

Report summary for parents and carers on White Rose Primary

Date of inspection: 16/03/2026

Summary

Leaders at White Rose Primary School have established a nurturing ethos where pupils feel valued and develop a strong sense of belonging. Positive relationships and clear expectations ensure that most pupils behave well and engage purposefully in their learning.

The school has refined its curriculum to better meet the needs of its pupils. Learning experiences support the development of cross-curricular skills through relevant real-life situations. This enables pupils to build their knowledge and skills progressively. Most pupils, including those with additional learning needs and those affected by poverty, make good progress from their starting points.

From an early age, pupils develop their speaking and listening skills effectively and build on these as they move through the school. They apply their reading, writing, numeracy and digital skills with increasing confidence across their learning. Leaders have improved the teaching of writing through a clear whole-school approach. Regular opportunities to write for different purposes enable pupils to strengthen these successfully and most make strong progress. Many older pupils produce increasingly mature and well-structured work. Pupils develop basic Welsh skills appropriately. However, limited opportunities to use the language in conversation mean that they do not develop their Welsh speaking skills well enough.

Teachers have a secure understanding of pupils' needs and plan activities that engage them purposefully. In the most effective practice, teachers adapt their teaching in response to pupils' understanding. However, questioning is not always used consistently to deepen pupils' thinking or provide enough challenge.

Leaders have a clear understanding of the school's strengths and use self-evaluation and professional learning purposefully to improve teaching and learning. Governors know the school well and provide an appropriate balance of support and challenge. Leaders use suitable systems to promote attendance, but rates of persistent absence remain too high.

Provision for pupils with additional learning needs is effective. Staff identify needs early, track progress carefully and provide tailored support. This enables most pupils to engage positively in their learning and contributes to the school's supportive environment.

Recommendations and next steps

We have made three recommendation to help the school continue to improve:

- R1 Strengthen teachers' use of questioning to check pupils' understanding and provide appropriate challenge.
- R2 Improve pupils' Welsh oracy skills.
- R3 Reduce levels of persistent absence.

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

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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