offer, and the progress pupils make.

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.

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