



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

**A report on**

**Ysgol Gynradd Cae Top  
Ffordd Eithinog  
Bangor  
Gwynedd  
LL57 2GZ**

**Date of inspection: May 2016**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

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

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Ysgol Cae Top, which is under the control of the Church in Wales, is situated in Bangor. It provides education for pupils aged between 3 and 11 years. There are 234 pupils on roll, which includes 28 nursery-aged children. There are eight single-aged classes at the school.

The school admits pupils on a part-time basis in the September following their third birthday and on a full-time basis in the September following their fourth birthday. A very few pupils come from Welsh-speaking homes. About 25% of pupils come from ethnic minority or mixed backgrounds and speak 16 different languages. About 24% of pupils are learning English as an additional language.

Welsh is used as the medium of teaching in the Foundation Phase. In key stage 2, teachers are taught through both the medium of Welsh and English.

Fourteen per cent (14%) of pupils are eligible for free school meals. Twenty four per cent (24%) are on the school's additional learning needs register. Very few pupils have a statement of special educational needs.

The school was last inspected in May 2009. The headteacher has been in post since September 2015, and the deputy headteacher since December 2015.

The individual school budget per pupil in 2015-2016 for Ysgol Cae Top is £3,837. The maximum per pupil in primary schools in Gwynedd is £12,116 and the minimum is £2,981. Ysgol Cae Top is in 58<sup>th</sup> place of the 98 primary schools in Gwynedd in terms of the school budget per pupil.

## Summary

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

### Current performance

The school's current performance is excellent because:

- Most pupils make very good progress from their starting points, recall previous learning well and apply their skills in a variety of situations very successfully
- Most pupils' oral skills in Welsh develop very quickly considering their linguistic background and attain a good standard of bilingualism, changing easily from one language to the other when discussing their work
- Most pupils apply their literacy skills effectively in both languages and, by the end of key stage 2, use their reading skills and extended writing skills in English to a high standard across the curriculum
- Most pupils apply their numeracy skills very effectively to a variety of contexts and, by the end of key stage 2, demonstrate excellent data-handling skills
- Pupils across the school make very effective use of their information and communication technology (ICT) skills
- Pupils' attitude to learning is exceptional and nearly all pupils show interest in their tasks and work diligently for extended periods
- Pupils' ability to improve their own learning is a very strong element of work in every classroom and they show especially good maturity by Year 6 in evaluating and improving their work
- Teachers plan flexible, responsive and innovative learning programmes that ensure an especially good range of high-quality learning experiences for pupils
- There is a good working relationship between staff and pupils, which creates an inclusive and homely ethos in which pupils feel happy and safe
- The school gives obvious prominence to pupils' various backgrounds and cultures in order to ensure that pupils have a deep understanding of the religions and cultures of the world and the way in which other cultures enrich their lives

### Prospects for improvement

Prospects for improvement are excellent because:

- The innovative and robust leadership of the headteacher and the senior management team sets a clear strategic direction for the school's development
- Leaders have very high expectations that convey the vision to staff, pupils and governors based on ensuring every pupil's success in attaining their full potential
- Responsibilities are allocated extremely effectively, which ensures that everyone uses their individual strengths and qualifications to ensure the greatest effect
- All staff co-operate extremely effectively to plan jointly in order to promote continuous and sustainable improvements
- There is a very strong learning community in which staff learn from each other

effectively

- A culture of self-evaluation and improvement, which considers the learner's voice consistently well, permeates the school
- All teachers have a clear and accurate picture of the school's strengths and areas that need to be improved
- The school development plan sets priorities for improvement that are suitable to the school's needs and pay the utmost attention to pupils' outcomes
- There is an effective range of partnerships that have a positive effect on pupils' learning and wellbeing

## Recommendations

R1 Continue to raise standards in Welsh

R2 Strengthen the governing body's strategic role in the self-evaluation and planning for improvement process

### What happens next?

The school will produce an action plan that shows how it will address the recommendations.

Estyn will invite the school to prepare a written case study that describes the excellent practice that was seen during the inspection.

## Main findings

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

**Excellent**

#### **Standards: Excellent**

On entry to the school, most pupils have basic skills that are appropriate to their age. Considering their starting point at the school, especially their ability to speak Welsh, work in pupils' books and in lessons shows that most make very good progress in their learning. Nearly all pupils show a real interest in their tasks and work diligently for extended periods. They recall previous learning well and use and apply their skills in a variety of situations very successfully.

Most pupils across the school listen attentively during lessons. Most pupils' oral skills in the Foundation Phase develop very quickly. They develop a wide range of appropriate vocabulary and most use it clearly and correctly when talking about their work and in role-play. By the end of the Foundation Phase, many pupils' oral skills are sound in formal and informal situations and they converse confidently with visitors. Most pupils in key stage 2 communicate effectively in Welsh and are keen to provide answers or comments when they talk about their work. At the top end of the school, nearly all pupils express their ideas, opinions and feelings very confidently in extended sentences, using language very effectively in English. During their time at the school, most pupils attain a good standard of bilingualism and change easily from one language to the other when discussing their work.

At the end of the Foundation Phase, nearly all pupils have a positive attitude towards reading and enjoy looking at books. They talk confidently and eagerly about a range of favourite books and the books that they have at home. They express an opinion about the story and discuss characters. Reading is developing well and the majority of pupils read fluently and accurately and cope well with unfamiliar words. A minority read with appropriate expression and meaning. Most pupils' reading skills in Welsh in key stage 2 are developing well and they respond well to fiction and factual books. In English, most pupils, when reading aloud, characterise effectively and use a range of purposeful reading skills successfully. They make extremely effective use of their reading skills to glean relevant information from various books and texts, and from websites, to enrich their work across the curriculum, for example when learning about the planets.

The standard of writing of Foundation Phase pupils is developing well. They form sentences correctly and often use different openings. By Year 2, many write in a wide range of various media; for example, writing about the story of Branwen and creating a newspaper article about the Great Fire of London. Many write at length across the curriculum, for example when writing about the Chinese calendar. Most pupils use their literacy skills regularly and effectively across various areas.

Most pupils in key stage 2 write accurately in Welsh and make good progress. By the end of the key stage, most pupils write at length to a high standard, especially in English. Many pupils improve their work skilfully and create excellent extended pieces, for example when planning a debate for or against the drowning of the Tryweryn Valley, or when writing a historical diary about the Plague in London in 1665.

By Year 2, most pupils show a firm grasp of number facts and use this information very effectively to solve number problems in their activities. Most pupils' mental mathematics skills are developing very well. They deal with different measurements, combine work with fractions and money, and use mathematical vocabulary correctly to discuss their work. They collect data from a range of sources effectively and present the information in the form of various graphs. Pupils use their thinking, research, ICT and numeracy skills effectively across the curriculum, for example when carrying out research into pupils' homes. In key stage 2, most pupils have a sound understanding of number strategies. Nearly all are confident when using a wide range of methods to calculate mentally, on paper and on a calculator, to solve problems. They transfer their problem-solving skills effectively to a variety of everyday contexts and situations, for example when investigating the use and cost of water in the home. They apply their numeracy skills very effectively to support their work in activities across the curriculum, for example when comparing the sales of records in the 60s. By Year 6, they handle data to a very high standard, for example when examining the relationship between weight and mass.

Across the school, pupils make very effective use of their ICT skills to support their work across the curriculum. By Year 6, most pupils' ICT skills are excellent, for example as they develop and model information to support their work on minibeasts. They use a wide range of up-to-date resources in a very creative way. An example of this is the way that Year 6 pupils create multimedia films to emphasise the importance of washing hands. A particularly good feature is their confident and creative use of personal websites, which enables them to contribute and evaluate their work jointly in school and to access it at home.

Most pupils who have additional learning needs make good progress in relation to the targets in their individual education plan. Pupils who have English as an additional language and pupils who are eligible for free school meals make sound progress in line with their starting points. Higher ability pupils make particularly good progress.

At the end of the Foundation Phase, over a period of four years, pupils' performance in literacy at the expected outcome has risen, moving the school from the lower 50% to the top 25% in comparison with similar schools. Pupils' performance in mathematical development has placed the school in the top 25% or the upper 50% over the last four years. At the higher outcome, pupils' performance in literacy tends to place the school in the lower 50% in comparison with similar schools. Performance in mathematical development varies greatly and there is no overall pattern.

At the end of key stage 2, pupils' performance at the expected level in English, Welsh and science, after placing the school in the lower 50% of similar schools for a period of three years, has now placed it in the top 25%. Over a period of four years, pupils' performance in mathematics has mostly placed the school in the upper 50%. At the higher level, pupils' performance in English, mathematics and science has mostly placed the school in the upper 50% or the top 25% in comparison with similar schools. Performance in Welsh has tended to place the school in the bottom 25%.

There is no obvious pattern of difference between the achievement of pupils who are eligible for free school meals in comparison with their peers.

**Wellbeing: Excellent**

Nearly all pupils' attitude towards learning is excellent. Standards of behaviour and self-discipline of almost all pupils in lessons and around the school are high. They are extremely courteous and welcoming towards visitors. They are proud of their school and their attitude towards learning is praiseworthy. Pupils across the school show an increasing ability to plan jointly and to express an opinion about what they are learning. Pupils' ability to improve their own learning is a very strong aspect of work in every classroom. By Year 6, pupils demonstrate excellent maturity when evaluating what they have achieved and identifying what they need to do to improve their work.

Pupils take full advantage of wide opportunities to voice an opinion and to influence the school's life and work. Members of the school council and the eco council are very enthusiastic and understand that they are representing the views of other pupils in the school community. They co-operate particularly effectively with staff to ensure that the school is a safe, healthy and happy place, for example when planning the adventure playground, which provides opportunities for pupils to develop their fitness. The pupil's voice is given due attention in all aspects of the life and work of the school and pupils take pride in what they have achieved to improve their school. Particularly good features are the contribution of the pupils' effectiveness group, who observe lessons and give an opinion on aspects that encourage pupils to learn better. The prominent work of the 'Cymry Cŵl' group in promoting and reviewing progress towards realising the language charter is also significant.

Nearly all pupils enjoy the life and work of the school and feel safe there. Pupils of all ages have a sound understanding of how to stay healthy. They appreciate that healthy foods and regular physical exercise have a positive effect on their wellbeing and development.

Pupils' attendance rates have placed the school in the upper 50% of similar schools in three of the last four years. Punctuality is also consistently good.

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

The school provides a wide range of rich learning experiences that meet the needs of all pupils of all ages and abilities very successfully. Through effective co-operation and clear leadership, teachers ensure that there are opportunities for all pupils to experience a range of stimulating and challenging activities. Teachers plan flexible, responsive and innovative learning programmes. Cross-curricular themes and interesting and imaginative work programmes extend pupils' knowledge and understanding and strengthen their commitment to their work very successfully. There is a wide range of extra-curricular activities and clubs that contribute successfully to develop pupils' wellbeing and fitness.

Communication, numeracy and ICT skills have a clear focus in the plans, and this has a strong influence on raising the standards of all pupil cohorts. Teachers plan jointly in an extremely detailed way to ensure that the requirements of the Literacy and Numeracy Framework are combined skilfully into classroom schemes of work. This is reflected clearly in pupils' ability to develop their skills constructively and successfully as they move through the school. Provision for developing numeracy and ICT skills is an obvious strength. An example of this is the animation work of a high standard that pupils undertake in both key stages. An especially good feature is the use of personal websites that enable pupils in key stage 2 to contribute and evaluate their work jointly at school and to access it at home.

The school curriculum and teachers' purposeful planning promote pupils' understanding of the language and culture of Wales very robustly. The school's commitment to the Gwynedd Language Charter promotes pupils' use of Welsh and respect for the language successfully. An example of this is pupils' enthusiasm and enjoyment in singing Welsh songs in assemblies. There is a rich range of valuable experiences to promote pupils' awareness of the culture and traditions of Wales. Displays of pupils' studies of the work of artists are of very high quality and are a particularly good feature.

Provision for developing pupils' understanding of global citizenship is of a very high standard, and there are purposeful opportunities to learn about different cultures and expand their knowledge of other parts of the world. Multicultural experiences are a natural part of everyday life and the school takes full advantage of opportunities to respect diversity within our society. An example of this is the school celebrating a language of the month and inviting speakers to the school to talk about the language and culture of people from various countries. The school provides valuable experiences to promote pupils' awareness of how to live in a sustainable way.

### **Teaching: Excellent**

High standards of teaching are a significant factor in the excellent achievements and wellbeing that are achieved by pupils. The agreed system of planning differentiated learning experiences that extend pupils of all abilities is an excellent feature. All teachers plan extremely thoroughly to ensure interesting activities that are based on pupils' interests and ideas in order to gain their participation and commitment. This ensures very good progress across the curriculum. Where teaching is particularly effective, the pace of lessons is a strong feature and teachers use a refined range of methods to develop pupils' skills. In these lessons, teachers have very high expectations of all children and the quality of teachers' introductions and questioning is very challenging and purposeful. This ensures that nearly all pupils apply themselves completely to the task with motivation, and concentrate for very extended periods.

There is an enthusiastic learning atmosphere in every classroom and there is an industrious relationship. All teachers have good subject knowledge. Teachers and assistants work extremely effectively as a team. All staff take advantage of every opportunity to enrich the pupils' language, which contributes successfully to their oracy skills.

Assessment for learning strategies have been established firmly throughout the school. Constructive oral and written feedback is given to pupils so that they are able to understand what they need to do in order to improve the standard of their work. Increasing opportunities are provided for pupils to plan jointly with teachers, to reflect on their own learning and that of their peers and to contribute effectively to the process of setting targets to improve their work. This element is a strength at the school and contributes successfully to pupils' progress and achievement.

All teachers track pupils' progress very beneficially and, as a result, they plan specifically for the needs of individuals and groups of pupils. Teachers meet regularly in order to standardise and moderate pupils' work and they therefore have a sound understanding of their attainment.

Parents receive good information about their children's progress and annual reports meet requirements.

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

Pupils' spiritual, moral, social and cultural development is promoted successfully. All staff's strong focus on promoting expectations of high values encourages pupils to take responsibility for their actions. There are effective arrangements to support pupils' health and wellbeing. The school makes appropriate arrangements for promoting eating and drinking healthily. The school promotes pupils' understanding of the importance of physical exercise and keeping fit successfully through a wide variety of opportunities during school time and in extra-curricular activities.

The school takes considerable advantage of opportunities to work jointly with a number of specialist agencies. For example, beneficial links with the educational psychologist, language therapist and health services, and departments in the local university ensure good support for pupils and their families. Good co-operation between the school and parents in order to share information and receive support and expertise has a robust effect on pupils' progress.

The school's arrangements for safeguarding pupils meet requirements and are not a cause for concern.

Provision for pupils who have additional learning needs is effective. Procedures are thorough, enable staff to identify pupils' needs at an early stage, and provide purposeful support for them. Individual education plans are detailed and include clear targets. Parents receive good information about their children's progress and are included fully in the process of creating and evaluating plans.

### **Learning environment: Excellent**

The school has a homely, caring and completely inclusive ethos that encourages respect towards children and adults exceptionally well. Without exception, staff provide an effective model of behaviour and morals. The school gives obvious prominence to pupils' various backgrounds and cultures. As a result, their understanding of religions and traditions of the world is excellent and they appreciate the way in which other cultures enrich their lives. An example of this is celebrating a

language of the month, which fosters pride among those pupils who speak other languages, as well as promoting all pupils' awareness and knowledge of each other. Planning events jointly with other schools so that the pupils themselves have a positive effect on other pupils is extremely successful. An example of this is the opportunities for pupils to polish their oral skills in Welsh at the same time as sharing their understanding of other cultures with pupils from a nearby school in which pupils come from Welsh-speaking homes.

The building is of excellent quality and is well maintained. Full use is made of it to provide a safe learning environment of a high standard for all pupils. The learning environment is very stimulating and there is a wide range of resources that meet pupils' needs well. Very stimulating and creative displays of teachers' work and pupils' achievements and successes in classrooms and around the school create an interesting learning environment that supports learning very effectively. Art work in all parts of the school is striking. This gives prominence to pupils' work and gains their pride in their work. The school layout includes a number of environmental and sustainable elements, such as solar panels and reusing water, promoting pupils' understanding of the effect of conserving energy on the environment very effectively.

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

The innovative and robust leadership of the headteacher and the senior management team sets a clear strategic direction for the school's development. They have very high expectations and a vision that is based on providing education of the highest quality possible in order to ensure that every pupil attains his or her full potential. They convey that vision to staff, pupils, parents and governors very successfully.

A particularly good feature is the extremely effective allocation of responsibilities. This is part of the school's strategy to develop staff and promote co-operation and share good practice. As a result, there are clear communication procedures between all staff. This ensures that everyone shares responsibility for the school's strategic direction and uses their individual strengths and qualifications to ensure the greatest effect. They co-operate extremely effectively as a team and meet regularly in various groups to monitor and evaluate progress against the school's priorities. All staff have a strong commitment to developing and promoting continuous and sustainable improvements through thorough performance management arrangements that include challenging targets.

The headteacher and various teachers visit other schools regularly to provide guidance on aspects of the curriculum such as numeracy, ICT and management issues such as creating a new digital management program. This has a significant effect on staff's professional development and the quality of provision in addition to raising pupils' standards of work. Sound evidence of this is seen in the way that pupils apply their skills across the curriculum and particularly in the standard of pupils' extended writing in English, numeracy and ICT at the top end of the school.

The school receives good support from governors. They have an increasing understanding of the school's strengths and of the areas that need to be developed

further. The school's thorough system for monitoring data ensures that they are well informed about the school's performance over time in comparison with that in other schools. Visits to classes enable them to reach a more certain judgement about pupils' standards of work and attainment and to challenge and question leaders about the school's performance. However, the governing body's strategic role in the self-evaluation and planning for improvement process has not developed fully.

The school responds positively to local and national priorities. The Literacy and Numeracy Framework has been established very firmly in the school's plans and informs learning very successfully. Staff and pupils act very positively to fulfil the objectives of the Language Charter, and the effect of this can be seen clearly in the school's Welsh ethos and the obvious improvements in most pupils' oral standards.

### **Improving quality: Excellent**

A culture of improvement permeates the school. Self-evaluation procedures are extremely thorough and draw on information from a wide range of direct evidence. These include pupils' performance data, comprehensive monitoring evaluations of standards and the quality of teaching and learning, the views of parents and other stakeholders and termly reviews by external agencies.

The school's arrangement for listening to the pupil's voice is a very strong element in the process. Pupils make regular contributions through the various committees and action groups. They use their ICT skills confidently by creating and analysing the results of questionnaires and reach conclusions before making recommendations for improvement. Particularly good features are the contribution of the pupils' effectiveness groups when observing lessons and giving a judgement on aspects that encourage pupils to learn better. The prominent work of the 'Cymry Cŵl' group is also important in school life and has led to an increase in pupils' use of Welsh outside the classroom.

A strength in the self-evaluation process is the way in which all members of staff share their ideas, knowledge and expertise. The senior management team has strong individual ownership of the self-evaluation process and document through reviewing and contributing in terms of their areas of responsibility. They conduct very thorough reviews to ensure that they have a clear picture and sound understanding of standards and provision. Their reports are incisive and evaluative and give the greatest attention to pupils' outcomes. Thorough monitoring arrangements and the headteacher's innovative contribution on data enable staff to achieve this work very successfully, not only at the school but in other schools within the authority. As a result, all teachers have a clear and accurate picture of the school's strengths and its areas for further development, which are reflected in the exceptional self-evaluation report. This has led to a very strong learning community in which staff learn from each other very effectively.

The governing body's ability to challenge performance data is developing gradually through presentations from the headteacher and the senior management team. These presentations ensure that all leaders have a sound understanding of the school's strengths and the areas that need to be improved.

The school uses the information that is collected through the self-evaluation process very effectively to set priorities for improvement that are suitable for the school's needs, and which place a strong focus on pupils' outcomes. The document is of a high standard and identifies relevant and specific targets and measurable success criteria. It gives a clear outline of staff responsibilities, financial requirements and methods of monitoring progress. The capacity and ability of leaders and staff to make improvements and put plans in place are especially good. An example of this is the obvious and measurable improvements in standards of Welsh over the last two years.

### **Partnership working: Good**

The school has an effective range of partnerships that have a positive effect on pupils' learning and wellbeing. There is a good relationship between the school and parents. They are very supportive of the school, and contribute considerable sums of money to provide for experiences and resources. The headteacher's focus on promoting an open and co-operative culture ensures parents' consistent commitment and support. Innovative digital links that have been introduced by the headteacher recently have facilitated and strengthened communication considerably.

Pupils' visits to the community for various purposes expand their experiences considerably, for example providing Christmas entertainment in the local hospital and holding services at the church. These experiences promote pupils' sense of the importance of community and their pride in their local area.

The school has a healthy culture of effective co-operation with other schools, which takes advantage of various opportunities to raise pupils' standards and expand their experiences. For example, members of the senior management team have led training at other schools on planning for developing numeracy and ICT skills. This helps them to share this best practice and to promote innovative learning opportunities for pupils.

An effective partnership and various transition arrangements promote successful transfer for pupils to the secondary school. There is also a very good relationship between the school and the nursery group, which meets in the school grounds. This regular and continuous co-operation is valuable in ensuring that pupils settle well in the school.

Teachers co-operate effectively in standardising and moderating meetings with primary and secondary schools and, as a result, they have a sound understanding of the expected outcomes.

### **Resource management: Excellent**

The school is an extremely effective learning community. An excellent feature is the school's innovation in co-operating with and participating in various professional networks that offer a range of opportunities to develop provision to extend, challenge and support pupils. This has a positive effect on improving Welsh literacy skills, developing digital skills, in addition to providing support on wellbeing issues and additional learning needs to pupils and their parents.

The school's staffing level meets the requirements of the curriculum and encompasses all aspects of school work. Leaders are particularly skilful in identifying individual teachers' competence, strengths and interests and, as result, they allocate responsibilities and provide opportunities for them to share good practice very effectively. The school has robust performance management processes and useful training supports this successfully. All staff's continuous professional development links clearly to the philosophy that drives the school's vision.

Teachers make purposeful use of their planning, preparation and assessment time and arrangements are managed appropriately. Assistants support teachers very effectively and make a valuable contribution to pupils' outcomes across the school.

The headteacher and governors manage the school budget efficiently. The budget for implementing the school's improvement priorities is allocated clearly, and is used successfully to respond to specific needs. This ensures a wide supply of resources that respond to pupils' needs. Leaders make very effective use of funds from other sources to improve provision at the school, for example funds from the Friends of the School association to buy digital equipment that contributes considerably to the innovative practice that is seen at the school.

The school has targeted money from the Pupil Deprivation Grant sensibly at pupils who are eligible for free school meals, including ensuring challenging numeracy activities for pupils of higher ability. In the main, the grant funds teaching assistants to support the development of basic skills and pupils' wellbeing, which respond to specific needs, for example to improve literacy skills and attendance.

Considering pupils' high standards of achievement, the school provides excellent value for money.

## Appendix 1: Commentary on performance data

### 6613030 - Ysgol Cae Top

Number of pupils on roll	233
Pupils eligible for free school meals (FSM) - 3 year average	14.3
FSM band	2 (8%<FSM<=16%)

#### Foundation Phase

	2012	2013	2014	2015
<b>Number of pupils in Year 2 cohort</b>	29	30	28	30
<b>Achieving the Foundation Phase indicator (FPI) (%)</b>	86.2	83.3	92.9	100.0
Benchmark quartile	2	3	2	1
<b>Language, literacy and communication skills - English (LCE)</b>				
Number of pupils in cohort	*	*	*	*
Achieving outcome 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
Achieving outcome 6+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Language, literacy and communication skills - Welsh (LCW)</b>				
Number of pupils in cohort	29	30	28	30
Achieving outcome 5+ (%)	86.2	86.7	92.9	100.0
Benchmark quartile	3	3	2	1
Achieving outcome 6+ (%)	27.6	16.7	21.4	30.0
Benchmark quartile	2	3	3	3
<b>Mathematical development (MDT)</b>				
Number of pupils in cohort	29	30	28	30
Achieving outcome 5+ (%)	100.0	93.3	96.4	100.0
Benchmark quartile	1	2	2	1
Achieving outcome 6+ (%)	27.6	20.0	21.4	53.3
Benchmark quartile	2	3	4	1
<b>Personal and social development, wellbeing and cultural diversity (PSD)</b>				
Number of pupils in cohort	29	30	28	30
Achieving outcome 5+ (%)	100.0	96.7	96.4	100.0
Benchmark quartile	1	3	3	1
Achieving outcome 6+ (%)	48.3	40.0	42.9	70.0
Benchmark quartile	2	3	3	2

The Foundation Phase indicator (FPI) represents the percentage of pupils achieving outcome 5 or above in PSD, LCE/LCW, and MDT in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

**6613030 - Ysgol Cae Top**

Number of pupils on roll	233
Pupils eligible for free school meals (FSM) - 3 year average	14.3
FSM band	2 (8%<FSM<=16%)

**Key stage 2**

	2012	2013	2014	2015
<b>Number of pupils in Year 6 cohort</b>	30	28	28	27
<b>Achieving the core subject indicator (CSI) (%)</b>	90.0	82.1	85.7	96.3
Benchmark quartile	2	4	3	2
<b>English</b>				
Number of pupils in cohort	30	28	28	27
Achieving level 4+ (%)	90.0	82.1	85.7	100.0
Benchmark quartile	3	4	4	1
Achieving level 5+ (%)	53.3	46.4	57.1	40.7
Benchmark quartile	1	2	1	3
<b>Welsh first language</b>				
Number of pupils in cohort	30	28	28	23
Achieving level 4+ (%)	70.0	78.6	85.7	100.0
Benchmark quartile	4	4	3	1
Achieving level 5+ (%)	*	*	*	*
Benchmark quartile	*	*	*	*
<b>Mathematics</b>				
Number of pupils in cohort	30	28	28	27
Achieving level 4+ (%)	93.3	96.4	85.7	96.3
Benchmark quartile	2	2	4	2
Achieving level 5+ (%)	60.0	42.9	57.1	44.4
Benchmark quartile	1	2	1	3
<b>Science</b>				
Number of pupils in cohort	30	28	28	27
Achieving level 4+ (%)	93.3	96.4	85.7	100.0
Benchmark quartile	3	2	4	1
Achieving level 5+ (%)	50.0	46.4	57.1	55.6
Benchmark quartile	1	2	1	1

The core subject indicator (CSI) represents the percentage of pupils achieving level 4 or above in English or Welsh (first language), mathematics and science in combination.

\* This item may disclose information on individuals, or it is not sufficiently robust for publication, not applicable or is otherwise unavailable.

The benchmark quartile compares the performance of one school against others who have similar levels of pupils with free school meals (FSM). FSM is used as a proxy of social deprivation in schools. This allows a comparison of the performance of a school against others who are in the same FSM category, and who might therefore have a similar intake of pupils from deprived backgrounds.

A school in benchmark quartile 1 is in the highest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are higher than many other schools with similar levels of pupils from deprived backgrounds. A school in benchmark quartile 4 is in the lowest performing 25% of schools with similar levels of free school meals to this school. Therefore, the school's attainment levels are lower than many other schools with similar levels of pupils from deprived backgrounds.

Further information is available from the Welsh Government My Local School website at the link below.

<http://mylocalschool.wales.gov.uk/index.html?lang=eng>

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	109	109 100%	0 0%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	109	109 100%	0 0%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	109	109 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	109	109 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		97%	3%	
There are lots of chances at school for me to get regular exercise.	109	109 100%	0 0%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	109	107 98%	2 2%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	109	109 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	109	109 100%	0 0%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	109	106 97%	3 3%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	109	109 100%	0 0%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	109	105 96%	4 4%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	109	107 98%	2 2%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

Denotes the benchmark – this is a total of all responses to date since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	58	38 66%	16 28%	2 3%	2 3%	3	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	60	46 77%	11 18%	2 3%	1 2%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		73%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	60	46 77%	12 20%	1 2%	1 2%	0	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	61	40 66%	14 23%	3 5%	4 7%	0	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		62%	34%	3%	1%		
Pupils behave well in school.	60	30 50%	23 38%	3 5%	4 7%	1	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		48%	47%	4%	1%		
Teaching is good.	58	35 60%	19 33%	2 3%	2 3%	3	Mae'r addysgu yn dda.
		62%	36%	2%	0%		
Staff expect my child to work hard and do his or her best.	61	41 67%	18 30%	0 0%	2 3%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		65%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	55	30 55%	21 38%	1 2%	3 5%	6	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		50%	42%	6%	2%		
Staff treat all children fairly and with respect.	57	39 68%	13 23%	1 2%	4 7%	4	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		60%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	61	37 61%	21 34%	2 3%	1 2%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		60%	37%	2%	0%		
My child is safe at school.	61	47 77%	12 20%	1 2%	1 2%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	2%	1%		
My child receives appropriate additional support in relation to any particular individual needs'.	49	35 71%	11 22%	1 2%	2 4%	11	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		56%	38%	4%	1%		
I am kept well informed about my child's progress.	59	29 49%	25 42%	2 3%	3 5%	0	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	59	42 71%	13 22%	1 2%	3 5%	2	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	5%	2%		
I understand the school's procedure for dealing with complaints.	54	29 54%	19 35%	4 7%	2 4%	7	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		49%	42%	8%	2%		
The school helps my child to become more mature and take on responsibility.	56	32 57%	19 34%	3 5%	2 4%	5	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		58%	40%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	46	26 57%	16 35%	1 2%	3 7%	15	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		52%	41%	5%	1%		
There is a good range of activities including trips or visits.	57	36 63%	19 33%	1 2%	1 2%	3	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		55%	39%	6%	1%		
The school is well run.	58	39 67%	15 26%	2 3%	2 3%	3	Mae'r ysgol yn cael ei rhedeg yn dda.
		62%	33%	3%	2%		

## Appendix 3

### The inspection team

Goronwy Morris	Reporting Inspector
Hazel Hughes	Team Inspector
David Jenkins	Lay Inspector
Gwennol Ellis	Peer Inspector
Llew Davies	Nominee

## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.wales](http://www.estyn.gov.wales))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development
- personal and social development, wellbeing and cultural diversity

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils eligible for free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils eligible for free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils eligible for free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.