



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

**A report on**

**Pentyrch Primary School  
Bronllwyn  
Pentyrch  
CF15 9QL**

**Date of inspection: July 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.

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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## Context

Pentyrch Primary School in the village of Pentyrch, in the Cardiff Local Authority. There are 141 pupils on roll, from 4 to 11 years of age.

Nearly all pupils are of white British ethnicity. A very few pupils speak English as an additional language and no pupil speaks Welsh at home. The three-year average of pupils eligible for free school meals is about 12%. This is below the national average of 19%. The school identifies around 5% of pupils as having additional learning needs. This is considerably below the national average of 25%. A very few pupils have a statement of special educational needs.

Estyn last inspected the school in September 2010. The headteacher took up her post in September 2013. At the time of the inspection, the deputy headteacher was leading the school. This arrangement has been in place since November 2016.

The individual school budget per pupil for Pentyrch Primary in 2016-2017 means that the budget is £4,341 per pupil. The maximum per pupil in the primary schools in Cardiff is £7,995 and the minimum is £3,046. Pentyrch Primary is 17th out of the 97 primary schools in Cardiff in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Unsatisfactory</b>

### Current performance

The school's current performance is adequate because:

- In the Foundation Phase, most pupils develop effective oracy skills and by the end of key stage 2, most pupils communicate clearly and well
- By the end of key stage 2, most pupils read a broad range of texts with fluency, accuracy and expression
- Throughout the school, many pupils have useful number skills
- By the end of key stage 2, many pupils use a suitably broad range of sentences in Welsh, extending their answers independently
- By end of key stage 2, almost all pupils use an effective range of information and communication technology well, both in ICT lessons and across the curriculum
- Most pupils have a strong understanding of the importance of eating healthily and the need for regular exercise
- Many older pupils undertake roles of responsibility conscientiously
- Many pupils demonstrate good concentration and are keen to take part in learning activities
- Recent improvements to curriculum planning now enable most pupils to engage suitably in interesting learning experiences

However:

- By the end of key stage 2, a majority of pupils have made only adequate progress from their starting points
- A majority of pupils do not maintain the quality of their writing across a wide enough range of tasks. When applying their literacy skills across the curriculum, many pupils' do not consistently write to a high enough standard
- A majority of pupils do not apply their numeracy skills at a high enough level across the wider curriculum
- A few pupils do not consistently respond to adults' direction or show sufficient respect for their peers
- In a majority of classes, teachers have too low an expectation of what pupils can achieve and of their behaviour

## Prospects for improvement

The school's prospects for improvement are unsatisfactory because:

- Staff roles and responsibilities are not well defined
- The lack of continuity of leadership at all levels means that there is no coherent long-term strategy for school improvement
- The performance management of staff is ineffective and has very limited impact on the quality of teaching and learning
- Governors are supportive of the school, but they have failed to challenge leaders effectively enough on issues related to the quality of teaching and learning
- Leaders have yet to base effective self-evaluation on a broad enough sample of learning and teaching or the views of pupils, parents and governors
- The school's self-evaluation report does not provide a clear enough analysis of what needs to improve
- Over time, improvement processes have not been robust and plans for improvement have had little impact on improving standards and provision at the school
- Leaders do not always communicate important information well enough and this hinders the development of stronger relationships with a minority of parents

However:

- The acting headteacher and acting deputy have suitably high expectations for the quality of standards and provision in the school
- The acting headteacher has introduced beneficial staff training opportunities
- Leaders have very recently introduced more consistent procedures to ensure that the monitoring of teaching and learning draws on first-hand evidence

## Recommendations

- R1 Improve pupils' writing skills and their ability to apply them consistently
- R2 Improve pupils' ability to solve mathematical problems and apply their numeracy skills across the curriculum
- R3 Improve behaviour and ensure that all pupils show respect for adults and their peers
- R4 Ensure that all teachers have a high expectations of pupils, assess them accurately and plan learning that challenges them at an appropriate level
- R5 Ensure that all leaders and staff undertake their roles effectively in order to contribute to the school's strategic priorities
- R6 Develop robust systems to accurately evaluate the work of the school and address identified shortcomings robustly
- R7 Improve partnerships with parents

### What happens next?

In accordance with the Education Act 2005, HMCI is of the opinion, that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

## Main findings

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

Adequate

#### Standards: Adequate

Many pupils begin school with literacy and numeracy skills that are at or above those expected for their age. As they move through the school, a majority make inconsistent progress and, as a result, by the end of key stage 2 they have made only adequate progress overall. A majority of pupils with additional needs make appropriate improvement towards their individual targets.

In the Foundation Phase, most pupils develop effective oracy skills. By the end of year 2, most speak confidently using an effective vocabulary. Many concentrate well when listening to adults and other pupils. In key stage 2, most pupils communicate clearly and share their thoughts and their ideas well. For example, older pupils speak eloquently about their thoughts and feelings relating to their move to secondary school.

At the end of the Foundation Phase, many pupils read with fluency and expression. They recall the main events from stories they have read and talk about the characters from their books well. While a majority use their understanding of letters and sounds effectively, very few pupils understand other useful strategies to read unknown words. By the end of key stage 2, most pupils read a broad range of texts well. Most discuss the plot of the stories they read and can name their favourite books and authors confidently. A few pupils, that are more able, have a sophisticated understanding of the way authors portray characters. For example, they infer the feelings of the story's 'hero', not from what the characters say, but from how they say it.

By the end of the Foundation Phase, many pupils have appropriate writing skills. They write series of sentences that link well to tell simple stories or relate events logically. A majority of older pupils understand how they can make sentences more interesting by adding adjectives and adverbs. However, a minority do not write well enough using a broad enough range of styles. They do not use capital letters and full stops consistently and do not always spell accurately. In key stage 2, many pupils make suitable progress in developing their writing skills. Many older pupils demonstrate a useful understanding of how to write for different audiences. They use imaginative language well to make their writing more exciting. For example, when using a Shakespearian style they create interesting descriptions, such as, 'reeky, lack-brained miscreant'. However, throughout key stage 2, a majority of pupils do not maintain the quality of their writing across a wide enough range of tasks. As a result, the quality of their work is not consistently good enough. When applying their literacy skills across the curriculum, many pupils do not write to a high enough standard often enough.

By the end of the Foundation Phase, many pupils have useful skills to work with numbers. They can count well in 3s and 5s, calculate how to pay for items using coins, and add and subtract two-digit numbers on paper accurately. At the end of

key stage 2, most pupils multiply decimal numbers by 10, 100 and 1000 successfully. For example, when scaling-up distances on a map. They use negative numbers when recording temperatures purposefully. Many add fractions to form mixed numbers correctly. However, across the school a majority of pupils do not solve mathematical problems well enough. They do not apply their numeracy skills at a high enough level across the wider curriculum.

In the Foundation Phase, most pupils are happy to speak Welsh to adults in the school. Many use a good range of basic sentence patterns to ask and answer simple questions. For example, older pupils ask each other about their likes and dislikes. In key stage 2, many pupils use a suitably broad range of sentences, extending their answers independently. A majority are beginning to use and understand the past tense well, such as when saying where they have been. Many pupils read simple texts with a good understanding and produce written work to an appropriate standard.

By end of key stage 2, almost all pupils use presentation programmes effectively to present their findings from lessons, for example, sharing a presentation with the rest of the class about tidal energy. They use spreadsheets appropriately to create block graphs that compare pupils' heights. However, they do not yet use spreadsheets purposefully to manipulate data, for example, finding totals of amounts of money. Most pupils use art design packages effectively to change the design of a building plan in three dimensions. They use a coding programme confidently to make a game as well as a complex geometric shape.

In the Foundation Phase, pupils' performance in language and literacy at the expected outcome places the school in the lower or higher 50% when compared with similar schools. At the higher outcome, it is more variable with no obvious trend in performance. In mathematical development, pupils' outcomes at the expected level are consistently in the lower 50%. At the higher outcome, they are more variable.

In key stage 2, at the expected level, pupils' performance in English, mathematics and science is variable when compared with similar schools. In English and science, there is a declining trend. At the higher level, pupils' performance in mathematics and science is variable with no obvious trend in performance. In English, for three of the last four years the school remains above the median. However, its performance has declined when compared with similar schools.

Based on teacher assessment, girls tend to outperform boys at the higher level at the end of key stage 2 and pupils eligible for free school meals tend to do less well than their peers, particularly in mathematics and science. However, in too many cases, the school's assessment of pupils is inaccurate.

### **Wellbeing: Adequate**

Most pupils have a strong understanding of the importance of eating healthily and the need for regular exercise. For example, pupils in the Foundation Phase explain the need to eat fruit and vegetables and 'not too much chocolate'. Many pupils like attending school and enjoy learning. They know where to go if they have any concerns. Standards of behaviour throughout the school are generally satisfactory.



However, too many pupils do not respond well enough to adults' direction or show sufficient respect for their peers. A few pupils feel that the school does not address issues related to poor pupil behaviour well enough.

Many older pupils undertake roles of responsibility conscientiously. For example, the 'Cryw Cymraeg' contributes successfully to the promotion of pupils' enthusiasm for speaking Welsh around the school. The school council undertakes its work conscientiously. It shares its views on important matters of concern for all pupils well, such as the need to care for others. As a result, it has made a number of useful changes to school life, such as improving resources for use at playtimes and raising money to help a children's charity.

Most pupils show a ready willingness to learn. Many demonstrate good concentration and are keen to take part in learning activities. However, a minority are not sufficiently clear about the progress they have made, or what they need to do to improve.

Over the last four years, pupils' attendance has generally placed the school in the higher 50% when compared with similar schools.

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

Recent improvements to curriculum planning enable most pupils to engage suitably in interesting learning experiences. This planning provides clear and systematic coverage of core curriculum areas, including English, mathematics, science and ICT. However, the school's planning for its termly topics does not support the systematic development of pupils' knowledge and skills in other curriculum areas well enough. In the reception class, pupils have access to a stimulating range of independent learning activities. This supports their development well. However, in other Foundation Phase classes, adults do not plan independent learning well enough to challenge learners at an appropriate level.

In a majority of lessons, teachers plan appropriate opportunities for pupils to develop their literacy, numeracy and ICT skills in different contexts. For example, older pupils create effective presentations to share their understanding of tidal energy. However, the school's planning does not provide an effective enough overview to ensure that pupils develop these skills systematically. As a result, too many pupils do not write at a consistently high standard or develop their numeracy skills across the curriculum well enough.

The school has worthwhile plans to ensure that many pupils develop their skills in speaking, reading and writing Welsh well. Engaging provision, such as the new Welsh reading zone, improves pupils' confidence and enthusiasm for using Welsh.. As a result, many pupils develop effective Welsh language skills. The school promotes pupils' understanding of the history and culture of Wales successfully. For example, older pupils develop a sound understanding of how families in Wales lived in the past through their topic work and visits to the Museum of Welsh Life.

The school provides effective opportunities for pupils to learn about sustainable development and global citizenship. A wide range of curriculum topics helps pupils to learn about important concepts beneficially, such as energy conservation. The eco-team encourage all staff and pupils to consider sustainability through purposeful activities, such as holding competitions and making posters about recycling. Staff provide useful opportunities for pupils to develop their understanding of their role as global citizens. For example, links with a school in Uganda broaden pupils' knowledge about the differences and similarities between two cultures' music, art and customs.

### **Teaching: Unsatisfactory**

Many teachers develop effective working relationships with pupils. They plan interesting learning experiences, which encourage many pupils to engage in lessons suitably. Many teachers link learning to past lessons, helping most pupils to understand the objective of learning activities appropriately. A majority of teachers plan worthwhile opportunities for pupils to work in pairs and small groups. This helps pupils think and share their ideas beneficially. However, in a majority of classes, teachers have too low an expectation of what pupils can achieve and of their behaviour. They do not plan learning that challenges pupils at an appropriate level and do not implement effective behaviour strategies consistently. As a result, too many pupils do not make enough progress in lessons.

During lessons, many teachers discuss pupils' work with them purposefully. This helps pupils to identify where they can improve. However, a majority of teachers, and supply staff, do not consistently evaluate pupils' work upon completion. As a result, pupils do not have sufficient opportunities to understand whether they have completed a task successfully, or what they could have done to make it better. Where teachers do comment on pupils' learning, in too many cases their feedback does not help pupils understand how to improve. Most teachers are beginning to implement a few useful strategies to help pupils evaluate their own work and that of their peers. However, these processes are relatively recent and are not yet having a notable impact on the quality of pupils' learning.

The school has clear procedures for tracking pupils' development. All teachers use an electronic system into which they record their assessment of pupils' achievement, regularly. However, in too many cases, teachers' assessment of pupils is not accurate enough to give a true reflection of their progress and standards.

The school's annual reports, and meetings for parents, provide parents with suitable information about their child's time in school, their strengths and areas for development.

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

The school works well to promote pupils' health and in many cases to support their wellbeing. There are effective arrangements for promoting healthy eating and drinking, such as competitions for healthy lunchboxes and a fruit tuck-shop. A beneficial programme of study in ICT helps nearly all pupils to understand well how to stay safe on-line. However, the school does not always act quickly enough to

address concerns about pupils' behaviour and wellbeing. This inhibits a few pupils enthusiasm for attending school. All staff do not always apply the school's positive behaviour strategies effectively enough to ensure that all pupils are able to learn without distraction.

The school provides good opportunities to enhance pupils' spiritual, moral, social and cultural development. For example, pupils learn about Shakespearian theatre enthusiastically when studying *The Tempest*. They examine carefully issues relating to the treatment of others because of their race, and develop a worthwhile understanding of the social issues involved with this.

The school works purposefully with specialist services, such as the family support team and speech and language therapists to meet the needs of pupils with individual difficulties. For example, where pupils have specific concerns, the school involves the help of medical professionals effectively. This helps staff to understand how to care for pupils beneficially.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school provides a suitable range of support initiatives for pupils who have additional learning needs. For example, intervention strategies to improve their reading and spelling skills. Systems for identifying pupils' needs and monitoring their progress while they need this extra help are appropriate. However, a few pupils who need support make inconsistent progress towards their individual learning goals.

### **Learning environment: Good**

The school is a lively environment where all pupils have equal access to all of the school's activities. Through curriculum projects and assemblies that focus on positive values, the school encourages pupils to recognise and value all members of the community, regardless of their race, gender or faith. For example, through its curriculum work on Black History the school celebrates social 'heroes', such as Rosa Parks and Nelson Mandela, and helps pupils to understand the importance of treating everyone equally.

The school makes effective use of its indoor space. Classes have useful and interesting displays that celebrate pupils' work beneficially and provide useful information to pupils while they work. The school has a large, well-maintained outdoor environment, including fields and a forest area. A majority of teachers use this space effectively to develop pupils' learning. For example, pupils in lower key stage 2 use the woodland area enthusiastically to hunt for small creatures and research their environment.

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

The acting headteacher and acting deputy have suitably high expectations for the quality of standards and provision in the school. They communicate these

expectations through useful staff training and clearer procedures for monitoring school improvement. However, these very recent initiatives have not had time to improve the quality of teaching or affect pupils' performance.

Staff roles and responsibilities are not well defined. The lack of continuity of leadership at all levels means that there is no coherent long-term strategy for school improvement. As a result, the school has not been effective in ensuring that all pupils make enough progress. A few subject leaders improve provision. For example, the recent adoption of an ICT programme of study ensures that pupils cover an appropriate balance of different skills and understand e-safety well. Senior leaders now give appropriate attention to the national priorities of numeracy and literacy. However, these are not fully embedded in the school's planning and, as a result, do not have enough impact on pupils' learning.

The performance management of staff is ineffective and has very limited impact on the quality of teaching and learning. Until very recently, targets set to improve pupils' performance lack challenge and promote low expectations.

Governors are supportive of the school and many attend training events. They ensure that most statutory documents and procedures are in place, but there are a very few gaps, such as the need to have a Pupil Development Grant plan and publish it for parents. Governors challenge the school effectively regarding financial decisions. However, they have failed to challenge leaders effectively enough on issues related to the quality of teaching and learning at the school.

### **Improving quality: Unsatisfactory**

The school has very recently introduced more consistent procedures to ensure that the monitoring of teaching and learning draws on first-hand evidence. Prior to this, lesson observations and very limited book scrutiny had little impact on informing school development priorities.

Current senior leaders analyse data efficiently to identify suitable areas for school improvement, such as the need to improve pupils' mathematical reasoning. However, leaders have yet to base self-evaluation on a broad enough sample of learning and teaching or the views of pupils, parents and governors. Consequently, it fails to identify important aspects of school life that are not as good as they should be. For example, the need to improve the communication with parents when handling complaints.

The school's self-evaluation report is a positive document that highlights recent improvements in provision well. However, it does not provide a clear enough analysis of why leaders need to make improvements. For example, it does not give the reasons why pupils do not make enough progress in developing their numeracy skills as they move through the school. Consequently, while there are suitable links between the school's self-evaluation and improvement plan, in almost all cases, the actions in the improvement plan do not target well enough the specific issues that need addressing. For example, although raising standards in reading is in the improvement plan, there is no indication of what about the pupils' reading is causing concern and no actions to address this.

Over time, improvement processes have not been robust and plans for improvement have had little impact on improving standards and provision at the school. The school has not addressed the recommendations from the last inspection successfully. For example, the consistency of teaching and the effective use of assessment remain important areas for development.

### **Partnership working: Adequate**

The school maintains valuable partnerships with the local authority that help enhance particular aspects of the curriculum suitably. For example, the provision of a road safety training scheme helps pupils to learn about keeping safe around traffic effectively. The school also enhances its curriculum through productive partnerships with the local community. In particular, a strong partnership with local church results in purposeful learning activities for pupils. For example, pupils helped design a new Sunday School classroom and take part in annual festivals.

Links with the local secondary school are good and the school manages transition to the local secondary school well. Most Year 6 pupils take part in beneficial induction visits and in ICT, science and physical education lessons in the secondary school. Teachers share appropriate information with the school regarding potentially vulnerable pupils through the secondary school's additional needs co-ordinator. The assistant headteacher from the secondary school also visits to answer questions from pupils and to bring back former pupils who can act as ambassadors. In general, Year 6 pupils feel confident and excited about the move to Year 7.

The school's friends association makes a valuable contribution to the life of the school. It raises money for projects and organises worthwhile events, such as a clothes recycling collection and a summer fete. This raises valuable funds for the school. The school's partnership with parents makes a worthwhile contribution to the development of pupils' skills, for example through home-school reading.

Although the school provides parents with a regular newsletter, leaders do not always communicate important information well enough. For example, they do not always share issues relating to changes in staffing or changes in day-to-day organisation clearly. When needed, teachers do not consistently share information about events in the school day that may have affected individual pupils. These issues hinder the development of stronger relationships with a minority of parents.

### **Resource management: Unsatisfactory**

The school employs enough qualified staff to deliver the curriculum. However, there has been considerable changes to staff in recent years and the staffing structure is still not stable. The current, temporary senior leaders take appropriate account of the professional development needs of staff. For example, a majority of teachers observe practice in neighbouring schools and teaching assistants share their experiences about topics such as the use of Welsh in everyday school life. However, the high turnover of staff and the absence of performance management records prior to the last two terms has resulted in limited staff development. As a result, improving the quality of teaching at the school has not been effective enough.

The acting headteacher and governors manage the school's finances suitably and ensure that the school's priorities receive sufficient funding. The school has sound arrangements for using surplus funds to target future actions. For example, leaders identify funds to provide resources for the recently introduced science curriculum. Overall, pupils have enough, appropriate learning resources.

Leaders do not use the Pupil Development Grant effectively enough. There is no plan for its use in the school and leaders do not ensure that relevant pupils make sufficient progress.

In view of the lack of continuity of leadership at all levels, the unsatisfactory teaching and assessment and the inconsistent progress of a majority of pupils, the school gives unsatisfactory value for money.

## Appendix 1: Commentary on performance data

### 6812175 - PENTYRCH PRIMARY

Number of pupils on roll	133
Pupils eligible for free school meals (FSM) - 3 year average	11.6
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2013	2014	2015	2016
<b>Number of pupils in Year 2 cohort</b>	11	18	19	19
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	90.9	94.4	89.5	89.5
Benchmark quartile	2	2	3	3
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	11	18	19	19
Achieving outcome 5+ (%)	90.9	94.4	94.7	89.5
Benchmark quartile	2	3	2	3
Achieving outcome 6+ (%)	36.4	11.1	36.8	47.4
Benchmark quartile	2	4	3	2
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	11	18	19	19
Achieving outcome 5+ (%)	90.9	94.4	89.5	89.5
Benchmark quartile	3	3	3	3
Achieving outcome 6+ (%)	45.5	5.6	36.8	52.6
Benchmark quartile	1	4	3	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	11	18	19	19
Achieving outcome 5+ (%)	100.0	94.4	100.0	94.7
Benchmark quartile	1	4	1	4
Achieving outcome 6+ (%)	81.8	44.4	52.6	73.7
Benchmark quartile	1	4	3	2

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.

**6812175 - PENTYRCH PRIMARY**

Number of pupils on roll	133
Pupils eligible for free school meals (FSM) - 3 year average	11.6
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2013	2014	2015	2016
<b>Number of pupils in Year 6 cohort</b>	16	17	13	21
<b>Achieving the core subject indicator (CSI) (%)</b>	100.0	88.2	92.3	85.7
Benchmark quartile	1	3	3	4
<b>English</b>				
Number of pupils in cohort	16	17	13	21
Achieving level 4+ (%)	100.0	94.1	92.3	90.5
Benchmark quartile	1	3	3	4
Achieving level 5+ (%)	50.0	52.9	46.2	42.9
Benchmark quartile	1	2	2	3
<b>Welsh first language</b>				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	16	17	13	21
Achieving level 4+ (%)	100.0	88.2	92.3	95.2
Benchmark quartile	1	4	3	2
Achieving level 5+ (%)	56.3	47.1	30.8	52.4
Benchmark quartile	1	3	4	2
<b>Science</b>				
Number of pupils in cohort	16	17	13	21
Achieving level 4+ (%)	100.0	100.0	92.3	85.7
Benchmark quartile	1	1	4	4
Achieving level 5+ (%)	56.3	41.2	23.1	47.6
Benchmark quartile	1	3	4	2

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 a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	70	57 81%	13 19%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	69	48 70%	21 30%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	69	54 78%	15 22%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		96%	4%	
The school teaches me how to keep healthy	70	62 89%	8 11%	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.	67	50 75%	17 25%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	66	61 92%	5 8%	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.	68	68 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	69	64 93%	5 7%	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.	65	45 69%	20 31%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		90%	10%	
I have enough books, equipment, and computers to do my work.	66	45 68%	21 32%	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.	65	23 35%	42 65%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		76%	24%	
Nearly all children behave well at playtime and lunch time	68	43 63%	25 37%	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 a total of all responses 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.	63	12 19%	31 49%	12 19%	7 11%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		62%	34%	3%	1%		
My child likes this school.	63	24 38%	28 44%	6 10%	4 6%	1	Mae fy mhentyn 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.	63	31 49%	29 46%	3 5%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	63	20 32%	26 41%	7 11%	4 6%	6	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	35%	3%	1%		
Pupils behave well in school.	63	5 8%	30 48%	15 24%	10 16%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		46%	48%	4%	1%		
Teaching is good.	63	11 17%	32 51%	11 17%	4 6%	5	Mae'r addysgu yn dda.
		60%	37%	2%	1%		
Staff expect my child to work hard and do his or her best.	63	20 32%	32 51%	2 3%	0 0%	9	Mae'r staff yn disgwyl i fy mhentyn 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.	63	6 10%	34 54%	12 19%	2 3%	9	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		48%	43%	7%	2%		
Staff treat all children fairly and with respect.	63	14 22%	23 37%	15 24%	6 10%	5	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		59%	35%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	63	14 22%	36 57%	5 8%	2 3%	6	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	38%	3%	0%		
My child is safe at school.	63	15 24%	33 52%	8 13%	3 5%	4	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	32%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	63	9 14%	30 48%	7 11%	6 10%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		55%	39%	5%	2%		

	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.	63	8 13%	34 54%	16 25%	4 6%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhlentyn.
		48%	41%	9%	2%		
I feel comfortable about approaching the school with questions, suggestions or a problem.	63	15 24%	29 46%	12 19%	7 11%	0	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.	63	13 21%	31 49%	12 19%	4 6%	3	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.	63	13 21%	33 52%	8 13%	0 0%	9	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.	61	6 10%	28 46%	9 15%	2 3%	16	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.	62	13 21%	32 52%	13 21%	3 5%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	39%	6%	1%		
The school is well run.	63	6 10%	26 41%	16 25%	10 16%	5	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	34%	4%	2%		

## Appendix 3

### The inspection team

Andrew Thorne	Reporting Inspector
Aileen Brindley	Team Inspector
Jeffrey Davies	Lay Inspector
Geoff Cresswell	Peer Inspector
Amanda Reynolds	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.