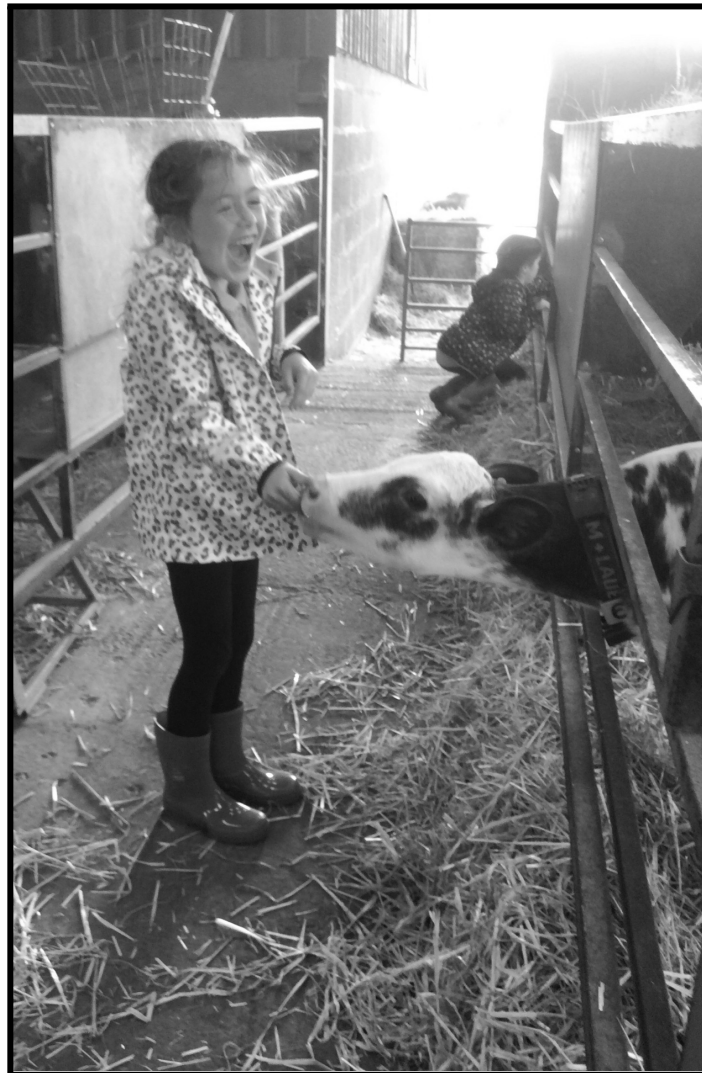




## **Governors' Annual Report to Parents for the Academic Year September 2022 - July 2023**



*Clytha Family starts here, discovering and developing.*

*To share with and inspire all with our passion for teaching and learning. Igniting a love of learning in all and influencing and empowering others to create and develop environments and opportunities where learning is a joy and it is a joy to engage.'*



Dear Families and Friends,

Welcome to Clytha Primary School Governors' Annual Report to Parents This Report is produced in the Autumn Term each year to reflect the key aspects of school along with statutory requirements all linked to the previous year 2022-2023.

That academic year was also the first year of the statutory implementation of the Curriculum for Wales. As a governing body we have very much enjoyed being part of the preparation for Curriculum Wales over the last few years. We were very well prepared for it at Clytha and have enjoyed seeing it in action. There has been some outstanding teaching and learning taking place. Please take a little time to peruse this Report at your leisure and enjoy the photographs as well.

Of course it wasn't all work and no play at Clytha. We all had many opportunities to enjoy the School Fayres - Autumn, Summer and Winter. We've had School concerts, Harvest and Christmas Carols services. Not forgetting Picnic yn yr Yard, parent and child workshops and the King's Coronation party which is a once in a lifetime celebration. We've had our annual Sports Days, Open Days, Eisteddfod, Pupil Learning Review Days, Visits and Visitors galore! Thank you for your support at all of these events.

None of this would have been possible without the hard work and commitment from all of our families and your wonderful children and of course, all of the staff. On behalf of Governors I would like to say a very big thank you to you and them and also to Mrs Davies for doing such a sterling job in leading us all throughout the last academic year.

Sadly, during the end of the Summer term, Michayla Poulton, our former Chair of Governors and more recently Vice-Chair, became terminally ill and ultimately passed away on November 3rd. She had been a Governor at our school for nearly 20 years. She will certainly be missed but we remain grateful to her and will remember her for her loyalty to our school, her knowledge and expertise, her positivity and sunny personality. Our condolences go out to her family, friends and colleagues at John Frost School where she was the Deputy Head Teacher.

During the Summer Term Governors were pleased to appoint Mrs Catherine Dacey, after a very rigorous interview process, to Deputy Head Teacher at Clytha. This is a role she shares with Miss Kay Morgan.

I would like to thank all of Governors who all give up their time freely to attend half termly full Governing Body meetings along with sub committee meetings, training sessions and school events. Members are committed to Clytha and take no payments for travelling or subsistence.

Wishing you all good health.

Kind Regards,

Chris Roberts

Chair of Governors

***To share with and inspire all with our passion for teaching and learning. Igniting a love of learning in all and influencing and empowering others to create and develop environments and opportunities where learning is a joy and it is a joy to engage.'***



### GOVERNING BODY 2022-2023

Chairperson - Mrs C Roberts, c/o Clytha Primary School  
 Vice Chair - Mrs M Poulton  
 Clerk - Ms Claire Williams

| Name            | Category                              |
|-----------------|---------------------------------------|
| Mrs C Roberts   | Chair: Community Governor             |
| Mrs M Poulton   | Vice Chair: Community Governor        |
| Mrs R Kelly     | Community Governor                    |
| Mr S Dack       | Parent Governor                       |
| Mrs L Astell    | Parent Governor (ended November 2022) |
| Mrs S Barker    | Parent Governor                       |
| Mr K Black      | Parent Governor                       |
| Ms H Fisher     | Parent Governor                       |
| Miss K Morgan   | Teacher Governor                      |
| Miss T Iggulden | Non Teacher Governor                  |
| Cllr M Evans    | LA Appointed Governor                 |
| Mr P Bray       | LA Appointed Governor                 |
| Ms L Arthur     | LA Appointed Governor                 |
| Vacancy         | Non - Voting Governor                 |
| Mrs J Davies    | Headteacher                           |

### GOVERNORS' RESPONSIBILITY

Through the Vision, Mission Statement and Aims of Clytha Primary School, the Governors' share the responsibility with school to ensure that all children at our school are given equal opportunity to develop into rounded, happy, decent young people.

Governors are elected from within the local community. They have the role to liaise between school and community on the one hand and the Local Authority on the other. The composition of the Governing Body reflects the strong links already established between the school, and the surrounding community. The Local Authority also appoints representatives to the Governing Body. Elections are held within the school for Parent Governors, a Teacher Governor and a Non-Teaching Governor. Governors are co-opted as required by the 1986 Act. Should a vacancy for a Parent Governor arise, letters will be sent to all families inviting any interested parties to put themselves forward for election by our parents.

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The full Governing Body usually meets for a minimum of six times per year, twice each term. The Headteacher reports on how she has discharged her responsibilities. Governors have the opportunity to comment, ask questions and challenge. The minutes of the meetings, when approved, are published and become the official record of the manner in which the Governing Body has discharged its responsibilities. The published minutes are available for inspection at the school, as is all documentation.

To be effective, regular visits to the school take place by members of the GB, with opportunities to share training opportunities and link closely with different members of staff and their areas of responsibility. Members of the GB are linked to specific areas of school life, e.g. health and safety, attendance, governor training, additional educational needs, equalities, curriculum areas. The Link Governors meet each term with the relevant members of staff to discuss this area in more detail and gain a more in-depth understanding. Link Governors then feedback to the full GB in their meetings.

The GB also operates a system of sub-committees, reporting to the full Governing Body each term. Each sub-committee manages, supports and oversees different areas of school life at Clytha. No petition for a parental meeting was received during the year 2022-2023, therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

This report is produced by us, the Governing Body, for you, the Parents and Carers of learners in our school. It contains information which we are required to provide by law, as well as additional information which we hope will aid your understanding of our school. It covers our achievements during 2022 - 2023 and sets out our targets for future improvement. Through this report, we want to encourage dialogue and communication with Parents and Carers, and to promote increased interest and involvement of Parents in the activities and development of our school.

## STAFF ORGANISATION –SEPTEMBER, 2022

### Leadership Team

|                    |                               |
|--------------------|-------------------------------|
| Headteacher        | Mrs J Davies                  |
| Deputy Headteacher | Miss K Morgan                 |
| Senior Leaders     | Mrs C Dacey and Mrs C Douglas |

| Teaching and Support Staff 2021-2022 |                                       |
|--------------------------------------|---------------------------------------|
| Class                                | Teacher                               |
| Nursery                              | Mrs R McCarthy                        |
| Reception                            | Miss K Mountain and Miss B Bailey     |
| Year 1                               | Miss K Morgan and Miss L Bailey       |
| Year 2                               | Mrs C Douglas and Mrs D Worton        |
| Year 3                               | Mrs J Jones and Mrs R Beynon          |
| Year 4                               | Miss McKenzie                         |
| Year 5                               | Mrs Dacey                             |
| Year 6                               | Mrs R Taylor                          |
| APP                                  | Mrs Blakesley, Mrs Greenwood, Ms Cook |

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|                     |  |
|---------------------|--|
| Teaching Assistants | Mrs T Bajjada, Mrs J West, Mrs V Fenucci, Mrs C Fletcher, Mrs Z Maiden, Mrs K O'Bryan, Mrs E Humphreys, Miss A Howells, Mrs S Stone, |
|---------------------|--|

| School Support Officers (School Office) |              |
|---|--------------|
| Miss T Iggulden                         | Mrs C Stroud |

| Caretaker and Cleaner              |  |
|------------------------------------|--|
| Mr C Curtis (until December, 2022) | Mr T Felkin and from March, 2023 Mr N Morton |

### Summary of changes to the School Prospectus 2022-23

Our School Handbook and Nursery Handbook are available to view on our school website in the Parents section. The School Handbook is reviewed annually and the following areas were amended:

- School Information
- Summary of School Self-Evaluation and School Development Priorities
- Staff Information
- Curriculum Update
- Equalities and Inclusion
- Welsh second Language
- Extra- Curricular Activities
- School Meals
- Healthy Schools

### School Policies

Policies are available to parents on request. Several are on our school website [www.clythprimary.co.uk](http://www.clythprimary.co.uk) The school has agreed policies for a wide variety of aspects of school life and these are regularly reviewed. Please ask if you are unsure about anything; staff will do their best to help you and will get back to you with the information you need. Policies of particular interest or benefit to parents are posted on our school website.

### Acronyms Glossary:

ALN - Additional Learning Needs  
ALNCo - Additional Learning Needs Co-ordinator  
AoLE - Area of Learning and Experience  
ASD - Autistic Spectrum Disorder  
EAS - Education Achievement Service  
EAL - English as an Additional Language  
ELSA – Emotional Literacy Support Assistant  
EWO - Educational Welfare Officer  
SpLD-Specific Learning Difficulties  
FSM - Free School Meals  
IDP - Individual Development Plan  
LAC - Looked After Children  
PECS- Picture Exchange Communication System  
GB -Governing Body

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*Feeling proud of ourselves. Engaged, inquisitive, early learning*

## **Toilet Facilities**

At Clytha each class has access to a nearby toilet facility with numerous age-appropriate toilets and hand basins. Reception children share a mixed toilet facility with the Nursery situated between the two classrooms. Year 1 and Year 2 children have access to single sex toilets which are opposite the Year 2 classroom. All four Y3-6 classes share the single sex toilet facilities which are located at opposite ends of the corridor. In the Y3-6 toilet, there is also a sanitary bin, for the use of our pupils. Our older girl pupils can use the Accessible Toilet, if they wish. Each toilet block is cleaned daily after school by the cleaning staff and caretaker. In both buildings, there is also a separate toilet for any pupils with any disability, access or mobility issues. Our toilets have been refurbished in the last two years.

## **Attendance**

Our target for this year was 94%. This was narrowly missed. Holidays during term-time are having a negative impact on attendance. School is keen to return to our usual high attendance levels next school year.

|                     |               |
|---------------------|---------------|
| <b>Actual</b>       | <b>93.42%</b> |
| <b>Authorised</b>   | <b>5.50%</b>  |
| <b>Unauthorised</b> | <b>1.08%</b>  |

## **Living and Learning at Clytha**

### **Our Clytha School Development Plan in 2022-2023**

This year, our School Development Plan focused on Developing our pedagogy, provision and practice in all six Areas of Learning and Experience. These are Languages, Literacy and Communication, Mathematics and Numeracy, Health

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and Wellbeing, Expressive Arts, Humanities (including Religions, Values and Ethics), Science and Technology throughout the school and Additional Learning Needs. Clytha is also planning for the cross-cutting themes of Diversity, Rights of the Child, opening our children's eyes to the 'world of work', Relationships and Sexuality Education and on local, national and international contexts where we celebrate and learn about our local area and Wales and its wonders as well as putting the world firmly at the feet of our Clytha children.

Staff have embedded planning and teaching using the Six Areas of Learning and Experiences. The 'Four Purposes' are the drivers in our planning and learning experiences. Learners are part of the planning process with ideas about what they would like to learn in each topic with all having an opportunity at least once every half term to have complete ownership of a piece of work-how they record, present, develop it, to encourage creativity and independence. At Clytha, we are developing our pupils to be healthy, confident, ambitious, capable, creative, enterprising, ethical and informed, pupils with their eye on their world-pupils who are decent and responsible and on how we, as a school and as a community, can achieve this. Pupils are involved in half-termly Learner Review Meetings with their teachers to review their progress, reflect on their learning and shape their own targets. As a result, our pupils at Clytha are highly-engaged and have excellent attitudes towards learning.

The development of whole-school themes at Clytha including 'Ein Byd Gwych' (Our Wonderful World), We, the Curious, Cynefin Clytha, to name a few, have impacted positively on learning and wellbeing as well as helping us to develop progression across the school within our curriculum.

Link to our Clytha Curriculum Summary:

[Clytha Curriculum Summary](#)

## **Languages, Literacy and Communication**

School Development Plan Priorities:

At Clytha, we emphasise 'Every child reads every day' as we believe that reading is at the heart of pupil progress in all subjects. There is a consistent approach to the teaching of reading and writing, spelling, punctuation and grammar, throughout the school and all are taught regularly throughout the week. Guided Reading sessions are timetabled in addition to the daily Languages, Literacy and Communication lesson, to ensure that every child throughout the school reads each day, in a group or in a 'Read and Respond' activity session. Teaching Assistants support the teaching of Guided Reading in every class. Teaching Assistants also support those children within each class needing additional reading support, under the direction of the teaching staff.

Reading for Pleasure and engendering a love of reading has been keenly developed by school this year. Learners from Year Six took part in the Tir na n-Og Book Awards for the fourth year running. Our Y6 Class took part in the 'Reading Teacher' programme that developed into a virtual Book Group and Y6 learners sharing and discussing reading with other schools. Class libraries have been re-designed with new furniture and new books and our Clytha Context and diversity has been an important feature in the books chosen. These have helped to re-ignite our culture of reading at Clytha, with high-quality, beautiful books and inspiring spaces to sit and enjoy. Our Culture of Reading was celebrated in our 'ClytHAY Festival' in the summer. Authors and the Poet Laureate for Wales visited Clytha and our classes joined in virtual reading workshops linked with the Hay Festival.

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*Celebrating our Culture of Reading and the wonder of words*

We embedded our approach towards developing speaking and listening skills through the VOICE 21 programme. This has supported a consistent approach and clear progression. Clytha has been the Cluster Languages Lead School again this year and the development and enjoyment of other languages was a focus in all classes. Clytha enjoyed a very successful Languages Week where the home languages of our children were celebrated. Clytha achieved the silver Cymraeg Campus Award recognising the hard work of staff and learners to promote, use and develop Welsh language skills. Two Teachers visited Spain to support the development of Spanish at Clytha. Promoting International Languages is a key element in our LLC curriculum.



*Outdoors, Indoors, Literate and Learning*

### **Mathematics and Numeracy**

At Clytha, we use rich contexts and engaging materials as a resource for our teaching. These activities stimulate the development of children's mathematical thinking by challenging them to work together as mathematicians, constructing and discussing ideas. In Mathematics lessons throughout the school, the development of efficient Mental Maths strategies which underpin the understanding of mathematical concepts are used as a 'first resort'. Appropriate written methods are used for working-out calculations that cannot be done mentally. Each class uses a

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variety of visual resources to encourage understanding and interaction. In our school. Each learning episode in Mathematics and Numeracy is characterised by:

- Clear purpose and informed teaching- Children’s conceptual understanding starts with the ‘why?’ to develop fluency of what really matters in mathematics
- application to real life contexts where appropriate
- Consistent pedagogy and provision to deepen progression as the learning journey unfolds
- Our Teachers model the use of manipulative, models and images
- Autonomy for self -selection of resources, where learners use hands on manipulatives - they feel it, see it, do it. This is part of their individual learning journey as appropriate.

We want our pupils to understand and enjoy Mathematics. Each class incorporates rich ‘reasoning’ and problem-solving experiences into our Mathematics teaching and learning. Teaching our children to systematically work out, justify their thinking, use the appropriate strategy, learn from mistakes and explain their working. There is an emphasis on appropriate skills teaching of number, geometry and algebra and then opportunities for the pupils to use and apply these proficiencies with fluency in engaging contexts and open-ended problems and use Mathematics effectively across our curriculum.



*Engaging, Inspiring, Collaborating*

## **Health and Wellbeing**

The development of our approach towards the Wellbeing of all -physically, emotionally and mentally has been a continuing focus in our Development Plan this year. Clytha has continued to use a range of successful strategies being embedded and shared throughout the school including Zones of Regulation which is an approach that helps our learners to develop self-regulation strategies. Mindfulness, breathwork and developing resilience and learning strategies helped our Clytha learners to make progress and feel safe and happy in school.

The role and participation of Pupil groups such as School Ambassadors, has continued to grow despite our leaders being in contact groups. Children in Need and other charity activities were planned by our School Senedd. Our School Ambassadors have taken a more active role in the past year raising awareness of children’s rights and being part of the Children’s Commissioner for Wales ‘Super Ambassador’ scheme. The School Ambassadors regularly lead

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assemblies introducing our 'Right of the Month.' Clytha developed learner groups through the introduction of First Ministers and Ministers for Arts, Science, Technology, Engineering, Mathematics (STEM), Communication, Culture and Health and Wellbeing. Class Councils were introduced allowing all learners to have their voice.

Show Racism the Red Card Workshops were held in Y5 and 6 and with families. The local Police Community Support Officer delivered virtual workshops to Years 1 to 6 on a range of current issues. St Johns Ambulance delivered life-saving training to Y5 and Y6.

Provision for children with Additional Learning Needs is as always of high priority at Clytha, staff have received training on a range of strategies to support these children. Our Additional Learning Needs Co-Ordinator has ensured that Clytha is well-prepared for the ALN Transformation in Wales. The continuation of our nurturing in-class 'Two O'Clock Club', sharing expertise of Support Staff and developing pupil independence, wellbeing and social skills has supported learners in their consistent class groups this year. Evidence has shown that this is highly effective in supporting both staff and pupil wellbeing.

Learners who are more able and talented are supported and challenged to reach their full potential.

Clytha introduced a wealth of resources to support the teaching of Health and Wellbeing, including Relationships and Sexuality Education (RSE). They continue to develop learners' emotional literacy, social- and lifelong skills, RSE and resilience in an age-appropriate manner, equipping our children for happier and healthier lives, giving them agency to make their way through the world following all Welsh Government guidance and regulations.

Pupil engagement is high at Clytha. Wellbeing is well at Clytha.



*Healthy, happy and growing in confidence*

### **Diversity and Anti-Racism**

We continued to develop our understanding and respect for our wonderfully diverse Clytha Family and world throughout the year including staff building on our existing approach with Diversity and Anti-Racism Professional Learning (DARPL). This will remain a priority for next year as we construct our Anti-Racist Principles and work to decolonise our curriculum and celebrate our wonderfully diverse Clytha Family and community going forward supported by DARPL and external expertise.

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# NOW IS THE TIME TO TAKE A STAND

## #ZeroRacismWales

### DARPL Diversity and Anti-Racist Professional Learning

DARPL brings together a diverse team of providers with lived and professional experience through a professional learning and resource hub with a Welsh perspective in raising multi-disciplinary racial consciousness, as we all work together within the New Curriculum for Wales.



*Understanding and respecting our Wonderful World*

### Musical Opportunities

We encourage our Clytha children to develop holistically at Clytha and as a Governing Body, we support the promotion of musical opportunities as part of our Expressive Arts Curriculum and with Gwent Music peripatetic Teachers. We celebrated a wonderful evening of music and song enjoying the talents of our learners in our Picnic yn y Playground in the summer. Learners in Y3-6 are given the opportunity to take up an instrument with Music sessions individually or in small groups.

### Healthy Living

We continually endeavour at Clytha, to promote a healthy lifestyle for the children in our care. Children are reminded to bring in their water bottles daily, containing water only, to drink during the day and have access to fresh water to 'top up' their bottles. Our school meals are provided by Chartwells and are based around the Healthy Eating in Schools regulations and we encourage families who provide lunch boxes for their children to provide a healthy lunch box.

Each class encourages healthy eating through projects in a variety of areas of learning such as STEM, Humanities and Mathematics. At Clytha, we encourage all our children to make healthy choices with regards to eating and drinking and develop the children's understanding of food choices and preparation through opportunities in the curriculum.

Our Clytha children also benefited from active outdoors sessions and learning more about healthy lifestyle choices. Classes throughout the year prioritised exercise and the positive impact it has on wellbeing. All classes completed weekly physical sessions developing important core strength through gymnastics skills and dance. Our Forest School area has been revamped to allow our learners to grow vegetables next year, just as our Nursery learners do.



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## **Curriculum Organisation**

The aim of Clytha Primary School is to provide an enriched curriculum, rich in creative and expressive opportunities as well as engaging and exciting, with holistic development and meeting the needs of all learners at its heart.



*Creating, discovering, excelling, enjoying*

At Clytha Primary, each classroom is a rich and dynamic environment, igniting a love of learning and where learning is celebrated and enjoyed. In our school, Our Curriculum is now embedded in our planning, teaching and learning as well as developing Digital Learning, critical thinking, creativity, problem-solving and collaborative learning with rich opportunities to extend these skills across the curriculum.

This year, our learners explored the local area and our Clytha Community in Humanities developing their sense of Cynefin and belonging from the stories of our Clytha Family and community. They learned about Wales and deepened their curiosity about 'Our Wonderful World' in our Ein Byd Gwych theme. Visits and visitors were planned this year with excitement as for many classes, this school year meant their first school trip following the pandemic. There was even a visit to Miss Morgan's Family Farm.





*Learning starts locally-where we all belong*

From Early Years-Y-6, children’s learning is arranged enabling our learners to experience a broad and balanced learning provision with deepening progression in the six Areas of Learning and Experience-Language, Literacy and Communication, Mathematics and Numeracy, Science and Technology, Health and Wellbeing, Humanities and Expressive Arts. All staff plan rich and exciting experiences for the children, with deepening knowledge carefully crafted and developed as our learners journey through our school. Teachers use exciting ‘themes,’ virtual visitors, engaging resources and innovative teaching to capture the interests and deepen the curiosity of our children, as well as ensure the structured teaching of essential skills.

Whole-School and Clytha Community events such as our Autumn Show and Harvest were still celebrated, Sports Week and Sports Day were shared with families. Christmas Concerts took place in our School Hall and at St John’s Church. Our Eisteddfod was a wonderful event, with music, song, celebration and a genuine sense of togetherness. The Clytha Bard was crowned with a majestic and magnificent poem and House Captains rallied their Clytha Houses. World Book Day, ClyTHAY Reading Festival, the Coronation Celebrations, Picnic yn y Playground, World Book Day, Winter Fayre and Summer Fayres all supported the importance of ‘Clytha Familyness.’



*From the earliest learning blocks unlocking potential*

***To share with and inspire all with our passion for teaching and learning. Igniting a love of learning in all and influencing and empowering others to create and develop environments and opportunities where learning is a joy and it is a joy to engage.'***

*Throughout the school, pupils are encouraged to challenge thinking, challenge preconceptions and challenge stereotypes, developing as healthy, confident, ethical, informed and ambitious, capable learners.' Clytha allows our children to develop creatively and as rounded citizens, ready for the world.*



*Opportunities to inspire and learn from*

### **How we know that our learners are learning**

Assessment is intrinsic in all classrooms every day at Clytha. We encourage all children to answer through the use of whiteboards and partner-talk, as well as adopting as much as possible, a non-hands up approach, with teachers ensuring that they ask all children differentiated questions and give thinking time and opportunities to rehearse responses with partners. Expectations are high-as are our standards and we believe that every child is capable of anything, given time and support. Teachers and children use digital resources to visualise work and share discussion. Observation, working alongside children, Learning Review and Progress Meetings, dialogue with learners all help us to know where our learners are and where they need to go in their learning. Peer Mentors are established in every class and flexibly allow children to help each other. At Clytha, all teachers plan responsively, use informed teaching strategies, involve our children and families in the dialogue around learning and use our 'Clytha Learning Mantras' to best effect. Assessment tasks are planned to support our understanding of progress and help inform our planning. This continues to be a priority as we capture progress in line with our curriculum.

Teachers discuss learning with the children and regularly have individual/small group meetings to gauge the views of our children on what helps them to learn, what support they may need, how we can improve –involving our children as learners in their learning.

### **Clytha is a 'Lead School'**

Clytha has been a Lead Network School again this year for Science and Technology, Foundation Phase and International Languages, providing support and sharing our excellent practice with other schools. We were also a Regional Professional Learning School supporting our Cluster of Schools and schools within the EAS region.

### **Focus for the Year**

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The importance of contextualising learning and making connections, is very much part of our planning, thinking and teaching. Bilingualism and this year-multilingualism- is a key element of our daily routine and life at Clytha. The Outdoors is used and utilised throughout our school for teaching and learning experiences, we very much believe in 'classrooms without walls' and use every available space effectively in our school.

Every group of learners are supported at Clytha: children with Additional Learning Needs; children who require short-burst catch-up provision; children with English as an Additional Language; children who are more -able and talented. Many of these learners have small group or individual provision to meet their needs as learners. We pride ourselves on 'raising the bar for all learners at Clytha.'

We have focused on the development of the 'three enablers' this year-adults, experiences and environments. Developing our pedagogy, provision and practice throughout the school, again continually developing our ways of supporting all learners and ourselves as learners-we think that *teaching is learning*.



*Creative opportunities, rounded learners, holistic curriculum*

### **Extra-Curricular Opportunities**

Clytha offered a wide range of after-school Clubs/Clwbiau helping learners to develop with creativity, physically, digitally, horticulturally, linguistically and socially. From Book Clubs, Ballet, Welsh Dance, Gardening, Tennis, Football, Rugby, Art, Choir, Playground Games, Sign Language-with many more. All Clytha Staff lead with Clubs and often use the ideas from our Clytha children. Parents led our Rugby Club last year and Stow Park Tennis Club supported us as they have for many years with their grounds and tutoring.

### **Additional Learning Needs (ALN)**

At Clytha Primary School we recognise that children learn at different rates and in different ways with development stage, age and emotional wellbeing being key factors in this. We are also very aware of the needs of our Foundation Phase (FP) pupils, for whom maturity is a crucial factor in terms of readiness to learn.

We believe that many pupils, at some time in their school career, may experience challenges which affect their learning, and we recognise that these may be long or short term. The inclusion of children identified as having Additional Learning Needs (ALN) is seen as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

At Clytha Primary School, we aim to identify ALN as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential. Children identified as having an ALN are generally catered for

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within the context of the classroom through universal provision (which may include specific resources, differentiated tasks and additional time). Children with such needs are sometimes supported by more targeted approaches, such as the support of a Teaching Assistant, to enable them to access the classroom based curriculum or withdrawn to work in a specific intervention programme. This is funded from school resources. Up until 2022, children assessed as having significant ALN may have been allocated a statement, whereby extra funding was provided by the Local Authority (LA) to enable the school to support this need. From 2023, this model became redundant, as schools moved fully to the new ALN system. Those children identified as having significant and specialist needs will move onto an individual development plan (IDP) and schools will use their delegated pot of ALN funding to ensure that these children are provided with appropriate additional learning provision. At the end of 2022-2023:

Approximately 11% of children were identified as having additional learning needs (ALN) and 2 children had a statement of ALN. There were 6 School-Funded IDPs. There were 2 children who were 'looked after' by the Local Authority (LA).

One-Page Profiles were created for all children and with targets for those learners with ALN.

All TAs in support of learners with ALN were trained in a variety of support strategies and provision including SpLD provision, ELSA (Emotional Literacy), PECs Communication, TEACCH approach.

### **Access to Digital Devices**

We have invested heavily in technology funded by the WG Ed Tech Grant and during 2022-2023 we purchased the following:

6 Apple iPad 10.2" 128gb wifi

15 Acer Chromebooks, 10 Lenovo laptops bought by school.

### **Welsh Second Language**

Criw Cymraeg, along with Mrs Taylor and Mrs Worton have continued to create a visual Welsh ethos in and around our school. Our learners have shown an understanding and respect for the culture and language of Wales, through opportunities to read factual books and stories by Welsh authors. We held a Welsh week in October where classes listened to Welsh speakers as well as learning about important figures in Welsh history.

We have also continued to Tweet bilingually and parents are beginning to respond to some Tweets using simple Welsh phrases. Learners have had the opportunity to listen to a wider variety of Welsh language music and continue to learn Welsh language songs, as well as celebrate Welsh Music Day.

Criw Cymraeg have continued to play an active role in encouraging Bilingualism throughout the school. They have led assemblies, introduced phrases of the week, taught playground games, songs, and shared their passion for writing at home when sharing diaries in assemblies. They have observed Helpwr Heddiws in action and have also encouraged learners to use Welsh in situations such as when leading an activity or club.

Several Welsh language apps and websites have enhanced the learning and enjoyment of the language and learners have supported each other across classes with many of these activities.

Year Six continues to receive the 'Bore Da' magazine subscription which enhances reading and writing skills in Welsh guided reading sessions. All classes have increased the use of Welsh digital material for reading activities and all classes have a rich Welsh reading environment. This is also evident in the Y3-6 library.

Children across Y3-6 have continued to be encouraged to develop their oracy and reading and response skills to a high standard and record these. These are regularly used to enhance learning year on year. We have made the development of writing across the curriculum a feature throughout the school.

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The Helpwyr Wythnos role for our learners continued in most classes. The children love being a helper in school, daily repetition of the familiar Welsh questions in the morning message meant that these supported routine and independent learning.

In addition, Criw Cymraeg continued to support the development of Welsh within our school community through Twitter by introducing weekly Welsh phrases. The Eisteddfod was a huge success, with children having the opportunity to share their entries during a whole school event. We also achieved our Silver Cymraeg Campus Award.



*Curious learners, developing linguistically*

## **Community Links**

Clytha Primary School continually strives to further strengthen its links with the community it serves. Over this last year, visits and visitors have played an important part in the children's curriculum. In 2022-23 children from Clytha developed many new links within the community as well as strengthening further existing links. P.C. Thomas, our School Liaison Officer, has provided valuable support to the school and has virtually visited most classes during the year on such topics such as e-safety and staying safe.

Our Clytha Families responded to our FoodBank Collections throughout the year and to days such as Red Nose Day and supporting us with our Coronation Celebrations and our Autumn Show, Show Racism the Red Card Family Meeting and workshops in Y5 and Y6, Family Digital Meetings, Harvest and Christmas events. We think these events make such lovely memories for our children. We even had a visit from 'Banksy' which caused much excitement and 'artwork' discovery around our school.

There were two residential visits this year. Our Y3-6 learners visited Gilwern in the summer and our Y5 learners visited Urdd in Cardiff. These visits are always much-enjoyed and offer our learners the opportunity to explore, learn and discover with their peers in a different environment.

Clytha Friends Association continues to organise wonderful events for the school community with such hard work and welcome enthusiasm. As a Governing Body and school, we are both very appreciative and grateful. Diolch.

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We are immensely proud of our links with our extended 'Clytha Family' in the community.



*Did Banksy visit?  
Clytha in the Community*

***Family and Community Engagement -***

***Together, we are better***

### **Physical Literacy**

Sport and the promotion of physical activity has such a high profile at Clytha and remains an integral part of our Health and Wellbeing programme. It has been another successful year for Clytha with staff and our Health and Wellbeing Ministers busily promoting physical activity throughout the year.

Our Clytha children have used the outdoors at every opportunity to dance, run, jump and enjoy. Improvements to our School Yards are planned following the renovations to our Forest School area.

Our Healthy Living Leaders met regularly to discuss ways to promote physical activity throughout the school day. These children planned lunchtime sessions for our younger children, using the Dragon Sport Multi Skills resources (which children are familiar with in PE sessions.) We celebrated our Clytha Sports Personality of the Year Award in December.

We have continued to develop community links with Newport County in the Community, Gwent Dragons rugby coaching children from years 4 to 6 on a fortnightly basis. Our children enjoyed an amazing Sports Week and Sports Day during the summer, when all children enjoyed a week of outdoor sporting experiences from tennis to dance, athletics to team games. Y4 enjoyed three weeks of swimming tuition during the Summer Term.

### **Safeguarding**

The Governing Body and Staff continued to provide a safe environment for all pupils where all physical and emotional needs are met. The safety and well-being of all pupils is of paramount importance. All school staff and

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volunteers work in accordance with “All Wales Safeguarding Procedures” which ensures application of the Social Services and Wellbeing Act 2014 and statutory safeguarding guidance “Working together to safeguard people”.

Staff and Governors are encouraged to use the “Wales Safeguarding” app, accessible on portable devices and desktops to immediately provide further guidance for practitioners regarding both children and adults who may be at risk of harm. This is also free to access for members of the public.

The up-to-date Child Protection and Safeguarding Policy can be found on the school website. The Safeguarding Governor continued to have regular update meetings with the Headteacher throughout the school year to ensure a multi agency approach to safeguarding continues and to confirm that all actions in relation to safeguarding are undertaken in accordance with the School and Local Authority Policy.

Operation Encompass is used by all Newport Schools to provide a link between the Police and Schools in order to support children living with domestic violence at home. Alerts are shared with schools to support children who may be at risk of physical and emotional harm through exposure to domestic abuse, and enables staff to ensure the children receive the necessary support and protection.

Governors are confident that all staff have a good understanding of signs and symptoms of harm, are clear on correct courses of action where there are concerns and work in conjunction with the schools Designated Safeguarding Persons and all Local Authority guidance.

### **School Development Plan Priorities for 2022-2023**

Our School Development Plan priorities are based on our school self-evaluation using our school Pedagogy, Provision and Practice Captures, Welsh Government and Local Authority priorities and the National Priorities:

- improving pupils’ progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on learners’ progression and attainment

### **Vision and Leadership**

Strengthen impact of Leadership-coaching and mentoring, Agile Leadership, Leadership Development to realise our curriculum offer, improved teaching and learning and ensure appropriate learner progress

Nurture Clytha’s culture of continual enquiry where teaching is learning -both formally and informally.

Strengthen our approach to MER (utilising the National Resource for Evaluation NR:EI and Agile Leadership Approach) involving all and ensuring best progress of all.

Strengthen and refine our Planned, Taught, Experienced curriculum

Sustain the high-impact of professional collaboration with external agencies and other schools-within and outside of our Cluster.

Strengthen roles and responsibilities of Governors within evaluating the progress of school

### **Curriculum-Teaching and Learning**

Strengthen and deepen our curriculum offer and teaching, developing the planned knowledge, skills and experiences across all AoLEs enabling high-level learning, high-level engagement and best progress for all learners.

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Embed systems to capture progress both in school and as a Cluster and refine our lean monitoring processes for Pedagogy, Provision and Practice Captures to improve teaching and learning.

Review and Refine our 'vision' that characterises the key features of pedagogy, provision and practice at Clytha ensuring high level engagement, high quality teaching and learning experiences

### Professional Learning

PL Lead to work effectively with Cluster lead partner in disseminating PL opportunities shared during Regional PL meetings

Deepen our approach to DARPL and the development of a decolonised curriculum representing all-Black Curriculum Professional Learning Focus

Strengthen Professional research and Enquiry model –Reading as our whole school focus.

Strengthen our Clytha Professional Learning Strategy including consistent use of coaching and mentoring approach.

### Wellbeing, Equity and Inclusion

Strengthen provision and practice to support the wellbeing and progress of our ALN and disadvantaged learners.

Consider the context of the class and develop learning experiences that value the cultural, historic and linguistic lives of our Clytha learners.

Develop Clytha's Anti-Racism principles.

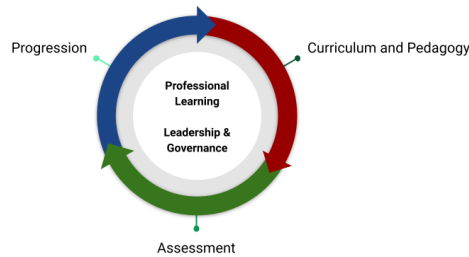
Strengthen our Pedagogy and practice in RSE.

### Future School Development Priorities for 2023-2024

The school's priorities reflect the National Mission for Education in Wales and the 6 objectives:

- NM1: Learning for life
- NM2: Breaking down barriers to learning
- NM3: A positive education experience for everyone
- NM4: High-quality Teaching and Leadership
- NM5: Community- based learning
- NM6: Cymraeg belongs to us all

### School Development Plan 2023-24



### Estyn Recommendations

Improve Pupils progress in developing Welsh oral language as they move through the school

Improve provision for pupils to develop skills in data and computational thinking  
Strengthen the role of Governors, pupils and parents in the role of evaluating the work of the school

#### Overarching: Professional Learning

##### Objectives:

PL1 Strengthen our professional learning offer by growing leadership and developing all professionally

PL2 Sustain the high impact of professional collaboration with all school partners

#### Overarching: Leadership and Governance

##### Objectives

LG1 Embed our whole school approach to mental health and wellbeing

LG2 Strengthen our approach towards inclusivity in all its forms

LG3 Strengthen our engagement processes through the development of a Clytha Family Engagement Strategy

LG4 Strengthen the impact of leadership to nurture our culture of enquiry where teaching is learning

LG5 Strengthen consistently high quality teaching & learning with improved systems and processes to achieve best progress

LG6 Develop our anti-racist culture and decolonised curriculum

LG7 Strengthen roles and responsibilities of Governors within evaluating the progress of school

#### Curriculum and Pedagogy (link)

##### Objectives

CP1 Reflect and refine our vision to characterise key features of **pedagogy, provision**

**and practice** ensuring high-quality teaching and learning based in **knowledge, skills and experiences** and our Clytha Consistencies in each AoLE

**Progression (link)**

**Objectives**

**P1** Embed 'Clytha Continuum' Subject-specific Learning Progressions in all AoLEs

**P2** Pedagogy, Provision and Practise embedded with clear **knowledge, skills and experiences**

**P3** Strengthen our shared understanding of progression across all AOLEs

**P4** Monitor & evaluate effectiveness of 'Capturing Progress' systems in all AoLEs

**Assessment (link)**

**Objectives**

**A1** Align assessment to curriculum & pedagogy

**A2** Review Assessment & Feedback Strategy

**A3** Strengthen formative and summative assessment practice

**A4** Utilise all WG and EAS support and PL

**Progression**

**Objectives: Strengthen our understanding of 'secure learning' and progression in each Progression Step in all AoLEs.**

**Transition**

The children who left Year 6 in July 2023 moved on to the following schools:

|            |          |            |          |           |           |
|------------|----------|------------|----------|-----------|-----------|
| John Frost | Bassaleg | St Josephs | Caerleon | Rougemont | Lliswerry |
| 14         | 4        | 4          | 3        | 3         | 1         |

One learner moved to Swansea at the end of the Summer Term.

**TERM DATES FOR 2022-2023**

| Term | Start | Half Term Starts | Half Term Ends | Term Ends |
|------|-------|------------------|----------------|-----------|
|------|-------|------------------|----------------|-----------|

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|                    |                              |                      |                      |                      |
|--------------------|------------------------------|----------------------|----------------------|----------------------|
| <b>Autumn 2022</b> | <b>2nd September</b>         | <b>31st October</b>  | <b>4th November</b>  | <b>23rd December</b> |
| <b>Spring 2023</b> | <b>9th January</b>           | <b>20th February</b> | <b>24th February</b> | <b>31st March</b>    |
| <b>Summer 2023</b> | <b>17<sup>th</sup> April</b> | <b>29th May</b>      | <b>2nd June</b>      | <b>21st July</b>     |

#### Session Times for 2022-2023

|                          | <b>Nursery</b> | <b>Reception-Y2</b> | <b>Y3-Y6</b> | <b>Break</b>                        |
|--------------------------|----------------|---------------------|--------------|-------------------------------------|
| Morning session begins   | 9.00am         | 9.00am              | 9.00am       | Y1/Y2Y3/Y4 – 10.30-10.45am          |
| Morning session ends     | 11.30am        | 12.30pm             | 12.35pm      | Reception, Y5and Y6 - 10.45-11.00am |
| Afternoon session begins | 12.45pm        | 1.30pm              | 1.30pm       | There is no afternoon break         |
| Afternoon session ends   | 3.15pm         | 3.10pm              | 3.20pm       |                                     |

## FINANCE

### School Budget

- In the Financial year 2022-2023, the total school budget share was £918,355. The In-year movement was £81 511.
- During the year the budget was closely monitored by the Governing Body and the school received regular visits from the LA School Finance Officer.
- The opening surplus was £102 111 and the closing surplus at the end of the year was £20 600
- No monies were paid for travel and subsistence to members of the Governing Body or to staff.

### School Funds

Amounts raised from various sources are invaluable for enhancing school life for our children. The main source of revenue are commissions received, e.g. school photographs.

The school received additional funding during 2021-2022 including:

- Contributions from Clytha Friends Association towards Transport cost for school trips

The school does not make a profit from the voluntary contributions from parents for specific activities.

| <b>Governor Approved Financial Statement April 2022 to March 2023</b> |                           |  |                           |
|---|---------------------------|--|---------------------------|
|   | Actual Outturn to 31/3/23 |  | Actual Outturn to 31/3/23 |

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|                                    | Budget 22/23   |   | Budget 22/23     |
|------------------------------------|----------------|---|------------------|
| <b>Total Budget Share</b>          | <b>918,355</b> |   | 473              |
| Direct Employees                   | <b>822,536</b> | Licences-not computer related             | 773              |
| Agency                             | 86,025         | Health & Safety                           | 52               |
| Training Courses Other             | 4,451          | Insurance Premiums                        | 12,222           |
|                                    |                | Trips                                     | 140              |
| <b>EMPLOYEES TOTAL</b>             | <b>913,012</b> | <b>SUPPLIES + SERVICES TOTAL</b>          | <b>56,093</b>    |
|                                    |                | LMS Financial Support                     | 3,928            |
| Contract Building Maintenance      | 188            | Governor Support Services                 | 1,500            |
| Non Contract Building Maint        | 8,722          | Legal Services                            | 420              |
| Painting & Decorating              | 30,624         | HR Support                                | 1,920            |
| Carpentry + Glazing                | 750            | Catering - Client Services                | 2,167            |
| Alarms/Security                    | 1,551          | Central Finance/IT Services               | 6,460            |
| Maintenance-Grounds                | 9,940          | Property Services                         | 4,266            |
| Gas                                | 5,787          | Health + Safety                           | 1,350            |
| Electricity                        | 6,305          | School Music Service                      | 730              |
| Rates-General                      | 9,363          | <b>AGENCY + CONTRACTED SERVICES TOTAL</b> | <b>22,741</b>    |
| Rates Water/Sewerage               | 1,540          | Minimum Revenue Provision                 | 5,117            |
| Cleaning-General                   | 30,476         | Interest Paid                             | 205              |
| <b>PREMISES TOTAL</b>              | <b>105,246</b> | <b>CAPITAL FINANCING</b>                  | <b>5,322</b>     |
| Hire of Ext Plant+Vehicles         | 1,465          | Welsh Govt Grant (external)               | (28,389)         |
| <b>TRANSPORT TOTAL</b>             | <b>1,465</b>   | Other Govt Grants (external)              | (5447)           |
| Tools, Furniture + Other Equipment | 2,757          | Other External Grants/Contributions       | (54,002)         |
| Purchases General                  | (971)          | Fees+Charges Vatable                      | (700)            |
| Educational-Equipment/materials    | 10,310         | Donations                                 | (2,126)          |
| School Funded GEST Training        | 495            | Compensation                              | (7,321)          |
| Food and catering                  | 862            | Interest Received-Internal                | (250)            |
| Stationery                         | 1,797          | Internal Recharges                        | (650)            |
| Books/Publications                 | (197)          | Internal Reallocation of Grant            | (417)            |
| Photocopier and Print              | 2,123          | Supply Cover                              | (4,713)          |
| Refuse Collection/Disposal         | 2,531          | <b>INCOME TOTAL</b>                       | <b>(104,015)</b> |
| Fees-DBS and other professional    | 712            | EIG net                                   | 0                |
| Telephones General                 | 1,319          | PDG net                                   | 0                |
| Computer Phone Lines               | 2,225          | <b>In year movement</b>                   | <b>81,511</b>    |
| Postages                           | 31             |   |                  |
| Computer Purchases                 | 7,903          | Surplus/Deficit b/fwd 2021-2022           | 102,111          |
| Computer Equipment Leasing         | 8,849          | <b>Closing Surplus/Deficit c/fwd</b>      | <b>20,600</b>    |
| Subscription                       | 1,689          |   |                  |

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