



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales

**A report on**

**The Rofft C.P. School  
Wynnstay Lane  
Marford  
Wrexham  
LL12 8LA**

**Date of inspection: October 2017**

**by**

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

## About The Rofft C.P. School

The Rofft Primary School is in the village of Marford in Wrexham local authority.

There are 245 pupils on roll aged 3 to 11. There are 218 full-time pupils, including 22 pupils in the resourced provision, and 27 part-time pupils in the nursery class. The resourced provision caters for pupils with social and communication difficulties across Wrexham.

There are eight single-aged mainstream classes and two mixed-aged resource provision classes.

The average proportion of pupils eligible for free school meals over the last three years is around 5%, which is significantly below the national average of 19%. The school identifies about 25% of pupils as having additional learning needs, which is above the national average of 21%. A very few have statements of special educational needs.

Most pupils are of white British ethnicity. A few pupils are learning English as an additional language.

Estyn last inspected the school in November 2010.

Further information is available from the Welsh Government My Local School website at the link below.  
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

## Summary

Most pupils make strong progress from their individual starting points. Nearly all have positive attitudes to learning. They collaborate well, take on responsibilities willingly and are proud of their school.

Overall, the quality of teaching is good and many teachers provide pupils with interesting learning experiences that engage and motivate them to become resilient learners.

Provision for pupils' wellbeing is a strength of the school. Support for pupils with specific learning and emotional needs is of high quality.

School leaders are conscientious and have a clear vision for the school, based on giving all pupils the best possible opportunity to succeed and to feel happy and valued. A dedicated and hardworking team of staff and governors support them well.

<b>Inspection area</b>	<b>Judgement</b>
<b>Standards</b>	<b>Good</b>
<b>Wellbeing and attitudes to learning</b>	<b>Good</b>
<b>Teaching and learning experiences</b>	<b>Good</b>
<b>Care, support and guidance</b>	<b>Good</b>
<b>Leadership and management</b>	<b>Good</b>

## **Recommendations**

- R1 Improve pupils' independent learning skills
- R2 Provide regular opportunities for staff to share the best practices in teaching and learning in the school, and from other schools
- R3 Enable pupils to participate in school decision-making, and have an influence on what and how they learn
- R4 Involve pupils, staff and governors effectively in monitoring and self-evaluation processes

## **What happens next**

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

## Main findings

### Standards: Good

Most pupils enter the school with literacy, numeracy and personal and social skills that are around or above those expected for their age. Over time, most pupils make strong progress as they move through the school and achieve at or above the level expected by the end of key stage 2. Nearly all pupils in the learning resource classes make particularly good progress towards their individual targets.

Across the school, most pupils express their ideas clearly and enjoy talking about their work and the life of the school to visitors. Many listen well to staff and to each other. In the foundation phase, most pupils make good progress in reading. They demonstrate a solid grasp of initial sounds from an early age, and apply this phonic knowledge well when reading unfamiliar words. Many older foundation phase pupils read fluently and with expression. In key stage 2, most pupils scan for, and extract information quickly to support their learning, for example, when researching information about Victorian inventions as part of their history topic.

Pupils use the writing skills they learn in English to good effect in other subject areas. Many foundation phase pupils write confidently for a range of purposes, in indoor and outdoor activities. For example, a few older foundation phase pupils use imaginative vocabulary when writing about the story of Camille and the Sunflowers. Many key stage 2 pupils engage the reader effectively. For example, they use creative and emotive language when writing about the issue of social prejudice after watching the film *Victoria and Abdul*. Most pupils use basic punctuation well to organise their writing, and many Year 6 pupils draft and refine their work skilfully to improve its quality.

In mathematics, most pupils achieve well and apply their numeracy skills suitably across areas of learning. In the foundation phase, many pupils develop their calculation skills appropriately, and use block graphs and pictograms well when recording their favourite fruits, or counting birds they see around school. Older foundation phase pupils use mathematical language correctly to estimate and then measure the length of different objects in the classroom and outside. Most older key stage 2 pupils apply their number and data handling skills very effectively. For example, in science, when measuring their heart rate after exercise, they use their information and communication technology (ICT) skills well to input the information into a database. Many pupils create and interpret graphs accurately, identifying the mode, median and mean, confidently. In physical education lessons, many pupils count the highest and lowest number of catches, bunny hops and football dribbles, to work out the range accurately. A few older, more able key stage 2 pupils tackle complex investigations independently, for example, when using Pi to calculate the circumference of a crater made by dropping a marble from different heights.

Most pupils demonstrate good skills in ICT. In the foundation phase, many pupils use word-processing and simple paint programmes to create pictures and to add text, changing the colours and font size with growing independence. Many older foundation phase pupils use clear instructions to programme an object, such as a car, to move across the screen. Most key stage 2 pupils understand e-safety well.

Nearly all search for information online competently, and use a range of programmes confidently to present their findings.

Across the school, most pupils make strong progress in developing their Welsh language skills. By Year 2, most use familiar phrases regularly and respond well to instructions from staff. Many pupils in key stage 2 speak confidently, with expression, and good pronunciation, when describing themselves and their hobbies. Their reading and writing skills in Welsh are developing well.

### **Wellbeing and attitudes to learning: Good**

Nearly all pupils feel safe, well cared for and valued. They are respectful and tolerant of each other in classes and on the playground. The positive interaction and strong levels of collaboration amongst pupils of all ages, at work and play, is a strong feature of the school. Nearly all pupils move quietly and calmly around the school, and to and from the playground. Standards of behaviour are consistently high.

Across the school, many pupils take on responsibilities willingly, as digital leaders, and members of the school and eco council. Most pupils on the school council take part enthusiastically in a variety of events, such as fundraising for charity, packing boxes for disadvantaged children, and helping to serve food at a pensioner's luncheon club.

Nearly all pupils engage well in lessons and sustain their concentration suitably. They work happily in pairs, individually and in groups and value the opinions of others. However, pupils do not always work independently or make decisions about how and what they learn regularly enough. Many persevere well when faced with challenges, and use a suitable range of strategies to help them to succeed. For example, many Year 6 pupils break mathematical reasoning problems down into smaller chunks to ensure they answer the question correctly.

Most pupils understand the need to eat and drink healthily and to take regular exercise. Many enjoy improving their fitness through participating in a suitable range of extra-curricular sporting activities.

### **Teaching and learning experiences: Good**

Teachers plan the curriculum carefully to extend pupils' literacy and numeracy skills across the curriculum. As a result, most pupils transfer and apply these skills confidently. The school has considered the digital competency framework carefully, which it is beginning to address gaps in its current provision effectively. As a result, there is a broad range of opportunities for pupils to use their ICT skills purposefully.

In the foundation phase, teachers use the outdoors effectively to develop pupils' oracy, early writing and problem solving skills. For example, younger pupils persevere well when trying to find a solution to get a 'stranded elephant' off an island and back home, and when filming each other retelling stories such as 'The Three Bears'.

The school provides an extensive range of intervention and support programmes to meet the needs of individual pupils, especially those with specific learning and emotional needs. Provision for pupils in the resource provision is a particular

strength. In these classes staff develop pupils' life skills such as independence, self-care, and their academic skills, effectively, using interesting activities. For example, pupils made a model of an arm using cardboard and elastic bands to represent muscle actions as they flex and relax, as part of their science work. This reinforces their understanding in a practical and fun way, enabling them to make good progress.

Across the school, teachers identify pupils that are more able early and provide well thought out interventions to challenge them to achieve their best, for example developing their higher order reader skills when studying the novel 'Cogheart' set during the Victorian era.

Provision for the development of pupils' Welsh language skills is effective, particularly in the foundation phase. Nearly all staff are skilled language role models. They incorporate everyday Welsh in classrooms and around the school successfully. The study of the work of several Welsh artists and musicians, such as Janet Bell and the local Welsh opera singer, Ann Taylor, develops pupils' understanding of Welsh culture well.

Overall, the quality of the teaching is good. Teachers and teaching assistants work together effectively, and supportive relationships between adults and pupils have a positive impact on pupils' standards and wellbeing. Teaching assistants provide valuable support to individuals and specific groups. For example, they routinely manage intervention groups well, making a positive contribution to the good standards that these pupils achieve. In general, teachers in the foundation phase set out the learning environment and plan learning experiences creatively, to meet the needs and interests of pupils. This leads to good levels of engagement and enthusiasm for learning.

In many classes, where teaching is good, staff use a range of interesting approaches and strategies to engage pupils. In these classes, lessons are often practical, and encourage independent learning successfully. Many of the staff in these classes use questioning well to develop pupils' understanding and to encourage them to think.

Where teaching is less effective, a few teachers do not provide sufficient opportunities for pupils to make choices about how and what they learn. On a few occasions, the inappropriate use of worksheets limits pupils' learning and reduces their rate of progress.

Most teachers provide effective oral and written feedback to pupils and encourage them to persevere and reflect further on how to improve their work. Staff intervene sensitively to support pupils at appropriate points during the lesson, for instance to encourage them to check on their progress against clear lesson objectives and success criteria.

### **Care, support and guidance: Good**

The school has effective systems for identifying and tracking the progress of pupils, including those that are more able and those with additional learning needs. The monitoring of pupils with additional learning needs and those in the resource provision is a strength of the school. High quality learning plans meet the needs of these pupils successfully. Staff, pupils, governors and parents review these regularly and most targeted pupils make good progress.

There are beneficial programmes to support vulnerable pupils, including those with emotional and behavioural needs. Nurture groups have a positive impact on raising pupils' self-esteem and nearly all of these pupils demonstrate improved levels of confidence and engagement in school life.

The school provides appropriate opportunities for pupils to learn about eating and drinking healthily and the importance of taking regular exercise. Regular physical education lessons and a broad range of after school sports clubs, for example, football and netball, help improve pupils' fitness levels. Provision for pupils' wellbeing is strong. For example, the 'mindfulness club' enables targeted pupils to learn specific techniques and strategies to help them keep calm and develop a range of appropriate self-help skills.

The school provides pupils with appropriate opportunities to be active in the local community. The choir performs at local venues and pupils improve the local environment through litter picking. Topics in Year 5 and Year 6 help to develop pupils' understanding of diversity, racial tolerance and issues in the wider world successfully. For example, Year 6 pupils recently saw the film 'Victoria and Abdul'. This encouraged them to discuss issues about racial tolerance during the Victorian era maturely, and led to some highly engaging and emotive pieces of writing.

There are valuable experiences to enrich and develop pupils' creative skills. Many older pupils play musical instruments and sing in the school choir. An extensive range of interesting extra-curricular activities, such as cookery club and a 'Harry Potter' club, reinforce pupils' literacy, numeracy and creative skills in fun and engaging ways. Residential visits to Glanllyn develop older pupils' confidence and social skills successfully.

The school encourages pupils to participate in pupil voice groups such as the school and eco council. However, their role in informing decisions at a whole school level is underdeveloped.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Leadership and management: Good**

The headteacher and senior leaders are conscientious and have an ambitious vision for the school and its pupils. This is based on giving all pupils the best possible opportunity to succeed academically, and to feel happy and valued. Leaders communicate this effectively to staff, governors and parents. All members of staff are aware of their specific roles and carry out their responsibilities diligently. Leaders prioritise and concentrate staff efforts on key strategic priorities successfully, for example developing pupil wellbeing and increasing the number of pupils achieving the higher-than-expected outcomes.

The governing body is supportive of the work of the school. The headteacher keeps them suitably informed about developments and the outcomes of teacher assessments and national tests. However, governor involvement in the planning and evaluation of actions to bring about school improvement is at an early stage of development.



Senior leaders meet regularly to discuss school improvement priorities. The analysis of data and information about pupils' performance is rigorous. Leaders make good use of this information to identify important whole-school improvement priorities and to review progress against these priorities. Performance management procedures for teachers support school improvement appropriately. Leaders organise a beneficial range of training opportunities for teachers and support staff to develop their expertise. These link well to school and national priorities. For example, training on specific areas of wellbeing has led to improvements in the provision for the wellbeing of staff and pupils.

Senior leaders undertake a comprehensive range of monitoring activities that help them to evaluate the quality of the school's work. These include scrutiny of pupils' work and monitoring of teachers' planning. As a result, senior leaders have a sound picture of how well the school meets the needs of its pupils. However, they do not always use the expertise of the highest performing teachers well enough to model and share best practice across the school.

The link between the outcomes of the school's self-evaluation and its plans for improvement is clear. However, the role of pupils, staff and governors in this process is at an early stage of development. Leaders take account of the views of parents suitably through sending an annual questionnaire, which enables them to gather parents' views and to act on suggestions accordingly.

The school has a good track record of bringing about improvements. For example, a focus on improving the quality of pupils' reading for information, and raising pupils' standards of Welsh, has been very successful.

The school has very good levels of staffing. Support staff are an integral part of the team, and contribute successfully to pupils' standards, wellbeing and social skills. Leaders use the expertise of individual teachers well in upper key stage 2, to provide pupils with specialised teaching in music and ICT.

Leaders allocate the budget appropriately to address school priorities for improvement, for example, the purchase of additional reading resources and the development of the school library. Good use is made of the pupil development grant to improve provision for developing the literacy and numeracy skills and wellbeing of pupils who are eligible for free school meals. Governors monitor spending regularly to ensure that leaders use finances effectively to raise standards and to improve provision.

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

<b>Excellent</b>	Very strong, sustained performance and practice
<b>Good</b>	Strong features, although minor aspects may require improvement
<b>Adequate and needs improvement</b>	Strengths outweigh weaknesses, but important aspects require improvement
<b>Unsatisfactory and needs urgent improvement</b>	Important weaknesses outweigh strengths

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 going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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