

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Ysgol Gynradd Cae Top
Hill Street
Bangor
Gwynedd
LL57 2HA**

School Number: 6613030

Date of Inspection: 11/05/09

by

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Ysgol Gynradd Cae Top was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Ysgol Gynradd Cae Top took place between 11/05/09 and 13/05/09. An independent team of inspectors, led by Merfyn Lloyd Jones undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups 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 LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	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 National Curriculum covers four key stages as follows:

Key stage 1	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

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Context

The nature of the provider

- 1 Ysgol Cae Top is under the voluntary control of the Church in Wales and located among residential dwellings in Upper Bangor. The main building is 130 years old but a number of the pupils are located in cabins. On 1st September 2009 the school will move to a new building nearby.
- 2 The school's objectives are based on the expectations of the Church in Wales. As a county school maintained by the Gwynedd Unitary Authority, Ysgol Cae Top fully adheres to the authority's bilingualism policy. Although only 2% of the pupils speak Welsh at home, all the classes for part of the day are taught through the medium of Welsh. English is not introduced formally until the end of key stage 1, and all the pupils receive teacher assessments in accordance with the requirements of the National Curriculum at the end of key stages 1 and 2. At age 11, the pupils can choose to move to one of the two secondary schools in the city.
- 3 The school accepts the full range of ability between 3 and 11 years of age. The pupils are split into seven one-age classes. At the time of the Inspection, there were 207 full-time pupils on the register and 24 part-time children in the nursery class. Around a quarter of the pupils come from affluent families with around another quarter coming from homes under economic disadvantage.
- 4 The school is popular with families associated with the University College of Wales, as well as a number of families in the Bangor area and its environs. Only 2% of the pupils come from families in which the Welsh language is spoken at home, and 27% of them come from homes where neither Welsh nor English is the main language. A substantial proportion of these pupils arrive at the school after the beginning of October, when their parents commence courses at the University. The pupils who do not have English as their first language therefore, regularly join the various classes across the school.
- 5 Seven of the pupils have a special educational needs statement and 37 pupils on school action stages and further school action for additional support. 2 pupils have been disapplied from the national curriculum.
- 6 13% of the pupils have been registered on the schools census form as pupils who have the right to receive free school meals.
- 7 The present head teacher has been in post since September 2002. The school was last inspected in the year 2003.

The school's priorities and targets

- 8 The school lists the following as some of its main aims in 2009-10:
 - to monitor development as regards the new buildings;

- to continue to operate a system of self evaluation and self-monitoring throughout the school;
- to raise the status and effectiveness of Pedagogy across the school;
- to implement the principles of the Foundation Phase and the 2008 Amended Curriculum in key stage 2;
- to continue to develop aspects of Personal and Social Education/Healthy School throughout the school.

Summary

- 9 Ysgol Cae Top is a good school with a number of outstanding features. It provides education of good quality in a lively learning environment where enjoyment is obvious. Every individual makes excellent progress towards reaching his/her full potential and experiences success in their work, whatever their ability, social or linguistic background. The school is warm and friendly, providing a happy and safe environment where pupils are keen to learn. The headteacher and staff are committed and work very hard.
- 10 The findings of the inspection team match the school's opinion in each one of the key questions

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	Grade 1
2 How effective are teaching, training and assessment?	Grade 1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	Grade 1
4 How well are learners cared for, guided and supported?	Grade 1
5 How effective are leadership and strategic management?	Grade 1
6 How well do leaders and managers evaluate and improve quality and standards?	Grade 1
7 How efficient are leaders and managers in using resources?	Grade 1

- 11 The achievement standards in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
44%	56%	0%	0%	0%

- 12 The above percentages are higher than the average percentages for the whole of Wales, as published in the Annual Report of HM's Chief Inspector 2007-08, namely that the standards of achievement are good or better (grade 1 and 2) in 84% of lessons, and outstanding (grade 1) in 12% of lessons.
- 13 The general quality of the educational provision for the children under five years of age is appropriate to their needs and the children are making good progress towards the Foundation Phase outcomes.

- 14 Pupils with Special Educational Needs (SEN) and pupils who have English as an Additional Language are making very good progress in accordance with their abilities.

Subjects and/or areas of learning for under-fives

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 1
Knowledge and understanding of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

- 15 In key stages 1 and 2, in the subjects inspected, the achievement standards are as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Design and technology	Grade 2	Grade 1
History	Grade 2	Grade 1
Art and design	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

- 16 The key communication skills of the majority of pupils of all age groups are very good; however, syntactical errors manifest themselves in the Welsh spoken language of some pupils in the two key stages. This has an effect on the accuracy of their written work.
- 17 Their mathematical skills are good with information technology and communication (ICT) very good with examples of excellence. From an early age, the pupils make outstanding progress in their research and creative skills.
- 18 In two of the last three years, the school's performance in the National Curriculum assessments in key stage 2 was among the highest 25% of similar schools.
- 19 The spiritual, moral, social and cultural development of the pupils across the school is outstanding. Multi-cultural experiences are a natural part of the day-to-day life of the school and the school takes full advantage of the opportunities to respect diversity within their society. Their awareness of equal opportunity is outstanding.
- 20 All the pupils display very good attitudes towards their work; they show a high level of motivation with enthusiastic commitment. Their behaviour is very good; they are considerate, courteous and work well with each other.
- 21 Attendance levels at the school across the last three terms are slightly under 93%. Punctuality is good.

The quality of education and training

22 In the lessons observed, the quality of the teaching was judged to be as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
49%	51%	0%	0%	0%

- 23 These percentages exceed the average percentages for the whole of Wales, as published in the Annual Report of HM's Chief Inspector 2007-08, namely the quality of the teaching is good or better (grade 1 and 2) in 83% of lessons and outstanding (grade 1) in 16% of lessons.
- 24 The quality of the teaching is very good in all classes and the teachers have a good knowledge of the requirements of the subjects and fields they teach. The outstanding features of the teaching include energetic and lively presentations, everyone being appropriately challenged, a consistent variety of effective teaching methods with good opportunities for the pupils to ask questions and evaluate their work.
- 25 The quality of the assessment, recording and reporting procedures are good and fully satisfy the statutory requirements. Across the school detailed and regular records are kept of the attainment and progress of pupils. There is clear evidence that the information effectively influences planning for the future.
- 26 The school offers a wide range of experiences that are accessible to all. The careful consideration given to the wide variety of backgrounds the pupils have is outstanding. The experiences of pupils are promoted and enriched outstandingly by means of a wide range of extra-curricular cultural and community activities.
- 27 The learning experiences promote the personal development of pupils including spiritual, moral, social and cultural development very effectively.
- 28 The provision for developing the awareness of pupils regarding the cultures and traditions of various countries is outstanding. Advantage is taken of every opportunity to share and appreciate the multi-cultural wealth of the school community.
- 29 The quality of the care, the support and the guidance offered to the pupils is outstanding. The pupils are happy in the school and they have a good relationship with each other and with all the staff.
- 30 The school works in a very good partnership with the parents and the questionnaires and pre-inspection meetings are complimentary and recognise this.
- 31 The school has appropriate arrangements that encourage and enable pupils to be healthy. Healthy eating practices are promoted and due attention is given to improving fitness by offering a wide range of sports and physical activities.

- 32 The quality of the provision for SEN pupils is an outstanding feature and complies fully with the Code of Practice.

Leadership and management

- 33 There are outstanding elements to the school's leadership on a number of different levels. The headteacher has a clear and challenging vision, a vision that is supported by a very effective team.
- 34 The staff and governors have high expectations as regards ethos, behaviour and standards. There are outstanding characteristics to the functions of the governors in the strategic development of the school. They meet all the legal obligations placed upon them and the relevant policies are in place.
- 35 The quality of the self-evaluation and the planning for improvement is outstanding. The culture of self-evaluation has been established over a number of years and the head and staff show a very good understanding of the strengths and the aspects to be developed.
- 36 The arrangements as regards planning for improvement are outstanding. The School Development Plan (SDP) is a very useful document and provides a clear strategic direction that is likely to lead to further improvements. The school has made good progress since the last inspection. The school took appropriate action in response to the key matters.
- 37 The school is well staffed with qualified teachers who have adequate experience. There is a good range of resources for the age range. The school's resources are managed and used very effectively.
- 38 The school's financial management is thorough, with the headteacher, the governing body and the local authority's support officer supervising the finance carefully. The school offers outstanding value for money.

Recommendations

In order to improve, the school needs to:

R1 continue to maintain the good standards;

R2 continue to refine the spoken Welsh language of the pupils in the two key stages;

R3 improve attendance levels.

Recommendation R2 is a priority in the SDP.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

A copy of this summary will be sent to every family with a child in the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 1: Good with outstanding features

- 39 The findings of the inspection team match the opinion of the school in its self-evaluation report.
- 40 Statutory teacher assessments in 2008 show that 78 per cent of the pupils in key stage 1 achieve the core subject indicator i.e. the expected level 2 in the three subjects Welsh, mathematics and science compared to the national average of 80.7 per cent. The attainments of the seven year old pupils in mathematics and science, according to the assessments of the teachers, are higher than the national average. They are closely comparable to the catchment area averages in Welsh but slightly lower than the local authority and national averages.
- 41 In the same year in key stage 2, 96 per cent of the pupils achieve the core subject indicator at level 4 or higher in Welsh or English, mathematics and science compared to the national average of 75.5 per cent. This, compared to similar schools i.e. those schools with similar numbers of pupils with the right to receive free school meals, places the school in the highest 25 per cent. The attainment of the 11 year old pupils in English, mathematics and science is substantially higher than the national and LEA averages. They are slightly lower in Welsh.
- 42 Considering the data over a period of three years the results of the National Curriculum assessments in key stage 2 shows a clear pattern of maintaining good standards in English, mathematics and science and that standards in Welsh are improving. Comparison between key stage 2 assessments with the performance of the same pupils in key stage 1 confirms that their progress compares favourably with local and national progress measurements. Although no significant pattern reveals itself in the performance of boys and girls in mathematics and science the linguistic performance of the girls is better than the boys, reflecting the national picture.
- 43 Attainment standards in the lessons inspected are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
44%	56%	0%	0%	0%

- 44 The above percentages are higher than the average percentages for the whole of Wales, as published in the Annual Report of HM Chief Inspector 2007-08, namely that attainment standards are good or better (grade 1 and 2) in 84% of lessons and outstanding (grade 1) in 12% of lessons.

- 45 The majority of pupils under 5 years old together with the pupils of the two key stages are making outstanding progress towards reaching their potential. Every individual experiences success in his/her work, whatever their ability, social or linguistic background.
- 46 The general quality of the educational provision for the children under five years of age is appropriate to their needs and the children are making good progress towards the results of the Foundation Phase. They show positive attitudes towards learning, work well with each other and enthusiastically undertake challenging activities which strengthen and develop their learning.
- 47 Pupils with SEN and English as an Additional Language are making very good progress in accordance with their ability.

Subjects and/or learning fields for children under five years old

Language, literacy and communication	Grade 1
Personal and social development	Grade 1
Mathematical development	Grade 1
Understanding and knowledge of the world	Grade 1
Creative development	Grade 1
Physical development	Grade 1

- 48 In key stage 1 and 2, in the subjects inspected, the attainment standards were as follows:

Subjects	Key Stage 1	Key Stage 2
Welsh first language	Grade 2	Grade 2
Design and technology	Grade 2	Grade 1
History	Grade 2	Grade 1
Art and design	Grade 2	Grade 2
Physical education	Grade 1	Grade 1

- 49 The majority of pupils of all ages are making good progress in their language, literacy and communication skills. Children in the Foundation Phase speak confidently and listen intently for short periods in collective sessions. The latecomers make very good progress. However, syntactical errors appear in the spoken language of some of the pupils in the two key stages. This has an effect on the correctness of their written work.
- 50 Reading standards across the two key stages are very good in English and good in Welsh. Pupils in key stages 1 and 2 discuss their tasks intelligently and in general they use appropriate subject vocabulary.

- 51 Pupils in key stages 1 and 2 make good progress in their mathematical skills in activities across the curriculum. Foundation phase children use their mathematical skills confidently during various practical activities.
- 52 The co-operation and problem-solving skills of the pupils are very good across the school. This aspect is considered to be outstanding. The pupils' skills in ICT are very good across the school. Foundation phase pupils make confident use of information technology in a natural way. Every pupil in the school applies these skills across the curriculum. These pupils can produce complex presentations using varied software. An outstanding example of this was seen with the team that took part in Formula 1 project recently.
- 53 Across the school, the creative skills of the pupils are very good. They show very good skills and a vivid imagination when dealing with a number of tasks especially within the fields of art and design and design and technology. Outstanding examples are seen from key stage 2 pupils in physical education.
- 54 Across the school the pupils' bilingual skills are developing well. Considering the social and linguistic background of a large number of the pupils, they make good progress in Welsh. As they mature, they show confidence in using the language. This is very obvious in key stage 1. By the end of key stage 2, the majority of pupils make effective use of Welsh and English as a medium for learning and switch easily from one language to the other as they gather information and carry out investigations.
- 55 The ability of the majority of pupils to work independently under the guidance of a teacher is very good. There is obvious confidence in the way that a large number of the pupils take responsibility for their own work. They are confident in explaining what they need to do to improve their work and to reach the improvement targets set for them.
- 56 The spiritual, moral, social and cultural development of the pupils across the school is outstanding. Through the personal and social education lessons, circle sessions and joint worship, they learn very important values and have an outstanding understanding of moral and social matters. Multi-cultural experiences are a natural part of everyday life and the school takes full advantage of the opportunities to respect diversity within their society. This is a very worthy reflection of the various cultural and racial backgrounds of the children. They are an outstanding example of the ideal inter-relationship of mankind and are one of the school's main strengths. They are aware of the importance of tolerance and kindness. They are one happy family. All this provides strong foundations for the pupils to develop into very responsible members of the community and also of the world.
- 57 Their understanding of what being a good neighbour means is obvious and they display sympathy towards those less fortunate than themselves. They show empathy with others by collecting money for good causes. Their awareness of equal opportunity is outstanding.

- 58 Pupils understand the importance of developing healthy eating habits and keeping fit and how this can affect the quality of their lives as they grow up.
- 59 All the pupils show very good attitudes towards their work; they show a high level of motivation with enthusiastic commitment. They concentrate well and make very good use of their time.
- 60 Their behaviour is very good; they are considerate, courteous and work well together. They use their time effectively and take obvious pleasure in their experiences. They can meditate quietly during sessions of joint worship.
- 61 The school's attendance levels across the last three full terms are slightly under 93%. The school has a target to improve attendance. Punctuality is good.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

62 The findings of the inspection team match the opinion of the school in its self-evaluation report.

63 In the lessons observed, the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
49%	51%	0%	0%	0%

64 These percentages exceed the average percentages for the whole of Wales, as published in the Annual Report of HM Chief Inspector 2007-08, namely that the quality of the teaching is good or better (grades 1 and 2) in 83% of lessons and outstanding (grade 1) in 16% of lessons.

65 The quality of the teaching is very good in every class and the teachers have a good understanding of the requirements of the subjects and fields they teach. They have a very good relationship with the pupils based on respect and regular and appropriate use of encouragement and praise. They have created a climate that is congenial to effective learning. The quality of the teaching for the pupils aged under 5 is outstanding. The teachers and assistants have a very good knowledge of the requirements of the Foundation Phase for teaching children aged under 5 years.

66 It is obvious that the concept of 'Pedagogy' which outlines recent practices in effective teaching is having an outstanding influence on the quality of the lessons. The school has taken up a number of teaching ideas following worldwide research work and it is visible how these practices are influencing the pupils' standard of attainment. The teachers manage and arrange their classes skilfully, and deal sensitively with those pupils who have English as an Additional Language and Special Educational Needs. The equality policy appears to be at work in all lessons.

67 During lessons, the progress of the pupils is carefully monitored and good and constructive support is given to individuals and groups.

68 Outstanding features were seen in:

- energetic and lively presentations;
- everyone being appropriately challenged
- a regular variety of effective teaching methods;
- good opportunities for the pupils to ask questions and evaluate their work;
- very good use of the assistants to support and improve work.

- 69 There were a number of good features to the teaching including;
- work planned and prepared thoroughly;
 - sharing criteria effectively;
 - tasks differentiated appropriately;
 - effective use of resources.
- 70 The teachers promote bilingual skills very successfully by encouragement and constant support. Use of the two languages is a common feature within the classroom and outside and the pupils are very enthusiastic about their efforts.
- 71 The quality of the assessment, recording and reporting procedures is good and fully satisfies the statutory requirements. Across the school, detailed and regular records are kept of the achievement and progress of pupils. There is clear evidence that the information effectively influences planning for the future.
- 72 The system of observing and recording the progress and achievement of individual children in the Foundation Phase, carried out by the teachers and assistants, is effective and is very good practice.
- 73 Pupils' work is marked regularly, often with supportive and constructive comments on how they can improve their work. Appropriate moderation and verification arrangements have been set up within the catchment area to strengthen teacher assessments in key stages 2 and 3.
- 74 There is an element of excellence in the system of including learners in the assessment of their own work. Across the school, effective attention is given to ensuring that learners are an integral part of the assessment process. They get regular opportunities to evaluate their own work and that of their peers in order to enable them to understand what they need to do to improve their work and to ensure progress.
- 75 The reports to parents are of good quality. They comply with statutory requirements and offer a detailed picture of the progress and achievement of pupils. The parents are happy with the information submitted in the reports and with the opportunities they get to discuss them with the teachers.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good with outstanding features.

- 76 The findings of the inspection team match the school's opinion in its self-evaluation report.
- 77 The school offers a wide range of experiences that are accessible to all. The careful consideration given to the pupils' wide variety of backgrounds is outstanding. The education provided by the school fully satisfies the statutory requirements and is flexible to meet the needs and interests of the pupils.

- 78 The policies and work plans across the school are thorough and provide clear guidance to the work of the school. They ensure breadth, balance, progress and continuation. The quality of the educational provision for the Foundation Phase is appropriate for their needs. The experiences they have are particularly rich. The school has given careful attention to adjusting the work plans in response to the amended curriculum and assessment arrangements in Wales 2008.
- 79 Development of the key skills receives good attention; they have been weaved into the lessons and are effective. Having succeeded in the past to renew the Quality Mark for the third time, In 2009/10 the school will be applying for the new accreditation namely the Basic Skills Quality Standard. The strategy for supporting pupils and English as an Additional Language is outstanding.
- 80 The pupils' experiences are promoted and enriched outstandingly by a wide range of cultural and social extra-curricular activities, such as the Urdd, fairs, concerts and a host of other activities. The school gives the pupils good experiences by arranging contributions to community events and charities.
- 81 The learning experiences promote the personal development of pupils including the spiritual, moral, social and cultural development of pupils very effectively. The school gives appropriate consideration to the PSE Framework. Joint worship sessions meet the statutory requirements. The sensitive and caring way in which the school responds to the different beliefs of the pupils is outstanding. Pupils are given outstanding opportunities to contribute in planning and presentation. Advantage is taken of visits from a range of visitors including families associated with the school in order to consolidate principles such as the importance of helping others less fortunate. All the pupils respect the atmosphere of the services. 'Circle time' sessions contribute well towards the development and understanding of pupils as regards moral and social matters and help them to respect truth and justice.
- 82 Learning experiences are enriched by effective partnerships. The school makes effective use of school work questionnaires to strengthen the partnership with parents, governors, establishments and visitors. The links with parents are robust. There is excellence in the way the school reaches out to them by providing explanation sessions for the Foundation Phase, Curriculum 2008 and also Life Education. The enthusiastic support of the community is outstanding. There are good links and partnerships with the primary schools in the catchment area. The arrangements for transferring pupils to the local secondary schools are good, with visits by transition teachers. Opportunities are provided for students on work experience from the secondary schools, from Coleg Menai and also for prospective teachers from the University of Wales, Bangor. These links enrich the educational experiences and personal development of the pupils and contribute towards the high standards that are maintained.
- 83 The school has a wide range of business links to promote work-related education and also vocational findings. The arrangements are successful and

developing well. the enterprise skills of pupils are developed with exceptional effectiveness.

- 84 The provision for developing the bilingual skills of the pupils is very good. Introducing aspects of subjects through the medium of Welsh and English promotes their development effectively. The County's language policy is operated successfully and effectively. Good attention is given to studying the heritage of Wales. The requirements of the Welsh Curriculum are fully met. These aspects of the school's work are very obvious in several fields such as history and art. An example of an outstanding aspect is the work in the National Writing Centre.
- 85 The school has requisite policies for equal opportunities, anti-racism, risk assessments, child protection, accessibility for the disabled and similar. There is excellence in the way in which the policies are administered, with careful and orderly adoption and review.
- 86 The attention given to sustainable development is good. The school's commitment to the Healthy School and Green School schemes ensure the appropriate emphasis on promoting elements such as healthy eating, promoting fitness, sustainability and environmental responsibilities in the school's priorities.
- 87 The provision for developing pupils' awareness of the culture and traditions of other countries is outstanding. Every opportunity is taken to share and appreciate the multi-cultural wealth of the school community. Languages are studied and effective action is taken through the European Communication Project. All this contributes in an outstanding manner towards the education and experiences of the pupils.
- 88 From the foundation phase upwards, the school lays down robust foundations for lifelong learning by ensuring that pupils are increasingly responsible for their own learning and understand the need to be flexible, enterprising and adaptable.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features

- 89 The findings of the inspection team match the school's opinion in its self-evaluation report.
- 90 The quality of the care, the support and the guidance offered to the pupils is outstanding. The pupils are happy in the school and there is a good relationship between them and with the entire staff. There is a caring, warm and homely ethos and the pupils feel they are being appreciated and supported.
- 91 There are robust induction arrangements for nursery pupils ensuring that they settle into the school quickly, and there is also an effective strategy for latecomers through the English as an Additional Language Unit.

- 92 The school works in a very good partnership with the parents and the questionnaires and pre-inspection meetings are complimentary. The parents are very supportive of the school and home/school contracts are completed appropriately.
- 93 Very detailed consideration is given to Personal and Social Education when organising activities. The pupils benefit considerably from the opportunities they receive during specific lessons, daily joint worship and circle time periods. An outstanding feature is the emphasis and status given by the school to the voice of the child. The School Council contributes towards this.
- 94 There are appropriate policies and procedures for monitoring the attendance and punctuality of pupils and they are operated consistently by all the staff in the school. The registration arrangements comply with the statutory requirements.
- 95 The school has appropriate arrangements that encourage and enable pupils to be healthy. Healthy eating habits are promoted and good attention is given to improving fitness by offering a wide range of sports and physical exercises.
- 96 There are relevant policies for ensuring the health and safety of all individuals whilst they are on school land. The teachers, assistants and support staff are familiar with their contents and implement them conscientiously. The school is aware of the importance of risk assessments and prepares them systematically.
- 97 There are robust procedures for child protection and all staff are aware of their responsibilities. A designated member of the Governing Body is responsible for the field.
- 98 The contribution and support of the classroom assistants is an outstanding feature and they receive guidance and strong guidelines from the class teachers.
- 99 There are robust procedures for behaviour, discipline, anti-bullying and elimination of any oppressive behaviour. All the staff know the pupils well and treat them in a caring and sensitive way.
- 100 The quality of the provision for SEN pupils is an outstanding feature and complies fully with the Code of Conduct. The role of the co-ordinator is vital for this process. This is what ensures that the class teachers receive the current information and necessary strategies for the pupils in their care.
- 101 The school identifies the needs of pupils early and intervenes where necessary. The arrangement to give the pupils help in a homely designated room is a means of creating confidence and progress. The differentiated planning in the classes is an outstanding feature.
- 102 The Individual Educational Plans provided for every SEN individual are an outstanding feature. The school gives the parents and the pupils an opportunity to contribute towards them. They are detailed and contain attainable targets.

- 103 The quality of the provision for equal opportunities for every pupil is very good. Lessons are carefully planned in order to meet the needs of individuals and racial equality is promoted through all the school's activities.
- 104 The school has an appropriate Accessibility policy as well as an active Disability Equality Scheme.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good with outstanding features

- 105 The findings of the inspection team match the opinion of the school in its self-evaluation report.
- 106 There are outstanding elements to the leadership of the school on a number of different levels. The headteacher has a clear and challenging vision, a vision that is supported by a very effective team. Since the last inspection, leaders and managers have succeeded in maintaining high quality in standards and other aspects of the school's provision, and improved them in some cases.
- 107 There is a strong commitment to continuous improvement. The aims and policies of the school are clear and concentrate on the needs of pupils and the staff and governors understand them and implement them fully. All staff members play their part very effectively in order to ensure the success and development of the school. The school succeeds very well to promote its objectives in practical terms.
- 108 The subject co-ordinators carry out their duties conscientiously and with enthusiasm. They play a key role in the arrangements for monitoring and evaluating the curriculum subjects. They work together outstandingly as a team and create a feeling of purpose that promotes and maintains improvements.
- 109 The school is at the forefront as far as pioneering its educating practice is concerned. The vision and the direction set reflects the fact that the school is 'a school that moves' rather than 'a school that stays still'.
- 110 The staff and governors have high expectations as far as ethos, behaviour and standards are concerned. The pupil's assessments are analysed carefully to identify strengths and weaknesses. Considerable emphasis is placed on the 'added value' by identifying the needs of pupils well. It is ensured that every pupil reaches his/her potential by setting challenging, achievable and realistic targets and there are effective strategies for reaching the targets set.
- 111 Equal opportunity for all is promoted in an environment of trust and understanding. Effective management arrangements are in place to enable the

school to operate effectively as an orderly community. The opinion of pupils of all ages is respected and through the School Council and the Effectiveness Group they get very good opportunities to influence a number of aspects of school life.

- 112 Very good consideration is given to the priorities of the County and the Welsh Assembly Government. Arrangements are in place to respond to the requirements of the Foundation Phase and Curriculum 2008. The school takes an active part in School Efficiency, Healthy School and Green School schemes.
- 113 Clear and effective arrangements have been established to identify the professional development needs of individual staff. Appropriate use is made of courses, and afterwards every opportunity is afforded for joint discussion in order to benefit from the experiences and expertise of one another. The performance management system provides a good opportunity for teachers to take part in professional discussions in order to identify fields for development on three levels, development in respect of their role as teachers, co-coordinators and if relevant, further professional development. Individuals are encouraged to consider extended training. This aspect is an obvious outstanding feature in the school.
- 114 There are outstanding features to the function of the governors in the strategic development of the school. They are very supportive of the headteacher and know the school well. They have an active role in the process of drawing up and adopting objectives and policies. Every governor has a subject responsibility and they meet regularly with the co-ordinators to discuss policies and work programmes. They undertake their role of critical friend in a supportive and open way. They satisfy all the legal duties placed upon them and the relevant policies are in place. The Annual Report of the Governors and the school prospectus meet the requirements.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good with outstanding features

- 115 The findings of the inspection team match the opinion of the school in its self-evaluation report.
- 116 The quality of the self-evaluation and the planning for improvement is outstanding. The culture of self-evaluation has been established for some years and the headteacher and staff show a very good understanding of strengths and aspects for development. The arrangements are comprehensive and based on direct evidence from a number of sources. The school's self-evaluation system is recognised by the Local Authority as an example of good practice and the headteacher has presented their strategy to the other heads in the County.
- 117 The co-ordinators visit lessons regularly in order to evaluate the learning and teaching and to share good practice. They collect, analyse and summarise the

monitoring evidence and submit detailed and useful reports. Non-contact time for this purpose is vitally important to the success of the system in the school's opinion.

- 118 The school considers carefully the viewpoints of staff and groups from outside including parents and representatives of the local community, before deciding on priorities. The pupils get an outstanding opportunity to voice an opinion through the School Council and the Efficiency group.
- 119 The governors have a key role in monitoring and discussing the school's priorities, and recently, following visits to the classes, in providing an opinion and recommendations for improvement. Following regular presentations from the headteacher and subject co-ordinators they get regular opportunities to discuss, evaluate and review priorities.
- 120 The arrangements for planning for improvement are outstanding. The School Development Plan is a very useful document and sets a clear strategic direction that is likely to lead to further improvements, and provides details on how the school's financial resources are being used to support the priorities. Implementation of the programme is regularly monitored and evaluated carefully against the success targets and criteria.
- 121 The self-evaluation report drawn up by the school before the inspection is clear, balanced and comprehensive. It offers objective and honest opinions on the seven key questions. The findings of the inspection team accord with the opinion of the school in each one of the seven key questions.
- 122 The school made good progress since the last inspection. The school took appropriate action in response to the key matters. The steps taken had a positive effect on the achievement standards of the pupils.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features

- 123 The findings of the inspection team match the opinion of the school in its self-evaluation report.
- 124 The school is well staffed with qualified teachers who have adequate experience. Effective use is made of the expertise of teachers to enrich the experiences of pupils and to ensure high standards. A very effective contribution to the teaching and achievement standards of the pupils is made by the support staff. They work very effectively with the teachers and they undertake their duties very conscientiously. All the ancillary staff make a valuable contribution to the school. There is a strong team feeling in the school.
- 125 There is a good variety of resources for the age range, including children under 5 years of age. Every learner has access to learning resources that are appropriate to their ages and needs. Outstanding use is made of all the

resources that are available to ensure the best possible results for all the pupils. The school has identified the need to broaden the range of Welsh books when moving to the new school. Decisions on expenditure are made according to the priorities and objectives of the school.

- 126 The school is about to move into a new building nearby. The current site is kept and maintained appropriately. The environment of the schoolyard receives due attention and any traffic on school land is robustly managed. The use made of the school's land and buildings is one of the outstanding aspects of school life. Despite the condition of the building and the lack of room, the school succeeds in offering education and experiences of high quality for the learners. Every effort is made to ensure an appropriate educational environment by putting up colourful exhibitions of high standard.
- 127 Teaching staff and support staff are located, managed and developed very effectively. Staff induction systems and performance management procedures are thorough and an outstanding feature at the school. The school ensures that teaching staff, including the teaching assistants, attend specific training in order to develop them professionally. Opportunities are also provided for staff to visit other schools where there is good practice.
- 128 Advantage was taken of the workplace restructuring agreement to strengthen the teaching by concentrating specifically on the Welsh language and worldwide citizenship. Action is taken in accordance with the statutory requirements to allow non-contact time for teachers. Effective use is made of the time for planning, preparation and assessment.
- 129 The school's resources are managed and used very effectively. The school is economical and effective in purchasing, using and maintaining resources. The school's financial management is thorough, with the headteacher, the governing body and the local authority support officer supervising the finance carefully. The sum of money kept in reserve is reasonable and earmarked specifically for moving to the new building. The school offers outstanding value for money.

Standards achieved in subjects and areas of learning

The Foundation Phase

Grade 1 Good with outstanding features

130 The quality of the educational provision for Foundation Phase children is outstanding.

131 The progress and standards of the foundation phase children are consistently good with outstanding features in the number of the aspects of the provision.

132 The standards achieved by the children are as follows:

Learning Fields	Nursery	Reception
Language, literacy and communication	Grade 1	Grade 1
Personal and social development	Grade 1	Grade 1
Mathematical development	Grade 1	Grade 1
Knowledge and understanding of the world	Grade 1	Grade 1
Physical development	Grade 1	Grade 1
Creative development	Grade 1	Grade 1

Language, literacy and communication skills

Outstanding features.

133 There is continuous, purposeful and outstanding interaction between every child, teachers and the other adults. This promotes the development of the children's outstanding standards in talking and listening. As a result of the school's efforts to develop bilingualism, the children are starting to respond to a wide range of commands every day. They ask simple questions independently in Welsh and are starting to talk to each other in Welsh.

134 The children enjoy taking part in role-play activities and they communicate and imitate characters confidently.

Good features

135 All the children enjoy sharing books with an adult; they can handle books correctly and with respect. A number of them recognise letters within words and the most able of them can read simple, familiar words.

136 The children almost without exception recognise their names and can write them down. They can write a simple sentence themselves and write jointly with adults in pairs or small groups. By the end of the phase most succeed in using a variety of sentences and can punctuate effectively.

Personal and social development

Outstanding features

- 137 The children's ability to concentrate on a task in class is an outstanding feature. They socialise exceptionally well with their peers in informal situations. They settle into the school system very happily and understand that there is a time to listen, speak and wait their turn. In making decisions about play activities, they show a very good awareness of the needs of others and they are willing to compromise. They develop an early awareness of anti-racial elements.
- 138 They respond excellently to adults and visitors and talk freely and share their experiences without being urged to do so. They are full of inquisitiveness when experimenting and researching their environment. They understand that there are rules to be followed within the class and in the outside areas.
- 139 They follow cleanliness and hygiene practices independently and conscientiously. They are happy and safe in their environment and they have an excellent relationship with the teachers, other adults and their friends. They can explain to visitors how the system works and invite them to join in the activities.

Mathematical development

Outstanding features

- 140 The children can recognise numbers and understand their order. They take advantage of research activities in the area outside to develop these skills and they can show their ability to understand the sequence of numbers in appropriate games.
- 141 The children's understanding of numbers is developing excellently through motivating activities such as counting how many eggs there are in a nest. They can count sums of money to match numbers and they handle money confidently.
- 142 In using soil or sand they come to understand the concept of filling and emptying and the way in which containers hold things and they use an appropriate vocabulary such as 'full' and 'empty', 'more' and 'less'.

Knowledge and understanding of the world

Outstanding features

- 143 The children develop an excellent awareness of how the past is different to the present. By discussing and looking at old farm implements and tractors, they are aware of which ones belong to 'today' and which are from 'years ago'.

- 144 They can discuss their school day and record confidently by placing photos of the day in their correct order.
- 145 The children can handle a variety of animals when playing in the 'vet's surgery' and can explain why they are there. They show an awareness of a need for medication to make them better. A number of the children can explain that people and animals have a skeleton under the skin.
- 146 From the beginning, the children make outstanding use of the interactive white board and the computer. They can use the mouse confidently and look for and load games and activities on the computer confidently.

Physical development

Outstanding features

- 147 The children's handling skills are being developed excellently through the use of pencils, paintbrushes and small articles such as glue and scissors.
- 148 They develop outstanding steering and pushing skills when completing tasks on bicycles in the outside area. The children's large motor skills are developing excellently as they push, pull and pedal wheeled vehicles with confidence and increasing ability.

Good features

- 149 The children are developing their skills to catch and throw a ball, to dance and to do gymnastic exercises through appropriate activities and they have a good understanding of the effect of exercise on their bodies.

Creative development

Outstanding features

- 150 The children display outstanding creative standards when taking part in a number of stimulating activities in the class. They join in confidently and enthusiastically with other children in the class to sing a number of nursery rhymes and songs. They can recall words and movements and stay in tune.
- 151 All the children show outstanding independence in their creative work and they experiment with a wide range of materials. They can look at the work of other artists and try to imitate their work effectively. A number can create pictures by using special programmes on the computer.
- 152 The majority use a paintbrush confidently and with good control, and they make good choices of colour and medium in creating attractive pictures. They use equipment confidently to cut and apply glue and to handle clay.

Welsh first language

Key stage 1: Grade 2: good features with no important shortcomings

Key stage 2: Grade 2: good features with no important shortcomings

Good features

- 153 The majority of pupils across key stage 1 and 2 make good progress in speaking, listening, reading and writing skills.
- 154 In Key Stage 1 pupils show the ability to listen intently at the teachers and at each other's contributions. The majority, in accordance with their ability, use an appropriate vocabulary to convey their ideas and experiences clearly. The majority respond confidently to the Bili Broga book and show a good understanding of the main events in the story.
- 155 By the end of the key stage, the majority of the pupils can read simple texts sensibly and accurately and they use appropriate strategies to reach meaning. They can discuss the elements of a story intelligently and are aware of what an author is. Those in the highest tier of ability are willing to express an opinion on what they have read.
- 156 The writing skills of the majority of pupils are developing appropriately. They are starting to convey meaning and develop ideas using an appropriate vocabulary. By the end of the key stage, those in the highest tier of ability succeed in linking and sequencing sentences successfully. They can punctuate and spell the majority of simple words with a good degree of accuracy.
- 157 In key stage 2, the pupils listen with interest and they contribute well to class discussions and during group activities. The majority can respond intelligently to questions. They offer comments and explain their viewpoint. They are very willing to talk to adults and visitors about their work. By the end of the key stage a good number can discuss a variety of subjects extendedly and confidently.
- 158 Key stage 2 pupils read independently at appropriate levels for their age and ability. The highest tier read confidently, giving appropriate attention to punctuation and varying the tone of the voice. The majority read with appropriate understanding and expression and they correct themselves intelligently. They can refer to the text to explain opinions. The majority read meaningfully from factual sheets, gathering information effectively. They use dictionaries confidently.
- 159 Pupils in key stage 2 make consistent progress in writing in accordance with their ability. The majority use their increasing knowledge of the conventions of grammar and sentence structures effectively. By the end of the key stage, most of the pupils write confidently using a range of different styles for different audiences and purposes. The best succeed in composing extended pieces of

work. These include a range and variety of sentence patterns. The majority punctuate correctly and the spelling of most is correct.

Shortcomings

160 There are no important shortcomings. However, syntactical errors manifest themselves in the spoken language of some pupils in the two key stages. This has an effect on their spoken language.

Design and technology

Key stage 1: Grade 2: good features with no important shortcomings

Key stage 2: Grade 1: good with outstanding features

Outstanding features

161 Across the school the pupils' ability to evaluate their work is an outstanding feature of their work.

162 The work of pupils in key stage 2, especially the oldest ones, shows that they apply the skills of research, design, concept development, producing, evaluating and improving their work very effectively. Their ability to work independently without guidance using their problem solving skills and ICT in researching and displaying their work is outstanding.

163 The work of the highest tier in designing a vehicle for a national competition is good.

Good features

164 The pupils in the two key stages are increasingly aware of the planning process. They convey their ideas through drawings, noting the materials needed and listing clearly the steps that will be taken during the creation process. They show an increasing understanding of how to use equipment and apparatus safely.

165 In key stage 1, pupils respond to their tasks in a way that is appropriate to their age and ability. They are aware of the need to consider success criteria when responding to a task. Their ability to cut and join a range of materials and ingredients is developing appropriately. They are aware of the need for cleanliness when dealing with food. They can explain the system of action and make sensible comments on how they can improve their work.

166 In key stage 2 the pupils design and make a range of products using a variety of materials. In all cases they discuss and record their ideas using drawings and sketches to show the details of their designs. The drawings and designs of the older children are exceptionally thorough and correct including outline

dimensions and they note what they are going to do step by step. They refer back to them effectively throughout the process.

167 Their ability to use simple equipment and techniques to measure, mark, cut, join and mix materials and ingredients is good.

168 By the end of the key stage, all the pupils are able to research well in detail and use the information skilfully to create moving models. They can explain their work using an appropriate vocabulary. They are aware of how their design and technology work can expand their understanding of other subjects.

Shortcomings

169 There are no important shortcomings.

History

Key stage 1: Grade 2: good with no important shortcomings

Key stage 2: Grade 1: good with outstanding features

Outstanding features

170 The standards achieved by key stage 2 pupils in their historical researches are an outstanding feature of their work. They use a range of sources confidently and successfully to find answers. They understand very well how we can learn about the past by studying original and secondary evidence.

171 The ability of key stage 2 pupils to use information technology software is stretched very effectively, and their efforts are recorded carefully and in an orderly manner.

Good features

172 The awareness of most key stage 1 pupils of the passage of time is developing well. They recall and respond well to historical events and about famous characters such as Florence Nightingale. They use an increasing range of appropriate vocabulary.

173 Following a visit to Penrhyn Castle the pupils compare characteristics of the lives of people who lived and worked in the castle with their own experiences confidently.

174 Many of the pupils in key stage 2 have an increasing understanding of aspects involving the past, the present and the future. They have very good knowledge of different periods in history. They have a good awareness of the chronology of historical periods. They use appropriate vocabulary consistently when discussing their work.

175 The awareness of key stage 2 pupils of aspects of local history and Welsh history, together with other historical periods is good. They use their knowledge effectively to describe the features of societies, noting changes within and across the periods successfully.

Shortcomings

176 There are no important shortcomings.

Art and design

Key stage 1: Grade 2: good with no important shortcomings

Key stage 2: Grade 2: good with no important shortcomings

Good features

177 The pupils show good control over a number of media including crayons, pastels, paint and coloured pencils to create a variety of effective work. By creating murals, their understanding of pattern and texture increases.

178 Pupils in the foundation phase use ICT programmes confidently to create pictures and varied effects that are of good quality. They can discuss the work of famous artists confidently and imitate their work effectively.

179 In key stage 1, good printing work is produced with paint and ink and effective landscapes following the visit of a resident artist. The pupils have an opportunity to study different art forms and traditions, and they create very effective patterns. Year 1 pupils can discuss and imitate the work of the famous artist Henri Matisse.

180 Key stage 2 pupils have a wide range of experiences in art and they experiment confidently with various media. They produce work of good standard. They can select resources that are appropriate to specific tasks and use a range of techniques skilfully.

181 Good modelling and printing work is produced and use is made of a sketchbook when researching line and tone. Some pupils compete successfully with artwork in the Urdd Eisteddfod. Some have also had an opportunity to work on a striking mosaic project associated with the business world.

182 Some key stage 2 pupils can discuss art and the styles of famous artists with maturity and confidence. They are well aware of the work of Welsh artists such as Sir Kyffin Williams and Ogwyn Davies.

183 The pupils discuss and evaluate each other's work. They can evaluate and improve their own work effectively. The pupils are given various opportunities to express themselves creatively and to experiment with form, shape, tone and texture.

Shortcomings

184 There are no important shortcomings but in the two key stages the pupils do not always use the correct and appropriate art terms when discussing their work.

Physical education

Key stage 1: Grade 1: good with outstanding features

Key stage 2: Grade 1: good with outstanding features

Outstanding features

185 In key stages 1 and 2, the pupils almost invariably work physically hard in their lessons and understand that there is a need to warm up and cool down when exercising. They show a good awareness of safety requirements when moving around the hall and the yard. They are very aware of the importance of exercise and the effect it has on their fitness.

186 The ability of all in the two key stages to make constructive comments when evaluating their own performance and that of other is exceptionally good.

187 By the end of key stage 3, the standard of most of the pupils in gymnastics is excellent. They have an excellent awareness of parts of the body. They create sequences and creative movements showing varied shapes, body tension, respond positively to instructions, and have free flowing movements. On the equipment, the pupils work confidently and carefully.

Good features

188 The ability of most of the pupils in key stage 2 to work creatively in their dance lessons shows a variety of effective movements.

189 Pupils in key stage 2 make very good use of the opportunity in the nearby Sports Hall to develop netball and rugby skills. They develop skills such as handing the ball, finding space, changing direction and speed very successfully. In transferring their skills to a game situation, everyone works hard and energetically. They are enthusiastic players and fair competitors.

Shortcomings

190 There are no important shortcomings.

School's response to the inspection

We consider Ysgol Gynradd Cae Top to be a happy and effective learning community, with the children, the staff, the Governors and the Home/School Community working together closely in order to ensure education and experiences of the best possible quality for the children.

Consideration is given to the priorities of the Authority, and National priorities, and advantage is taken of the opportunity to develop groundbreaking and exciting projects to motivate and expand the horizons of the staff and pupils. We believe that we are a school that is "developing", and not a school that "stands still", and the Inspection has been a very effective tool to help us develop effectively. The Governing Body and the staff are proud that the Inspectors found a number of good and outstanding features in the school, confirming the findings of our self-evaluation process and procedures. The challenge now is to respond to the recommendations suggested in order to continue to realise the school's vision. We would like to express our appreciation to the Inspection team for their sensitivity and professionalism during the Inspection. The experience was valuable professional development for everyone. Thank you.

Appendix 1

Basic information about the school

Name of school	Ysgol Gynradd Cae Top
School type	Voluntary Primary inc Foundation Phase
Age-range of pupils	3-11
Address of school	Hill Street, Upper Bangor, Gwynedd
Postcode	LL57 2HA
Telephone number	01248 352325

Headteacher	Mr Rhys Howard Hughes
Date of appointment	September 2002
Chair of governors/ Appropriate authority	Dr Mike Howe
Registered inspector	Merfyn Lloyd Jones
Dates of inspection	11-13 May 2009

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	12	29	27	30	28	32	31	30	219

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	8	3	9.9

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	23:1
Pupil: adult (fte) ratio in nursery classes	8:1
Pupil: adult (fte) ratio in special classes	Not relevant
Average class size, excluding nursery and special classes	30
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2008	94.4	92.2	93.8
Autumn 2008	89.5	92.4	92.7
Spring 2009	92.4	93.0	92.3

Percentage of pupils entitled to free school meals	13%
Number of pupils excluded during 12 months prior to inspection	0

Appendix 3

National Curriculum Assessment Results End of key stage 1:

National Curriculum Assessment KS1 Results 2008			Number of pupils in Y2:		23		
Percentage of pupils at each level							
			D	W	1	2	3
Welsh	Teacher assessment	School	0	0	17	65	18
		National	1	2	10	63	26
We: oracy	Teacher assessment	School	0	0	17	66	17
		National	1	2	10	62	25
We: reading	Teacher assessment	School	0	0	17	66	17
		National	1	2	15	59	23
We: writing	Teacher assessment	School	0	0	22	69	9
		National	0	3	19	66	12
Mathematics	Teacher assessment	School	0	0	9	61	30
		National	0	2	11	65	22
Science	Teacher assessment	School	0	0	4	74	22
		National	0	2	9	66	23

Percentage of pupils attaining at least level 2 in mathematics, science and English or Welsh (first language) according to teacher assessment			
In the school	78.3%	In Wales	80.7%

D Pupils who have been disapplied from the statutory arrangements
W Pupils who are working towards level 1

National Curriculum Assessment Results
End of key stage 2:

National Curriculum Assessment KS2 Results 2008							Number of pupils in Y6		28		
Percentage of pupils at each level											
			D	A	F	W	1	2	3	4	5
English	Teacher assessment	School	0	0	0	0	0	0	4	57	39
		National	0.2	0	0	0.5	0.6	3.1	15.6	51.3	28.5
Welsh	Teacher assessment	School	0	0	0	0	7	7	25	47	14
		National	0.3	0	0	0.8	0.8	4.4	16.7	53.4	23.6
Mathematics	Teacher assessment	School	0	0	0	0	0	0	0	43	57
		National	0.2	0	0	0.5	0.6	2.7	14.7	51.4	29.9
Science	Teacher assessment	School	0	0	0	0	0	0	4	57	39
		National	0.2	0	0	0.5	0.5	1.8	11.4	53.9	31.7

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)			
In the school	96.4%	In Wales	75.5%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
- A Pupils who have failed to register a level because of absence
- F Pupils who have failed to register a level for reasons other than absence
- W Pupils who are working towards level 1

Appendix 4

Evidence base of the inspection

Three inspectors and a peer assessor spent six inspection days at the school.

The inspectors visited:

- 43 lessons or partial lessons;
- every class;
- joint worship, and
- a range of extra curricular activities

The members of the inspection team met as a team at the beginning of the inspection and with:

- staff, governors and parents before the inspection, together with groups of pupils during the inspection.

The team also considered:

- the school's self-evaluation report;
- 63 responses to the parents' questionnaire;
- comprehensive documentation provided by the school before and during the inspection, and
- a wide range of the pupils' work.

The headteacher, in his role as nominee, was part of every team meeting.

After the inspection, meetings were held with the headteacher, the staff and the governors.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Merfyn Lloyd Jones Registered Inspector	Context, Summary and Recommendations Key Questions 1,2,5 and 6, History and Physical Education
Mr William Owen Lay Inspector	Contributions towards Key Questions 1,2,4 and 5
Mr Goronwy Morris Team Inspector	Key Questions 3 and 7 and contributions towards Key Questions 1 and 2, Welsh and Design and Technology
Mrs Hazel Hughes Team Inspector	Key Question 3 and contribution towards Key Question 1, Foundation Phase and Art and Design.
Geraint Wyn Jones Peer Assessor	Contribution towards all aspects.
Mr Rhys Howard Hughes Nominee	Contributions to all the questions by contributing information

Acknowledgement

The inspectors wish to thank the school's governors, headteacher, staff, pupils and parents for their co-operation during the inspection.

Contractor

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