



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

A report on

**Ysgol Gynradd Dolau Primary School
Bridgend Road
Llanharan
Pontyclun
Rhondda Cynon Taff
CF72 9RP**

Date of inspection: July 2015

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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Publication Section
Estyn
Anchor Court, Keen Road
Cardiff
CF24 5JW or by email to publications@estyn.gov.uk

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Context

Ysgol Gynradd Dolau Primary School is a bi-lingual school in the village of Llanharan, in Rhondda Cynon Tâf. Currently, 468 pupils between the age of three and eleven years attend the school. This figure includes 66 pupils who attend the nursery. There are 17 classes and all but one are single-aged classes.

Nearly all pupils come from English-speaking homes. The school provides education through the medium of Welsh and English where pupils from both departments integrate on a regular basis. Although approximately half of the school's pupils attend the Welsh department, only a very few speak Welsh as a first language at home. Around 2% of the school's pupils come from an ethnic minority background.

Approximately 21% of the pupils are registered as having additional learning needs and there are very few pupils with a statement of educational needs. Fourteen and a half per cent of pupils are eligible for free school meals, which is lower than the national average of around 26%.

The present headteacher was appointed in 1997 and in post when the school was last inspected in February 2012.

The individual school budget per pupil for Ysgol Gynradd Dolau Primary School in 2014-2015 means that the budget is £2,779 per pupil. The maximum per pupil in the primary schools in Rhondda Cynon Tâf is £5,513 and the minimum is £2,514. Ysgol Gynradd Dolau Primary School is 101st out of the 110 primary schools in Rhondda Cynon Tâf in terms of its school budget per pupil.

Summary

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

Current performance

The school is good because:

- Nearly all pupils work conscientiously and develop into confident learners that make good progress from their starting points
- Most pupils' skills in literacy and numeracy are good
- Pupils engage naturally with each in Welsh; a particular strength of the school is the support that pupils from the Welsh department provide for their contemporaries in the English department to help them develop their Welsh language skills effectively
- Nearly all pupils behave well
- Nearly all pupils display concern and respect for each other and take exceptional pride in caring for those who are less fortunate than themselves
- Staff work collaboratively to ensure that teaching is consistently good across both departments, where pupils take an active part in their learning
- The quality of assessment and tracking of pupils' progress is highly effective
- Staff identify pupils who require additional support early and provide them with well-targeted support to make good progress
- The physical environment of the school is outstanding and staff use it extensively to provide pupils with high quality, sustained opportunities for learning to be attractive and exciting for them

Prospects for improvement

The school's prospects for improvement are good because:

- The headteacher's high expectations provide a clear strategic direction that supports staff well in meeting the ambitious targets he sets
- The school's robust leadership structure ensures that members of the senior management team work very well together and contribute effectively to the school's shared vision
- The school has established honest and robust processes for self-evaluation that secure continuous improvements in standards, pupils' wellbeing, and attendance
- The governing body is very knowledgeable about pupils' performance and uses this information effectively to support and challenge the school
- The school's comprehensive analysis of data to inform self-evaluation and planning for improvement is very detailed and systems for tracking pupils' progress are a strong feature
- The school's development plan is a useful and clearly focused document that includes challenging targets for improvement as well as appropriate and closely monitored success criteria

- Staff engage well with parents and other partners to secure their support
- The school makes good use of the pupil deprivation grant to support the emotional and educational development of pupils eligible for free school meals

Recommendations

A1 Provide more opportunities for pupils to develop their numeracy skills across the curriculum, especially in key stage 2

A2 Ensure consistency in marking so that pupils have a better understanding of what they need to do to improve their work

What happens next?

Ysgol Gynradd Dolau County Primary 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

Nearly all pupils are conscientious, confident and independent learners. Most pupils have a comprehensive range of understanding and knowledge that is appropriate to their age and ability. Most pupils, including the more able and those with additional learning needs, make consistent progress, apply their key skills appropriately, and work to their full potential.

In the Foundation Phase, most pupils in the Welsh and English department make good progress in their literacy skills. Nearly all pupils contribute consistently to group and class discussions, and make observations that link clearly to comments made by other pupils. They talk openly and sensibly about their work and refer enthusiastically to previous learning and ideas, for example when talking about the characteristics of spiders. Most have a good awareness of the audience and use appropriate and increasingly complex vocabulary to good effect.

Most pupils in the Foundation Phase have a solid understanding of different writing styles and use basic punctuation correctly. They use a suitable range of vocabulary and connectives and, by the end of Year 2, most write interesting and creative account in a variety of contexts. Many more able pupils write extended pieces of work confidently across most areas of learning. Most pupils' awareness of the reader is developing appropriately.

By the end of the Foundation Phase, many pupils in both departments read confidently with appropriate expression. Most make effective use of the school's own phonic guide to blend sounds confidently to make sense of unfamiliar and new words. Most older pupils use their higher order reading skills effectively to discover key information quickly from different sources, such as reference books and websites.

Most pupils in key stage 2 build on their previous learning experiences successfully. Most pupils in the Welsh department make appropriate progress in developing both Welsh and English literacy skills equally across different areas of the curriculum. Most pupils in the English department also make effective progress in their ability to apply their literacy skills appropriately across most subjects. The school's literacy scheme allows many pupils to develop an appropriate understanding of writing styles and genres. A minority of pupils are able to make informed choices regarding which ones to use when writing for specific purposes and audiences. However, a few pupils do not write extended and creative pieces of work regularly enough across different areas of the curriculum.

Nearly all pupils across the school enjoy using Welsh and English books, and make good progress in their reading from an early age. Most pupils in key stage 2 read fluently with expression and talk enthusiastically about their favourite authors and books. Many read for pleasure and use a good range of reading skills successfully to retrieve information from reference books and websites. Most summarise main points well, using deduction where appropriate.

By the end of key stage 2, the standard of many pupils' oracy skills in both Welsh and English is very good. Most pupils explain in detail what they are doing and why. They listen attentively to their peers and contribute effectively to group discussions by considering carefully how and when to respond to others.

Nearly all pupils who attend the English department have very little or no knowledge of Welsh when they enter the school. However, from an early age, most pupils in the Foundation Phase make very good progress in learning the language and display a positive attitude towards Welsh. Nearly all pupils maintain this progress throughout key stage 2 and many develop their skills for a wide range of purposes and regularly engage in spontaneous conversations with staff.

Nearly all pupils in the Welsh department speak enthusiastically and confidently in Welsh. They engage naturally with each other both formally and in less formal situations, such as during play and in extra-curricular activities. Many pupils from the Welsh department support and help develop the Welsh language skills of their friends in the English department. This is strength of the school. Nearly all pupils, throughout the school, have a solid awareness of Welsh culture and traditions.

Most pupils in the Foundation Phase make good progress in mathematics and apply their numeracy skills confidently and consistently across all areas of learning. By the end of the Foundation Phase, most pupils have good number skills and use simple lists, tables, and diagrams to record and present information correctly. Many understand simple measurements and have a good knowledge of shape.

Many pupils in key stage 2 achieve well during mathematics lessons. Most pupils' numeracy skills are developing appropriately, as they move through the school. They are able to develop their own strategies for solving problems when undertaking investigative tasks. However, by the end of key stage 2, only around half of the pupils apply their numeracy skills regularly enough in different subjects.

Over the last three years, performance in the Foundation Phase at the expected outcome 5 in all areas of learning has varied, moving the school between the top 25% and lower 50% when compared with similar schools. Performance in Welsh language, literacy, and communication has been consistently higher than for other areas of learning. The performance of more able pupils at outcome 6 in all areas of learning has varied, moving the school between the higher and lower 50% of similar schools.

In key stage 2, performance at the expected level 4 has varied considerably over the last four years when compared to levels in similar schools. Performance in Welsh, mathematics and science has varied, moving the school between the top 25% and lower 50% of similar schools, with performance in English moving the school between the higher and lower 50%. The performance of more able pupils at level 5 over the same period has also varied, with Welsh and science placing the school between the top 25% and lower 50%. Attainment in English and mathematics has moved the school between the higher 50% and bottom 25%.

There are no significant differences between the attainment of boys and girls. Over time, the attainment of pupils who are eligible to receive free school meals compares well with the performance levels of other pupils.

Wellbeing: Good

All pupils feel safe and happy in school and know they can approach any member of staff or their friends for help and support at any time. Nearly all pupils have a thorough understanding of the need to live a healthy lifestyle. They are enthusiastic and take advantage of a wide variety of opportunities to embrace physical exercise through the extensive range of extra-curricular activities available. Nearly all pupils have a very clear understanding of the need to eat and drink healthily. Pupils promote this successfully by organising regular fruit tasting sessions at the healthy food tuck shop.

Nearly all pupils behave well both within the classroom and around the school. They display a warm and friendly manner towards adults and each other. Older pupils are eager to take on additional responsibilities, for example as sports ambassadors and playground buddies. This has a positive effect on developing their social skills and their ability to mediate successfully by helping each other arrive at agreed conclusions following any minor disagreements. Most pupils have an outstanding positive attitude to their learning. They make informed choices during tasks and work well both independently and with others.

Nearly all pupils contribute effectively to school life through their involvement in the school council, the eco committee, and sports council. They are involved in formal meetings with the school's senior management team and have successfully negotiated the purchase of sport, and play equipment. They feel a strong association with the local and wider community and enjoy taking on these responsibilities. The designing and creation of the well-established sensory garden provide a superb example of co-operative work between pupils and the local community.

Nearly all pupils display concern and respect for each other. They take pride in caring for those who are less fortunate than themselves by supporting several local and national charities annually. They demonstrate this care by looking after wildlife such as chickens and the extensive fruit and vegetables that grow in abundance in the school gardens.

The pupils respond positively to the numerous strategies that the school has implemented to improve attendance. As a result, the school's attendance rates have improved steadily over the last four years. The unverified attendance rate for this academic year shows continued improvement and currently stands at around 95.6%. However, the attendance rates for the last two years have placed the school in the lower 50% when compared with similar schools.

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

The school provides a broad, balanced curriculum, which meets statutory requirements. Teachers have recently reviewed and adapted their long term planning to incorporate the requirements of the National Literacy and Numeracy Framework. These plans include appropriate opportunities for pupils to develop their literacy skills progressively within a range of curricular areas. However, opportunities to develop pupils' numeracy skills across other areas are not as well planned, especially in key stage 2. Well-organised and stimulating experiences engage pupils' interests effectively, and promote independent learning successfully, especially in the Foundation Phase. The school provides an extensive range of extra-curricular clubs and activities that enrich pupils' learning successfully.

The school plans highly effective intervention programmes to support individual pupils' needs well. Teachers and support staff who work with pupils that have been identified as needing additional support, ensure that these pupils make significant progress.

All members of staff encourage pupils to use the Welsh language throughout the day during formal and informal activities. Teachers in the English department provide meaningful opportunities for pupils to build effectively on previous experiences. Staff in the Welsh department plan activities that ensure sound development and continuity of Welsh that succeed in producing competent and confident bilingual pupils by the end of key stage 2. The provision for pupils to learn about the culture, heritage and history of Wales is good. For example, teachers provide regular opportunities for pupils to work alongside prominent Welsh entertainers, study Welsh artists and take part in the Urdd Eisteddfod.

The school provides pupils with highly engaging opportunities to take part in environmental activities and make effective and sustained use of the outside learning environment. The eco committee supports this well and helps develop pupils' understanding of local environmental issues successfully. The school provides nearly all pupils with worthwhile opportunities to develop a suitable awareness of their role as global citizens. They appreciate and understand the challenges that face those who live in difficult circumstances through studying other countries such as Brazil and Uganda.

Teaching: Good

Teachers plan interesting lessons and activities that encourage and motivate pupils to take an active part in their learning. Nearly all teachers have good up-to-date subject knowledge and use skilful questioning to develop pupils' understanding and thinking skills well. They use a wide variety of resources and make particularly effective use of the outdoor environment to enhance pupils' learning experiences effectively. Teachers plan interesting lessons that encourage pupils to use their literacy and numeracy skills purposefully. However, in key stage 2, there are fewer regular opportunities for pupils to develop their numeracy skills fully across all areas of the curriculum.

All teachers have clear learning objectives for their lessons and most share these regularly with pupils to provide a clear purpose to the learning taking place. In most classes, teachers improve pupils' learning at an appropriate pace and set challenges that stimulate most pupils effectively. Learning support assistants participate regularly in lessons, know when to intervene, and provide effective support for individuals and groups of pupils.

The school undertakes an effective range of relevant assessment procedures that provide an accurate profile of each pupil's abilities. Teachers use this information appropriately to inform future planning and to identify pupils who require additional support. Teachers make effective use of assessment for learning strategies in most classes, and this promotes independent learning well. Nearly all teachers mark pupils' work regularly and comment positively on their achievements. However, when teachers mark work produced by older pupils in key stage 2, comments are often too complimentary. As a result, a minority of pupils are unsure about what they need to do to improve their work.

The school's annual reports to parents are detailed and personal to each pupil, and they provide parents with appropriate information on their child's progress.

Care, support and guidance: Excellent

The school promotes pupils' health and wellbeing effectively through a range of high quality initiatives. There are excellent opportunities for pupils to participate in physical activities through carefully timetabled physical education lessons and regular extra-curricular activities such as football, netball, gardening, and creative arts.

The school successfully encourages pupils to develop a shared sense of values, which includes respect for others, friendship and honesty. Members of staff introduce these sensitively in assemblies and reinforce them regularly in class, around the school and in the playground. Teachers plan high quality and consistent opportunities to develop pupils' spiritual, social, moral and cultural development well.

The school has a clear, well-defined system for identifying pupils who may require additional support. Members of staff recognise these pupils' needs early and implement a comprehensive programme of highly effective intervention strategies which they monitor thoroughly. The school also develops the staff's capacity to provide well-planned, targeted support that responds effectively to the behavioural, emotional and social difficulties of pupils. This is an outstanding feature of the school. Teachers include parents and pupils in the process of setting and reviewing individual educational plans. Teaching assistants provide very good support to groups and individuals. This has a positive impact on pupils' progress.

The school makes good use of a range of specialised outside agencies such as the educational psychologist and speech and language service, which provide extensive support and guidance for pupils.

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

Learning environment: Excellent

Dolau is a happy school, which has an exceptionally caring and inclusive ethos. Members of staff have successfully developed policies and practices over time, which gives everyone a fair chance to develop themselves both academically and socially, regardless of their backgrounds. The school provides a vibrant and exciting environment that supports pupils well in developing into confident and successful learners. The school places exceptional emphasis on equality, diversity, and mutual respect. As a result, pupils portray a very strong sense of maturity, displaying a desire to help each other and those who live in the local and wider community.

The physical environment of the school is an outstanding feature. Members of staff maintain the buildings and surrounding area well. They are clean, attractive, stimulating and a source of pride to the pupils and staff. The school has developed the exterior areas successfully over time to provide adventurous and stimulating learning spaces for pupils. Members of staff use these areas extensively to provide high quality, sustained opportunities for learning to be attractive and exciting for pupils. The sensory garden, created by the pupils, staff and members of the community, provides a tranquil area for calm reflection. It is a visually enhancing learning area, which also allows pupils to identify and study plants and other wildlife.

The school has created classrooms and corridors that are vibrant and full of colour, and that enhance learning experiences well for all pupils. Pupils are very proud of their environment and show great respect towards it. New solar panels provide energy and make considerable savings on energy bills, increasing pupils' awareness of sustainable issues. The facilities, which include a gymnasium, swimming pool, and kitchen, are great assets to pupils, teachers, and groups from the local area.

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

The headteacher provides a clear strategic direction that focuses effectively on the wellbeing and standards of pupils, and supporting staff in meeting the ambitious targets he has set. He has high expectations, is very visible around the school, and has a good knowledge of standards of teaching and learning. Members of the senior management team contribute effectively to the school's shared vision, and work successfully together. The headteacher has established a robust three-tiered management and leadership structure. This provides inexperienced leaders with worthwhile opportunities to lead curriculum based initiatives when senior members of staff receive promotion to other posts in different schools. This very well-organised leadership framework develops future leaders successfully.

Staff meetings have a clear focus on pupil standards, school priorities, and national initiatives. Leaders analyse data well and share outcomes effectively with all staff to ensure that under-performance is consistently challenged. Over time, school leaders have successfully raised standards in English and Welsh, as well as improving the attainment of boys, and pupils who are eligible for free school meals. However, recently, leaders have not ensured that all pupils are given regular opportunities to develop their numeracy skills regularly enough across all subjects in key stage 2.

The governing body is very knowledgeable about the school's performance when compared with that of other schools and uses this information effectively to set priorities and targets for improvement. Governors are supportive and challenge the headteacher effectively when it is appropriate to do so. They are regular visitors to the school, which provides them with an appropriate overview of the school's strengths and any areas that require improvement.

The school pays close attention to many national and local priorities. Leaders focus closely on developing pupils as independent learners, the Welsh language skills of pupils in the English department and providing exciting outside learning areas. These initiatives have a positive impact on pupils' learning outcomes, experiences, and standards of wellbeing. Performance management systems are appropriate and encourage teachers and teaching assistants to challenge their own performance and to take an active part in planning for their personal professional development.

Improving quality: Good

The headteacher and senior management team have established an honest, analytical, and robust structure for self-evaluation. These well-developed systems successfully include regular contributions from all members of staff. These have been key factors in bringing about continuous improvement in standards, pupils' wellbeing, and their attendance.

The school uses a wide range of evidence to monitor and evaluate performance and gathers the opinions of pupils, parents and other stakeholders effectively. Senior leaders analyse the results collectively and consider outcomes carefully when planning for improvement. Rigorous analysis of data, lesson observations and discussions with pupils ensure that leaders have a good understanding of what the school is doing well, and what needs to improve.

The school's processes for monitoring performance directly inform its strategic plan for improvement. The school's comprehensive use of performance data to inform self-evaluation and identify priorities for improvement is a strong feature. The school's development plan is a useful and clearly focused document that includes challenging targets for improvement, suitable allocation of resources and funding as well as appropriate success criteria. Each member of the senior management team has delegated responsibilities for improvement within the school development plan. They establish individual improvement plans to monitor and evaluate specific initiatives and actions. This thorough monitoring arrangement ensures that all members of staff have clear ownership in respect of planning for improvement and implement this diligently. This has resulted in notable improvements in standards of literacy and Welsh second language across the school as well as attendance and aspects of independent learning and assessment for learning in the Foundation Phase.

Governors contribute appropriately to the self-evaluation process through regular visits to the school. They have a thorough understanding of the school's performance data. However, the outcomes of school visits are not always shared formally with the full governing body.

Partnership working: Good

The school has many effective partnerships that have a positive impact on pupils' learning and wellbeing. Members of staff engage well with parents to secure their support. Parents are especially appreciative of the high level of care provided for their children. The active parent-teacher association has raised considerable sums of money to improve the outdoor learning facilities. Many parents attend curricular workshops in school to help them to support their children at home. These are having a measureable impact on raising pupils' standards of achievement.

The school enhances its curriculum through a good range of partnerships with the local community. For example, members of the community have helped the school to landscape the school gardens and play areas. This motivates pupils to look after their school environment well and enriches their learning experiences effectively. Many pupils participate in community events such as the Remembrance Day ceremony. This develops pupils' understanding of their role as citizens well.

The school has close links with the local playgroups and transfer arrangements ensure that the younger pupils settle quickly and happily into the nursery class. Well-established transition arrangements with the local comprehensive schools ensure that nearly all pupils are confident to move on to the next stage of their education. The school works effectively with schools in the cluster and beyond to share staff training activities and good practice such as implementing a structured mathematics programme. They also work together successfully to moderate pupils' work and to ensure the accuracy of their assessments.

Resource management: Good

The school has a suitable number of qualified teachers, which it deploys effectively to make the most of their knowledge and skills. Teachers work well as a team to share good practice, resources and help to develop each other's skills to ensure pupils gain equal opportunities to learn. A skilled and enthusiastic team of teaching assistants provide very effective support and enable pupils to make good progress in their learning and wellbeing. School managers provide appropriate opportunities for teachers to plan, prepare, and record assessments.

A whole school approach to professional development and training ensures a shared understanding and a consistent and supportive approach to new initiatives amongst the staff. The school is a bright and stimulating learning environment, where members of staff use a wide range of high quality resources well to support pupil development.

The headteacher and governing body manage finances efficiently, ensuring that the school is well resourced. School leaders cost the school improvement plan accurately and monitor expenditure carefully to ensure that they meet priorities appropriately. The school makes good use of the pupil deprivation grant to support the emotional and educational development of pupils eligible for free school meals. As a result of the good standards achieved by pupils and the quality of provision and leadership, the school provides good value for money.

Appendix 1: Commentary on performance data

6742083 - DOLAU PRIMARY

Number of pupils on roll	452
Pupils eligible for free school meals (FSM) - 3 year average	14.6
FSM band	2 (8%<FSM<=16%)

Foundation Phase

	2012	2013	2014
Number of pupils in Year 2 cohort	55	42	60
Achieving the Foundation Phase indicator (FPI) (%)	87.3	90.5	90.0
Benchmark quartile	2	1	2
Language, literacy and communication skills - English (LCE)			
Number of pupils in cohort	29	25	31
Achieving outcome 5+ (%)	89.7	96.0	83.9
Benchmark quartile	2	1	4
Achieving outcome 6+ (%)	24.1	16.0	29.0
Benchmark quartile	3	4	3
Language, literacy and communication skills - Welsh (LCW)			
Number of pupils in cohort	26	17	29
Achieving outcome 5+ (%)	88.5	100.0	100.0
Benchmark quartile	2	1	1
Achieving outcome 6+ (%)	30.8	17.6	34.5
Benchmark quartile	2	3	2
Mathematical development (MDT)			
Number of pupils in cohort	55	42	60
Achieving outcome 5+ (%)	90.9	97.6	91.7
Benchmark quartile	3	1	3
Achieving outcome 6+ (%)	27.3	31.0	25.0
Benchmark quartile	2	2	3
Personal and social development, wellbeing and cultural diversity (PSD)			
Number of pupils in cohort	55	42	60
Achieving outcome 5+ (%)	98.2	95.2	98.3
Benchmark quartile	2	3	3
Achieving outcome 6+ (%)	41.8	33.3	51.7
Benchmark quartile	2	3	3

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.

6742083 - DOLAU PRIMARY

Number of pupils on roll	452
Pupils eligible for free school meals (FSM) - 3 year average	14.6
FSM band	2 (8%<FSM<=16%)

Key stage 2

	2011	2012	2013	2014
Number of pupils in Year 6 cohort	49	39	41	46
Achieving the core subject indicator (CSI) (%)	81.6	89.7	82.9	89.1
Benchmark quartile	3	2	3	3
English				
Number of pupils in cohort	49	39	41	46
Achieving level 4+ (%)	85.7	92.3	90.2	89.1
Benchmark quartile	3	2	2	3
Achieving level 5+ (%)	20.4	33.3	39.0	39.1
Benchmark quartile	4	3	2	3
Welsh first language				
Number of pupils in cohort	26	25	15	23
Achieving level 4+ (%)	88.5	92.0	100.0	87.0
Benchmark quartile	2	2	1	3
Achieving level 5+ (%)	19.2	28.0	40.0	34.8
Benchmark quartile	3	2	1	2
Mathematics				
Number of pupils in cohort	49	39	41	46
Achieving level 4+ (%)	91.8	97.4	87.8	91.3
Benchmark quartile	2	1	3	3
Achieving level 5+ (%)	22.4	43.6	39.0	45.7
Benchmark quartile	4	2	2	2
Science				
Number of pupils in cohort	49	39	41	46
Achieving level 4+ (%)	95.9	94.9	95.1	100.0
Benchmark quartile	2	2	2	1
Achieving level 5+ (%)	22.4	28.2	43.9	41.3
Benchmark quartile	3	3	1	3

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.	104		101 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
			98%	2%	
The school deals well with any bullying.	104		93 89%	11 11%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
			92%	8%	
I know who to talk to if I am worried or upset.	104		101 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	104		103 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.	104		104 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
			96%	4%	
I am doing well at school	104		100 96%	4 4%	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 ddysgu a gwneud cynnydd.
			99%	1%	
I know what to do and who to ask if I find my work hard.	104		102 98%	2 2%	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.	104		101 97%	3 3%	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.	104		103 99%	1 1%	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		78 75%	26 25%	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	104		88 85%	16 15%	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.	54	43 80%	11 20%	0 0%	0 0%	0	Rwy'n fodlon â'r ysgol yn gyffredinol.
		64%	33%	3%	1%		
My child likes this school.	55	48 87%	7 13%	0 0%	0 0%	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.	55	46 84%	8 15%	1 2%	0 0%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		73%	26%	1%	0%		
My child is making good progress at school.	55	40 73%	14 25%	1 2%	0 0%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		63%	34%	3%	1%		
Pupils behave well in school.	54	31 57%	22 41%	1 2%	0 0%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	55	41 75%	14 25%	0 0%	0 0%	0	Mae'r addysgu yn dda.
		62%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	55	43 78%	11 20%	1 2%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	33%	1%	0%		
The homework that is given builds well on what my child learns in school.	54	29 54%	24 44%	1 2%	0 0%	1	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.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	54	37 69%	16 30%	1 2%	0 0%	1	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		61%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	55	40 73%	15 27%	0 0%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		61%	37%	2%	0%		
My child is safe at school.	54	44 81%	10 19%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		67%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	43	31 72%	10 23%	2 5%	0 0%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	54	32 59%	20 37%	2 4%	0 0%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		50%	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.	53	37 70%	12 23%	3 6%	1 2%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		63%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	52	27 52%	23 44%	1 2%	1 2%	3	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	56	37 66%	19 34%	0 0%	0 0%	0	Mae'r ysgol yn helpu fy mhentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	38	23 61%	13 34%	2 5%	0 0%	18	Mae fy mhentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		53%	41%	5%	1%		
There is a good range of activities including trips or visits.	56	36 64%	19 34%	1 2%	0 0%	0	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	38%	5%	1%		
The school is well run.	56	43 77%	11 20%	2 4%	0 0%	0	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

Appendix 3

The inspection team

Dyfrig Ellis	Reporting Inspector
Eurig Towns	Team Inspector
Sioned Thomas	Team Inspector
Glenda Jones	Lay Inspector
Rhian James	Peer Inspector
Gareth Evans	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
- 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.