

**Inspection under Section 10 of the  
Schools Inspections Act 1996**

**The Rofft School  
Wynnstay Lane  
Marford  
Wrexham  
LL12 8LA**

**School Number: 665/2076**

**Date of Inspection: November 22<sup>nd</sup> – 25<sup>th</sup> 2004**

**by**

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W049/5542**

**Date 27<sup>th</sup> January 2005**

**Under Estyn contract number T/11/04P**

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The Rofft School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Rofft School took place between November 22<sup>nd</sup> and November 25<sup>th</sup> 2004. An independent team of inspectors, led by Margaret Morgan undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. The Rofft School is situated in the village of Marford on the outskirts of Wrexham. The majority of pupils are from the village itself and their families are from professional or similar backgrounds. Ninety four percent of pupils are white British and the remainder come from a variety of other backgrounds. Three pupils receive support for learning English as an additional language. No pupils speak Welsh at home. The attainment of pupils on entry is described by the school as being variable.
2. A “Resourced Provision” was established at the school in 2000 and this caters for pupils with social and communication difficulties from across Wrexham Local Education Authority (LEA). There are 259 full-time pupils at the school including 17 pupils in the Resourced Provision and an additional 26 part-time children in the nursery class. The LEA’s admission criteria state that pupils may start school on a part-time basis at the beginning of the academic year following their third birthday and on a full-time basis at the beginning of the year following their fourth birthday.
3. Approximately one percent of pupils are entitled to receive free school meals. Sixteen pupils are on the special educational needs (SEN) register at school action or school action plus levels and a further 20 have a statement of SEN.
4. There are 18 teachers at the school, nine of whom are full-time and the remainder are part time making the equivalent of 14 full-time teachers. Both the headteacher and the deputy headteacher have been appointed since the time of the previous inspection.

### The school’s priorities and targets

5. The school’s mission statement is “To provide a secure, happy and challenging environment in which everyone can fulfil their true potential.”
6. Shorter-term aims outlined in the school development plan include:
  - improving the reading skills of a targeted group of pupils
  - developing information and communications technology
  - using science assessment results to inform target setting and planning
  - reviewing provision in the Resourced Provision
  - recording foundation subjects in a new common format
  - enhancing personal and social education
  - involving pupils in decision making through a school council
  - becoming an accredited “Healthy School”
  - liaising with the Local Education Authority to secure purpose built Early Years accommodation

- developing a communication strategy
- introducing team and individual development plans
- supporting the new staff structure in the school.

## Summary

### Table of grades awarded

7. The Rofft School is a good school with some outstanding features.

Key question	Inspection grade
1 How well do learners achieve?	Grade 1
2 How effective are teaching, training and assessment?	Grade 2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 2
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 2
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 3
7 How efficient are leaders and managers in using resources?	Grade 2

### Standards

8. Key stages 1 and 2 pupils in The Rofft School achieve very high standards in their knowledge and understanding. They perform very well in the core subjects of English, mathematics and science and in other subjects of the National Curriculum. Individual pupils achieve goals set, and the school exceeds targets set by the Welsh Assembly Government.
9. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning.
10. Pupils with special educational needs (SEN) in mainstream classes make good progress towards the targets set for them. Those SEN pupils in the Resourced Provision make very good progress and achieve very high standards. Pupils who learn English as an additional language also make good progress.
11. Overall, standards in the key skill of communication are good throughout the school. Key stage 1 pupils achieve very good standards in speaking and listening and key stage 2 pupils achieve very good standards in writing.

12. Under-fives achieve good standards in the key skill of numeracy while in key stages 1 and 2, pupils achieve satisfactory standards.
13. Throughout the school, pupils' standards in the use of information and communications technology (ICT) are consistently good.
14. Pupils' bilingual skills vary throughout the school. In the nursery, bilingual skills are very good and they are good in reception classes and key stage 1. In key stage 2, standards are satisfactory.
15. By the end of key stage 1 in 2004, pupils' results, (including all SEN pupils), in the three core subjects of English, mathematics and science were above local authority and Welsh averages. The proportion of pupils achieving the higher level three was above the national average in all three subjects and particularly so in English and science. The percentage of pupils achieving the expected level in the three subjects was considerably higher than the national average.
16. In 2004, key stage 2 standard assessment results, including those for SEN pupils, were above the national average in English, mathematics and science. The proportion of pupils achieving the higher than expected level five was well above the average as was the percentage of pupils achieving at least the expected level in the three core subjects. Overall, results show an upward trend particularly in science.
17. Pupils' performance shows continuous improvement as they move through the school. Pupils in mainstream classes say that they are doing well in the school. They talk about their favourite subjects and those they do not enjoy as much. Even though they are given short-term targets, pupils are uncertain about what they need to do to improve the quality of their work. SEN pupils are clearer about what they need to do to improve.
18. The under-fives and pupils in key stages 1 and 2 make very good progress in their personal and social skills. They show care and consideration for others, and enjoy and value learning and achievement. Pupils respond well in lessons.
19. Attendance is generally good but a small minority of pupils arrive after the commencement of lessons.
20. Pupils' spiritual and moral developments are effectively enhanced and they develop a good understanding of such issues.
21. The standard of behaviour is good throughout the school. Pupils are clear about what is expected of them and they show good levels of self-discipline.

### **The quality of education and training**

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
28%	36%	36%	0%	0%

22. The overall quality of teaching is good in the school. Teachers have good relationships with their pupils; they demonstrate good pupil management skills and deal with any incidents of misbehaviour immediately.
23. Teachers and support staff work very effectively together to support pupils in their care.
24. In the under-fives classes and the Resourced Provision, assessment procedures are effective.
25. In key stage 1 and key stage 2, assessment is used consistently in the core subjects and is accurate. However, not all assessments are rigorously evaluated, monitored or used to direct pupils' future work. The assessment of foundation subjects is not yet developed.
26. Some pupils are involved in setting personal targets, but this practice is inconsistent throughout the school. The school does not have whole school assessment procedures that are clear and rigorously monitored.
27. Annual reports to parents conform to statutory requirements. They do not always indicate the level of progress pupils have made during the year or set targets for improvement.
28. The school provides pupils with a broad, balanced, well-planned curriculum that meets the needs and aspirations of all pupils including those with additional educational needs. The curriculum is equally accessible to all and planned coherently and progressively. Consequently, pupils extend their knowledge and skills as they move through the school. The curriculum makes appropriate reference to the Cwricwlwm Cymreig.
29. Planning makes reference to the key skills of literacy, numeracy and ICT. However, as yet, the school makes no reference to the development of pupils' bilingual skills and does not plan in detail how the key skills progress as pupils move into older age groups.
30. The school offers a range of good quality experiences to support learning both within and beyond the school day.
31. Pupils are very well cared for and the school gives very high priority to their support and guidance. Programmes are carefully planned and integrated into school life so that they meet pupils' needs and ensure equality of opportunity. When talking to pupils, they confirm that they feel safe and secure and well supported by adults who work at the school.
32. Overall, the partnership with parents is satisfactory. The Home – School Agreement meets statutory requirements. Most parents feel a strong sense of partnership based on mutual respect and confidence. Whilst they are satisfied with the school's provision, a significant minority are dissatisfied with the information they have from the school regarding what is taught and also about

their children's achievements. Although the governors have a communication strategy, its impact has not yet permeated through to all parents.

33. The provision for pupils with additional learning needs is very good both in mainstream classes and in the Resourced Provision.
34. Fairness, tolerance and equality are evident in the school. All pupils, irrespective of their social, educational, ethnic or linguistic background are very well supported. Behaviour is good.

### **Leadership and management**

35. Despite many recent changes, members of staff work hard to ensure that pupils achieve high standards. There are policies in place to ensure there is a common understanding about expectations for learning and behaviour. However, some procedures and responsibilities are not fully explicit in order to ensure clarity of purpose for example, assessment, recording and reporting and self-evaluation procedures.
36. The school's self-evaluation processes are satisfactory overall. Governors and senior managers know how the school is performing in relation to other schools. The quality of the self-evaluation report produced for the inspection is good. It identifies many of the issues highlighted by the inspection team as requiring further development.
37. Senior managers have a good overview of priorities. However, they do not always establish specific, focussed criteria by which to measure the success of their initiatives and the actions undertaken. They have started using the "Balanced Scorecard" approach to enable a more precise evaluation of the effectiveness of targets set and actions undertaken.
38. A strategy has not been established to enable all those with responsibilities the opportunity to contribute to the self-evaluation process. Team and subject leaders do not all have the opportunity to evaluate the effectiveness of the areas for which they are responsible.
39. The school provides good value for money. There are sufficient well-qualified teachers, and their subject expertise is used effectively in classes. Learning support assistants and nursery nurses make a very positive contribution to pupils' progress. The quality and quantity of resources are good but accommodation is inadequate. Some pupils work in mobile classrooms and others have to share a room. The car park is small and poses a potential hazard.
40. The Rofft School has made good, overall progress since the previous inspection.

## Recommendations

41. In order to maintain its high standards, the school needs to:
- R1. Plan more precisely for the key skills of bilingualism, communication, numeracy and information and communications technology so that pupils' skills develop progressively as they move through the school.
  - R2. Further develop assessment, recording and reporting procedures to ensure that:
    - teachers have a precise understanding of expectations at different levels;
    - pupils understand what needs to be done to improve the quality of their work;
    - parents fully understand the progress their children make (\*\*\*\*).
  - R3. Refine its self-evaluation procedures so that all those with responsibilities have a precise overview of strengths and weakness in those areas for which they are accountable.
  - R4. Continue to improve communication with parents. (\*\*\*\*)
42. Those recommendations marked \*\*\*\* have already been identified by the school as matters requiring further attention.
43. The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key question 1: How well do learners achieve?

**Grade 1:** Good with outstanding features

44. The inspection team's findings confirm that the allocated grade is Grade 1. The school graded this key question as Grade 1 / 2 in its self-evaluation report.
45. Key stages 1 and 2 pupils in Rofft School achieve very high standards in their knowledge and understanding. They perform very well in the core subjects of English, mathematics and science and in other subjects of the National Curriculum. Individual pupils achieve goals set, and the school exceeds targets set by the Welsh Assembly Government.
46. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Baseline assessments indicate that attainment on entry is generally good. The under-fives make good overall progress in the key skills of communication, numeracy and information and communications technology.
47. Pupils with special educational needs (SEN) in mainstream classes make good progress towards the targets set for them. Those SEN pupils in the Resourced Provision make very good progress and achieve very high standards. Pupils who learn English as an additional language also make good progress.
48. Overall, standards in the key skills of communication are good throughout the school. However, key stage 1 pupils achieve very good standards in speaking and listening and key stage 2 pupils achieve very good standards in writing.
49. Under-fives achieve good standards in the key skill of numeracy while in key stages 1 and 2, pupils achieve satisfactory standards. They are not yet fully confident using their mathematical knowledge across a range of contexts.
50. Throughout the school, pupils' standards in the use of information and communications technology (ICT) are consistently good. Pupils use ICT appropriately for a range of purposes, including searching for information.
51. Pupils' bilingual competence varies throughout the school. In the nursery, bilingual skills are very good and they are good in reception classes and key stage 1. In key stage 2, standards are satisfactory. Pupils do not progressively develop the ability to communicate bilingually and older pupils' bilingual skills are similar to those of younger pupils. Pupils have a good understanding of their Welsh cultural heritage.
52. Irrespective of their academic, social, ethnic or linguistic background, pupils receive very good support in the school and make good progress.

53. Pupils' ability on entry to the school is generally good. By the end of key stage 1 in 2004, pupils' results, (including all SEN pupils), in the three core subjects were above local authority and Welsh averages. The proportion of pupils achieving the higher level three was above the national average in all three subjects and particularly so in English and science. The percentage of pupils achieving the expected level in the three subjects was considerably higher than the national average.
54. When the school's key stage 1 results are compared with those in similar schools (that is, English medium schools with up to four percent of pupils entitled to receive free school meals), the school is between the average and the top 25% in English, mathematics and science and just below the top 25% for the core subject indicator.
55. In 2004, key stage 2 standard assessment test (SAT) results, including those for SEN pupils, were above the national average in English, mathematics and science. The proportion of pupils achieving the higher than expected level five was well above the average as was the percentage of pupils achieving at least the expected level in the three core subjects.
56. When the key stage 2 results are compared with those in similar schools, (those schools with up to eight percent of pupils entitled to receive free school meals) they are in the top 25% in English and science and just below the top 25% in mathematics.
57. Overall results show an upward trend, particularly in science. Pupils' performance shows continuous improvement as they move through the school. Teacher assessments and SAT results compare very well.
58. Pupils cope well with progressively more difficult work. They develop new skills and increase their knowledge and understanding at a good rate. By Year 6, pupils have a good level of understanding across a range of issues. They are particularly effective creative writers and produce some very imaginative poetry. Provision is good at all stages in the school and, as a result, pupils in all year groups are well placed to move on to the next stage of their learning.
59. Pupils in mainstream classes say that they are doing well in the school. They talk about their favourite subjects and those they do not enjoy as much. Even though they are given short-term targets, pupils are uncertain about what they need to do to improve the quality of their work. SEN pupils are clearer about what they need to do to improve.
60. The under-fives, key stage 1 and key stage 2 pupils make very good progress in their personal and social skills. They show care and consideration for others and enjoy and value learning success and achievement. Most are able to concentrate for an appropriate length of time and feel very positive about one another.
61. Pupils respond well in lessons and are generally attentive and motivated learners. When teaching is well planned and stimulating, their interest is

immediately captured and they apply themselves effectively to given tasks; they respond positively to the challenges encountered.

62. Not all pupils develop as effective independent learners. Some rely too heavily on adults for support. Pupils make good progress in creative skills, particularly in music, and their problem solving skills are satisfactory.
63. Pupils are very keen to come to school where they feel secure, are self assured and confident. Most demonstrate good attitudes to all aspects of school life including their work and one another. They respond well in lessons and are generally attentive and motivated learners.
64. The standard of behaviour throughout the school is good. The framework of intervention programme, which promotes the positive behaviour, is taught to all year groups through the personal and social education (PSE) curriculum. Pupils are clear about what is expected of them and show good levels of self-discipline.
65. In all classes, pupils readily accept the importance of rules in a social environment and show a developing ability to deal maturely with the behaviour of others. Pupils show great respect for their teachers and learn from them to be kind, polite and courteous to one another.
66. Attendance is generally good with whole school absenteeism consistently below five per cent. Unauthorised absence is minimal which reflects the rigorous approach the school adopts to ensure that pupils attend on a regular basis. Whilst most pupils are punctual at the start of the school day, a small minority arrive after the commencement of lessons causing minor disruption to an otherwise smooth start to the day.
67. The school fully embraces the principle of social inclusion and ensures that all pupils have equal opportunities regardless of gender, ability, or background. They make the necessary progress according to individual need. Boys and girls can, if desired, participate together in a range of sporting activities including football and netball. Values and beliefs are well reflected in the general ethos, conduct and communication of the school.

## The quality of education and training

### Key question 2: How effective are teaching, training and assessment?

**Grade 2:** Good features and no important shortcomings

68. The inspection team's findings confirm that the allocated grade is Grade 2. The school graded this key question as Grade 1 / 2 in its self-evaluation report.

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
28%	36%	36%	0%	0%

69. The inspection team observed lessons in a wide range of national curriculum subjects and areas of learning. Despite many recent staff changes, the standard of teaching is around good, with 64% of lessons or teaching sessions observed graded good or better. At its best, teachers use a range of multi-sensory strategies to help pupils progress.
70. Teachers have a good relationship with their pupils, demonstrate good pupil management skills and deal with misbehaviour immediately.
71. They show good, current subject knowledge and provide clear objectives for each lesson that are understood by the learners.
72. Teachers use a variety of teaching strategies and learning styles to motivate pupils, including whole class, group work or individual and team teaching. They make very good use of existing resources.
73. Pupils from the Resourced Provision are integrated effectively into mainstream classes as their needs require. Teachers address the issues of gender and race, and provide equality of opportunity for all.
74. Teachers plan very carefully at all levels and there is a good correlation between the capabilities of pupils and the activities set. However, in some cases, the brighter pupils are not challenged sufficiently.

#### Outstanding features

- effective use of intervention strategies to include pupils with behaviour problems;
- the level of challenge and motivation included in the set task;
- effective strategies to help reluctant learners;
- excellent working relationships between teachers and support staff.

75. On occasion, teachers rely too heavily on worksheets that are not relevant to the task being taught, and the pace of lessons is slow.
76. Early years and key stage 1 teachers ensure pupils are given good opportunities to extend their use of Welsh, especially speaking and listening but this is not always the case in Key stage 2.
77. In the under-fives classes and the Resourced Provision, assessment procedures are effective. Reports for the under-fives are appropriate; they relate to the six areas of learning and describe children's progress.
78. In key stage 1 and key stage 2, assessment is used consistently in the core subjects and is accurate. Specific assessment activities are undertaken regularly throughout the year.
79. A wide range of standardised and in-house tests are used to inform progress. In some cases, these assessments inform future planning. However, they are not all rigorously evaluated, monitored or used to direct pupils' future work. The assessment of foundation subjects is not yet developed.
80. Verbal feedback to pupils is very thorough, and marking is used in some classes to provide pupils with strategies to improve the quality of their work. Some pupils are involved in setting personal targets, but this practice is inconsistent throughout the school. The school does not have whole school assessment procedures that are clear and rigorously monitored.
81. Annual reports to parents, whose children are in key stages 1 and 2, conform to statutory requirements. Comments about personal and social development are included. Reports do not always indicate the amount of progress made during a year or set targets for improvement. Parents are invited to comment in writing and discuss the reports formally during a parents' evening.

### **Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 2:</b> Good features and no important shortcomings
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82. The inspection team's findings confirm that the allocated grade is Grade 2. The school graded this key question as Grade 1 / 2 in its self-evaluation report.
83. The school provides pupils with a broad, balanced, well-planned curriculum that meets the needs and aspirations of all pupils including those with special educational needs (SEN) and those who learn English as an additional language. The curriculum is equally accessible to all, and is planned coherently and progressively. Consequently, pupils extend their knowledge and skills as they move through the school.
84. The overall quality of provision for the under-fives is appropriate to their needs and pupils make good progress towards the Desirable Outcomes for Children's Learning. Detailed plans are prepared to ensure a wide range of stimulating, well-balanced activities. Teachers cooperate well to ensure that there is good continuity and progression from under-fives classes into key stage 1.
85. Planning makes reference to the key skills of literacy, numeracy and information and communications technology (ICT). However, as yet, the school makes no reference to the development of pupils' bilingual skills and does not plan in detail how the key skills progress as pupils move into older age groups.
86. The school offers a range of good quality experiences to support learning both within and beyond the school day. All pupils make visits to places of interest to extend their understanding of topics being studied. Visitors to the school provide pupils with the opportunity to talk with experts in particular fields such as World War Two and Indian cooking. All pupils in years 4, 5 and 6 have the opportunity to take part in residential visits on an annual basis.
87. A range of after-school clubs gives pupils additional valuable experiences in music and physical education in particular. The school also provides a variety of instrumental tuition for all those pupils who show an aptitude for music. Not only does the range of activities provided extend pupils' knowledge and understanding in curriculum areas, it also enhances their personal and social skills.
88. Younger pupils are developing an awareness of road safety through their involvement in the Kerbcraft initiative.
89. Many parents are actively involved in the life and the work of the school and they make a valuable contribution to the provision made. Some parents help on a regular basis such as assisting in the library and supporting in classrooms. The Parents' Association make a significant financial contribution on an annual basis that enhances the resources available in the school.

90. Links with the local community are good. Pupils take part in events such as Remembrance Sunday and services in local churches. Students from the local high school, colleges of further education and also those undertaking initial teacher training help to provide additional support for pupils.
91. Overall, the school makes good provision for pupils' spiritual, moral, social and cultural development. Pupils' spiritual development is effectively enhanced during collective worship and circle time. Pupils have a very positive attitude to themselves and others that is enhanced in a caring and inclusive school ethos.
92. Collective worship meets legal requirements and is broadly Christian in character. Significant use is made of local churches. The school raises a lot of money for charity and pupils are aware of others less fortunate than themselves, for example, through the Children in Need appeal.
93. Themes for collective worship are well planned and all pupils make use of time given during assemblies to reflect on important issues. Pupils develop a sense of awe and wonder of the natural world, music and the arts.
94. The provision for pupils' moral and social development is good. This recent priority in the school development plan has had a significant impact on the development of personal, social and educational skills throughout the school.
95. The school makes very good provision for the development of pupils' learning skills. The ethos and vision are reflected in daily lessons and the organisation of the school day. Staff act as good role models and spend time demonstrating how to behave in a caring manner. The pupils in the Resourced Provision are given opportunities to empathise with other's feelings and emotions, for example, in discussions about World War Two.
96. The curriculum fully meets all statutory requirements including providing well for pupils' personal, social and health education, religious education and collective worship. It reflects the culture of Wales, and pupils are given good opportunities to develop an understanding of the Cwricwlwm Cymreig and their Welsh heritage, through the annual school Eisteddfod and studies in history, for example.
97. Highly productive and well-managed links exist with external organisations within the local community. The school capitalises very well on the expertise and resources available to improve its management and pupils' learning, for example, Year 3 pupils visit the Legacy Environmental Centre.
98. The school's links with industry are generally under developed and there are few opportunities for pupils to increase their economic and industrial awareness in the world of work. Liaison arrangements with a large aircraft manufacturing company have proved to be beneficial in enhancing pupils' scientific knowledge and computer skills through a well-planned and interesting project.

99. There is good provision for raising awareness of sustainable development in geography and science. Pupils study a range of issues regarding sustainability from local, national and global perspectives. They also participate in initiatives that are based on environmental changes and improvements.
100. The school's work on global citizenship is reflected in studies of various countries, for example, Kenya, and in its involvement with various charities such as 'Operation Christmas Child'. The school also provides very successful French lessons for Year 6 pupils. Whole school planning is not yet in place for global citizenship and sustainable development.
101. The geography curriculum includes opportunities for pupils to compare the natural resources available in the UK to those found in other parts of the world. Pupils evaluate the effects different resources have on the environment and the various methods of energy provision. Healthy eating is encouraged and the school is involved in the Wrexham 'Healthy School's Initiative.'
102. Pupils are given some opportunities to develop skills in problem solving and decision-making.

## Key question 4: How well are learners cared for, guided and supported?

<b>Grade 1:</b> Good with outstanding features
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103. The inspection team's findings confirm that the allocated grade is Grade 1. The school allocated Grade 1 / 2 for this key question in its self-evaluation report.
104. Pupils are very well cared for and the school gives very high priority to their support and guidance. Programmes are carefully planned and integrated into school life so that they meet pupils' needs and ensure equality of opportunity.
105. When talking to pupils, they confirm that they feel safe and secure and well supported by adults who work at the school. They say that if they should have a problem they would turn to a teacher for help and advice. Parents confirm that their children are happy at school.
106. A house system encourages pupils' responsibility and enhances the ethos of the school, and is closely linked to personal and social development.
107. Overall, the partnership with parents is satisfactory. Most parents feel a strong sense of partnership based on mutual respect and confidence.
108. Whilst parents are satisfied with the school's provision, a significant minority are dissatisfied with the information they have from the school regarding what is taught and also about their children's achievements. This is highlighted in the responses to the pre-inspection questionnaire and meetings with parents. Although the governors have a communication strategy, its impact has not yet permeated through to all parents.
109. The Home-School Agreement meets statutory requirements and most parents are supportive of the work their children do at home.
110. Parents value the provision made by the before and after-school clubs, one of which is based at the school. They are also held during holiday periods. Very high numbers of pupils attend the sessions.
111. Induction arrangements that help pupils settle into the school are well organised. There are good procedures in place to ensure that pupils move smoothly from year to year in the school. Also, there are effective transition arrangements in place with the local high school to ensure that pupils' move to the next stage of their education is as smooth as possible.
112. Personal and social education is very well planned; suitable attention is given to sex education and substance misuse. This programme, together with the effective use of circle time, develops pupils' personal and social skills very well; it also contributes to their awareness of citizenship. Pupils say that teachers show them how to behave and this has a positive effect on the standards of behaviour in the school.

113. The school monitors pupils' attendance and punctuality properly and takes appropriate action if necessary. The school works with external agencies if necessary to promote better attendance. Senior managers do not monitor overall trends in attendance.
114. Statutory requirements for health and safety are met. With the exception of one potential hazard, which is currently being dealt with by the headteacher, the provision, indoors and out, is secure, safe, in sound repair and clean. Action is taken to eliminate or minimise hazards within and beyond the school, and the school promotes healthy living.
115. All decisions concerned with health and safety are based on thoughtful risk assessments. The school's written policy for dealing with health and safety issues need to be reviewed to reflect the rigorous approach currently being undertaken by management.
116. Adults who work in the school know pupils very well. There are clear policies and procedures to ensure everyone's welfare. Child protection arrangements are in place and staff are aware of the required procedures. Very good systems are in place to deal with children who may become ill or hurt themselves during the course of the school day.
117. The provision for pupils with additional learning needs is very good both in mainstream classes and in the Resourced Provision. The school provides effective identification procedures. The detailed assessments and subsequent monitoring of individual pupil's needs ensure that many make very good progress. Parents are involved in regular reviews of their children's progress, and individual education plans are clear and detailed.
118. Mainstream pupils with special educational needs (SEN) follow specific programmes including "Blitz" that are having a positive effect on their standards of achievement. The Special Needs Coordinator (SENCo), the specialist teacher and class teachers work well together to ensure a coordinated learning programme for pupils.
119. Very good support is offered pupils in the Resourced Provision. The curriculum is imaginative and stimulating, and pupils respond positively to the provision made. By the end of key stage 2, some pupils achieve very well and obtain high levels in their standard assessment tests. Pupils from the Resourced Provision integrate with mainstream pupils appropriately. They join other classes for subjects such as music, physical education and topic work.
120. The establishment of the Resourced Provision at the school has positive benefits both for the pupils attending the provision and those in mainstream classes.
121. Good links have been established with a number of outside agencies such as speech therapists and educational psychologists. There is regular and effective liaison with the local secondary school and also a special school where pupils access specialist resources.

122. No SEN pupil is disapplied from the National Curriculum. SEN pupils use computers effectively to enhance their knowledge and understanding. Teachers plan lessons carefully to ensure that more able SEN pupils are appropriately extended.
123. Pupils who are learning English as an additional language receive an appropriate level of support. The teacher knows the school and the pupils well and provides effective tuition that meets individual needs.
124. The deputy headteacher manages the school's behaviour policy very well. Effective strategies are in place, such as "The Behaviour Book", to encourage pupils to think about the consequences of their actions. During lessons, there are opportunities for pupils to develop a feeling of positive self-esteem and self-worth. As a result, lessons run smoothly and behaviour is good.
125. Fairness, tolerance and equality are evident in the school. Pupils talk with genuine understanding about their peers who may have some problems. They say that they are not aware of bullying in the school but would talk to an adult if the case should arise. Relationships between adults and pupils in their classes are very secure.
126. All pupils, irrespective of their social, educational, ethnic or linguistic background are very well supported. The school adopts an inclusive approach that values the contributions of all its pupils. Race equality is actively promoted and boys and girls are encouraged to take part in all aspects of daily routines. Diversity is recognised. The school has very good arrangements in place to ensure that pupils with physical disabilities play a full and active part in school life.

## Leadership and management

### Key question 5: How effective are leadership and strategic management?

**Grade 2:** Good features and no important shortcomings

127. The inspection team's findings confirm that the allocated grade is Grade 2. The school graded this key question as Grade 1 / 2 in its self-evaluation report.
128. The headteacher has a sound understanding of the school and its community. He has implemented a management structure that encourages as many people as appropriate to contribute to the "on-going" development of the school. The deputy headteacher is extremely well thought of by the staff who appreciate her approachability and professionalism.
129. Despite many recent changes, members of staff work hard to ensure that pupils achieve high standards. There are policies in place to ensure there is a common understanding about expectations for learning and behaviour. However, some procedures and responsibilities are not fully explicit, (for example, in assessment, recording and reporting and the role of subject leaders), to ensure clarity of purpose.
130. Teachers and other members of staff work well in teams. Team leaders have been appointed, and those who have been in position for a longer period of time show a good understanding of their responsibilities. More recently appointed team leaders have not yet had the opportunity to develop their roles.
131. There are appointed subject leaders for core and non-core subjects. Along with team leaders they are encouraged to contribute to the school's aims and objectives and to produce annual plans. However, staff at all levels do not yet reflect critically about their responsibilities.
132. The aims of the school are clear and simple, and shorter-term aims outlined in the school development plan focus on issues that have been discussed with staff. The ideas of pupils have also been taken into consideration, for example, the development of the outdoor area.
133. The school takes due account of local and national priorities. They are aware of the implications of the forthcoming Foundation Phase and national initiatives to promote physical activity; they are currently working on the Healthy Schools' Initiative and the Basic Skills Agency Quality Mark. The school works with other local schools to develop projects such as the Physical Education and School Sports (PESS) initiative that has resulted in enhanced teacher expertise.
134. The school sets challenging but realistic targets for its pupils as they move from one key stage to the next, and generally these are achieved. However, targets set in the school development plan are not precise and not so easily evaluated.

The school is currently introducing a system whereby all teams in the school and subject leaders will be expected to produce annual plans, including the setting of targets that feed into the main school development plan, but this system is not firmly embedded in school culture.

135. Senior managers evaluate appropriately the quality of teaching as part of the “Performance Management” programme.
136. Teachers and support assistants have access to a range of professional development opportunities that have a direct impact on standards. The school adopts a variety of strategies to ensure on-going professional development such as attendance at courses and “in house” training events. Training is appropriate to the needs of individuals and the school as a whole. Teachers new to the teaching profession have received good levels of mentoring and support from the school.
137. The governing body makes a sound contribution to the leadership of the school and its successes. It is involved in strategic planning and formulating policies, and supports the staff who implement them. Furthermore, it has a good grasp of the school’s strengths and weaknesses and has a significant influence in leading the school’s development, with a clear focus on raising standards and improving the quality of provision.
138. Governors have a positive impact on the work and policies of the school. They are well informed about the school and provide appropriate levels of both challenge and support. They regularly visit to observe lessons and are prepared to take difficult decisions when necessary. The governing body is well organised and it improves its own performance through appropriate developmental activities or training.
139. The governing body ensures that it meets its statutory requirements, and has clear aims to further improve all aspects of school life as recorded within the action plan. Progress is reviewed annually. Corporately, it sets an overall direction for the school, and the policies currently formulated reflect the individual character of the school. All governors understand their role and any specific responsibilities.

## **Key question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 3:</b> Good features outweigh shortcomings
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140. The findings of the inspection team differ from the school's self-evaluation in that the school allocated Grade 1 / 2 for this key question.
141. The school's self-evaluation processes are satisfactory overall. An open culture has been established between staff and governors. They have agreed values about many aspects of school life.
142. Governors and senior managers know how the school is performing in relation to other schools. Results are carefully tracked to ensure that high standards are maintained. Information is used to identify future priorities for the school and appropriate action is taken, such as the current target to improve reading.
143. The school development plan is a sound working document with clear priorities that are regularly reviewed. Available resources are matched to priorities outlined in the school development plan and careful costings are detailed. The school makes use of alternative sources of funding to support priorities such as a recent grant to help to develop the outdoor area.
144. Actions taken over the years have resulted in a school that makes good overall provision for its pupils ensuring that they continue to achieve high standards. The recent prioritisation of personal and social education and the development of a "Framework for Intervention" have had very positive results on inclusion and have led to an ultimate rise in standards.
145. Senior managers have a good overview of priorities. However, they do not always establish specific, focussed criteria by which to measure the success of their initiatives and the actions undertaken. They have started using the "Balanced Scorecard" approach to enable a more precise evaluation of the effectiveness of targets set and actions undertaken.
146. A strategy has not been established to enable all those with responsibilities the opportunity to contribute to the self-evaluation process. Team and subject leaders do not all have the opportunity to evaluate the effectiveness of the areas for which they are responsible. For example, weekly plans are not regularly scrutinised and matched against schemes of work, and the quality of teaching in subjects is not specifically monitored. Core-subject leaders have started to consider strengths and weaknesses in the standards of pupils' work but this approach is not consistently adopted across all subjects. Subject leaders do not have enough specific information about strengths and weaknesses in their subject areas.
147. The views of all members of staff are sought as priorities for development are being established. Pupils are encouraged to make suggestions and the views of parents are sought. However, a few parents are frustrated by the time it takes to

achieve some initiatives, for example, the recent additional nursery accommodation. Often this is not the fault of the school but other agencies on which the school is dependent.

148. The quality of the self-evaluation report produced for the inspection is good. It identifies many of the issues highlighted by the inspection team as requiring further development. It makes reference to sources of information and where the evidence may be found. The school allocated grades for each of the key questions and, in all but one key question, the school's grades match those of the inspection team. However, the grades allocated by the school are not precise and generally cover two inspection gradings.
149. The school has made good overall progress since the previous inspection.

## **Key question 7: How efficient are leaders and managers in using resources?**

<b>Grade 2:</b> Good features and no important shortcomings
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150. The inspection team's findings confirm that the allocated grade is Grade 2. The school graded this key question as Grade 1 / 2 in its self-evaluation report.
151. There are sufficient well-qualified teachers to provide for the educational needs of all pupils, including those with special educational needs, those attending the Resourced Provision and the under-fives. Subject specialisms are well used, and teachers with particular expertise exchange classes for some lessons, ensuring enhanced provision. Effective use is made of part-time teachers who make very positive contributions to the good overall provision.
152. Learning support assistants and nursery nurses make a very positive contribution to pupils' progress. They play an active role in the planning process and work effectively and collaboratively with teaching staff for the benefit of pupils.
153. Newly qualified and recently qualified teachers are well supported and receive a carefully planned programme of mentoring and training. The professional training programme links the personal development of all staff with the needs of the school.
154. The school has an innovative scheme to give nursery nurses managerial status. Recent staff changes have given staff the opportunity to work in different age ranges and areas of responsibility, thereby extending their expertise.
155. The school secretary and the clerical assistant provide a very efficient service dealing with daily administrative routines and finance. They contribute to the smooth running of the school.
156. The quality and quantity of resources to support work throughout the curriculum are good overall. Resources match the needs of pupils well and are deployed effectively. An appropriately stocked attractive library provides additional good quality reading resources. Subject leaders regularly review resources and money is allocated on a yearly basis to maintain good quality equipment.
157. The school has identified the need to improve resources to deliver physical development to the under-fives; despite the best efforts of the school, the work remains incomplete.
158. Pupils make good use of the information, communication and technology suite and musical tuition. The school funds all peripatetic instrumental tuition resulting in a positive contribution to standards in music and information technology.

159. The accommodation is inadequate for the number of children on roll. Two mobiles, one of which is of poor quality, are in use and a large class works with two teachers in a small room that is not always conducive to effective learning despite the best efforts of the teachers involved.
160. The outdoor area, including the school field is used effectively. However, the car park is small and poses a potential hazard.
161. All classrooms and other areas of learning are organised and resourced imaginatively to provide interesting experiences. Minor disruption occurs in the hall because the main school thoroughfare from the entrance to classrooms leads directly through the hall. Despite the restrictions, the school provides stimulating and well-maintained accommodation for pupils to learn and play, which is accessible to pupils with disabilities.
162. Overall, the school provides good value for money.

### **School's response to the inspection**

163. The inspection findings recognise that we have maintained and improved on the high standards identified in the school's last inspection report. We are particularly pleased that the inspectors have graded Learners' Achievement and Care Guidance and Support for Learners as being Good with outstanding features. We regard these areas as being the most important aspects of the performance of any school. This level of attainment has only been achieved through a combination of the skill and dedication of all the school staff and the excellent relationship that exists between the school and its parents and pupils.
164. The report identifies some very positive aspects of relations between the school and those it serves—"Pupils are very keen to come to school where they feel secure, are self assured and confident"—"Pupils have a very positive attitude to themselves and others that is enhanced in a caring and inclusive school ethos"—"Fairness tolerance and equality are evident in the school"—"Many parents are actively involved in the life and the work of the school"
165. We were very pleased to note that the curriculum provided in school was described as broad, balanced and well-planned meeting the needs and aspirations of all pupils including those with additional educational needs, and that coherent and progressive planning enables pupils to extend their knowledge and skills as they move through the school.
166. It is the purpose of any inspection to provide recommendations identifying areas which could be further improved; the School Development Plan will, as a matter of course, take full account of all the matters raised in the report with a view to maintaining and developing existing high standards and addressing any aspects where improvements can be made possible.

167. We are pleased that some of the Recommendations in the report cover areas already identified by the school as meriting attention.
168. We were delighted that our Self-Evaluation Report was rated as good and that its conclusions were substantially endorsed by the inspection report.
169. The school will be producing, within the prescribed time scale, an Action Plan to deal specifically with the Recommendations of the Inspection Report. This Action Plan will be sent to all parents and future Annual Reports to parents will give progress reports on its implementation.

## Appendix A

### Basic information about the school

Name of School	The Rofft School
School type	Community
Age-range of pupils	3 – 11 years
Address of school	Wynnstay Lane Marford Wrexham
Post-Code	LL12 8LA
Telephone Number	01978 853 116

Headteacher	Mr G D Morris
Date of appointment	May 2001
Chair of Governors/ Appropriate Authority	Mr J L Jones
Registered Inspector	Margaret Morgan
Dates of inspection	November 22 <sup>nd</sup> – 25 <sup>th</sup> 2004

## Appendix B

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y 1	Y2	Y3	Y 4	Y5	Y6	Total
Number of pupils	13	3 4	3 5	37	39	2 9	45	40	272

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	10	14

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	18.71:1
Pupil: adult (fte) ratio in nursery classes	13:1
Pupil: adult (fte) ratio in special classes	2.83 : 1
Average class size, excluding nursery and special classes	24.2
Teacher (fte): class ratio	1.4

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Summer	94.94	93.06	93.52	93.26
Spring	95.75	95.85	96.28	95.98
Autumn	90.57	95.21	96.36	95.82

Percentage of pupils entitled to free school meals	1%
Number of pupils excluded during 12 months prior to inspection	0

## Appendix C

### National Curriculum Assessment Results End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004			Number of pupils in Y2:					37
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	8	51	41	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	0	5	49	46	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	0	8	57	35	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	8	51	41	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	3	70	27	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	3	59	38	0
		National	0	2	10	66	22	0

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	92%	In Wales	80%

D Pupils who have been disapplied from the statutory arrangements  
W Pupils who are working towards level 1

## National Curriculum Assessment Results End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004				Number of pupils in Y6				35				
Percentage of pupils at each level												
			D	A	F	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	3	0	34	63	0
		National	0	0	0	1	1	6	16	45	31	0
	Test/Task	School	0	0	0	0	0	3	0	34	63	0
		National	0	2	2	0	0	5	12	38	40	0
Mathematics	Teacher assessment	School	0	0	0	0	0	3	6	25	66	0
		National	0	0	0	0	0	4	19	46	30	0
	Test/Task	School	0	0	0	0	0	3	6	25	66	0
		National	0	2	1	0	0	4	18	42	33	0
Science	Teacher assessment	School	0	0	0	0	0	0	0	20	80	0
		National	1	0	0	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	0	0	0	0	20	80	0
		National	0	2	0	0	0	1	9	48	39	0

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
by Teacher Assessment		by Test	
In the school	91%	In the school	91%
In Wales	70%	In Wales	72%

- D Pupils who are excepted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

## Appendix D

### **Evidence base of the inspection**

A team of three inspectors who were present at the school for the equivalent of nine inspector days carried out the inspection.

Pre-inspection meetings were held with the headteacher, the staff, the parents and the governing body to discuss the life and the work of the school.

58 questionnaires were completed by parents and the outcomes were carefully analysed.

35 lessons or teaching sessions were observed.

School documentation and samples of pupils' work from all year groups were examined.

Discussions were held with the headteacher, the senior management team and members of staff, including teaching assistants.

Inspectors listened to pupils read and met with pupils to discuss their perceptions of school life.

Pupils' behaviour was observed at all times including break time, lunchtime and at the start and end of the school day.

Inspectors attended assemblies, observed extra-curricular activities and visited the after-school club that is held on the school site.

Post inspection meetings were held with the headteacher and senior managers, the staff and the governing body.

## Appendix E

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Margaret Morgan, Registered Inspector	Context, Summary, Recommendations, Key Questions 1.1-1.9, 3.1-3.4, 3.6-3.7, 4.1-4.18, 5.1- 5.6, 6.5-6.7,
Selwyn Roberts, Lay Inspector	Key Questions 1.12, 3.8-3.10, 3.12- 3.14, 5.7-5.9, 7.1-7.3
Jean Hannan, Team Inspector	Key Questions 1.10-1.11, 1.13-1.16, 2.1-2.12, 3.5, 3.11, 6.1-6.4, 7.4-7.7

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### Acknowledgement

The visiting inspectors wish to thank the headteacher, staff, governors and pupils for the co-operation and courtesy they received during the inspection.