



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**White Rose Primary
School Street
New Tredegar
NP24 6DW**

Date of inspection: May 2018

by

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

About White Rose Primary

White Rose Primary School is in New Tredegar within the Caerphilly local authority. The school 283 has pupils on roll aged three to eleven years, including 40 who attend the nursery part time. There are ten classes, including five that are mixed-age classes.

The three-year average of pupils eligible for free school meals is around 30%, which is well above the national average (19%). The school identifies that around 21% of pupils have additional learning needs, which is in line with the national average. There are currently six pupils with a statement of special educational needs. Nearly all pupils are from a white British background.

The school was last inspected in February 2012. The headteacher took up her position in March 2017.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

White Rose Primary School is a happy inclusive community where staff have effective arrangements to support pupils' wellbeing. As they move through the school, most pupils make good progress in improving their literacy, numeracy and information and communication technology (ICT) skills. Nearly all pupils behave well and are kind and courteous to each other and adults. The quality of teaching is good and many teachers provide pupils with extensive opportunities to develop as independent learners. Teachers deliver a stimulating curriculum that meets the needs of all learners effectively.

The headteacher and other senior leaders provide strong leadership. Leaders know the school's strengths and areas to develop and have a strong track record of making improvements.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

R1 Improve attendance

R2 Improve the quality of teachers' written feedback to pupils to help them improve their work

R3 Improve the standard of pupils' spoken Welsh

What happens next

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

Main findings

Standards: Good

The majority of pupils enter the school with skills below those expected for their age. As they move through the school, most make good progress in improving their literacy, numeracy and ICT skills. Most pupils with additional learning needs make effective progress against their targets.

By the end of the foundation phase, many pupils listen attentively to each other and speak readily to adults about their work. In key stage 2, many pupils talk confidently on a range of subjects and listen with sustained concentration. In most classes, most pupils listen, understand and respond appropriately to basic instructions in Welsh. However, as they move through the school, most do not speak Welsh confidently using a wide range of sentence patterns and vocabulary.

Many pupils improve their reading skills well in the foundation phase and enjoy books. They know how to use their knowledge of phonics and picture clues to help them decode unknown words. By the end of Year 2, most pupils read simple texts with accuracy and understanding. In key stage 2, the majority of pupils develop confidence when reading a variety of texts and become fluent expressive readers. They articulate a preference for favourite authors and types of stories well. More able pupils in particular use higher-order reading skills such as inference and deduction with appropriate understanding. By the end of key stage 2, the majority of pupils use suitable pronunciation and show a sound understanding when reading familiar texts in Welsh, for example a book about the local pirate Harri Morgan.

In the foundation phase, many pupils improve their writing skills quickly. For example, pupils in Year 1 use short sentences to write letters to Little Bo Peep to help her find her sheep. By Year 2, the majority of pupils spell common words accurately and begin to use basic punctuation correctly. In key stage 2, most pupils write confidently for a variety of purposes. For example, pupils in Year 5 write imaginative animal fables with suitable moral messages. Most pupils have a good understanding of punctuation and spell familiar words accurately. More able pupils in particular use exciting vocabulary to engage the reader. Many pupils develop neat legible handwriting and present their work with care. Most pupils make appropriate progress when writing in Welsh using given sentence patterns, but are less secure when writing independently.

In the foundation phase, the majority of pupils gain a sound understanding of number bonds and by the end of Year 2 most work with numbers up to 200 accurately. In key stage 2, most pupils continue to improve their numeracy skills. For example, Year 4 pupils correctly calculate the perimeter of irregular shapes by adding the length of the sides. By the end of Year 6, many pupils work confidently with larger numbers and use their numeracy skills competently to help them solve different problems. For example, more able pupils use percentages and money skills to plan an alien film within a given budget successfully.

Across the school, pupils use their literacy and numeracy skills proficiently in other subjects. For example, pupils in Year 3 write accurate scripts for reporting on the

local weather and in Year 2 they use their knowledge of money to calculate the cost of the ingredients needed to make 'cawl'.

Pupils use their ICT skills well to support their learning in other areas of the curriculum. For example, pupils in reception use a drawing package to create realistic pictures of a rainbow fish, whilst in Year 3 they use the internet competently to research and present accurate facts about Remembrance Day. By the end of key stage 2, most pupils have the skills necessary to enable them to use a range of ICT independently and with confidence. For example, they produce detailed databases and accurate graphs to record their results in a science experiment on comparing heartbeats.

Wellbeing and attitudes to learning: Good

Nearly all pupils enjoy attending school and have positive attitudes towards learning. They are polite, friendly and helpful to one another and adults. They speak with pride of their school and are keen to do well. Nearly all pupils feel safe in school and know that if they have worries they can go to an adult for help.

Nearly all pupils behave well in classrooms and when moving around the school. Most pupils participate enthusiastically in activities throughout the school day and collaborate well with one another in pairs and small groups. Most pupils develop as confident, independent learners. As they move through the school, they develop a high level of resilience, particularly when faced with challenging work.

Most pupils know how to stay fit and healthy by eating a balanced diet and exercising regularly. Pupils in Year 1 talk confidently and enthusiastically about healthy food choices, for example when choosing food for the lighthouse keeper's lunch. Many pupils enjoy attending a wide range of extra-curricular sports clubs, such as netball and football. Older pupils understand about the negative consequences of poor lifestyle choices, such as those relating to smoking.

Pupils enjoy taking on additional responsibilities where they represent other pupils on committees, including the school's eco team, school council, and as play leaders. Through these groups, pupils have a strong input into decision-making at the school. For example, following a school council survey on improving collective worship, Year 6 pupils now plan and lead worship each Friday. Nearly all pupils feel that staff listen to them and value their opinions. They enjoy contributing to many aspects of school life. For example, foundation phase pupils helped plan their new outside area. Many older pupils have a thorough knowledge of their rights and responsibilities in relation to the United Nations Convention on the Rights of the Child.

Nearly all pupils have a sound understanding of different cultures and are becoming well-informed global citizens. For example, they celebrate festivals such as the Chinese New Year and have strong links with a school in Uganda. Pupils have a good understanding of the importance of fair trade. For example, older pupils create useful posters to help younger pupils understand the concept of fairness.

Most pupils understand the importance of regular attendance. However, attendance levels have placed the school in the bottom 25% when compared with similar schools over the past three years.

Teaching and learning experiences: Good

Overall, the quality of teaching is good. Nearly all members of staff have positive relationships with pupils and manage their behaviour well. Most teachers plan exciting lessons that meet the needs of all pupils effectively. They use a wide range of different teaching methods to engage and enthuse pupils. Most teachers use questioning techniques of high quality to establish pupils' understanding and to move their learning forward. Many teachers provide pupils with extensive opportunities to develop as independent learners and give them the confidence to work out solutions to problems by themselves.

Most teachers provide pupils with valuable verbal feedback. This has a positive effect on improving most pupils' learning. However, the quality of teachers' written feedback to pupils varies too much. In the majority of classes, teachers provide pupils with useful comments on what they have done well and show where they can improve. Where this is most effective, pupils read and respond to the comments and make improvements to their work. However, in a minority of classes, pupils repeat mistakes and teachers' feedback does not help move their learning forward well enough. Most teacher assessment judgements are accurate, although a minority of higher assessments are over generous.

The school plans an exciting topic-based curriculum. Teachers provides pupils with stimulating learning experiences that build progressively on their skill development. In the foundation phase, teachers plan regularly for pupils to learn outside in their attractive outdoor spaces. For example, pupils in Year 1 understand directional vocabulary by placing cones in different places in the playground.

Teachers makes good use of the local area to enhance the curriculum. For example, they provide pupils with regular visits to the Winding House museum adjacent to the school to learn about topics, such as toys and the Second World War.

Across the school, teachers plan regular, worthwhile activities for pupils to apply their literacy, numeracy and ICT skills in other subjects. For example, pupils in nursery use their topic of the Gruffalo to help learn numbers to 10 and Year 3 pupils write informative leaflets to promote their work on fair trade.

The school has recently started to use a new local authority scheme for teaching Welsh and teachers have introduced a range of new projects to help promote the language. However, these new initiatives have not yet had a positive impact on improving standards of Welsh across the school. The majority of teachers use Welsh in lessons for commands and instructions, but they do not promote the Welsh language outside of the classroom well enough. Teachers plan a wide range of interesting activities to help promote Welsh heritage and culture. For example, pupils in Years 5 and 6 research the history of the local area from the viewpoint of a child, and pupils across the school recently studied the work of local artist, Martin Evans, and recreated his work for a school art exhibition.

Care, support and guidance: Good

The school has effective arrangements to support pupils' wellbeing and is a happy and inclusive community. Staff promote positive behaviour well through a range of

successful whole-school approaches. As a result, nearly all pupils know how to behave in different situations and the school is a calm and orderly learning environment.

The school has recently introduced a new range of procedures for monitoring and improving attendance. For example, a member of staff works closely with the families of pupils with patterns of poor attendance and leaders reward pupils for regular and improved attendance. As a result, recent unverified data shows that attendance has improved significantly this year.

Staff identify pupils in need of additional support at an early age and provide a wide range of beneficial interventions. Pupils' individual education plans include relevant and specific targets for improvement. Staff, parents and pupils regularly review the progress that individuals are making towards reaching their goals. The school works well with a wide range of outside agencies, such as the educational psychologist, to support pupils. As a result of these processes, most pupils with additional learning needs make good progress.

The school provides pupils with valuable opportunities to learn about how to stay safe and healthy. For example, the local police community officer talks to pupils about staying safe near water and when using the internet.

The school is an integral part of the local community and pupils take part enthusiastically in a wide range of community activities. For example, staff invite members of the local community to an end-of-year presentation afternoon to celebrate Year 6 pupils' success. Visitors from the local area help to raise pupils' aspirations, broaden their horizons and challenge stereotypes. For example, recent Welsh Commonwealth Games boxing gold medal winner Lauren Price spoke to pupils about her achievements.

The school has very strong relationships with parents. Parents benefit from the school's digital communication methods, such as daily updates on class activities. Staff organise regular family engagement classes in numeracy and literacy. These valuable sessions help parents support their children's learning at home. Reports to parents are informative and include useful targets for improvement. However, they do not meet all statutory requirements.

The school promotes pupils' spiritual, social, cultural and moral development well through a range of whole-school and class activities. For example, the annual school Eisteddfod gives pupils opportunities to celebrate the benefits of living in Wales and pupils take part in an annual Christingle service at a local church. The school has appropriate arrangements to promote healthy eating and drinking. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The headteacher has a clear vision for the school. She receives valuable support from a committed senior leadership team. Leaders have high expectations of staff and pupils, and have created a strong supportive ethos. As a result, everyone works together well as a cohesive and effective team.

School leaders implement effective performance management arrangements. For example, they provide valuable support, feedback and challenge to all staff to enhance their professional skills further. Through effective use of technology, there are worthwhile opportunities for teachers to reflect on their own practice and to develop their own leadership skills. Staff are keen to learn and are willing to take on new ideas and ways of working. As a result, there is a shared sense of direction, for example in the planning of pupils' learning experiences, and this creates a strong degree of consistency in teachers' work across the school.

Leaders have established a range of effective procedures for monitoring and evaluating the work of the school. This includes regular and accurate analysis of information on pupils' progress, scrutiny of pupils' work, and lesson observations. Leaders also gather the views of parents and pupils and use this information to support their evaluations. They respond well to reviews and advice from educational support services provided through the local authority and regional consortium, for example on how to improve pupils' standards in numeracy. The school's self-evaluation report is an accurate reflection of the school's work and identifies strengths and areas for improvement successfully.

Actions in the school development plan arise appropriately from the findings of the self-evaluation procedures and link suitably with national and local priorities. For example, the plan outlines actions that staff will take to introduce the digital competency framework. The plan includes measurable targets that have a clear focus on improving pupil outcomes. It outlines who is responsible for leading and evaluating each action, the timescales involved and the resources needed. This ensures that all members of staff know what to do to ensure that pupils make strong progress and show improvement in standards over time. The school has a good track record of making improvements, for example in improving the consistency in the quality of teaching across the school.

Staff training focuses appropriately on planning for the new curriculum for Wales. This has a positive impact on pupils' learning experiences, such as in applying their numeracy skills across various areas of learning. Leaders have established effective working relationships with other similar schools. Staff have benefited greatly from working with other providers, for example to improve the involvement of pupils in making decisions on what and how to learn.

The headteacher and governors manage the budget efficiently. They ensure that expenditure links closely to resourcing the school's plans for improvement. Staff use the substantial funds raised by parents to buy equipment and resources for pupils. For example, the purchase of tablet computers has improved provision for the development of pupils' ICT skills. Leaders use the pupil development grant effectively to provide valuable support for specific pupils. This includes organising beneficial literacy interventions and funding sessions with a forensic pathologist to increase pupils' enthusiasm for science. As a result, nearly all targeted pupils show a positive attitude towards school and make good progress in their learning.

Most governors understand their roles clearly. Through receiving regular reports from the headteacher and the analysis of a range of performance data, they have a sound understanding of pupils' attainment and progress. They successfully monitor the school's progress towards meeting its priorities by undertaking focused 'learning

walks'. Most governors have a good understanding of the school's strengths and areas for development. They challenge leaders to improve further in a supportive and constructive manner.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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