

Report summary for parents and carers on Whitestone Primary School

Date of inspection: 22/06/2026

Summary

Whitestone Primary School is a highly inclusive school where staff place the needs of pupils and their families at the heart of school life. The headteacher provides purposeful leadership, and staff build positive relationships with pupils to create a supportive environment where they feel safe, valued and ready to learn.

Pupils benefit from a wide range of worthwhile learning experiences, educational visits and visitors that enrich their understanding of their local community, Wales and the wider world. Creative opportunities in art and music contribute positively to pupils' enjoyment of learning. At times, opportunities for pupils to develop and apply their knowledge and skills in sufficient depth across the curriculum are too variable.

Highly effective teaching in the youngest class gives children an excellent start to school life and, in many lessons across the school, most pupils to engage well in their learning, behave respectfully and develop confidence and increasing independence. In a few lessons, learning activities are not consistently engaging or challenging enough to enable pupils to make the progress they could.

Staff develop pupils' literacy, numeracy and digital skills successfully. Younger pupils develop secure speaking, listening and early reading skills, while many older pupils read with confidence and write successfully across a suitable range of genres. Pupils apply their mathematical and digital skills in meaningful contexts, and the school promotes the Welsh language positively through a strong Welsh ethos.

Provision for pupils with additional learning needs is a significant strength. Staff identify needs promptly, work closely with families and specialist agencies, and provide carefully targeted support that enables nearly all pupils to make strong progress. The Specialist Teaching Facilities are particularly effective, providing highly individualised support while ensuring pupils are fully included in school life wherever appropriate.

Leaders and governors know the school well and work together purposefully to improve provision. Professional learning has strengthened important aspects of the school's work, including reading, writing and inclusive practice. Leaders are beginning to make the necessary improvements to strengthen the school's self-evaluation of the curriculum and support improvement.

Leaders work closely with families to improve attendance, reducing persistent absence over time, although attendance remains too low for a minority of pupils.

Recommendations and next steps

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

- R1 Improve the consistency of effective teaching across the school
- R2 Strengthen self-evaluation to focus more sharply on the impact of the curriculum on pupils' learning
- R3 Improve attendance, in particular for those pupils who are persistently absent.

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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