

A report on

White Rose Primary

**White Rose Way
New Tredegar
NP24 6DW**

Date of inspection: March 2026

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About White Rose Primary

Name of provider	White Rose Primary
Local authority	Caerphilly 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	231
Pupils of statutory school age	174
Number in nursery classes	24
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%)	32.9%
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%)	5.2%
Percentage of pupils who speak Welsh at home	0.0%
Percentage of pupils with English as an additional language	4.6%
Lead partner in Initial teacher education	
Date of headteacher appointment	01/03/2018

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Date of previous Estyn inspection (if applicable)	
Start date of inspection	16/03/2026

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

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

We have made three recommendations 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.

What happens next

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

Main evaluation

Leaders at White Rose Primary School have established a nurturing ethos where pupils feel valued, listened to and develop a strong sense of belonging. They share a clear vision that focuses on developing pupils' aspirations, resilience and communication skills. Staff build strong relationships with pupils and act as positive role models. They set high expectations for behaviour and well-being. This ensures that most pupils behave well in lessons and around the school, showing respect and consideration for others.

Throughout the school, staff create calm and well-organised learning environments that support pupils' learning and independence effectively. Nearly all pupils engage purposefully and show positive attitudes to learning. For example, they contribute well to pupil groups, which helps them to develop leadership skills. As they progress, many older pupils respond constructively to feedback. This enables them to make meaningful improvements to their work.

The school has recently refined its curriculum to better meet the needs of its pupils. Leaders have ensured a sustained whole-school commitment creating a shared purpose among staff. A consistent focus on developing cross-curricular skills through real-life learning experiences has led to clearer expectations for pupils' learning. This enables pupils' knowledge and skills to build progressively over time.

The school's curriculum reflects the local area and Welsh context well. Teachers provide worthwhile opportunities for pupils to learn about and contribute to their local community, which supports them to develop as ethically informed citizens. The curriculum also fosters pupils' spiritual, moral, social and cultural development appropriately. This enables most pupils to reflect thoughtfully on their own beliefs and values.

Across the school, most pupils, including those with additional learning needs (ALN) and those eligible for free school meals, make good progress from their starting points. Learning opportunities in the youngest classes focus strongly on play and exploration. This approach is effective and supports pupils to communicate confidently and develop their language skills at an early stage. As they move through the school, many pupils use increasingly precise vocabulary and adapt their oracy skills successfully to different situations.

The school promotes a positive climate for reading. Its approach provides secure foundations for pupils' early reading skills. By Year 2, most pupils read simple texts with suitable fluency and accuracy. As they progress, regular group reading supports pupils to

understand more complex language, which helps them to read with increasing sophistication.

Spotlight: Strengthening writing across the school

Leaders have strengthened the teaching of writing through a consistent whole-school approach. Sharpened monitoring and clear teaching expectations have impacted positively on the quality of pupils' writing skills. Teachers provide worthwhile opportunities for pupils to write for different purposes and at length such as when older pupils write balanced debates about the use of mobile phones. This ensures that most pupils make strong progress in writing.

The school promotes the Welsh language and culture appropriately, and many adults model spoken Welsh well. Pupils develop an awareness of key vocabulary and simple sentence patterns through structured Welsh sessions. However, opportunities to use Welsh in conversation are limited. This means that most pupils do not develop their speaking skills well enough to hold simple conversations or respond to basic questions.

As pupils progress, most develop a secure understanding of number and use this effectively to solve problems. Careful planning ensures that pupils revisit and refine their numeracy skills and apply them purposefully in real-life situations. Teachers also provide regular opportunities for pupils to use a range of digital programs and platforms. This enables most pupils to develop appropriate digital skills and apply them with increasing confidence to support their work.

Teachers develop positive working relationships with pupils and know them well. Many use a suitable range of assessment information to plan clear learning intentions and provide appropriate support. In the more effective lessons, teachers model expectations clearly and adapt their teaching in response to pupils' understanding. However, in a minority of lessons, teachers do not use questioning well enough to explore pupils' thinking or provide sufficient challenge. This means that pupils do not deepen their understanding or extend their learning appropriately.

Leaders have a clear understanding of the school's strengths and areas for development and address national priorities appropriately, including Curriculum for Wales. They use a range of self-evaluation activities to identify priorities and evaluate the school's performance. When areas for improvement are identified, leaders sharpen their monitoring to focus on these aspects. This has led to notable improvements in pupils' writing skills and curriculum development.

Leaders manage staff performance well through robust processes. They provide valuable professional learning, in-school collaboration opportunities and work with partners to

refine practice. Leaders distribute roles and responsibilities thoughtfully, making effective use of staff skills, experience and interests. This builds leadership capacity and supports staff to carry out their roles with increasing confidence, which has a positive impact on the quality of teaching and pupils' learning.

Governors know the school well through their involvement in self-evaluation and monitoring activities. They provide an appropriate balance of support and challenge. Leaders ensure that careful financial planning, including the purposeful use of the pupil development grant (PDG), supports pupils' well-being and addresses barriers to learning effectively. This helps most pupils with additional needs or those affected by poverty to make strong progress.

The school has appropriate systems in place to address attendance. Staff work closely with outside agencies and external partners to support families well. However, the rate of persistent absenteeism is still too high.

Leaders give careful attention to staff well-being. This contributes to a positive working culture and supports effective care for pupils. The school has well-established systems to identify pupils with ALN and track their progress closely. Staff deliver tailored support programmes and work with external agencies to improve pupils' well-being and engagement and provide effective guidance for families. Teaching assistants understand pupils' needs well and support them to engage positively in their learning. The school's bespoke provision, Dosbarth Tyfu, meets the needs of pupils with complex needs successfully and supports them to develop appropriate communication and cooperation skills.

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/carer 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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Publications Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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Publication date: 21/05/2026