



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

**A report on**

**Ysgol Pencae  
Highfields  
Gillian Road  
Llandaff  
Cardiff  
CF5 2QA**

**Date of inspection: January 2017**

**by**

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

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

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

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## Context

Ysgol Pencae is situated in Llandaff in the City of Cardiff authority, and the catchment area serves pupils from the western area of the capital city.

There are currently 208 pupils on roll, from the Reception class to Year 6. They are divided into seven single-age classes. Eight full-time teachers are employed, including the headteacher, and two part-time teachers. The school does not have nursery provision.

Two point five per cent (2.5%) of pupils are eligible for free school meals. Eleven point five per cent (11.5%) of pupils have additional learning needs. Sixteen per cent (16%) of pupils come from Welsh-speaking homes, and 2% are from ethnic minority backgrounds. The school was last inspected in October 2009. The headteacher has been in post since September 2008.

The individual school budget per pupil for Ysgol Pencae in 2016-2017 is £4,110. The maximum per pupil in primary schools in the City of Cardiff is £6,215 and the minimum is £3,046. Ysgol Pencae is in 28<sup>th</sup> place of the 97 primary schools in Cardiff in terms of the school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Excellent</b>

### Current performance

The school's current performance is good because:

- The school plans an excellent range of innovative learning experiences that enable teachers to take creative risks to deliver exciting activities in order to inspire and ignite pupils' curiosity
- Most pupils make consistent progress from their starting points
- Nearly all pupils across the school have sound literacy, numeracy and information and community technology (ICT) skills, and they acquire them very successfully in order to develop as independent and conscientious learners
- Many have exceptional thinking skills that enable them to plan, monitor and evaluate scientific investigations to a very high standard
- Nearly all pupils show excellent desire and vigour towards learning by making a valuable contribution to the content of their lessons, and applying themselves enthusiastically to extra-curricular activities
- The school council works closely with governors to evaluate and monitor the progress of specific priorities in the school development plan
- The school's arrangements for pupils' personal and social development are effective, which ensures that most work well together and treat others with respect, care and concern
- Nearly all pupils have excellent attendance

### Prospects for improvement

The school's prospects for improvement are excellent because:

- The school is managed by an experienced and effective headteacher who operates above expectations consistently in order to ensure an exceptional strategic direction for the school
- The school's vision is very clear and based on providing memorable educational experiences for pupils
- The responsibilities of the headteacher and the senior management team are defined very clearly and they have established a thorough, honest and innovative culture to include all stakeholders in the process of judging the school's work and planning for improvement
- The development plan is a very useful document that leads to continuous improvement in standards of literacy, science and pupils' wellbeing, in addition to ensuring excellent standards among more able and talented pupils
- The governing body is extremely knowledgeable about the school's performance, is very supportive and uses individuals' expertise and strengths effectively in order to contribute significantly to setting a strategic direction for the

school and planning for improvement

- The partnership between the school and parents is exceptional and contributes significantly to most pupils' high outcomes and wellbeing
- Pupils' visits to the community broaden their experiences significantly

## Recommendations

- R1 Improve the ability of a few pupils in key stage 2 to apply their numeracy skills robustly across the curriculum
- R2 Ensure that outdoor activities in the Foundation Phase develop pupils' skills increasingly by reinforcing focus work that takes place in the classroom
- R3 Improve a few teachers' written feedback so that pupils know exactly what they need to do in order to develop their skills further

### What happens next?

The school will produce an action plan that shows how it will address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice that was seen during the inspection.

## Main findings

### Key Question 1: How good are outcomes?

Good

#### Standards: Good

Nearly all pupils across the school have sound literacy, numeracy and ICT skills. They acquire these skills successfully and develop as independent and conscientious learners who take full advantage of lively curricular experiences and activities. In general, many have skills that are much higher than average on entry to the school, and most continue to make consistent progress from their starting points. Many have excellent thinking skills, which enable them to plan, monitor and evaluate scientific investigations to a very high standard. This is a notable strength in key stage 2.

Most pupils in the Foundation Phase recall previous work confidently. They discuss their work to a high standard and speak eloquently with their peers, teachers and visitors. They use extensive vocabulary and appropriate phrases when conveying information, and developing and explaining their ideas to various audiences, for example when explaining the hidden powers of their favourite superheroes.

Many pupils continue to make good progress in their oral skills as they move through the school. By the end of key stage 2, many pupils have very good skills and they show a skilful awareness of continuity and progress in a range of contexts in Welsh and English. They consider carefully how and when to respond to others, and present clear arguments and ideas when playing an active part in discussions. Most have good translanguaging skills. Many of the most able pupils develop as eloquent linguists who make beneficial links between different languages in order to develop sound oral skills in French and Mandarin, in addition to Welsh and English.

By the end of the Foundation Phase, many pupils have a good understanding of different writing styles. They write extended pieces of work independently and use a wide range of rich vocabulary and punctuation correctly. They immerse themselves completely in their written work, for example when writing creative descriptions of the qualities of imaginary pirates.

Many pupils in key stage 2 develop a sound understanding of when to use a wide range of writing styles. They make sound progress in their ability to apply their literacy skills effectively. Most show a mature awareness of audience and use a variety of imaginative vocabulary to captivate the reader. The standard of many of the most able pupils' creative writing work is excellent.

Across the school, nearly all pupils make good progress in their reading. By the end of the Foundation Phase, many enjoy handling books and develop as passionate readers with smooth expression. In key stage 2, most pupils read fluently and are very knowledgeable when discussing their favourite authors, books and characters. Many use a good range of higher order reading skills successfully to discover facts, for example when researching the wonders of the world, gathering facts about animals that live in extreme environments or presenting information about the life of a miner or a child during the Second World War.

Most pupils make sound progress in their mathematics activities. A majority of the youngest pupils talk about their work by using familiar mathematical language appropriately. By the end of the Foundation Phase, many gather information and record their results in lists, tables, diagrams and simple block graphs. They develop an appropriate understanding of weight and begin to use gram and kilogram measures correctly when putting items in order from the lightest to the heaviest. Many older pupils have a good understanding of place value and use number facts up to 100 when calculating.

Most pupils' attainment in mathematics lessons in key stage 2 is good. Many use a range of data-handling skills effectively, for example when gathering information from tally charts, bar graphs and tables. They interpret and present information intelligently and identify patterns in data in order to come to sensible conclusions. By the end of key stage 2, many pupils use their problem-solving and thinking skills effectively when undertaking investigative tasks in mathematics lessons, for example when deciding which energy provider will offer the best value for money for the camp at Llangrannog. However, a few do not apply their numeracy skills robustly enough across the curriculum.

Most pupils' ICT skills are of a good standard. They show a very good awareness of the need to be careful and keep personal information safe when using the internet. Most pupils in the Foundation Phase show sound continuity and progression in activities that involve language, creating pictures, controlling toys, handling data and solving problems. A majority save their work confidently in appropriate files and are able to record data correctly and create subsequent questions that lead to the next step in simple research work.

Most pupils in key stage 2 use word processing programs effectively in order to communicate and present information. They are proficient in searching the internet and consider copyright intelligently when attaching pictures to their written work, for example when creating information leaflets on the Great Wall of China. Most produce very detailed databases to support research work in science, for example in order to record to what extent pencil graphite affects how brightly a bulb shines. Many pupils develop a very good understanding of how to model, for example by creating multi-instruction programs to control a flying drone.

Over time, there is no significant pattern of difference between the attainment of boys and girls at the expected or higher outcomes and levels. Pupils with additional learning needs make sound progress. By the end of key stage 2, more able pupils achieve excellent standards across the curriculum.

At the end of the Foundation Phase over the last four years, pupils' attainment at the expected outcome in all areas of learning has varied, moving the school between the top 25% and the lower 50% in comparison with similar schools. Performance at the higher outcome has also placed the school between the top 25% and the lower 50%.

Pupils' attainment over the same period at the expected level at the end of key stage 2 has placed the school between the lower 50% and bottom 25% of similar schools for Welsh, English and mathematics. Pupils' attainment in science has placed the school consistently in the top 25% of similar schools. At the higher level, pupils'

attainment has placed the school among the top 25% and the upper 50% for Welsh, English and science. Attainment in mathematics has placed the school between the upper 50% and lower 50%.

### **Wellbeing: Excellent**

Nearly all pupils have an excellent desire and vigour towards learning and they apply themselves enthusiastically to extra-curricular activities. The pupil's voice is an integral part of school life, and pupils take full advantage of the extensive experiences that they have to influence on their daily experiences. They make a valuable contribution by making decisions about their lessons by planning jointly with teachers at the beginning of theme work. Their responsibilities as ambassadors and members of the school council and eco council enable them to gather views and interact very effectively with pupils, staff and governors. As a result, all pupils appreciate that their ideas are important.

The school council works closely with governors to evaluate and monitor the progress of specific priorities from the school development plan in order to raise standards of literacy and numeracy. They also conduct risk assessment in order to improve the school environment. This activity honours and respects the pupil voice, which contributes very effectively to most pupils' high standards of wellbeing. All pupils have contributed to producing a classroom charter and to developing the school's behaviour policy. The effect of input leads to high standards of behaviour among nearly all pupils in lessons and around the school.

Most pupils are thoughtful and treat their peers and the belongings of others with respect and concern, and know who to approach if they need support. These aspects are a strength and contribute very effectively to establishing high expectations among pupils. As a result, many have a high level of commitment and learning is very disciplined among nearly all pupils. A particular feature is their ability to identify their individual learning pathways in order to set challenging success criteria and evaluate their progress. This contributes very effectively to developing them as independent learners.

Pupils are very keen to raise money for charities and good causes. This contributes significantly to their awareness of the situations of those who are less fortunate and in need in their community and globally. ICT ambassadors are given significant responsibilities by leading training sessions for younger pupils, in addition to conducting training for the staff at Ysgol Pencae and schools in Cardiff.

Nearly all pupils have a sound understanding of the need to drink water and eat healthily. Many choose to take part in a wide range of sports within the school and the local community. This contributes well to developing positive attitudes towards health, fitness and social skills.

Nearly all pupils' attendance is excellent, placing the school among the top 25% of similar schools for the last three years.



<b>Key Question 2: How good is provision?</b>
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<b>Good</b>
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**Learning experiences: Excellent**

The school plans an excellent range of innovative learning experiences. This detailed provision ensures that the curriculum extends beyond statutory requirements. This enables teachers to take creative risks to deliver exciting activities that inspire pupils and ignite their curiosity. All staff work very well together to plan and review increasing schemes of work in order to ensure continuity and progression across the school. They consider previous learning carefully and set challenging targets in order to meet the needs of individuals and groups of pupils.

The principles of the Foundation Phase have been established in full and, as a result, provision enriches the curriculum very effectively. The Literacy and Numeracy Framework is embedded firmly in the school's plans and ensures effective opportunities for pupils to develop their skills confidently. Plans to develop literacy and ICT skills in key stage 2 are sector-leading and ensure excellent outcomes, particularly among more able and talented pupils. Teachers plan carefully in order to ensure that pupils' ICT work reaches a wider audience; for example, multimedia presentations on the life of the cricketer, Robert Croft, were broadcast on television screens in Cardiff cricket stadium during the Ashes series.

A particular feature of the school's work is the way in which they enrich learning by providing lively and exciting experiences for pupils as a trigger for class work. For example, older pupils studied plants that grow from seeds that were sent from international space station of the astronaut, Tim Peake. Provision to develop pupils' standards of science across the school is exceptional.

The school provides robust intervention programmes to support the needs of individual pupils well. In addition, provision to develop the skills of more able and talented pupils, particularly in literacy, succeeds far beyond expectations and leads to excellent standards.

Teachers and learning assistants organise a very good range of extra-curricular and residential activities across the school, which enrich overall provision. A good range of regular specialist visitors enrich pupils' understanding of beliefs, religions and traditions in other countries. The eco council is very active in monitoring use of energy at the school and promotes recycling. As a result, most pupils have a very good awareness of what they can do in order to protect the environment, and they develop as responsible, knowledgeable and participatory global citizens.

All members of staff encourage pupils effectively to use the Welsh language correctly during formal and informal activities. A skilful Welsh ethos is central to all of the school's work, and the work of Welsh artists, poets and musicians adorn the walls. The school provides numerous creative activities for pupils across the community, and staff and parents are very active in training pupils for Urdd Eisteddfod competitions. Activities such as making love cakes for St Dwynwen's Day, studying the 'Mari Lwyd', a visit by Sir John Meurig Thomas and extended discussions about introducing a second Welsh television channel contribute excellently to developing an exceptional attitude among all pupils towards the Welsh language and Welsh art.

## **Teaching: Good**

The quality of teaching is robust across the school. Most teachers deliver high quality activities that have a powerful effect on nearly all pupils' standards. They have high expectations and a good awareness of pupils' needs. Teachers usually plan challenging work and question pupils' skilfully in order to develop their thinking skills and problem-solving skills effectively. All teachers have good subject knowledge, particularly when delivering historical and scientific themes.

Many teachers use a wide variety of teaching styles effectively and establish clear learning objectives, which they share with pupils to ensure a strong purpose for learning. They work well with learning assistants and know when to intervene in order to provide effective support to individuals and groups of pupils.

Foundation Phase teachers make appropriate use of the outdoor learning areas. They provide suitable opportunities for pupils to develop their literacy and numeracy skills through investigative, role-play, construction and physical activities. However, outdoor teaching does not always reinforce the focus work that takes place in the classroom in order to develop pupils' skills increasingly enough. Teachers ensure that there are regular opportunities for pupils to develop their ICT skills, for example through purposeful use of QR codes in the classroom and on the school grounds.

Teaching in key stage 2 is robust and very effective at the top of the school. Most teachers make beneficial use of the pupil's voice in order to include their ideas in exciting and relevant lessons. As a result, they stimulate high standards and engage most pupils' interest and enthusiasm successfully. The sense of respect between adults and pupils creates an effective working environment in which most pupils are keen to learn. As a result, nearly all pupils play an active part in the lesson and make sound progress. All staff model good language and correct errors in pupils' spoken language regularly.

The school has detailed arrangements for assessing, recording and tracking pupils' progress. Teachers use this information appropriately to guide planning and to arrange intervention, where necessary. Assessment for learning strategies have been developed well across the school. Teachers provide regular opportunities for pupils to evaluate their own work and that of their peers. As a result, many pupils' self-improvement skills are sound and appropriate for their age and ability. All teachers mark pupils' work regularly and identify strengths, in addition to what they need to do to improve the content of the work in question. However, a few teachers' written feedback does not always show pupils what they need to do in order to develop their skills further. Annual reports to reports provide them with clear information about their children's progress and meet statutory requirements.

## **Care, support and guidance: Good**

The school is a caring and welcoming community that promotes pupils' health and wellbeing effectively through skilful leadership and a range of valuable initiatives. The school's arrangements for many pupils' personal and social development are effective, and most work well together and treat others with respect, care and concern. The school has a clear focus on pupils' emotional and mindful wellbeing,

and the community welcome area offers particular refuge for vulnerable pupils. The school develops pupils' spiritual, moral and cultural skills well through a suitable range of curricular activities and beneficial assemblies.

Leaders place a significant emphasis on providing beneficial opportunities for pupils to be physically active and to choose a healthy diet; for example, national team players and coaches are invited to work with pupils. Older pupils are given valuable opportunities to take part in lunchtime and after-school clubs. Staff and former pupils provide valuable opportunities for pupils to join gardening, dance, football, table tennis, fitness and judo clubs, and Urdd sports competitions.

The school has an influential attendance policy that outlines the school's high expectations. The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

The school's arrangements for identifying pupils with additional learning needs are robust. Staff work closely with a number of specialist agencies and services to provide powerful support. Intervention groups have a very good effect on many pupils' literacy skills, and support for numeracy is developing appropriately. The school has robust arrangements for producing individual education plans. The co-ordinator works closely with pupils, parents, staff and specialist agencies and services. These partnerships has a positive effect on many pupils' confidence and achievements by enabling them to overcome specific obstacles to learning successfully.

### **Learning environment: Good**

All stakeholders are committed to developing an inclusive village feel within the school. Teachers place a strong emphasis on equality and respect in all aspects of their work. They ensure that equal opportunities have a clear priority in order to ensure that all pupils have full access to all of the school's activities. Effective use is made of external experts, in addition to working with pupils from Ysgol Gyfun Plasmawr, in order to develop healthy attitudes towards diversity and overcome violence and bullying.

The school has comprehensive risk assessments. It makes very good use of the pupil's voice in this area, by allowing them to walk around to site to prepare reports for the governors in order to identify what they see as possible risks.

The school shows a high level of respect towards pupils' work by celebrating their successes in attractive displays. This creates a stimulating and stylish learning environment that supports learning effectively. An excellent example of this is the way in which the school displays pupils' drawings alongside original work by Welsh artists. This elicits pupils' pride in their creative work and in their learning environment.

There is a suitable range of resources to support learning across all areas of the curriculum. The school has invested significantly in order to develop the school's outdoor areas. The pagoda, the climbing wall and the forest area contribute very well to developing pupils' desire to have adventures outdoors. The school provides a good range of ICT materials, and many pupils make effective use of tablet computers in order to support their education.

The standard of cleanliness within the school and on the school grounds is good, and the building is safe.

<b>Key Question 3: How good are leadership and management?</b>	<b>Excellent</b>
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### **Leadership: Excellent**

The school is managed by an experienced and effective headteacher who operates above expectations consistently in order to provide an exceptional strategic direction for the school. He has a very clear vision that is based on providing memorable educational experiences for pupils, and shares this successfully with all stakeholders. He knows the school very well and has a firm focus and an excellent understanding of systematic planning in order to raise and maintain standards over a period of time.

The school has a robust management and leadership structure and a very strong senior management team. They work together tirelessly in order to respond very positively to the challenging and ambitious targets that are set for them, staff and pupils. Leaders' responsibilities are defined very clearly and they have an excellent understanding of the school's strengths and areas for improvement. The dedicated and energetic deputy headteacher shoulders leadership duties skilfully by ensuring that middle leaders understand their role, are accountable and meet their targets. Teams of teachers are responsible for developing specific aspects of the school's life and curriculum, for example provision for skills. This ensures excellent opportunities for them to develop their ability to be effective leaders in the future. As a result, standards in literacy, ICT and science have improved and the gap between the performance of boys and girls has narrowed.

The governing body know the school very well. They are extremely knowledgeable about the school's performance, and make very effective use of data and direct evidence in order to contribute significantly to setting the school's strategic direction. They are very analytical and the chair uses his expertise and individuals' strengths effectively in order to support and challenge the headteacher and staff thoroughly when appropriate. Governors visit the school regularly in order to observe lessons, discuss with pupils and scrutinise books. This ensures that they have an excellent understanding of the school's strengths, areas that need to be changed, in addition to beneficial opportunities to monitor and evaluate improvement.

The school gives detailed attention to many national and local priorities. Leaders have introduced innovative programmes in order to develop pupils' investigation and enquiry skills in science lessons. They also plan very effectively to develop pupils' digital competency across the curriculum. In addition, leaders provide broad and unique opportunities for more able pupils to learn Mandarin and take part in extended numeracy workshops.

The school has good arrangements for managing performance, which provide robust opportunities to enable teachers and assistants to challenge their performance in order to develop professionally.

## **Improving quality: Excellent**

The headteacher and senior management team have established a very thorough and innovative culture in order to judge the school's work and plan for improvement. This activity is exceptional and is based on an honest and transparent analysis of standards of teaching and learning over a period of time. All members of staff, pupils, governors and parents are a core part of the process of gathering evidence and producing the self-evaluation report. The school is active in gathering the views of these stakeholders, and leaders act quickly on findings when necessary.

Senior leaders and governors analyse monitoring outcomes carefully and consider these in relation to trends in attainment in order to plan rigorously for improvement. The depth and strategic rigour of the work is one of the school's strengths. Priorities for improvement derive directly from the school's self-evaluation report. The development plan is a very useful document that identifies clearly who is responsible for leading specific aspects. All members of staff have ownership in terms of planning for improvement, and they operate conscientiously. Deadlines, success criteria, challenging targets, clear actions and financial considerations ensure that leaders are able to monitor progress very effectively. They prepare comprehensive reports each term and change improvement pathways as required. These arrangements have already led to continuous improvement in standards of literacy, science and pupils' wellbeing, in addition to planning excellent provision to challenge more able and talented pupils.

The school's ability to embrace new developments is a strength; for example, leaders have a high level of enthusiasm when beginning to consider principles. Teachers' meetings already have a firm focus on including the four key purposes in their teaching.

Governors play a key role in the self-evaluation process by visiting the school regularly. Their use of performance data to track the progress of specific groups of pupils is exceptional. They are very intelligent contributors in discussions about the school's attainment and performance, and are a key part of planning for improvement and monitoring the development plan.

## **Partnership working: Excellent**

The school has an exceptional range of extremely effective partnerships, which have a very positive effect on the quality of teaching. The relationship between the school and parents is exceptional and they contribute significantly to most pupils' high outcomes and wellbeing. Parents have genuine respect towards the staff, and they are included in all aspects of the school's work. The school arranges informative workshops for them each term on aspects relating to literacy, numeracy and science. This raises their awareness of learning methods and enables them to support their children's learning more effectively.

Many parents and relatives of pupils and staff contribute formally to strengthening aspects of the curriculum, for example by conducting scientific and sports activities, numeracy and thinking skills sessions and ICT workshops. In addition, parents come to the school to provide support with aspects of literacy and numeracy enrichment

activities and to develop the outdoor area. A particular feature is the successful family partnership that exists through 'Grandparents' Week', which contributes significantly to promoting boys' interest in literacy. This has a positive effect on closing the gap between the attainment of boys and girls, in addition to increasing boys' enthusiasm towards reading and writing. The school also benefits significantly from financial donations from the parent teacher association, which have ensured a significant supply of ICT resources.

Pupils' visits to the community broaden their experiences significantly, for example by planting plants in an allotment on the grounds of a mansion in Llandaff. These experiences promote pupils' sense of the importance of community and pride in their local area. A particular feature of co-operation in the community is the strong partnership with the city's cricket stadium, which has led to unique provision to encourage pupils to write about games and aspects that are linked to cricket.

The school has a beneficial culture of working with other schools to raise pupils' standards and broaden their experiences; for example, the school has introduced comprehensive guidelines to measure pupils' achievement in science lessons. Pupils have also developed their understanding of life in Patagonia through a successful partnership with the National Museum.

The school has an effective partnership and successful transition arrangements with the secondary school, which ensure that pupils transfer there smoothly. There is also a very good relationship between the school and the numerous playgroups that feed into it. This continuous co-operation is valuable in ensuring that new pupils settle quickly at school.

Teachers work together effectively in standardising and moderating meetings with primary and secondary schools and, as a result, they have a sound understanding of the expected levels and outcomes and pupils' attainments.

### **Resource management: Good**

Leaders ensure that the school has an appropriate number of teachers and support staff with suitable qualifications to teach the curriculum effectively. They work together conscientiously in classes and provide robust intervention programmes that lead to good standards across the school.

Arrangements for teachers' planning, preparation and assessment time are well structured in order to ensure that teachers take full advantage of these periods. The school's performance management processes lead successfully to training staff in line with their individual needs, in addition to meeting the school's priorities for improvement; for example, mathematics courses have led to improving teachers' ability to develop pupils' reasoning skills, particularly at the higher levels.

Leaders have robust arrangements in order to identify good practice within the school, and they arrange appropriate opportunities to share them successfully across the school. This ensures that staff have a good awareness of current teaching strategies that contribute effectively to broadening provision and extending pupils' standards. Leaders also evaluate the effectiveness of new developments carefully

and share their ideas with other schools regularly, for example by creating useful packages to develop strategies to evaluate pupils' progress in terms of their science skills.

The school uses resources effectively to enrich the curriculum across the school; for example, they use financial contributions from parents to ensure a wide range of resources for ICT in order to extend pupils' learning experiences and attainment well.

The school's expenditure reflects the priorities in the improvement plan, and the headteacher and governors monitor the budget carefully in order to ensure the best use of resources. The Pupil Deprivation Grant is used effectively in order to meet the literacy and numeracy needs of specific groups of pupils.

Considering pupils' achievements, the school provides good value for money.

## Appendix 1: Commentary on performance data

### 6812177 - YSGOL PENCAE

Number of pupils on roll	208
Pupils eligible for free school meals (FSM) - 3 year average	2.5
FSM band	1 (FSM<=8%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	30	30	30	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	100.0	90.0	90.0	100.0
Benchmark quartile	1	3	3	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	30	30	30	30
Achieving outcome 5+ (%)	100.0	90.0	93.3	100.0
Benchmark quartile	1	3	3	1
Achieving outcome 6+ (%)	33.3	33.3	40.0	53.3
Benchmark quartile	2	3	3	1
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	30	30	30	30
Achieving outcome 5+ (%)	100.0	90.0	93.3	100.0
Benchmark quartile	1	3	3	1
Achieving outcome 6+ (%)	40.0	43.3	46.7	60.0
Benchmark quartile	2	2	2	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	30	30	30	30
Achieving outcome 5+ (%)	100.0	96.7	100.0	100.0
Benchmark quartile	1	3	1	1
Achieving outcome 6+ (%)	53.3	50.0	56.7	90.0
Benchmark quartile	3	3	4	1

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.



**6812177 - YSGOL PENCAE**

Number of pupils on roll	208
Pupils eligible for free school meals (FSM) - 3 year average	2.5
FSM band	1 (FSM<=8%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	30	26	28	27
<b>Achieving the core subject indicator (CSI) (%)</b>	90.0	88.5	96.4	92.6
Benchmark quartile	3	3	2	3
<b>English</b>				
Number of pupils in cohort	30	26	28	27
Achieving level 4+ (%)	93.3	92.3	96.4	96.3
Benchmark quartile	3	3	3	3
Achieving level 5+ (%)	60.0	57.7	50.0	63.0
Benchmark quartile	1	1	2	1
<b>Welsh first language</b>				
Number of pupils in cohort	30	26	28	27
Achieving level 4+ (%)	90.0	84.6	89.3	92.6
Benchmark quartile	3	4	3	3
Achieving level 5+ (%)	36.7	57.7	46.4	59.3
Benchmark quartile	3	1	2	1
<b>Mathematics</b>				
Number of pupils in cohort	30	26	28	27
Achieving level 4+ (%)	90.0	88.5	96.4	92.6
Benchmark quartile	3	4	3	4
Achieving level 5+ (%)	46.7	53.8	46.4	51.9
Benchmark quartile	2	2	3	3
<b>Science</b>				
Number of pupils in cohort	30	26	28	27
Achieving level 4+ (%)	100.0	100.0	96.4	100.0
Benchmark quartile	1	1	3	1
Achieving level 5+ (%)	46.7	57.7	53.6	74.1
Benchmark quartile	2	2	2	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	105	105 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	104	100 96%	4 4%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	105	102 97%	3 3%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw i'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	105	102 97%	3 3%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	105	100 95%	5 5%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	104	102 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	104	104 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddsygu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	105	101 96%	4 4%	Rwy'n gwybod beth i'w wneud a gyda phwy i siarad os ydw i'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	105	99 94%	6 6%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	105	97 92%	8 8%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	104	87 84%	17 16%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	105	95 90%	10 10%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Denotes the benchmark – this is the total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	101	63 62%	34 34%	2 2%	0 0%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	34%	3%	1%		
My child likes this school.	100	73 73%	24 24%	1 1%	0 0%	2	Mae fy mhlentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	101	77 76%	24 24%	0 0%	0 0%	0	Cafodd fy mhlentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	101	49 49%	42 42%	3 3%	0 0%	7	Mae fy mhlentyn yn gwneud cynnydd da yn yr ysgol.
		62%	35%	3%	1%		
Pupils behave well in school.	101	51 50%	44 44%	4 4%	0 0%	2	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		47%	48%	4%	1%		
Teaching is good.	101	48 48%	40 40%	5 5%	0 0%	8	Mae'r addysgu yn dda.
		61%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	101	57 56%	39 39%	1 1%	0 0%	4	Mae'r staff yn disgwyl i fy mhlentyn weithio'n galed ac i wneud ei orau.
		64%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	98	34 35%	39 40%	10 10%	3 3%	12	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhlentyn yn ei ddysgu yn yr ysgol.
		49%	43%	6%	2%		
Staff treat all children fairly and with respect.	101	54 53%	38 38%	5 5%	0 0%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	101	48 48%	38 38%	7 7%	0 0%	8	Caiff fy mhlentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	38%	2%	0%		
My child is safe at school.	100	65 65%	34 34%	0 0%	0 0%	1	Mae fy mhlentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	98	52 53%	31 32%	1 1%	1 1%	13	Mae fy mhlentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	4%	1%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I am kept well informed about my child's progress.	101	31 31%	50 50%	17 17%	0 0%	3	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		49%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	100	67 67%	26 26%	4 4%	2 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	101	46 46%	37 37%	10 10%	1 1%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		48%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	101	55 54%	37 37%	2 2%	1 1%	6	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		57%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	97	31 32%	29 30%	5 5%	0 0%	32	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	100	53 53%	38 38%	7 7%	1 1%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		54%	39%	6%	1%		
The school is well run.	98	62 63%	31 32%	2 2%	0 0%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	3%	2%		

## Appendix 3

### The inspection team

Dyfrig Ellis	Reporting Inspector
Glyn Griffiths	Team Inspector
Gwen Aubrey	Lay Inspector
Cerian Roberts	Peer Inspector
Richard Thomas	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.