



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Ystrad Mynach Primary
Lewis Street
Ystrad Mynach
Hengoed
CF82 7AQ**

Date of inspection: November 2014

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:

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

Ystrad Mynach Primary School is on the outskirts of Ystrad Mynach, north of Caerphilly. The school has 428 pupils, including 58 pupils who attend the nursery on a part-time basis. There are 16 single-age classes.

Around 12% of pupils are eligible for free school meals, which is below the local and national averages. The school identifies 14% of pupils as having additional learning needs, which is well below the national average. A very few pupils have statements of special education needs. No pupils speak Welsh as their first language at home. A very few pupils are looked after by the local authority and a very few speak English as an additional language.

The headteacher took up his post in September 2011. The school's last inspection was in 2008.

The individual school budget per pupil for Ystrad Mynach Primary in 2014-2015 means that the budget is £2,821. The maximum per pupil in the primary schools in Caerphilly is £5,106 and the minimum is £2,645. Ystrad Mynach Primary is 63rd out of the 75 primary schools in Caerphilly in terms of its school budget per pupil.

Summary

The school's current performance	Good
The school's prospects for improvement	Excellent

Current performance

The school's current performance is good because:

- most pupils achieve high standards in writing and good standards in other areas of learning and subjects across the curriculum;
- more able pupils achieve particularly well by the end of key stage 2;
- pupils have a strong voice in the running of the school;
- all teachers plan a range of interesting and stimulating activities, which engage and enthuse pupils;
- the standard of teaching is good and, in a few classes, it is excellent;
- nearly all pupils achieve high levels of wellbeing due to the effective care, support and guidance that the school provides; and
- the learning environment is vibrant and supports teaching and learning well.

Prospects for improvement

The school's prospects for improvement are excellent because:

- the headteacher is very effective in his role as a leader and he inspires staff and pupils to achieve their best;
- the headteacher, with the support of the governing body and the deputy headteacher, has taken decisive measures to strengthen the quality of teaching and to develop leadership roles and staff responsibilities throughout the school;
- the very good use of coaching and mentoring by senior leaders is developing a consistent approach to teaching and learning in nearly all classes;
- all staff work as a highly effective and cohesive team towards achieving agreed priorities;
- performance management is robust and challenging and it has a positive effect on pupils' achievements and wellbeing, for example through developing the role of support staff to raise standards in reading;
- the governing body has a strong voice and its role as a critical friend is very well developed to bring about effective improvements in many aspects of school life;
- accurate self-evaluation is based on a wide range of first hand evidence and the outcomes link closely to the school's current priorities, which focus well on raising standards, for example in spelling;
- partnership working is highly effective and helps to ensure a wide range of stimulating opportunities for pupils to develop their confidence and self-esteem and to achieve their full potential;
- the partnership with parents is a particularly strong feature of school life and benefits pupils' levels of achievement and their wellbeing; and
- the school manages its budget carefully and provides good value for money.

Recommendations

- R1 Improve pupils' ability to apply their numeracy skills across the curriculum, particularly in key stage 2
- R2 Raise levels of attendance further
- R3 Ensure that the setting of individual pupil targets for improvement and the use of peer assessment is at least good in all classes

What happens next?

The school will draw up an action plan that shows how it is going to address the recommendations.

Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Good

Standards: Good

When they enter the nursery, most pupils have skills that are above those expected for their age in literacy and numeracy. As they move through the school, most pupils build well on these strong foundations and, by the time they reach Year 6, most achieve high standards, particularly in literacy. More able pupils often reach standards well above those expected for their age.

Throughout the school, nearly all pupils listen well and sustain their levels of concentration for appropriate lengths of time and often for extended periods. Most pupils in both key stages speak clearly and develop their vocabulary well. For example, many older pupils' confidence in using a rich range of vocabulary develops very successfully when they make a radio programme advertising local businesses, which they broadcast to the whole school and the local community.

In the Foundation Phase, older pupils read well at a level appropriate for their ability. They show a good understanding of how to tackle unfamiliar words. More able pupils read fluently and with expression. Many pupils explain what they like to read and the reasons for their choices. In key stage 2, pupils continue to build well on their early reading skills and many become avid and interested readers. More able pupils empathise with characters in the books they read and they apply their skills effectively to interpret the text beyond its literal meaning. They skim text quickly to extract specific pieces of information.

Throughout the school, the overall quality of pupils' writing is excellent. In both key stages, most pupils write engaging and extended pieces for a variety of purposes and audiences in English lessons and in their work across the curriculum. The high standards of presentation and handwriting of most pupils further enhance the quality of their writing. Most pupils' spelling and punctuation are very good. Many pupils in Year 2 identify nouns and verbs correctly and more able pupils understand and use adjectives well, for example when they work on the story of 'The Leaf Man'. By the time they reach Year 6, many pupils use a rich range of vocabulary to paint vivid pictures of events through their writing. For instance, they show real empathy when writing diaries about their experiences as evacuees in the Second World War. More able pupils write moving poems about emotions, such as fear, generated by events in the Blitz. Many use drafting and redrafting very effectively to improve their work. In both key stages, many pupils use their 'Learning Log' well to develop their independent learning and research skills, and they use the information gathered very effectively to enhance the quality of their writing.

Most pupils in Year 2 are developing good mathematical skills. Most count confidently in twos, fives and tens and demonstrate good mental skills to add and subtract numbers within ten. They name, compare and order two and three-digit numbers correctly. Most show a developing awareness of money and can correctly name coins within 10 pence. The numerical reasoning skills of more able pupils are

developing well. Most pupils apply their numeracy skills in their work across the curriculum, for example when they use tally marks and bar charts effectively for a range of purposes, but their ability to apply their skills in other areas of mathematics is more limited. However, in a topic on weddings since the Victorian era, more able pupils accurately calculate the different costs of a bride's bouquet.

In key stage 2, most pupils show a good understanding of a range of mathematical concepts and they use the correct mathematical vocabulary when talking about their work. By the time they reach Year 6, most understand place value to millions and they can round numbers and decimals accurately. Many have very good mental recall of multiplication facts and they calculate percentages and fractions with speed and accuracy. Many pupils' problem-solving abilities are developing well, for example in work involving inverse operations. However, despite the good standards pupils achieve in mathematics, their ability to apply their numeracy skills in other curriculum subjects is underdeveloped.

Many pupils who receive support to improve their literacy and numeracy skills make good progress in intervention groups. Nearly all pupils who have support for additional learning needs make good or very good progress, in relation to their individual targets.

Many pupils make good progress with their spoken Welsh. Most are able to use Welsh confidently as part of the school routine, for example in the role of Helpwr Heddiw. In the Foundation Phase, most pupils ask and respond to simple questions independently following basic patterns. Many pupils in key stage 2 use Welsh to answer a range of questions about common themes, and more able pupils extend their answers appropriately. Many older pupils are beginning to use more complex patterns in their writing. However, pupils' reading skills are less well developed.

Performance in the Foundation Phase over the last three years, at the expected outcome 5, has placed the school consistently in the higher 50% for literacy and mathematical development when compared with similar schools. At the higher-than-expected outcome 6 over the same period, performance in both these areas of learning has placed the school in the top 25% of similar schools.

In key stage 2, over the last four years, performance has been variable when compared with that of similar schools. In English and science at the expected level 4, performance has varied, moving the school between the higher and lower 50% of similar schools, but for performance in mathematics the school has been consistently in the higher 50%. At the higher-than-expected level 5, performance in all three subjects has varied, moving the school between the lower 50% and the top 25% of similar schools.

In the Foundation Phase, there is no notable difference between the performance of pupils who are eligible for free school meals and other pupils. In key stage 2, over the last four years, pupils eligible for free school meals perform consistently less well than other pupils in all three subjects, although in two of these four years the gap has not been significant.

Wellbeing: Good

Nearly all pupils have a good understanding of the importance of exercise and healthy eating. All pupils feel safe in school and are confident that adults will deal swiftly and fairly with the rare incidents of conflict that arise.

Nearly all pupils are well motivated and show pride in their work. They work well together and have many opportunities to take responsibility as they progress through the school, for example as Welsh ambassadors and digital leaders. Nearly all pupils are very polite and courteous.

The school's attendance rates have improved steadily over the last four years. The unverified attendance rate for the last academic year shows continued improvement and stands at 94.9%. However, the attendance rates for the last three years have placed the school in the lower 50% when compared with similar schools. The number of pupils who fail persistently to attend school has fallen sharply since 2010. Most pupils are punctual and are keen to attend regularly as they enjoy all aspects of school life.

Pupils have a strong voice in the running of the school. The school council and other pupil voice groups make valuable contributions to school improvement and represent other pupils' opinions very well. Representatives display mature and responsible attitudes and regularly help to make important decisions. They present their findings to the senior leadership team and others very well. For example, as a result of discussions with senior leaders, the Welsh ambassadors ensure that signage throughout the school is bilingual. Other pupil actions to improve the learning environment include zoning in the play yards, the redesign of the library and extending the choice of books and the provision of speakers on the school yard so that announcements can be heard clearly. Pupils communicate their areas of responsibility effectively through assemblies and the school website and involve other pupils actively through relevant discussion and questionnaires. School council members have shared their good practice on influencing school decision-making with pupils in the neighbouring Welsh school.

Key Question 2: How good is provision?	Good
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Learning experiences: Excellent

The school provides an extensive range of challenging and stimulating learning experiences, which enthuse pupils and meet all statutory requirements. Curriculum planning from the Foundation Phase to key stage 2 ensures that pupils' skills in literacy and information and communication technology (ICT) develop very effectively as they move through the school. As a very good example of this, there are the planned opportunities for pupils to use the radio station to make and broadcast programmes within and outside the school. Digital leaders run weekly 'drop in' sessions for staff and other pupils to raise awareness of new technologies. This helps staff to plan a wider range of ICT applications to support curriculum delivery more effectively. The innovative planning for physical education is very strong and supports the effective development of pupils' literacy and numeracy skills well.

However, planning to develop pupils' numeracy skills across the curriculum in other areas of learning and subjects is less well developed, particularly in key stage 2.

A very good range of educational visits enriches the curriculum successfully. Many pupils enjoy participating in the extensive range of extra-curricular and sporting clubs. These are of high quality and enhance pupils' wellbeing and their enjoyment of school life greatly. 'WOW Weeks' are a regular feature of school life and these provide excellent joint learning experiences for pupils and parents. For example, recent themes include healthy eating and mathematics.

The school plans a range of very effective intervention strategies, which support targeted pupils successfully and improve their literacy and numeracy skills well.

Members of the eco committee are knowledgeable, articulate and enthusiastic supporters of sustainable development within the school. Through the study of other countries, all pupils develop their knowledge of global citizenship very well. For example, in a Year 5 topic on South Africa, pupils research and write detailed, well-constructed accounts of the life and work of Nelson Mandela. This gives them an excellent insight into a very different culture.

Teachers use a range of initiatives effectively to encourage pupils to speak Welsh regularly, for example by awarding 'Dilly Daffodil' class points. Staff and pupils promote the Welsh language consistently well on wall displays and signs throughout the school. Pupils have appropriate opportunities to develop their writing skills, but reading is less well developed. Pupils have many worthwhile opportunities to learn about their Welsh heritage and culture during the 'Wonderful Wales WOW Week' and visits to local sites, such as Big Pit and Caerphilly Castle.

Teaching: Good

All teachers use their up-to-date knowledge of the curriculum well to provide interesting and engaging learning experiences for pupils. Most have high expectations about what pupils can achieve, and the quality of pupils' work, particularly in literacy, reflects this. All lessons have clear learning objectives and most teachers use these well to assess pupils' learning. Many teachers adapt work to meet the different needs and abilities of pupils effectively and this ensures that they receive an appropriate level of challenge. Most lessons move at a suitably brisk pace and teachers use questioning well to help pupils recall previous learning and to extend and assess their understanding. In most lessons, classroom management is effective and this promotes very good behaviour and sustained concentration on tasks. Classroom assistants support pupils' work well in lessons and withdrawal sessions.

All teachers mark pupils' work carefully and their comments make clear what pupils do well and what they need to do to improve. In the best practice in a few classes, teachers follow up these comments in future pieces of work to ensure that improvement takes place. In all classes, teachers and pupils use a good range of assessment for learning strategies and pupils are beginning to assess their own work with increasing accuracy. The use of peer assessment is developing, and older, more able pupils apply success criteria well to make helpful comments on the quality

of the work of other pupils. Pupils have individual targets for improvement and many older pupils use these well to improve their writing and mathematical skills. The school has a comprehensive tracking system, which it uses effectively to identify pupils who need additional support. Teacher assessment outcomes at the end of both key stages are accurate. Reports to parents provide very good information on pupils' progress in their work across the curriculum.

Care, support and guidance: Excellent

The school has a wide range of very good initiatives to promote pupils' health and wellbeing effectively. For example, during a recent 'WOW Week' to promote healthy eating and drinking, parents and pupils visited a local college to learn about and to prepare healthy food. This raises their awareness effectively of the importance of nutritious meals.

Pupils have extensive opportunities to develop their understanding of moral and social issues, particularly the importance of co-operation and tolerance. For example, in personal and social education lessons, pupils have good opportunities to reflect in detail on their own emotions and to understand how these can affect their behaviour. This contributes strongly to the caring ethos and the excellent behaviour of most pupils. The school promotes pupils' cultural development very well through an extensive range of visits to places such as the Winding House in New Tredegar, where pupils learn about the industrial heritage of the area. These visits also enhance considerably the excellent quality of pupils' writing across the curriculum.

The school develops pupils' social, moral and spiritual understanding very well. For example, during a 'Shoe Box' assembly, pupils reflect very well on the significant differences in their own lives and the lives of people in poorer parts of the world. The local church holds services in the school hall for pupils and members of the local community, and this helps to develop the spiritual dimension of pupils' development well.

Arrangements for safeguarding pupils meet requirements and give no cause for concern. Pupils have a good understanding of how to keep themselves safe when using the internet and mobile phones.

The quality of provision for pupils with additional learning needs is very strong. Individual educational plans are child-friendly, give pupils clear targets for improvement and help teachers to track their progress closely. Parents receive regular updates and take part fully in the review process. As a result, pupils make good and often very good progress in line with their abilities. Numerous links with specialist services, such as the Caerphilly Adventure Group and Families First, provide very effective support for vulnerable pupils and their families.

The school implements a good range of measures to improve pupils' attendance. Rewards, such as full attendance certificates, tickets to local attractions and regular reminders through newsletters, are effective in improving overall rates of attendance year on year and greatly reducing persistent absenteeism.

Learning environment: Excellent

The school provides an extremely inclusive, caring and welcoming environment for pupils. All members of staff work closely together to celebrate pupils' talents and differences and to enhance their abilities. This means that all pupils feel valued and have high levels of wellbeing. As a result, they develop their individual talents well in a nurturing atmosphere. Staff treat all pupils equally, fairly and with respect. Pupils have access to all aspects of the curriculum and to the extensive range of highly-engaging extra-curricular activities. The wellbeing of staff is a high priority for the school and contributes to the strong ethos of team working at all levels.

The accommodation and outside yard space are of good quality. The school site is safe and secure. Staff make very good use of all available space. The school has many specialist areas and dedicated rooms, such as the radio station, technology room and digital library. Pupils benefit greatly from using these areas.

The use of resources by all staff is highly effective and supports all aspects of teaching and learning well. For example, the innovative use of tablet computers develops pupils' Welsh oracy skills and reinforces correct pronunciation. Displays are vibrant and inter-active throughout the school and support and enhance current classwork effectively. Role-play areas in all classes link well to current work and contribute significantly to the quality of pupils' learning.

The learning environment supports the school very well in its work with the local education consortium in taking a lead role in the excellent teaching programme.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Excellent

The dynamic leadership by the headteacher is highly successful in establishing a common vision of continuous improvement among staff. He provides clear strategic direction based on a solid understanding of the strengths of the school and its priorities for development. He shares this vision with staff, governors and parents very effectively. Over the last three years, the headteacher, with the support of the governing body and the deputy headteacher, has taken decisive measures to strengthen the quality of teaching and to develop leadership roles and staff responsibilities. The very good use of coaching and mentoring by senior leaders is developing a consistent approach to teaching and learning throughout the school. This has improved provision, enhanced pupils' wellbeing and raised pupil outcomes, for example in their application of literacy skills across the curriculum. There is a high level of openness, trust and respect among senior leaders, teachers, support staff and governors. This ensures a strong culture of support, challenge and shared professional development. All staff have a clear understanding of their roles and responsibilities and undertake these conscientiously and purposefully.

All meetings focus well on school improvement priorities. Leaders monitor the impact of decisions made at these meetings and analyse data robustly. All staff share good practice, work well as a team and participate fully in decision-making in order to take the school forward. The school has highly effective systems for performance

management for all staff. This process challenges staff to achieve highly through the setting of personal targets that relate directly to the school's main priorities. For example, learning support assistants improved their skills through targeted training and this has enabled them to provide effective support to raise standards in reading.

The school takes good account of local and national priorities and this has resulted in improvements in pupils' attendance, the promotion of healthy eating and drinking, and the introduction of digital technology. The school has made good progress in addressing the link between underachievement and deprivation. This is beneficial to pupils' wellbeing and in raising standards for these pupils, for example through the imaginative use of drama, music and ICT workshops.

Governors have a clear understanding of the current performance of the school and ensure that it meets its statutory obligations well. Members of the governing body have a range of useful skills and expertise. These skills help them to act as a critical friend to support the school in moving forward. For instance, the significant improvement in the learning environment and home learning tasks is a direct result of governor intervention and challenge.

Improving quality: Excellent

A range of excellent practices and procedures promote a reflective culture of self-evaluation across the school. The highly effective procedures for self-evaluation include monitoring pupils' books, the use of learning walks, lesson observations and rigorous analysis of data. These give all staff a very clear and accurate picture of the school's strengths and areas for further development. Senior leaders carefully analyse the outcomes from self-evaluation on a termly basis to assess the impact of initiatives and the progress each pupil is making. For example, the school carefully evaluates the progress pupils make on intervention programmes and, when necessary, teachers revise their planning so that tasks best suit pupils' needs.

Members of staff with lead responsibilities for curriculum areas work very closely with teachers and learning support assistants to review pupils' progress and the quality of provision. This informs future planning well. Training for staff and governors ensures consistency in self-evaluation procedures and this supports the accuracy of judgements. The self-evaluation processes benefit from the very strong learning community among staff, where they share their talents effectively to bring about improvement, for example in raising standards in literacy, particularly in writing.

The school bases its development plan and priorities for improvement firmly on the outcomes of the accurate evaluations of all aspects of school life. The plan contains clear and measurable success criteria, realistic timescales and costings. School improvement priorities link directly with performance management outcomes and training needs.

The school has highly effective arrangements for collecting the opinions of pupils and parents through questionnaires and a feedback section on the school website. The school takes appropriate account of their comments and includes them successfully in the self-evaluation process. Pupils make regular contributions to school improvement through various committees and action groups, via individual

suggestion boxes and the school's website. For example, as a result of pupils' suggestions, the Welsh Ambassadors ensure the provision of bilingual signage throughout the school.

Partnership working: Excellent

The partnership with parents is a particularly strong feature of the school. Nearly all parents say their children are safe and receive an excellent standard of education. Communication with parents is highly effective, for example through the innovative digital prospectus and the interactive moodle site. 'WOW Weeks' provide excellent opportunities for parents to involve themselves in their child's learning. A change in the school's approach to homework through the introduction of learning logs is a direct result of leaders listening to the views of parents. The logs provide very good opportunities for pupils to consolidate and to extend their class work.

The school has excellent links with local businesses through the digital leaders' initiative. A very good example is the work produced through construction kits, where a local company trains staff and pupils to use the latest technology. The school is a lead partner in this initiative. It delivers training to staff and pupils from other schools in the regional education consortium. This helps to raise standards in literacy and ICT and equips pupils well for the future. For example, pupils have produced an application to promote the use of literacy in music lessons.

The link between the consortium and the school is having a positive effect on teaching and learning. The sharing of good practice in teaching is helping to raise standards in schools throughout the consortium, through the "Securing Good and Aiming for Excellence" initiative.

The school's radio station is an excellent feature and provides many learning opportunities to support the development of pupils' key skills across the curriculum. Pupils produce broadcasts which advertise local businesses. This gives pupils a purposeful insight into the world of work and entrepreneurship.

The school exploits many opportunities for joint planning and resourcing. For example, through a cluster initiative, a lead teacher and learning support assistant are producing a resource package for the national 'Play to Learn' initiative.

Links with the local comprehensive school are strong and prepare nearly all pupils well for their move to Year 7.

Resource management: Good

All staff are suitably qualified and many readily take on additional qualifications to improve their knowledge, understanding and skills. The headteacher deploys all staff very effectively to make best use of their talents. For example, support staff provide counselling workshops, which help to promote high levels of pupil wellbeing and to improve behaviour and attendance for targeted pupils.

Teachers and support staff have good opportunities to keep their skills up to date through a wide range of training opportunities. The school is proactive in developing networks of professional practice. Staff co-operate successfully with other schools in developing approaches to improving literacy planning.

The headteacher, with the support of the governing body, manages the school budget effectively to meet the priorities in the school development plan. The school uses the Welsh Government grant appropriately to reduce the impact of poverty through the provision of targeted intervention programmes to raise standards of literacy and numeracy. As a result of the good standards that pupils achieve and the highly effective leadership, the school offers good value for money.

Appendix 1: Commentary on performance data

6762393 - Ystrad Mynach Primary

Number of pupils on roll	421
Pupils eligible for free school meals (FSM) - 3 year average	13.5
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	59	44	46
Achieving the Foundation Phase indicator (FPI) (%)	93.2	95.5	95.7
Benchmark quartile	1	1	1
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	59	44	46
Achieving outcome 5+ (%)	94.9	95.5	95.7
Benchmark quartile	1	2	2
Achieving outcome 6+ (%)	40.7	45.5	50.0
Benchmark quartile	1	1	1
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	*	*	*
Achieving outcome 5+ (%)	*	*	*
Benchmark quartile	*	*	*
Achieving outcome 6+ (%)	*	*	*
Benchmark quartile	*	*	*
Mathematical development (MDT)			
Number of pupils in cohort	59	44	46
Achieving outcome 5+ (%)	94.9	97.7	95.7
Benchmark quartile	2	2	2
Achieving outcome 6+ (%)	35.6	40.9	50.0
Benchmark quartile	1	1	1
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	59	44	46
Achieving outcome 5+ (%)	96.6	100.0	95.7
Benchmark quartile	2	1	3
Achieving outcome 6+ (%)	42.4	59.1	73.9
Benchmark quartile	2	2	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.

6762393 - Ystrad Mynach Primary

Number of pupils on roll	421
Pupils eligible for free school meals (FSM) - 3 year average	13.5
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	55	53	56	48
Achieving the core subject indicator (CSI) (%)	85.5	94.3	91.1	95.8
Benchmark quartile	3	1	2	2
English				
Number of pupils in cohort	55	53	56	48
Achieving level 4+ (%)	85.5	94.3	91.1	95.8
Benchmark quartile	3	2	3	2
Achieving level 5+ (%)	32.7	52.8	58.9	60.4
Benchmark quartile	3	1	1	1
Welsh first language				
Number of pupils in cohort	*	*	*	*
Achieving level 4+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Mathematics				
Number of pupils in cohort	55	53	56	48
Achieving level 4+ (%)	90.9	94.3	92.9	95.8
Benchmark quartile	2	2	2	2
Achieving level 5+ (%)	30.9	52.8	51.8	47.9
Benchmark quartile	3	1	1	2
Science				
Number of pupils in cohort	55	53	56	48
Achieving level 4+ (%)	94.5	94.3	98.2	95.8
Benchmark quartile	2	3	2	2
Achieving level 5+ (%)	25.5	47.2	57.1	56.3
Benchmark quartile	3	2	1	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.

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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

Primary Questionnaire (Overall)

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.	157		155 99%	2 1%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	157		156 99%	1 1%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	157		157 100%	0 0%	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	157		156 99%	1 1%	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.	157		157 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	157		156 99%	1 1%	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.	157		157 100%	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.	157		157 100%	0 0%	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.	157		156 99%	1 1%	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.	157		157 100%	0 0%	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.	157		155 99%	2 1%	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	157		152 97%	5 3%	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.	117	103 88%	12 10%	0 0%	1 1%	1	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	117	98 84%	18 15%	0 0%	1 1%	0	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	25%	1%	0%		
My child was helped to settle in well when he or she started at the school.	117	92 79%	24 21%	0 0%	1 1%	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.	117	91 78%	22 19%	1 1%	1 1%	2	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	116	75 65%	36 31%	1 1%	1 1%	3	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	45%	4%	1%		
Teaching is good.	117	91 78%	22 19%	1 1%	1 1%	2	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	100	84 84%	15 15%	0 0%	1 1%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	101	63 62%	33 33%	0 0%	2 2%	3	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.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	115	81 70%	25 22%	2 2%	3 3%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	33%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	116	86 74%	25 22%	1 1%	1 1%	3	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	117	98 84%	18 15%	0 0%	1 1%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	110	73 66%	27 25%	1 1%	1 1%	8	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	117	85 73%	25 21%	5 4%	1 1%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	40%	8%	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 feel comfortable about approaching the school with questions, suggestions or a problem.	117	89 76%	23 20%	3 3%	2 2%	0	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	116	65 56%	37 32%	6 5%	2 2%	6	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		45%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	102	75 74%	22 22%	0 0%	1 1%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	38%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	102	63 62%	24 24%	2 2%	1 1%	12	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	33%	4%	1%		
There is a good range of activities including trips or visits.	114	83 73%	26 23%	2 2%	1 1%	2	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	114	95 83%	18 16%	1 1%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	32%	3%	2%		

Appendix 3

The inspection team

Rhona Edwards	Reporting Inspector
Susan Davies	Team Inspector
Sheila Birkhead	Team Inspector
Justine Elaine Barlow	Lay Inspector
Michael O'Grady	Peer Inspector
Mr Thomas Peter Davies	Peer Inspector
Jonathan Lloyd	School Nominee

Copies of the report

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

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; and
- 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; and
- 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 entitled to 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 entitled to 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 entitled to 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.