

**INSPECTION UNDER SECTION 10 OF THE
SCHOOL INSPECTION ACT 1996**

**Ysgol Cae Top
Stryd yr Allt
Bangor
Gwynedd
LL57 2HA**

School Number : 661 / 3030

Date of Inspection : 29 April – 1 May, 2003

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Registered Inspector : W19 / 17166
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under contract number ESTYN – T/234/02P**

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CURRICULUM AND KEY STAGES NOMENCLATURE

A new nomenclature to describe pupils' progress through the school was introduced in 1989. It is intended that this system of numbering year groups from the start of compulsory education until the age of 18 should facilitate communication amongst schools, governing bodies, parents and LEAs and emphasise the importance of progression.

The term "Reception" [R] refers to the year group of pupils in a primary school [not a nursery class] whose fifth birthday will occur during the academic year. "Year 1" [Y1] is used for the year group of pupils whose sixth birthday will occur during the academic year and so on until Y13 – the year group whose 18th birthday will occur during the academic year:

	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Age	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18

Key Stage [KS] 1 of the National Curriculum includes Y1 and Y2; KS2 includes Y3 to Y6; KS3 includes Y7 to Y9 and KS4 includes Y10 and Y11 [the last year of compulsory education].

GRADE DESCRIPTIONS

The following five-point scale is used to represent the main opinions of the report as follows:

1. Very good: many good features, some particularly good.
2. Good: good features and no major shortcomings.
3. Satisfactory: good features that outweigh some shortcomings.
4. Unsatisfactory: some satisfactory work but shortcomings in important areas.
5. Poor: many shortcomings.

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1. CONTEXT

The School and its Priorities

Ysgol Cae Top is situated in a residential area in Upper Bangor. The school is housed in buildings that were originally built 130 years ago; the school has a substantial number of temporary classrooms.

The school is a voluntary controlled school of the Church of Wales and is maintained by Gwynedd LEA. The school's aims are based on the expectations of the Church in Wales. Pupils from all religious faiths are welcomed at the school. As a school that is maintained by Gwynedd Unitary Authority, the school complies in full with the authority's language policy. Although only approximately 6% of the pupils are able to speak Welsh to a standard comparable to pupils from homes where Welsh is spoken as a first language, all the classes are taught through the medium of Welsh for part of the school day. English is not introduced formally until the end of KS1, and all pupils sit the National Curriculum (NC) tests and assessments at the end of KS1 in Welsh. At age 11, pupils are given a choice of transferring to one of the two secondary schools in the city.

The school admits pupils from the full range of abilities. Six pupils have a statement of special educational needs [SEN] and there are 43 pupils on the school's SEN register, which is approximately 18% of the total school population. About one quarter of the pupils come from prosperous homes and another quarter come from homes that are economically disadvantaged. The percentage of pupils claiming free school meals is slightly more than 17%. A little over half the pupils have received pre-school education.

This school is unique in many respects. The school is popular with families that are linked to the University College of Wales, Bangor, and with a number of other families from Bangor and its surrounding areas. Only 6% of the pupils are from homes where Welsh is the main language and 20% of the pupils come from homes where neither Welsh nor English is the main language. Over the past fifteen years, every school year has included, on average, 14 pupils from families who come from overseas countries, and 15 different languages are spoken in their homes. A substantial proportion of the pupils arrive at the school after the beginning of October, at the time when their parents arrive to attend courses at the University College. Only a small number of these pupils remain at the school for more than a few years. Therefore, pupils who do not have English as their first language are constantly being admitted to the various classes across the school. A small number take advantage of the opportunities provided for them to attend the Welsh language centre for latecomers. The school was last inspected in October, 1997.

The present head was appointed in September 2002, and the school's main priorities, as detailed in the School Development Plan [SDP], for the year 2002-2003 are to:

- establish an implement an effective self-evaluation system throughout the school;
- establish a more effective monitoring system throughout the school [subjects + teaching and learning];
- develop subject profiles;
- secure more computers for the school;
- raise standards in art, design and technology and Information and Communication (ITC) across the school.

The school's targets for 2003 are as follows:

	KS1 Level 2/3		KS2 Level 4/5	
	School	County	School	County
Welsh	90.5	91	58.6	72
English	81	91	79.3	72
Mathematics	95.2	91	79.3	74
Science	95.2	91	82.8	77
Core Subject Indicator	90.5	83	79.3	66

2. MAIN FINDINGS

Main Findings of the Report

This is an effective school that achieves good or very good standards in a number of areas despite disadvantages stemming from the buildings. External assessment results are also good. The varied experiences offered to pupils contribute substantially to their standards of achievement. This is a very good school from the point of view of social inclusion. Pupils from overseas quickly become part of the school and contribute substantially to its multi-ethnic ethos which gives due regard to the bilingual (Welsh/English) nature of Gwynedd. The pupils' behaviour is very good and their attitude to work is good. Good relations have been established with parents and the community.

- Standards are generally good. No examples of unsatisfactory standards were observed during the inspection. Standards were very good in 18%, good in 77% and satisfactory in 5% of the lessons observed.
- The educational provision for children under five is appropriate and successfully fosters the desirable outcomes for children's learning. Standards in the six areas of learning are as follows:

AREA OF LEARNING	Nursery	Reception
Language, literacy and communication skills	Good	Very good
Personal and social development	Good	Very good
Mathematical development	Very good	Very good
Knowledge and understanding of the world	Very good	Very good
Physical development	Very good	Very good
Creative development	Very good	Very good

At KS1 and KS2, pupils' standards of achievement in the various subjects are as follows:

	KS1	KS2	Notes
Welsh (first language)	Satisfactory	Satisfactory	Speaking and writing satisfactory, reading good, Y6 oral good.
English	-	Good	Speaking and writing good, reading very good
Mathematics	Good	Very good	
Science	Good	Very Good	
Design and Technology	Good	Good	
Information Technology	Good	Very Good	
History	Good	Good	
Geography	Very Good	Very Good	
Art	Good	Very Good	
Music	Good	Good	
Physical Education	Good	Very Good	
Religious Education	Good	Good	

- At KS2, the school's results in the NC assessments for 2002 were higher than the county and national averages in English, science and mathematics, and lower than the county results in Welsh first language. The school follows the Welsh first language curriculum although Welsh is a second or third language for very many of the pupils. At KS1, the results in Welsh (first language), mathematics and science are broadly comparable with those for the county and for Wales as a whole.
- Standards achieved by pupils with SEN are good.

- Children who learn English as an additional language make very good progress.
- Children under five years of age make good progress in applying their skills in early literacy, numeracy and ICT within and across the six areas of learning.
- The table below records standards in the key skills across the curriculum at KS1 and KS2.

Key skill	Standards at KS1	Standards at KS2
Speaking	Satisfactory (Welsh)	Satisfactory in Welsh and good in English
Listening in Welsh and English		Good
Reading in Welsh and English	Good	Good
Writing	Satisfactory (Welsh)	Satisfactory in Welsh and Good in English
ICT	Good	Very good
Numeracy	Good	Very good

- The quality of teaching is good or very good throughout the school. Teaching was very good in 21% of the lessons and good in 79% of the lessons inspected. No examples of unsatisfactory teaching were observed.
- The teaching is characterised by good or very good subject knowledge and careful planning. Good attention is given to helping pupils become independent learners. On occasion, initial introductions are too long.
- Attendance levels throughout the school are satisfactory but there are errors in the way that the school records attendance and absence. The school does not meet the requirements of National Assembly circular 3/99. Although the school's timetable runs very smoothly, about 10% of pupils arrive late at school in the morning; this is unsatisfactory. Due to the nature of the entrance to the school and the fact that many pupils are brought to school by car, there are also concerns about their safety as they arrive at and leave the school site.
- The school provides a broad and balanced curriculum which fulfils all the requirements of the Desirable Outcomes, NC and religious education. Policies and schemes of work have been designed for each aspect of the curriculum and they are of good quality. All the schemes have been updated to conform to the requirements of the revised NC for Wales. Welsh is the main language of instruction at KS1, and instruction at KS2 is in both languages. Schemes of work indicate the medium of instruction for different units of work within subjects. The curriculum is enriched by extra-curricular activities and, despite not having playing fields of its own, the school gains considerable success in school sports organised within the locality.
- The provision for pupils with SEN is good and the school conforms well to the current code of practice for SEN pupils. The quality of arrangements for assessment, recording and reporting pupils' progress is also good.
- The quality of school processes for self-evaluation and planning for improvement is very good. A detailed programme has been designed for evaluating the quality of provision in all subjects. This includes evaluating teaching and learning through classroom observation. The good quality SDP notes a number of managerial priorities, and outlines plans for expenditure on resources. Since individual curricular leaders have contributed to it, the attention paid in the document to curriculum developments over the year is good. The outcomes and recommendations of the self-evaluation process also contribute substantially to the plan.

- The head has good leadership qualities and provides good support and guidance to the staff. In a very short time he has established a feeling of purposeful and effective co-operation in the school. Governors are very supportive and fulfil their statutory monitoring responsibilities in an effective manner. The deputy head carries out her duties effectively and has been invaluable in helping the head settle in to his new responsibilities. Both the head and his deputy monitor standards of work effectively. The heads of the key stages also carry out their coordinating duties well and meet regularly with their colleagues. Curriculum leaders are effective. They prepare good schemes of work and monitor subject standards effectively.
- The budget is managed effectively by the head in consultation with the LEA finance officer. Despite some initial administrative problems, the school has lived within its devolved budget during the 2002-2003 financial year and has a small amount of money in reserve. The parent/teachers association contributes a considerable sum (over £5000) annually to the school. In view of the standards achieved by pupils and the special ethos established, the school provides good value for money
- Since the last inspection, the school has responded well to those key issues over which it has direct control. School buildings, however, are still unsatisfactory and remain a key issue as does the punctuality of pupils' arrival at the school. Since the last inspection, standards in Welsh as a subject have improved within the satisfactory category and the standard of Welsh reading within the school are now good. In addition, the use of the Welsh language as a medium of instruction has been strengthened.

A separate report will be issued by an inspector acting on behalf of the Church in Wales on the quality of the school's communal worship. Pupils' moral, social and cultural development is very good. The school is a caring and welcoming community that emphasises respect for people and property.

3. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS

3.1 Standards Achieved in the Subjects and Areas of Learning

Pupils' standards of achievement across the school are good. They were very good in 18% of lessons observed, good in 77% and satisfactory in 5% of them. No unsatisfactory work was seen.

- The educational provision for children under five is appropriate and successfully fosters the desirable outcomes for children's learning. The standards achieved by reception age children are good.
- Standards in the six areas of learning are shown in the table in the main findings.
- At KS1, standards are satisfactory in Welsh (where reading is good). Standards are good in mathematics, science, design and technology, IT, history, art, music, physical education, religious education and very good in geography.
- At KS2, standards are very good in mathematics, science, IT, geography and physical education; they are good in English, design and technology, history, music and religious education, and satisfactory in oral and written work in Welsh. Standards of reading in Welsh are good.
- The pupils on the SEN register make good progress, both educationally and socially.

- At KS1, results in Welsh, mathematics and science are generally good. At KS2, external assessments in English, mathematics and science are generally good or very good. Results in Welsh are satisfactory. Overall, assessment results for English, mathematics and science compare favourably with national and local norms at KS2. Results for Welsh (first language) at KS2 continue to improve. The percentage of pupils achieving the core subject indicator at KS2 is much higher than the national figure. At KS1, the percentage of pupils achieving the NC subject indicator is broadly similar to that recorded nationally.

3.2 Standards Achieved in the Key Skills Across the Curriculum

The standards and progress made by children in the key skills are good in the early years. At KS1 and KS2, standards in many of the key skills are good, including standards of English across the curriculum. Standards in oral and written Welsh across the curriculum are satisfactory at both key stages. Standards are indicated in the table in the main findings.

- Children under five make good progress in adapting their developmental skills in early literacy, numeracy and ICT within and across the six areas of learning.
- At KS1 and KS2, standards in oral Welsh across the curriculum are satisfactory and standards in oral English are good. Pupils respond appropriately in Welsh as they express facts and personal reactions. Apart from those whose first language is Welsh, pupils are generally more confident when speaking English where answers are more extensive and the oral vocabulary wider.
- At KS1 and KS2, pupils listen attentively to the teachers and to each other.
- They read accurately and make effective use of a good range of books and other texts as part of their work in various subjects in both English and Welsh. They read for pleasure and in order to gather information.
- At KS1 and KS2, pupils write regularly and successfully adapt their style to meet the needs of different contexts and audiences. KS2 pupils make regular use of both languages when presenting written work in subjects across the curriculum. At both key stages, work in English is more extended than in Welsh; there are fewer syntactical and spelling errors and the vocabulary is more varied.
- Pupils use their numeracy skills effectively in a good range of contexts and in many subjects. They handle numbers efficiently in mental, oral and written work. They use standard measurements of length and temperature accurately in science lessons and a good standard of work is attained when interpreting and handling and presenting data in a variety of forms. Numeracy across the curriculum is a particular strength at KS2.
- Pupils' ability in using ICT to find, collect and present information across the curriculum is good. They use suitable programs to reinforce work in literacy and number; KS2 pupils make regular and effective use of the Internet to gather information, to communicate with others and to control devices. ICT is a particular strength at KS2.
- At both key stages, pupils work well together. Standards in problem solving are good and pupils make good use of their learning in order to improve their performance

4. ETHOS OF THE SCHOOL

4.1 Pupils' Spiritual, Moral, Social and Cultural Development

In accordance with section 23 of the Education Act 1996, an inspector of the Church in Wales inspected communal worship. By agreement with the governors, an independent report will be published on this aspect. The school conforms with the statutory requirements for daily acts of communal worship.

The pupils' moral, social and cultural development is very good.

- The school is a happy, caring and orderly community with strong sense of purpose which is shared by all. This is demonstrated in the friendly relationships, the supportive atmosphere and the sense of partnership, all of which contribute to the raising of standards of achievement.
- The head, teaching and support staff have high expectations of pupils and present good role models. Good attitudes and values are consistently promoted within the school community. All pupils are valued and their contributions in the classroom are appreciated.
- The quality of the general learning environment contributes significantly to the ethos of the school.
- The pupils are very well aware of the values that promote their development as citizens and their sense of social responsibility is fostered by their support for a number of local and national charities. They are aware of the purpose of these activities.
- Pupils undertake responsibilities and do so willingly and with initiative.
- Pupils curricular and cultural experiences are enhanced by welcoming parents and visitors to the school and through visits to places of educational interest relevant to the school themes.
- Urdd activities have a creditable place in the life of the school and pupils' experiences are further enhanced through a good range of varied extra – curricular activities.
- The 'Cwricwlwm Cymreig' receives good attention in subjects such as music and art, history and geography. Pupils have a very good awareness of other cultures, both socially in the school and through numerous aspects of the curriculum.
- The school has formulated a policy on racial equality and the pupils' awareness of the need for racial harmony is very good.

4.2 Behaviour and Attitudes

The pupils' behaviour and attitudes are very good.

- The school has clear guidelines and high expectations about matters such as kindness, courtesy and tidiness. These attributes are prominent in the daily life of the school and in its tolerant and civilised ethos.
- Pupils are keen to learn; rarely do they display a lack of concentration.

- Pupils move from one activity to the next in an orderly manner around the scattered school site.
- Pupils of all ages play happily together on the school yard. Their behaviour is very good in the school refectory at lunchtime. They are both welcoming and courteous to visitors.
- The diverse nature of the school intake is celebrated and turned into an educational asset. An example of this is the mural commissioned for the school hall from a professional artist depicting the schools extensive links with all parts of the world. The mural is based on ideas submitted by the pupils.
- Standards of behaviour are praised by parents. In addition, no incidents of bullying, sexism, discrimination or racism were observed during the inspection of this school.
- Recently, two pupils were excluded for behavioural reasons. In both cases, there were special circumstances, outside the control of the school. The correct procedures were followed.

4.3 Attendance

Attendance is satisfactory with the whole school average varying between 91.7% and 95.4% over the last three terms.

- Attendance figures vary significantly from class to class. In Y4, attendance was below 90% in each of the last three terms, while in Y6 it was consistently very good.
- Though the school has written to parents urging them to bring their children to school punctually, many pupils arrive late for the morning session - approximately 10% arrived between 9am and 9.10am during the inspection.
- The attendance figures recorded in several classes are lowered by pupils arriving after the closing of the registers.
- Different kinds of absences are appropriately distinguished in the registers, though some categories, such as holidays and authorised absences, are not interpreted consistently from class to class.
- Letters and telephone calls are received explaining most absences. It is deemed that there are hardly any unauthorised absences.
- In cases of concern about absence, the appropriate agencies are contacted, including the county school welfare officer.
- Detailed information about pupils attendance, by year group and by sex, is provided for parents in the school prospectus and the governors' annual report. However, the level of unauthorised absence is not reported as required.
- Other than a general aim of keeping attendance above 90%, the school does not have detailed targets for improving attendance from year to year.

5. QUALITY OF EDUCATION

5.1 Teaching

The quality of teaching is good or very good throughout the school. Teaching was very good in 21% of the lessons and good in 79% of the lessons inspected. No examples of unsatisfactory teaching were seen.

- Teaching in the under fives' classes is consistently good and sometimes very good. The teachers have a thorough knowledge of the requirements of the age group and plan carefully in the six areas of learning in order to provide interesting and stimulating experiences for the children. The care which they and their support staff show ensures that each individual child feels safe and happy in the learning environment.
- A KS1 and KS2, teaching is also good and sometimes very good. Amongst the good and very good aspects in the teaching throughout the school are:
 - lessons with clear aims that are shared with the pupils;
 - clear expectations about what needs to be achieved within a lesson;
 - good relationship and effective interaction between teachers and pupils;
 - interesting tasks that stimulate and maintain pupils' interest;
 - effective use of resources and artefacts;
 - effective encouragement of pupil independence;
 - effective encouragement of the pupils' thinking and problem solving skills;
 - effective winding up at the end of lessons through revision and evaluation of work.

Amongst the most common shortcomings in the teaching at KS1 and KS2 are:

- lack of pace in the teaching which fails to inspire the pupils, on occasion;
- presentations that are too lengthy at the beginning of lessons.

5.2 Assessment, Recording and Reporting

The quality of the school's arrangements for assessing, recording and reporting on pupil progress is good throughout the school. The use made of assessment, particularly in the core subjects, promotes higher standards.

- The school policy offers clear and firm guidance on agreed procedures, methods, and the frequency and nature of assessment for each curricular area.
- The arrangements for the assessment of children under five are good.

- In addition to statutory assessments at the end of KS2, the school arranges its own tests and assessments in the core subjects during each school year. Recorded results are carefully analysed in order to identify common weaknesses and aspects that need to be further developed. On the basis of the outcomes, work programmes are revised and improved. This is one of the school's strengths.
- Teachers regularly mark pupils' work, and although good verbal feedback is given to pupils, not all written comments offer guidance for pupils to further improve their work.
- As well as preparing individual pupil records for the following year's class teacher, members of staff also provide a valuable overview of work done during the year and of learning priorities for the class as a whole.
- Arrangements for the identification and assessment of pupils with SEN are good, and individual education plans are of good quality.
- Parents are regularly invited to discuss their children's work and progress. This is appreciated by parents, as is the readiness of teachers to meet informally with them as the need arises.
- Annual written reports to parents are of good quality, and are sufficiently detailed to give a clear indication of pupil attainment in the individual curriculum areas. They include valuable recommendations to parents on ways in which they can support their children's progress.
- The school has good procedures for analysing data from external assessment and information gained from pupils' responses to individual questions.

5.3 Curriculum

A broad and balanced curriculum is provided which fulfils all the requirements of the Desirable Outcomes, the NC and religious education.

- The curriculum provided for children under five is very good and conforms to the requirements of the desirable outcomes in the six areas of learning.
- The curriculum provided for pupils with SEN is appropriate. Planning is differentiated for them according to their needs. The curricular provision for pupils who are disapplied from the NC is good.
- Appropriate time is given for all subjects and religious education.
- Pupils benefit from the school's system of exchanging teachers for teaching music, physical education and ICT.
- A very good range of extra-curricular activities and educational visits are arranged which complement the school themes. These activities contribute substantially to the curricular experiences provided.
- Policies and schemes of work have been designed for every aspect of the curriculum. They are of good quality and provide clear guidance to teachers. All the schemes have been updated to conform with the requirements of the revised NC for Wales. The scheme of work for religious education conforms with the requirements of the local SACRE and, in addition, the school is

beginning to move towards aspects of work which form part of the scheme of work for the Church in Wales.

- Pupils for whom English is an additional language, receive good tuition which is designed to allow them to become integrated into the normal school curriculum. Pupils with Welsh as an additional language also receive relevant specialist attention.
- The curriculum is implemented through a series of topics in two yearly cycles. Planning is purposeful and detailed ensuring appropriate progression and development in all subjects. Progression between key stages and from year to year is very good. Planning also includes careful planning of the medium of instruction.
- Attention is given to the “*Cwricwlwm Cymreig*” (Welsh Curriculum) in every aspect of school work.
- Aspects of Personal and Social Education [PSE] are presented within religious education and other subjects, such as geography. The school has a PSE policy and has appointed a coordinator. Arrangements are well in hand for the teaching of PSE according to Welsh Assembly Government requirements.
- Reading is the main homework set for pupils and there is a good understanding between the school and parents in this respect. Other homework contributes substantially to the school curriculum.
- All pupils have equal access to the whole of the curriculum.

5.4 Support, Guidance and Pupils’ Welfare

The quality of the support, guidance and pupils’ welfare is very good.

- Staff know the pupils well and pupils also know that they can turn to the staff for support and guidance.
- The staff’s concern for the safety and personal welfare of pupils is good; the school is a close-knit and very happy community. Pupils are well supervised during lessons and in the school in general.
- The pupils are happy in school and the teachers and support staff are always ready to assist. Pupils’ progress is monitored well and the teachers are very ready to provide additional support when required. This was praised by parents.
- Equal opportunities are provided for everyone in all school activities. The school makes a determined effort to prevent all kinds of harassment, including bullying, sexism and racism. Sound policies are implemented in these areas.
- The school has a clear sex education policy. It is taught as a part of the school’s usual curriculum. Additionally, the school nurse discusses health issues with Y5 and Y6 pupils.
- An effective system has been established of setting targets for pupils in order to improve their work and commitment at both key stages.

- Fire prevention equipment and electrical equipment are regularly inspected and fire practices are held regularly. One of the teachers has first aid qualifications.

- Appropriate steps have been taken to ensure pupils' safety on the school premises. There is no skirting, however, along the bottom part of one of the mobile classrooms, thus making the area underneath the classroom accessible to pupils.

- The school has a personal and social education policy and the teachers' plan appropriately for its implementation in their termly planning.

- The teachers are familiar with child protection procedures; there is a clear policy and the headteacher is the nominated teacher in charge of ensuring that the school conforms with the legal requirements.

5.5 Provision for Pupils with Special Educational Needs (SEN)

The provision for pupils with SEN is good. Pupils achieve good standards in the core subjects in relation to their ages and abilities

- Current arrangements fully conform with the new Code of Practice. Effective arrangements are in place for the early identification of pupil needs and for involving parents.

- The SEN co-ordinator ensures that the provision and the planning for each pupil with SEN is relevant and suitable, and that sufficient training is provided for support staff.

- Individual education plans (IEPs) are of good quality. They are detailed, and serve to ensure that individual pupils' skills are developed effectively by following clear and achievable steps.

- The progress of SEN pupils is reviewed regularly, and parents are fully involved in discussing their child's IEP and progress.

- SEN pupils receive valuable support. The SEN teacher and support staff respond effectively to pupil needs and contribute substantially to their social development as well as to their educational progress.

- Pupils have positive attitudes towards learning, and utilise a range of strategies in order to overcome literacy and numeracy difficulties. They receive appropriate support both within the focused small group sessions and when working within normal mainstream classes.

- Teachers have high expectations of all their pupils. Through effective task differentiation, they ensure that pupils across the full range of abilities are provided with appropriately challenging work.

- Most SEN pupils are withdrawn for small group or individual sessions during core subject lessons. Class teachers ensure that SEN pupils are not disadvantaged in other curricular areas by these arrangements.

5.6 Partnership with Parents and Community, Schools and Other Institutions

The partnership with parents is good, while the partnership with the community, schools and other institutions is very good.

Parents

- The aims and the work of the school are strongly supported by parents.
- The PTA raises large sums of money that are used to buy resources, such as computers for the ITC room. Parents help with school visits. Some parents help in classes, and their support is appreciated by staff and pupils.
- The school prospectus is a comprehensive document providing parents with useful information about school activities and expectations.
- As well as termly open evenings, parents discuss their children's progress in monthly surgeries, when requested by the school or a parent.
- The last annual governors' report to parents did not contain several statutory requirements.

Community

- The school has very close links with the community of Upper Bangor. The area is used by pupils of all ages to support their learning, for example a study of shops by the Reception class and IT mapping work by pupils of Y3.
- Places visited as part of the thematic work include the cathedral, the theatre and cinema, sea zoo and slate quarry. Such visits lead to relevant extended work in the classroom.
- Members of the community visit classes to share their expertise, including a world famous artist who shows his craft to pupils in Y6.
- During Thanksgiving, gifts are distributed to the elderly by pupils of all ages, including nursery children. Numerous thank you cards testify to the popularity of these gifts.

Schools

- There are close academic and social links with the city's secondary schools, and adequate opportunities for Y6 pupils to become familiar with their new school before transferring.
- As part of a design and technology project advanced level students from a local secondary school have designed resources for Ysgol Cae Top.
- The school is involved in a county science project to promote continuity and progression between KS2 and KS3. This takes place between the end of the statutory Y6 tests and the first term in Y7.

- Since Ysgol Cae Top has no playing field, the resources of a nearby private school, secondary school and college of further education are used to fill the gap. These effective arrangements have led to the school's pupils achieving success in several county sports competitions.

Institutions

- Because of the school's denominational status, there are close links with the Church in Wales. Regular visits take place to the city's cathedral church to take part in religious celebrations thus enabling pupils to gain confidence when performing in public.
- The school derives significant benefit from its close links with several departments at the University of Wales, Bangor, including the production of a CD of pupils' songs in the music department's professional recording studio.
- The pupils' education is enriched by contributions from visiting vocational and academic students, including trainee nurses, trainee teachers, and language, music and social care students from several local institutions.

5.7 Partnership with Industry

The partnership with industry is good.

- Although there is no clear policy for partnership with industry, the school has a suitable strategy in place. Thus, pupils of all ages become familiar with the world of work as they study NC subjects. Visits are arranged to shops and other workplaces and visitors occasionally come to classes to talk about their work.
- Nursery and reception children enhance their numeracy skills in a play shop.
- As part of their geography studies, KS1 and KS2 pupils, assisted by university students, have looked in detail at the economy of the village of Betws y Coed.
- After visiting a slate museum, Y6 pupils made slate "coasters" and a 3D model of a quarry incline.
- The school's links with an opera company and national ensemble have led to opportunities for pupils to work with professional musicians and an opportunity to perform in public productions.
- A member of staff and Y5 pupils are due to attend a construction course arranged by ELWa. Relationships with ELWa are good.
- Local businesses have sponsored some school sports teams.
- Y6 pupils run a shop selling goods to raise money towards a garden project. With the aid of a computer spreadsheet, they consider various options for increasing profitability.

- Links with industry make a positive contribution to raising standards in a significant number of subjects.

6. MANAGEMENT

6.1 Quality of Self-Evaluation and Planning for Improvement

The quality of the school's processes for self-evaluation and planning for improvement is very good.

- The head, staff and governors have established a positive self-critical culture. Clear strategies have been implemented to identify the school's strengths and weaknesses, and a high priority is given to raising all pupils' achievement.
- A detailed programme of monitoring both the quality of teaching and standards achieved by pupils in all subjects has been formulated in order to evaluate the quality of the school's provision for its pupils.
- The head evaluates the quality of teaching and learning in all classes through direct classroom observation, which is followed up with a written evaluation of findings for discussion with individual teachers.
- Curriculum co-ordinators monitor standards in the core and in some foundation subjects through direct classroom observation across the school. Co-ordinators have produced and discussed evaluation reports on standards in their subjects, identifying good practice and areas for further development. Standards in other foundation subjects are to be monitored in accordance with the school's self-evaluation timetable.
- Members of staff contribute effectively to the SDP, which is of good quality. Outcomes and recommendation arising from the self-evaluation process provide the basis for the curricular developments identified in the document. Information about pupil progress is analysed and used to plan for further development in the teaching and learning.
- Governors are very aware of their responsibilities and play an active role in the process of self-evaluation and planning for improvement. Individual governors are linked to various curricular areas. They visit the school regularly, and discuss curriculum planning and overall pupil performance in specific curriculum areas with co-ordinators. They prepare reports on their visits which are shared with the governing body.

6.2 Leadership and Efficiency

Leadership and efficiency in the school are good.

- Good leadership ensures a clear direction to the school's work and encourages high standards. The head has good leadership qualities and provides good support and guidance for the staff. In a very short time he has created an ethos of purposeful and effective co-operation in the school.
- Governors are very supportive of the school and fulfil their statutory monitoring responsibilities in an effective manner. They have recently attended a number of relevant training courses.

- The deputy head carries out her duties effectively and has been invaluable in helping the head to settle in to his new responsibilities. Both the head and his deputy monitor standards of work effectively.
- The heads of the key stages also carry out their coordinative duties well and meet regularly with their colleagues.
- Curriculum leaders are effective. They provide good quality schemes of work for their colleagues and monitor subject standards effectively.
- School documentation is of good quality and accurately reflects the school's values and objectives. They include the inclusive nature of the school and its commitment to equal opportunities for all pupils, whatever their age, sex, ethnic, religious or linguistic background.
- The SDP is of good quality. All members of staff have had an opportunity to contribute to it. As such, it is an effective working document.
- The budget is managed effectively by the head in consultation with the LEA finance officer. Despite some initial administrative problems, the school has lived within its devolved budget during the 2002-2003 financial year and has a small amount of money in reserve. The parent teachers association contributes a considerable sum (over £5000) annually to the school. The school's budget accurately reflects the school's educational and managerial priorities.
- There has been no county audit of the school finances for a number of years. It is understood that the school did respond positively to the matters raised in the 1998 report.
- When the standards achieved by pupils and the special ethos of the school are taken into consideration, the school provides very good value for money.
- The everyday administration of the school is good. The head assumes a heavy administrative load as he has no administrative assistant.
- The school generally conforms to the requirements of the National Assembly for Wales.

6.3 Staffing, Accommodation and Learning Resources

The quality of staffing and resources is generally good. The accommodation is unsatisfactory.

Staffing

- The supply of staff is good and the teachers' qualifications are appropriate for the ages taught by them. They have updated their skills by attending a good range of in-service training courses. The beneficial effect for pupils is to be seen, for example, in the use of ICT across the curriculum.
- Effective use is made of the expertise of members of staff to present some of the curriculum subjects.
- The school has successfully implemented procedures for 'performance management'.

- Good use is made of ancillary and support staff and they make a valuable contribution both within the classroom and to the life of the school in general. Good use is also made of students on work experience. The head does not have administrative support.
- The member of staff who is principally responsible for First Aid has received suitable training.

Buildings

- The school buildings are unsatisfactory. Very recently, a new surface was laid on the infants' yard, but major deficiencies remain, which were also identified at the last inspection. A risk assessment exercise has been undertaken by the head and several matters identified for action during the coming nine months.
- Several classrooms are too small for the current number of pupils. Many classes are held in mobile units that are in a poor state of repair, with leaking gutters and rotting window frames. All the units are too hot in summer and too cold in winter. There is no protective skirt around two units to prevent access underneath.
- Some boys' toilets are located in unheated, external buildings.
- There is a general lack of storage space. The hall is too small for whole school sessions and the IT room doubles as a staff room. Despite its name (which translates as *Top Field*) Ysgol Cae Top has no playing field whatsoever.
- The school is fortunate in having a willing caretaker who has the necessary skills to undertake minor repair work. Except for a few loose stones in some walls, the school boundary walls are generally sound,
- The school's main entrance is unsuitable and dangerous. In the mornings in particular, children have to negotiate a congested street, weaving their way between reversing and poorly parked cars and taxis. A car park is currently available for use approximately 300 metres from the school entrance but many choose to drive to the school gate.
- Despite these difficulties, the school governors, staff and pupils take pride in overcoming the challenges posed by the school site. The rooms in the Nursery/Reception/SEN building are used on rota, and the use of the IT room and school hall have been carefully timetabled to allow access for each class in turn. In the absence of an enclosed area, children under five play with large toys on the school yard when other pupils are in lessons.
- Despite the general lack of storage space, classes are kept in a clean and tidy condition

Learning resources

- The standard of displays in the classes, the school hall and corridors is good and they contribute to the effectiveness of the teaching and learning. The displays are stimulating; they promote the pupils' learning and reinforce their understanding of the work.
- The recently established computer room has a good number of modern machines and recent versions of standard software; this has enriched the pupils' IT experiences.
- Overall, there is a sufficient supply of resources and they are well used. Nevertheless, the supply of musical instruments is limited. Resources provided by the teachers are of good quality and meet the needs of pupils.

- The school has a good range of quality books; these are displayed in classroom and made accessible to pupils. However the school has no central library for pupils to develop good research habits and independent access to information books.

7. SUBJECTS AND AREAS OF LEARNING

Standards Achieved by Pupils

Provision for the under-fives

The provision for children under five is appropriate and successfully promotes the desirable outcomes in the six areas of learning. The provision is of good quality and pupils engage in a wide variety of interesting and relevant activities.

Standards in the Nursery Class [part-time 3-4 years]

Personal and social development

Personal and social development is good.

Good features

- A substantial majority of the children have established good relationships with their peers and with adults. They enjoy taking part in a variety of activities that promote co-operative play and sharing. By listening to stories they learn about being friends and about being thankful.

Shortcomings

- There are some individuals who are not able to play cooperatively with their peers.

Language, literacy and communication skills

The development of the children's language, literacy and communication skills is good.

Good features

- The vast majority listen well. They communicate well in their first language with their peers and with adults. Their ability to understand simple instructions in Welsh is progressing and they make good efforts to use the language at a level that matches their stage of development. The vast majority display an interest in books and are beginning to behave like readers. Individuals can identify letters and some words and they can over-write and copy out words and simple phrases.

Shortcomings

- There are no significant shortcomings.

Mathematical development

The children's mathematical development is very good.

Good features

- They can count up to at least ten and through meaningful practical experiences they come to recognise and understand the value of numbers. Their mathematical vocabulary is developing well and they understand concepts such as 'long' and 'short'. They can identify two-dimensional [2D] shapes and can match, create and follow a pattern. They are beginning to understand the value of some coins. They know some relevant number rhymes and enjoy being involved in the movements that accompany their singing.

Knowledge and understanding of the world

- The children's knowledge and understanding of the world is very good. Their observational skills develop well as they play with sand and water and participate in cooking activities. They discuss the weather and observe growing things in the small garden that is adjacent to the school. They benefit well from every opportunity they are given to develop their language as they make these observations. Through their involvement in appropriate practical tasks they produce objects with different kinds of blocks and talk about them enthusiastically. They talk confidently about themselves, their families and their homes. Their ICT skills are developing very well. They can control the mouse skilfully as they draw a picture and move objects around on a screen.

Shortcomings

- There are no significant shortcomings.

Creative development

The children's creative development is very good.

Good features

- The children use their imaginative powers well as they engage in role-play in the home corner and toy shop. They sing songs that match their stage of development from memory and enjoy making music with non-percussion instruments. They produce a number of effective pictures and paintings and talk about them with enthusiasm. They produce a variety of interesting shapes in clay.

Shortcomings

- There are no significant shortcomings.

Physical development

The children's physical development is very good.

Good features

- They use small apparatus with increasing dexterity as they handle pencils, scissors and small apparatus such as jigsaws, balls and small blocks. They display an appropriate level of control when playing with large toys. Their ability to pedal and to control is developing progressively and they make effective use of space when moving about with the toys.

Shortcomings

- There is no designated area available for play activities involving large toys.

Children of Reception Class age [4-5 years]

Personal and social development

The children's personal and social development is very good.

Good features

- The children's behaviour and the quality of their relationships with each other and with adults is good. They can concentrate on their tasks when working as members of a group and when working individually, and they co-operate when sharing and playing together. They are aware of Bible stories and are learning about care and friendship. With the support of their teacher they can create simple prayers effectively.

Shortcomings

- There are no significant shortcomings.

Language, literacy and communication skills

The language, literacy and communication skills of the children are very good.

Good features

- The majority listen well. They listen to stories and recite rhymes from memory. They talk confidently in their first language with their peers and with adults. They respond positively to Welsh and make every effort to use the language during whole-class sessions and informal periods. Their understanding of instructions is very good. The majority identify letters and familiar words and join in the reading of simple sentences. The most able children read books which match their stage of development independently. They write their names and copy out correctly; some individuals write simple words and sentences using sentence patterns correctly and independently.

Shortcomings

- There are no significant shortcomings.

Mathematical development

- The children identify, count and order numbers up to ten. Through counting and comparing numbers they come to understand the concepts of 'more' and 'less'. They add and subtract correctly on the basis of practical activities. They are beginning to identify some coins and gain experience of paying for goods as part of their role-play in the class toy shop. Their

mathematical vocabulary is developing well. They extend and create patterns and identify 2D and some 3D shapes.

Shortcomings

- There are no significant shortcomings.

Knowledge and understanding of the world

The children's knowledge and understanding of the world is very good.

Good features

- They can name the days of the week and discuss the weather appropriately. They observe different kinds of surfaces as they walk around the school. They can discuss an imaginary map, using geographical terminology correctly. They enjoy looking at old toys; they can sort toys, using the terms 'a long time ago' and 'today' correctly. Their observational skills are good as they examine a variety of waterproof materials and identify objects that are attracted or repelled by a magnet. They plan and produce a variety of products using a range of materials. Their ICT skills are developing well as they learn to control the mouse and input instructions into a 'turtle'. Their control of the language of distance and direction is developing.

Shortcomings

- There are no significant shortcomings.

Creative development

The children's creative development is very good.

Good features

- They enjoy singing a variety of rhymes and songs that match their stage of development. They provide accompaniment for their songs with untuned instruments and maintain the correct beat. They are beginning to understand some musical elements such as 'loud' and 'soft' and respond to instructions when playing instruments. They perform confidently and enthusiastically. They work effectively with paint and other media. They observe paintings by famous artists and produce effective emulations at a level that matches their stage of development. They enjoy being involved in imaginative role-play activities in the class shop.

Shortcomings

- There are no significant shortcomings.

Physical development

The children's physical development is very good.

Good features

- The children handle small apparatus skilfully. They follow and respond to instructions and move confidently and with an increasing degree of control. Their experiences in gymnastics, games and in playing with large toys, enable them to make good progress in the required skills.

Shortcomings

- There is no designated area available for the children to play with large toys.

Welsh

In general, standards are satisfactory

In KS1, standards in oracy and writing are satisfactory and reading standards are generally good. In KS2, standards in oracy are generally satisfactory and good in Y6. Writing standards are satisfactory and standards in reading are good.

Standards across the aspects show noticeable progress since the previous inspection. All the pupils have very positive attitudes to the language.

Good features

- In KS1, pupils listen well to presentations and stories. Their ability to respond to instructions is developing appropriately. The significant majority are anxious to respond and to participate in discussions. A small number of pupils talk confidently about their curricular experiences and about their personal lives. The remainder express themselves orally to a satisfactory standard.
- In general, the reading skills of more than half the pupils are developing well. They are all interested in books. Pupils use a variety of strategies to cope with unfamiliar words. The majority interpret print meaningfully and discuss the content and characters they experience in books at a simple level, displaying understanding and interest. The reading development of the remainder of the pupils is satisfactory.
- Pupils write for a variety of purposes. The youngest pupils copy out words and phrases that include key words, whilst the remainder write sentences independently, using their own sentence patterns. The older pupils in KS1 use a variety of sentence patterns and use punctuation appropriately. The most able pupils produce extended writing that demonstrates their understanding of story sequence. They use punctuation and paragraphs appropriately.
- In KS2, the vast majority of pupils listen intently and respond satisfactorily in various situations. They have developed enough confidence to express themselves orally and their ability to do this shows that they have made significant progress. By Y6, the vast majority can express their opinions and ideas clearly during discussions on a variety of topics and when speaking to visitors.
- In general, the pupils develop well as readers. They read accurately and fluently and can discuss the contents of books appropriately. The more proficient pupils read enthusiastically and meaningfully, using appropriate intonation. A good majority know how to obtain information from various sources and their confidence when using a dictionary and thesaurus is developing appropriately.
- The pupils produce an appropriate variety of written work across the curriculum and for a range of purposes. In general, the older pupils use short forms of verb correctly; they use adjectives and comparisons to enrich their work. The younger pupils display a growing degree of control of a variety of forms of writing when responding to various subjects.

Shortcomings

- In both key stages, syntactical errors impair the oral expression of pupils; a small number of pupils lack confidence as they express themselves orally.
- A small minority of pupils cannot read with the expected degree of fluency and facility.
- The written work of a significant number of pupils contains a number of syntactical, spelling and punctuation errors.

English

English is introduced as a formal subject and as a medium of instruction in KS2. Consequently, standards in English in KS1 are not reported on. Appropriate use is made of English for oral work and for reading in KS1.

In KS2, standards are good. Pupils' reading standards are very good, and their oral and writing standards are good.

Good features

- Pupils' listening standards are good. They listen intently and concentrate for extended periods. Their ability to recall what they have heard is good.
- Pupils communicate information effectively and respond to instructions appropriately. The majority express and exchange opinions at an extended level, using appropriate linguistic registers.
- Reading standards are very good across the key stage, and a good number of the more able pupils achieve very high standards. The majority read fluently, using suitable intonation and expression when reading aloud. They benefit from reading at home on a regular basis; the teachers' records reflect the good progress that is made.
- Pupils study and enjoy a wide range of literature and demonstrate that they can analyse the text and discuss the characters, the plot and the genre, well. They discuss the work of a number of authors and talk confidently about their own reading preferences.
- Pupils' higher reading skills have been very well developed as a result of their study of a wide range of printed material in their work across the curriculum. The older pupils are able to skim texts effectively to gather relevant information from extended texts.
- The spelling of the majority of pupils is good and they punctuate their work intelligently. The vast majority have also developed a stylish form of handwriting.
- The pupils understand the characteristics and structure of narrative and poetry, and structure their own creative writing well. Their writing shows a good awareness of audience.
- They make good use of a dictionary and thesaurus in order to improve their writing. They re-draft their work effectively, making appropriate use of ICT.
- Latecomers from overseas countries make very good progress in learning the language. They benefit substantially from sessions where they work as individuals or in small groups to achieve the targets set in their individual learning programmes. They quickly develop the

confidence and language skills they require to take a full part in class activities through the medium of English.

Shortcomings

- A significant percentage of pupils of moderate and lower ability do not offer extended oral responses.

Mathematics

Standards of achievement are good in KS1 and very good in KS2.

Good features

- KS1 and KS2 pupils' skills in mental mathematics develop consistently through both key stages and they have a good grasp of the strategies required for handling numbers. Pupils, across the ability range, contribute well during mental mathematics sessions. KS2 pupils develop the ability to describe their methods of working and they can justify and check their results with growing confidence both orally and in writing.
- Pupils in both key stages can identify 2D and 3D shapes. They name them and note their attributes, using the correct mathematical terminology.
- In KS1, pupils complete the various number tasks with confidence, and show that they have a good understanding of place value. They use their knowledge confidently to solve simple problems.
- The pupils identify number patterns and recall number facts correctly and rapidly. They can carry out oral number calculations, counting on and counting back with number units up to five, starting from various points within a sequence.
- They understand concepts such as 'more than' and 'less than' and work confidently with number bonds. By the end of KS1, they use symbols correctly and interpret number sentences. They also understand how to halve numbers and shapes.
- Pupils have a good understanding of time. They tell the time using an analogue clock and can identify divisions such as half past, a quarter to and quarter past. They order units of time correctly, namely seconds, minutes, hours, days. They have a good awareness of the duration of a minute and what they themselves can accomplish within that amount of time.
- KS2 pupils deal very confidently with negative numbers and use correct mathematical terminology correctly. They know that smaller negative numbers have a greater value than larger negative numbers. They can apply their knowledge confidently to deal with relevant contexts such as temperature.
- In KS2, pupils' understanding of place value, number patterns and bonds is very good. They use these skills confidently to solve problems and to handle large numbers.
- The older pupils understand and use appropriate methods, that are not dependent on the use of calculators, to solve problems that include the multiplication and division of three-digit numbers with two-digit numbers. They can estimate, using approximations.

- The pupils understand fractions and can handle them with increasing accuracy. They understand the relationship between fractions, decimals and percentages. The older pupils can convert from one to another with confidence.
- They understand and use the mode, median and mean as measures of average and have a very good understanding of range as a measure of distribution in relevant contexts.
- Pupils can deal very confidently with a range of graphs that are related to their work across the curriculum, and select the type of graph best suited to their purpose. They use ICT to produce multiple line graphs as part of their scientific investigations into the effect of different kinds of physical activity on heartbeat rate. They discuss and interpret their graphs confidently, using appropriate mathematical terminology.

Shortcomings

- In KS1, pupils' ability to work independently when they are involved in practical activity, has not been developed sufficiently.

Science

Standards are good in KS1 and very good in KS2.

Good features

- KS1 carry out investigations and make simple predictions, compare the events that they observe and come to reasonable conclusions. They record their findings in an organised manner, using pictures, texts and block graphs.
- They are familiar with the life-cycle of plants and understand the need for them to have light and water; they are familiar with some of the properties of various materials.
- In KS2, pupils engage in a good range of investigations and they have a very good understanding of the need for fair testing. Older pupils benefit from the opportunities they are given to devise their own experiments. They repeat observations and measurements in order to achieve reliability. They make intelligent predictions and reason maturely when investigating.
- They record their findings in detail in the form of tables or graphs, in words or through illustrations. They come to reasonable conclusions on the basis of their results.
- They pupils gather scientific information drawn from the Internet, from books or from CD-Rom. They have a good knowledge of parts of the body and their characteristics; they know what is harmful to the body and about the characteristics of forces. They classify materials on the basis of their characteristics and are familiar with conventional electrical circuits.

- KS2 pupils use scientific terms readily when discussing their work and have a very good understanding of scientific concepts.

Shortcomings

- In KS1, pupils' ability to discuss their observations has not been developed sufficiently.

Design and Technology

Standards are good throughout the school.

Good features

- KS1 pupils complete a good number of design assignments and undertake this work using a good variety of media.
- They put forward ideas and investigate various possibilities when planning, and then record the design process on prepared work-sheets. They use sketches of the object and adhere closely to their plans when producing it.
- In KS2, pupils investigate their projects carefully using a good range of sources of information.
- They plan well and use appropriate software when preparing.
- Pupils are often aware of the attributes of various materials and their suitability for a specific purpose. They produce moving models of various kinds. The quality of the finish of these products is often good.
- KS2 pupils can control devices well using a computer.

Shortcomings

- Pupils making skills, including the use of appropriate tools such as a saw and glue gun, are not sufficiently developed.
- At times, pupils' evaluations of their work are inclined to be superficial.

Information Technology

Standards are good in KS1 and very good in KS2.

Good features

- In both key stages, pupils make consistent and effective use of the computer to convey and to record information through the medium of text, pictures and sounds.
- Pupils have a very good level of knowledge of how computers are used in society at large.

- In KS1, pupils make good use of a drawing programme to produce good quality pictures to illustrate various aspects of the class theme.
- They make appropriate use of a simple data handling programme to gather, organise and record conclusions in the form of block graphs.
- In KS2, the pupils make effective and purposeful use of CD-Rom and the Internet to gather and handle information.
- By making use of a desktop publishing programme, the older pupils in KS2 successfully produce leaflets and presentations. They understand how to import pictures for the purpose of producing well-finished publications.
- The older pupils use spreadsheets to make simple predictions.
- A good number of KS2 pupils use e-mail successfully to communicate with pupils in other schools.

Shortcomings

- At times, the presence of spelling mistakes, in both languages, has a negative effect on the quality of the work.

History

Standards are good in both key stages.

Good features

- Pupils in both key stages have a firm awareness of chronology. They can place historical events correctly on a time line.
- KS1 pupils' awareness of the passage of time is well-established. They can refer to differences between the past and present in their own lives and in the lives of other people in contexts that are part of their own experience. They can discuss the differences between the lives of children in Victorian times and their own lives in the present day.
- They use a variety of sources, including the reminiscences of adults, artefacts and pictures with confidence to search for information about the past. They convey their knowledge and understanding in a variety of ways, including acting, drawing and writing.
- They relate stories about characters from various periods of Welsh history and beyond, showing that they have a good understanding of the living conditions that pertained during the periods in question.
- KS2 pupils have a good awareness of the ways in which they can discover information about the past from a variety of historical sources. They make effective use of a range of pictures, artefacts and documents, including census information relating to their own locality and can gather information from computer programmes on the Internet.

- In their studies of the Second World War, the pupils appreciate how the lives of ordinary people are affected by events that are outside their control.
- Pupils' knowledge of the history of their own area is good. They can, for example, trace the history of Bangor Cathedral and the bridges across the Menai Straits with understanding and in a lively manner.
- They use appropriate historical terms in their oral and written work and present their work in an organised manner and in a variety of ways. They use information technology intelligently in their historical investigations.
- The pupils prepare well before undertaking regular visits to locations and buildings within their own area and beyond. Their resulting work displays a significant development in their skills, concepts and historical knowledge.

Shortcomings

- Pupils' ability to empathise historically has not been developed sufficiently.

Geography

Standards are very good in both key stages.

Good features

- In KS1, pupils' knowledge about their own area is very good. They can describe its main geographical characteristics and offer simple opinions about its environmental quality.
- From the field work they have undertaken in a nearby town, they are beginning to appreciate some differences and can compare this area with their own, expressing simple opinions.
- The younger pupils in KS1 understand the difference between a picture and a plan and can produce a simple plan to illustrate relevant stories.
- By Y2, pupils' mapping skills are good. They can create an imaginary map and use simple co-ordinates to note locations on a grid.
- They can locate the City of Bangor and some other towns on a map of Wales and name some of the main geographical features of their country.
- They can locate Wales on a map of the British Isles and know about other countries in the world that are linked to some of the pupils in their class.
- In their study of a Mexican village, the pupils can name some of the characteristics of the village and identify some of the similarities and differences between that village and their own.
- In KS2, a good majority of the pupils can read maps at a level suited to their ability, using four and six-figure grid co-ordinates confidently to find locations on a map. They understand

the points of the compass and measure distance correctly using the scale on an ordnance survey map.

- Following a visit to Betws-y-coed, pupils differentiate between physical and human aspects when describing the area; they compare these aspects with those of their local area.
- Pupils have a very good level of knowledge and understanding of their local area. They discuss the changes that have occurred over a period of time and the effect these have had. They express opinions about these changes very effectively.
- When studying a country that is less well developed economically, the older pupils make appropriate comparisons between an area in that country and an area in a contrasting country that they have studied. They can make appropriate comparisons about the nature of the neighbourhood, the way of life and the weather. They have very clear opinions regarding in which area they would prefer to live.
- Pupils' geographical skills show consistent progress and they make regular use of ICT to enhance their studies.

Shortcomings

- There are no significant shortcomings.

Art

Standards are good in KS1 and very good in KS2.

Good features

- In KS1, pupils' control of a number of techniques is developing well as they draw and paint from observation and from memory.
- They can mix colours and experiment with various media to produce a good variety of effects; their understanding of colours and of the effects of repeat patterns is good.
- As they experiment with various lighter and darker shades their awareness of the effects that are created develops appropriately.
- The pupils produce a range of objects and images, using a variety of materials, tools and processes. They use a computer programme to create colourful, effective pictures in an effective manner.
- Pupils are aware of the work of famous artists, including that of Welsh artists. Their understanding of the work of the artists they have studied is developing appropriately and they emulate the styles of some of these individuals in their own work.
- In KS2, pupils demonstrate that they have a very good level of awareness of perspective, line and tone, patterns and texture. They observe very carefully as they produce pictures of still-

life. The vast majority of pupils work confidently and enthusiastically. They use the language of art to discuss their work.

- Working in conjunction with a resident artist provided pupils with rich and worthwhile experiences. They produced effective portraits and landscapes as they experimented with some of the methods used by the artist in question.
- Pupils possess a wide range of knowledge and understanding of the art of other cultures and traditions.
- Pupils work with clay and produce interesting models and objects.
- They select the resources that are appropriate for carrying out specific tasks and use a range of techniques skilfully.
- KS1 pupils co-operate with the younger pupils in KS2 to produce 3D models of characters from a book. Their finished products are of very good quality.

Shortcomings

- In KS1, pupils' ability to use art terminology to discuss their work has not been fully developed.

Music

Standards are good in both key stages.

Good features

- In KS1, pupils sing a variety of songs that are suited to their age range. In general, the standard of the singing is satisfactory.
- Pupils are aware of rhythmic patterns, can follow set patterns, name them correctly and create word sentences to successfully match the rhythms. They practise musical patterns with a partner and perform this for the class, expressing simple opinions about their performance.
- They can identify untuned instruments and maintain a regular beat when accompanying their singing.
- After undertaking a sounds journey around the school, they record their impressions through the medium of pictures depicting the sounds they have heard and use musical elements to describe the sounds appropriately.
- They compose music in response to a stimulus, using various sources of sound. They record their compositions in the form of graphic scores.
- They use computer programmes to compose simple melodies and produce interesting work.

- In KS2, the pupils sing confidently with the vast majority successfully maintaining pitch. Before singing they participate in purposeful exercises. They sing suitable songs, including a round. They pay attention to phrasing and dynamics. The quality of the singing is good.
- KS2 pupils understand the nature of rhythm and can maintain a beat accurately. After listening to and discussing a piece of music, they play a musical accompaniment to it with untuned instruments. They follow the instructions of the leader well.
- Pupils' understanding of notation, time and the value of notes is good. After using a computer programme to help them with their composing they adapt melodies and notes so that they are suitable for various untuned instruments. They set the music to an appropriate time.
- In response to a stimulus, the pupils composed a musical sequence using tuned and untuned instruments. This work was effective. The compositions were recorded in the form of graphic scores.
- Pupils listen to music of a variety of styles and express simple opinions about it.
- A good number of pupils benefit from the opportunities provided for them to receive musical tuition and they perform in the school orchestra during services and concerts. This leads to the raising of standards in the subject.

Shortcomings

- In KS1, pupils do not make choices when composing.
- Pupils' ability to evaluate music is not well developed in either key stage.

Physical Education

Standards in physical education are good in KS1 and very good in KS2.

Good features

- Pupils, in both key stages, develop effective control over their physical movements and have a good awareness of space.
- They are aware of the importance of warming up and stretching the body before undertaking any strenuous exercise and of relaxing at the end.
- They carry, set out and store equipment in a disciplined, well-managed and safe manner.
- In KS1, pupils listen carefully to instructions and work hard to improve their performance. They respond enthusiastically and creatively when producing a sequence of movements. They are keen to display good practice and a significant majority show maturity when evaluating their own efforts and the efforts of other pupils.
- In dance lessons, KS2 pupils respond very well to music and use their imaginative powers effectively when conveying the movements of animals. They work individually and co-operate in pairs and in larger groups at different levels, responding sensitively to the music.

They respond well to changes in the music, adapting their movements to match such changes. They can combine dance motifs to plan and produce a sequence. They perform their final, finished work confidently and evaluate their own work and the work of pairs and groups with maturity.

- During gymnastics lessons, KS2 pupils practise and discuss basic shapes in gymnastics very well. They work to produce sequences that combine tension, shape and posture within symmetrical and non-symmetrical forms. They experiment and enhance their work enthusiastically within the limitations of the task set and perform their final sequences confidently and gracefully. They evaluate their own and others' work with maturity and sensitivity.
- KS2 pupils display a very good range of games skills. They make good use of space and work effectively with others as members of a team. They combine their basic skills effectively within the games situation, respect the conventions of fair play and appreciate the function of rules. The pupils evaluate and improve the quality of their skills.
- School teams participate in competitions at a local level in netball, football, rugby, swimming, rounders, gymnastics, athletics and cricket, with a very considerable degree of success.

Shortcomings

- There are no significant shortcomings.

Religious Education

Standards are good in both key stages.

Good features

- In KS1, pupils have a good level of knowledge of familiar stories from the Bible and can describe their religious significance. They understand the difference between a parable and a miracle.
- Pupils write personal prayers of good quality. They understand the significance of worship.
- They have a good understanding of social and moral values such as friendship, caring for others and sharing with others.
- In KS2, pupils have an increasing level of knowledge about the Bible. They relate a number of stories and associate a good number of the main events in the New Testament with many religious festivals.
- They have a good level of knowledge about religious benefactors.
- They are aware of the importance of religious symbolism in several religions and can explain the significance and function of religious artefacts.
- They are aware of the importance of protecting the environment and understand the significance of families, communities, homes and buildings.

- They are familiar with elements of other religions such as Islam, Hinduism and Judaism; they can describe their characteristics well and show respect for religious traditions other than their own. This is a specific strength and is attributable to the fact that pupils from a variety of religious backgrounds attend the school.

Shortcomings

- Pupils' ability to respond to the 'great issues' of religion has not been fully developed.

8. SCHOOL IMPROVEMENT

8.1 Progress Since the Last Inspection

The school was last inspected during the autumn term 1997. That report noted eight key issues, which included the need to:

1. *ensure more befitting accommodation for the whole school, in order to provide working conditions that are safe and stimulating for children and adults;*
2. *ensure sufficient expert assistance for introducing Welsh quickly and fully to pupils who enrol after the reception class;*
3. *raise pupils' standards of achievement in Welsh, design technology, information technology, art and religious education;*
4. *extend the opportunities for pupils to take more responsibility for their own learning and assessment;*
5. *agree on whole-school policies for assessing and recording individual pupils' achievements;*
6. *established a programme for releasing subject co-ordinators from their teaching duties to monitor standards of work throughout the school;*
7. *provide arrangements for the appraisal of all staff;*
8. *improve punctuality and ensure that the school's daily timetable runs smoothly.*

Issues 1, 2, 4, 5, 6, 7 and 8 had already been noted in the school's development plan.

Since the last inspection, the school has responded well to those key issues over which it has direct control.

The school buildings and site continue to be unsatisfactory and remain a key issue.

1. Effective use is made of an additional part-time specialist teacher to promote standards in Welsh. Pupils who are recent incomers with no prior knowledge of Welsh, including pupils for whom English is an additional language, acquire the confidence to communicate in the language within a relatively short period of time. Although overall pupil standards in Welsh continue to be 'satisfactory', considerable progress has been made. Pupils' reading is now good, and progress in oral and writing skills show improvement.

2. Significant progress has been achieved in standards in the other subjects which were identified in the 1997 Inspection. Standards in technology, ICT, art and religious education are now either good or very good throughout the school.
3. Good opportunities have been provided for developing pupils' independence and responsibility. This is particularly evident in cross-curricular work, where individual research into aspects of the topic studied is encouraged. This work is often presented by individual pupils using a wide range of ICT skills.
4. Effective whole school policies and procedures have been established for the assessment of individual pupil progress, and good use is made of assessment information when formulating and revising the school's programmes of work.
5. Very good procedures have been established for monitoring standards of work. In the core subjects, and in a number of foundation subjects, teachers have been provided with non-contact time to monitor standards in their subjects through classroom observation across the school. As a result, areas for improvement within subjects are identified and programmes of work adjusted accordingly.
6. In accordance with new statutory requirements for teacher appraisal, performance management policies and procedures are established and are in operation for all the teaching staff.
7. The school's daily timetable runs smoothly, but the punctuality of a significant number of pupils remains unsatisfactory.

8.2 Key Issues for Action

The school needs to:

1. continue with its efforts to bring about substantial improvement to the school buildings and facilities;
2. maintain the good and very good standards noted within the subjects and the key skills, and raise satisfactory standards of achievement by attending to the shortcomings noted;
3. continue in its efforts to ensure that pupils arrive punctually at school for the morning session and ensure that attendance and absences are correctly noted and reported according to the requirements of the National Assembly for Wales Circular 3/99;
4. attend to the safety of pupils as they arrive and leave school and to the few health and safety issues mentioned in the body of the report.

APPENDIX

School Data

A. Basic Information about the School

Name of the School	Ysgol Cae Top
Type	Primary
Age range of pupils	3 – 11
School address	Stryd yr Allt Upper Bangor Bangor Gwynedd
Postcode	LL57 2HA
Telephone number	01248 352325

Name of Head	Mr Rhys Howard Hughes
Date of appointment	Medi 2002
Chair of Governors	Cllr. Mrs June Marshall
Registered Inspector	Mr Gareth W. Roberts
Date of inspection	29 April – 1 May, 2003

B. School data and indicators

<i>The number of pupils in each year group</i>								
Year group	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
The number of pupils	25	31	25	31	31	30	30	203

<i>The number of teachers</i>			
	Full time	Part time	Full time equivalent (fte)
The number of teachers	8	2	9

<i>Staffing information</i>	
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Pupil:teacher ratio, excluding special classes	22.5 :1
Average size of classes	22.5

<i>Attendance percentages during the three full terms before the inspection</i>				
	R	KS1	KS2	The whole school
Summer 2002	93%	92%	93%	93%
Autumn 2002	98.8%	94.9%	92.4%	95.4%
Spring 2003	95.5%	91.9%	90.7%	91.7%

<i>The number of pupils excluded during the previous 12 months</i>	2 temporary
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C. Results of NC assessments

END OF KEY STAGE 1: 2002

Results of National Curriculum Assessments KS1: 2002			Total number of pupils Y2: 23					
Percentage of pupils at each level			D	W	1	2	3	4
WELSH	Teacher Assessment	School	-	-	4	68	27	-
		National	1	2	11	62	24	-
WE: Oral	Teacher Assessment	School	-	-	9	68	23	-
		National	1	2	12	62	23	-
WE: Reading	Teacher Assessment	School	-	-	18	73	9	-
		National	1	2	17	56	24	-
WE: Writing	Teacher Assessment	School	-	-	14	73	14	-
		National	1	3	21	64	11	-
MATHEMATICS	Teacher Assessment	School	-	-	13	57	30	-
		National	0	2	9	60	29	-
SCIENCE	Teacher Assessment	School	-	-	-	65	35	-
		National	0	2	10	67	21	-

Percentage of pupils reaching at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school:	87%	In Wales:	81%

D Pupils who are exempt under statutory arrangements from part or whole of the National Curriculum

W Pupils working towards level 1

END OF KEY STAGE 2: 2003

Results of National Curriculum Assessments KS2: 2002			Total number of pupils Y6: 28									
Percentage of pupils at each level			D	A	F	W	1	2	3	4	5	6
English	Teacher Assessment	School	7.1	-	-	-	-	-	17.9	64.3	10.7	-
		National	-	-	-	-	1	6	19	48	25	-
	Test/Task	School	7.1	-	-	-	-	-	-	29.5	64.3	-
		National	-	2	-	-	-	4	14	47	31	-
Welsh	Teacher Assessment	School	7.1	-	-	-	-	3.6	35.7	32.1	10.7	-
		National	1	-	-	-	1	4	24	49	20	-

	Test/Task	School	7.1	-	-	-	-	3.6	25	35.7	17.9	-
		National	1	2	-	-	-	2	22	48	23	-
Mathematics	Teacher Assessment	School	7.1	-	-	-	-	-	10.7	53.6	28.6	-
		National	-	-	-	-	1	4	19	47	28	-
	Test/Task	School	7.1	-	-	-	-	-	-	35.7	57.1	-
		National	-	2	-	-	-	4	18	42	32	-
Science	Teacher Assessment	School	7.1	-	-	-	-	-	3.6	75	14.3	-
		National	-	-	-	-	-	3	15	52	29	-
	Test/Task	School	7.1	-	-	-	-	-	-	32.1	60.7	-
		National	-	2	-	-	-	2	13	51	31	-

- D Pupils who are exempt under statutory arrangements from part or whole of the National Curriculum
A Pupils who have failed to register a level due to absence
F Pupils who have failed to register a level due to reasons apart from absence
W Pupils working towards level 1

Percentage of pupils achieving at least level 4 in mathematics, science and either English or Welsh			
According to teacher assessment		through test	
In the school:	90.5	In the school:	79.3
In Wales:	68	In Wales:	68

D. The Evidence Base of the Inspection

Four inspectors spent a total of ten inspector days at the school and 66 lessons or part lessons were observed. In addition, a cross-section of registration periods, morning services (inspected by a church inspector), and extra-curricular activities were visited. Interviews were arranged with members of the staff. The attendance registers were inspected.

The work of a cross-section of able, middle and lower ability pupils from Nursery to Y6 was inspected. In addition, further examples of pupils' work were seen when visiting classrooms. Inspectors listened to the pupils reading in both languages. Pupils' work was constantly discussed with them.

All the documentation submitted by the school before and during the inspection was analysed. Pre-inspection meetings were held with the staff, governing body and parents. Eleven parents attended the parents' meeting and 32 questionnaires were returned, together with three letters.

E. Composition and Responsibilities of the Inspection Team

NAME	ROLE	Sections of the report	SUBJECTS (section 7)
Gareth W. Roberts	Registered Inspector	1, 2, 3.1, 3.2, 5.3, 6.2, part of 6.3, 8.2	Science, Design and Technology, IT, Religious Education
John Roberts	Lay	4.2, 4.3, 5.6, 5.7, part of 6.3	
Rhianwen H. Roberts	Team	4.15, 1.5, 4, 5.6, part 6.3	Under 5, Welsh,

			Geography, Art, Music,
Dafydd Thomas	Team	5.2, 5.5, 6.1, 8.1	English, Maths, History, Physical Education

*The inspectors wish to thank the school governors,
head, staff, pupils and parents for their willing
co-operation during the inspection.*