

Report summary for parents and carers on Clytha Primary School

Date of inspection: January 2025

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 and next steps

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

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

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

© Crown Copyright 2025: This report may be re used free of charge in any format or medium provided that it is re used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

Publication date: 31/03/2025