

A report on

Clytha Primary School

**Bryngwyn Road
Newport
NP20 4JT**

Date of inspection: January 2025

by

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

About Clytha Primary School

Name of provider	Clytha Primary School
Local authority	Newport City Council
Language of the provider	English
School category according to Welsh-medium provision	None
Type of school	Primary
Religious character	None
Number of pupils on roll	238
Pupils of statutory school age	179
Number in nursery classes	30
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 22.9%)	6.1%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 11.1%)	15.6%
Percentage of pupils who speak Welsh at home	4.5%
Percentage of pupils with English as an additional language	7.3%
Date of headteacher appointment	05/06/2017

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Date of previous Estyn inspection (if applicable)	11/12/2017
Start date of inspection	27/01/2025

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:
mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

Leaders and staff at Clytha Primary School have a clear vision and high expectations that focuses on pupils' well-being and learning. Pupils show high levels of engagement and make very good progress from their starting points. Pupils feel safe and happy in the school's inclusive environment and their behaviour is exemplary. All members of staff have a strong understanding of the pupils' needs, and they support them to develop positive attitudes to learning.

Teachers plan a broad, balanced and exciting curriculum, which ensures that nearly all pupils approach their learning with enthusiasm and develop their knowledge and understanding effectively. However, most pupils have insufficient opportunities to learn outdoors.

Staff teach pupils successfully about the differences that exist between people. This means that nearly all pupils come to understand that there are people in the world who are different from them. There is particularly effective age-appropriate provision to foster positive attitudes to diversity and inclusion. The school's work on anti-racism is a strength.

The school provides highly effective opportunities to learn about the culture and heritage of Wales. Pupils develop a strong sense of 'cynefin', and pride in their locality. A rich and varied range of visits and visitors engages pupils well and enhances their learning experiences.

Teachers plan effectively to develop pupils' literacy and mathematical skills and pupils' oracy skills are exceptional across the school. The school's progressive approach to teaching mathematics helps nearly all pupils to develop secure skills. They build a good understanding of number over time and solve problems systematically and confidently.

Pupils feel that adults at the school listen well to their ideas and consider them when making decisions that affect them, for example when planning activities related to their learning themes. However, there is a tendency for teachers to over-direct learning, and this limits opportunities for many pupils to make choices about the way in which they learn and how to improve their work.

The school's governors provide valuable support and have a good knowledge of the school's work in implementing its priorities. They monitor the school's budget closely and evaluate the impact of grant funding effectively. They are beginning to work more closely with leaders to identify and monitor areas for development.

The school has a strong relationship with parents and includes them in events and shares information effectively. Staff provide regular, worthwhile opportunities for parents to

share in and support their children's learning. This has a positive impact on parents' understanding of how they can help their children to progress in school.

Recommendations

We have made two recommendations to help the school continue to improve:

- R1. Provide more opportunities for pupils to direct their own learning
- R2. Ensure that most pupils have opportunities to engage in purposeful outdoor learning

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

The headteacher has a clear vision that is shared by staff, pupils and governors and focuses on the well-being and progress of all pupils. It helps to ensure that Clytha Primary School is a happy, inclusive place at the heart of its community.

There is a clear leadership structure with an effective balance of defined roles and shared team work. All senior leaders know the strengths of the teaching team and provide targeted support for individuals, when needed. Over recent years this has enabled the staff to work collaboratively to improve teaching and learning across the school. There is a strong team ethos amongst staff. Leaders have created a culture where staff collaborate purposefully with a clear focus on improving the quality of teaching and learning. They often create purposeful professional learning opportunities for themselves by sharing the expertise that already exists in the school.

Teachers plan a broad, balanced and exciting curriculum, which ensures that nearly all pupils approach their learning with enthusiasm and develop their knowledge and understanding to a high level. All members of staff have a strong understanding of pupils' needs, and they support them to develop positive attitudes to learning. Nearly all pupils, including those with additional learning needs (ALN) and pupils adversely affected by poverty and disadvantage, make very good progress from their starting points.

Classrooms have a warm, friendly ethos. Nearly all pupils engage well in their activities and have access to high quality resources that excite and motivate pupils to achieve. Staff make effective use of the outdoor spaces to provide opportunities for purposeful learning and play for the youngest children. Staff encourage pupils to explore, and to be curious and inventive. However, opportunities for other pupils to develop their learning outside the classroom environment are underdeveloped.

Most staff use Welsh well across the school which develops pupils' enthusiasm for the language. Most pupils acquire age-appropriate language skills from an early age. As they move across the school, they are beginning to become confident speakers within their Welsh lessons. The school provides highly effective opportunities to learn about the culture and heritage of Wales. Pupils develop a strong sense of 'cynefin' and pride in their locality. A rich and varied range of visits and visitors engages pupils well and enhances their learning.

Pupils' oracy skills are exemplary. When they start school, most pupils communicate well and as they progress across the school, they become mature, confident and articulate speakers. Through purposeful planning, nearly all pupils become competent readers and write to a high level; skills, which they apply consistently in other areas of learning.

The school's progressive approach to teaching mathematics helps nearly all pupils to develop secure skills. They build a good understanding of number over time. This enables them to carry out mental calculations accurately, and, when appropriate, to use a range of written methods to approach and solve problems systematically and confidently. Opportunities for the pupils to transfer these skills and their digital skills across the curriculum are developing well.

Teachers value pupils' contributions to decisions about what they learn, particularly at the start of new topics. Pupils' suggestions often influence the direction of learning, although there are limited opportunities for pupils to make decisions about how they learn and how to improve.

Staff treat pupils with care, respect and kindness. Pupils engage positively with staff and their friends and show support and understanding towards one other. The strength of these relationships means that nearly all pupils feel safe in school and know who to talk to if they have a problem or concern. A good example of this is where older pupils discuss the impact of discrimination and how this affects their feelings.

Opportunities for pupils to develop their understanding of spiritual, moral, social and cultural matters are strong. There is particularly effective age-appropriate provision to foster positive attitudes to diversity and inclusion. The school's work on anti-racism is a strength.

Spotlight 1: Approaching diversity and inclusivity as a 'Clytha Family'

Clytha Primary promotes the full representation of its diverse 'Clytha Family' through its 'cultural commitment' to reflect each class. Clytha ensures that its learners see themselves in every aspect of school life. Throughout the school, learners explore differences and belonging within a culture of inclusivity in all its forms, and embrace respect and understanding of the protected characteristics appropriately. Clytha learners are not afraid to question and explore brave issues throughout their learning journey, becoming ethical thinkers with informed minds.

The school use a range of communication tools effectively to keep families up to date with school activities and their children's progress. Leaders and staff develop good links with families and offer opportunities for parents to be purposefully involved in the life of the school, which impacts positively on pupil progress and well-being.

Leaders have identified broad and appropriate local and national priorities for improvement. These include improving standards in teaching and learning. They have supported this effectively through providing strong professional learning for all staff, securing robust performance management arrangements and by allocating appropriate resources. This has contributed to the quality, consistency and strength of teaching.

School leaders and governors allocate resources efficiently to support the school's improvement priorities and to promote effective teaching and learning. They use grant funding, including the pupil development grant, appropriately to improve targeted pupils' progress and well-being. This includes providing useful interventions that help pupils to narrow gaps in their learning and offering beneficial nurture support.

The governing body brings together people from a broad range of backgrounds who have a wide skill set that leaders use effectively to inform the work of the school. Governors work well with the headteacher and staff to provide effective support to the school. They have a good knowledge of the work of the school and its impact on ensuring positive outcomes for pupils. They engage in the first-hand gathering of evidence through, taking part in link visits and learning walks. They know the school's strengths and are beginning to identify areas for development and challenge leaders appropriately.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carer and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. '*most pupils...*' or '*very few pupils...*'. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

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

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

Every possible care has been taken to ensure that the information in this document is accurate at the time of publication. Any enquiries or comments regarding this document/publication should be addressed to:

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