

Report following monitoring

Level of follow-up: Special measures

Minera Aided Primary School

**Minera Hall Road
Minera
Wrexham
LL11 3YE**

Date of visit: May 2025

by

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

Outcome of visit

Minera Aided Primary School is judged to have made sufficient progress in relation to the recommendations following the most recent core inspection.

As a result, His Majesty's Chief Inspector of Education and Training in Wales is removing the school from the list of schools requiring special measures.

Progress since the last inspection

R1.Improve leadership at all levels ensuring that self-evaluation and school improvement actions focus on identifying and addressing the key improvements in teaching and learning

There is a developing culture of collaboration at the school. Staff now work as a cohesive team. This is beneficial to pupils and to school improvement. Leaders are now providing appropriate strategic direction to aspects of the school's work. This is most evident in work to introduce a consistent approach to supporting pupils to develop their writing skills, which is improving teachers' practice and helping to raise pupils' standards.

Recently, leaders have established a firmer focus on evaluating the difference that the school's provision makes to pupils' progress. For example, they have an accurate view of the current standards of writing across the school. Valuable pupil progress review meetings add a suitable level of rigour to the school's monitoring processes. Overall, leaders know that the rate of pupil progress in writing is gradually improving but that standards are currently not as high as they could be.

Leaders have ensured that, across the school, the quality of teaching has generally improved. In part, this is due to much clearer expectations from leaders. However, whilst leaders have a developing understanding of the school's strengths and areas for improvement, they do not currently use this information precisely enough to tailor professional support to the individual needs of teachers. This means that, although all teachers work diligently and comply with newly established protocols, in a few instances, the pace of teaching and learning and the level of challenge presented to pupils do not match needs well enough.

Arrangements to distribute leadership responsibilities are developing appropriately. For example, staff in leadership positions have played a key role in supporting colleagues to improve their planning and aspects of their teaching. All teachers have had the opportunity to visit local schools. This has enhanced their development as reflective practitioners and enabled them to make worthwhile evaluations of their own professional practice.

The role of governors in supporting and challenging the school continues to improve. They now hold leaders to account, for example by asking appropriately challenging questions and seeking out evidence that enables them to know the difference that the school's work makes to pupils' progress.

The school's approach to improving provision is becoming established. Leaders now have a proven model of improvement that they are beginning to apply to aspects of the school's work other than writing.

R2.Improve the quality of teaching and assessment to ensure that pupils make appropriate progress, particularly in writing

The quality of teaching across the school has improved markedly since the core inspection. In many classes, teaching enables learning to proceed at a good pace. Many lessons are interesting and engage pupils well, and the best lessons enthuse and excite learners. The holistic approach to provision for the school's youngest pupils is highly effective. The learning environment and skilled staff provide pupils with the right level of support to match their stage of development. However, in a few instances, teaching is not paced well enough and, where this happens, a minority of pupils' concentration wanes. In these instances, the pupils disengage and make less progress.

Many teachers have worked diligently to try to match the learning to pupils' needs, for example to support those who find a topic hard and provide extension work for those who finish quickly. In the best practice, additional challenges that teachers provide for the more able encourage these pupils to think more deeply about their work.

Teachers generally use success criteria well to guide pupils to understand what they need to do to achieve. However, in a few instances, the success criteria are too vague to support pupils well enough. Generally, teachers provide pupils with helpful feedback to improve the quality of their work. On a few occasions, although teachers set appropriate tasks, they do not have high enough expectations for the pace of pupils' work. On these occasions, pupils tend to work too slowly and do not use the available learning time well enough.

The sustained focus on developing pupils' literacy skills has led to improvements in the quality of their written work and increased teachers' confidence in teaching the writing process. In many classes, most pupils now make at least the progress that they should and are beginning to reduce the former legacy of underachievement. Pupils' progress is most rapid where teachers use baseline cold tasks effectively to plan very precise, well-structured next steps for their pupils.

Across the school, there are strong professional relationships between pupils and the adults that benefit pupils' well-being and support their learning. Many teachers model the Welsh language well, and some intersperse Welsh and English seamlessly, for example in their explanations. This supports pupils to develop their understanding of spoken Welsh effectively.

R3.Improve the curriculum and provision for the progressive development of pupils' skills

Since the last monitoring visit, teachers have worked to provide increasingly worthwhile opportunities for pupils to develop their independence. For example, teachers use fewer scaffolds and worksheets. Instead, they provide opportunities for pupils to make choices about what and how they learn, and how they present their work. Increasingly, many teachers tailor the work to meet pupils' needs and interests, while developing their skills progressively. As a result, many pupils engage well with their learning and make increasing progress in developing their independent learning skills. The curriculum for the youngest pupils meets their needs extremely well. For example, following the pupils' interests and passions, much of the learning takes place outside. Pupils enjoy this learning very much.

During the current year, teachers and leaders have worked together to strengthen the teaching of writing. The assistant headteacher has led work to develop and refine worthwhile guidance on progression in writing. This supports teachers' planning well, for example in developing a clear, shared understanding of the expected skills and outcomes in writing at different stages through the school. In addition, the structured daily phonics programme is generally effective in ensuring that pupils develop their phonic skills appropriately.

Teachers have begun to plan progressive activities to support pupils to develop their mathematical skills, guided by comprehensive skills progression documents. Older pupils particularly have valuable opportunities to develop their reasoning and problem-solving skills. However, these opportunities are not yet consistent across the school. There are worthwhile opportunities for pupils to practise their mathematical skills in topic work, particularly related to number, measure and data handling.

There are appropriate opportunities for pupils to use and apply their literacy and numeracy skills across the curriculum. For instance, in their topic work, older pupils practice their skills in using coordinates to map escape routes and obstacles on a World War 2 landing beach and use directional language to plot the path of their Mars rover buggies.

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