



Governors' Annual Report to Parents for the Academic Year September 2020 - July 2021



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.

"To lift ourselves and others into our best future"



Dear Families,

Welcome to the Clytha Primary School Governing Body's Annual Report to Parents. This report covers the academic year of September 2020 to July 2021 and is a retrospective review summarising key aspects of school life during that year. Please take a few moments to look through the report and look at the fabulous photographs of your children engaged in their learning.

Priorities for the academic year were set and we were hopeful of a year uninterrupted by further pandemic restrictions - unfortunately that optimism wasn't meant to be.

Governors have been in awe of the way the school and its community have responded to coping with the Covid Pandemic impacts. Such a great deal of care and planning for every step and eventuality has taken place. Children parents and staff have been kept as safe as possible. That has been a priority along with Well Being and Learning. There was also the need to further develop and embed the new Welsh Curriculum under the capable leadership of our Headteacher Mrs Davies and the Senior Leadership Team. Clytha continues to lead the way with this new approach to learning and is supporting other schools with their development of the new curriculum. Approaches to teaching and learning have evolved and are being embedded before the Curriculum becomes statutory.

I would like to take this opportunity to thank our Clytha families for their support throughout this challenging time. Your children are a credit to you and you must feel very proud. Governors have regular virtual meetings and receive presentations and updates from the children either through video or virtually, about their interests, projects and learning. We also have almost daily updates via see saw and twitter, all of which give us an insight into the work and activities that have taken place but from the child's perspective. The success of their learning would not be possible without the encouragement and support of their families especially at a time when there has been so much disruption to your own lives to contend with. A very big thank you to all Clytha staff. They have worked so hard in very difficult times and in stressful circumstances as frontline workers. The commitment of the Governors is outstanding. They give their time freely and use all their wide ranging skills and experience to support and challenge the school leaders in equal measure.

As I write this letter we are still being impacted by the Covid Pandemic which has brought hardship and difficulties to us all. To end on a positive note we are all managing to adapt and adjust to our new normal way of going about our daily living and we'll continue to do so as the need arises I'm sure.

Please stay safe and well.

Kind regards,

Chris Roberts
Chair of Governors



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GOVERNING BODY 2020-2021

Chairperson	-	Mrs C Roberts, c/o Clytha Primary School
Vice Chair	-	Mrs M Poulton
Clerk	-	Miss T Iggulden, c/o Clytha Primary School

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
Mr A Symons	Parent Governor
Mr K Black	Parent Governor
Miss K Morgan	Teacher Governor
All Support Staff	Non Teacher Governor
Cllr M Evans	LA Appointed Governor
Mr P Bray	LA Appointed Governor
Mrs A Timbrell	LA Appointed Governor
Mrs C Reynolds	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.

The full Governing Body usually meet for a minimum of six times per year, twice each term. The Headteacher reports on how she has discharged her responsibilities. 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 2020-2021, therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

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STAFF ORGANISATION –SEPTEMBER, 2020

Leadership Team

Headteacher	-	Mrs J Davies
Deputy Headteacher and Foundation Phase Leader	-	Miss K Morgan
Deputy Headteacher and Y3-Y6 Leader	-	Mrs C Reynolds

Teaching and Support Staff 2020-2021	
Class	Teacher
Nursery	Mrs R McCarthy
Reception	Miss K Mountain and Mrs J Blakesley
Year 1	Miss K Morgan
Year 2	Mrs C Douglas and Mrs D Worton
Year 3	Mrs C Reynolds
Year 4	Mrs Jones and Miss McKenzie (from April, 2021)
Year 5	Miss Stonelake and Mrs Dacey (from January onwards)
Year 6	Mrs R Taylor
APP	R Greenwood, J West
Teaching Assistants	Mrs T Bajjada, Miss N Crandon, Mrs J West, Mrs V Fenucci, Mrs C Fletcher, Mrs F Jenkins, Mrs Z Maiden, Mrs K O'Bryan, Mrs R Philippou, Mrs H Williams

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

Caretaker and Cleaner	
Mr C Curtis	Mr T Felkin

Summary of changes to the School Prospectus 2020-21

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
- Staff Information
- School Accommodation
- School Security and Health and Safety, Safeguarding
- Session Times & Term Dates
- Equalities
- Distance Learning
- Blended Learning
- Welsh second Language
- Extra- Curricular Activities
- Physical Education and Sport
- School Meals
- Healthy Schools
- PE Kit
- Uniform and Clothing

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Our last school year at Clytha was impacted by the pandemic. Classes had periods of contact group isolation and learning from home as well as a national lockdown that began just before Christmas and lasted until February half-term for Foundation Phase and just before Easter, for Y3-6. Learning was at home and in school throughout this challenging year. Contact groups, hygiene, distancing and different rules and routines have become the norm for our children. Our Governors' Annual Report to Parents for this year tells the story of our progress and development while we lived and learned a little differently and our children learned at home and in school.

School Policies

Policies are available to parents on request. Several are on our school website www.clythaprimary.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.



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 Disabled 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. School staff check the toilets throughout the day and the toilets are additionally cleaned in the middle of our school day and at the end of the day currently.

Living and Learning at Clytha

Our Clytha School Development Plan in 2020-2021

This year, our School Development Plan focused on Developing our Areas of Learning and Experience with the Four Purposes embedded in readiness for Curriculum for Wales, 2022. Language, Literacy and Communication, Mathematics and Numeracy, Health 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

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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 Experience in readiness for the new curriculum in Wales. The 'Four Purposes' are the drivers in our planning and learning experiences. Pupils 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 pupil standards and wellbeing as well as helping us to develop progression across the school as we move towards Curriculum for Wales, 2022.

Highlights of each area included:

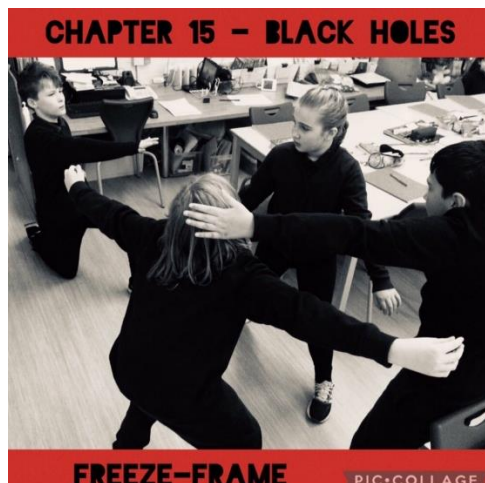
Languages, Literacy and Communication

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 English 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 with additional needs, under the direction of the teaching staff.

Reading for Pleasure and engendering a love of reading has been keenly developed by school this year. The library in the Y3-6 building has been reinvigorated with new books and furniture. New shelves, books and seating has been installed in our Foundation Phase Library. During the period of Distance Learning, learners from Year Six took part in the Tir na n-Og Book Awards for the third year running. Class libraries have been re-designed with new furniture and new books, many were purchased by Clytha Families following our CFA WishList. These have helped to re-ignite our culture of reading at Clytha, with high-quality, beautiful books and inspiring spaces to sit and enjoy.

School has endeavoured throughout this last challenging year to minimise any disruption to learning. Throughout Distance learning, we organised weekly live Group Guided Reading sessions in each class, phonic teaching and development continued and our emphasis was placed on developing high-quality vocabulary development in our Early Years. We purchased high-quality online reading resources and ensured that we planned for opportunities to read for pleasure, including celebrating World Book Day and ClythARTS altogether and remotely. We ensured that our children were read to, with and by the side of others both in and out of school. Clytha has been the Cluster Languages Lead School 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 was celebrated. Our standards in all aspects of Language, Literacy and Communication are high.

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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 variety of visual resources to encourage understanding and interaction. We want our pupils to understand and enjoy Mathematics. Throughout distance learning, we increased our direct teaching of Mathematics time and our children had daily asynchronous sessions or live teaching always with familiar resources and every day, meaningful tasks. Each class incorporates rich 'reasoning' activities 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, measures, data and algebra and then opportunities for the pupils to use and apply these proficiencies with fluency in engaging contexts and open-ended problems. Our standards in Mathematics are high.



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Engaging, Inspiring, Collaborating

Health and Wellbeing

The development of our approach towards the Wellbeing of all has been a focus in our Development Plan this year. The wellbeing of all has never been more vital than over this past year. Staff have planned virtual tapping sessions, activities with a bespoke approach to meet the needs of all, used external expertise and ensured that while the world felt very different, familiar routines stayed in daily planning in school and at home, to give security for all. A Virtual Learning Lounge was created on the school website to support learners and give guidance to families.

Clytha has continued to connect with learners and families and support everyone with coping strategies, a kindly word and a listening ear throughout this difficult last year. This has been evident in the continued professional research staff have completed individually and has resulted in 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.

The role and participation of Pupil groups such as School Ambassadors, has continued to grow despite our leaders being in 'bubble'/contact groups. Children in Need and other charity activities were planned by School Council. 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 assemblies introducing our 'Right of the Month.' Spectrum delivered virtual workshops to the children in Years 2 and 6 on Healthy Relationships and the local Police Community Support Officer delivered virtual workshops to Years 1 to 6 on a range of current issues.

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 including Dyslexia Awareness. The continuation of our nurturing in-class 'Two O'Clock Club', sharing expertise of Support Staff and developing pupil independence, wellbeing and social skills is continuing. Data has shown that this is highly effective in both staff and pupil wellbeing. We use Restorative Justice Approaches and Positive Behaviour Management and our ethos is regularly reflected upon - and in New Staff Induction sessions. We have developed the use of advocates in Restorative Justice, with staff chosen by the children to help speak with them, and other children are asked, at times. It is the pupil's choice and right to have an advocate, should they need one. We have observed such a difference using advocates-it alleviates completely the sense some might feel of 'being cornered' and can really add a perspective at times of 'crisis' (rarely seen at Clytha).

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



Healthy, happy and growing in confidence

Healthy Living

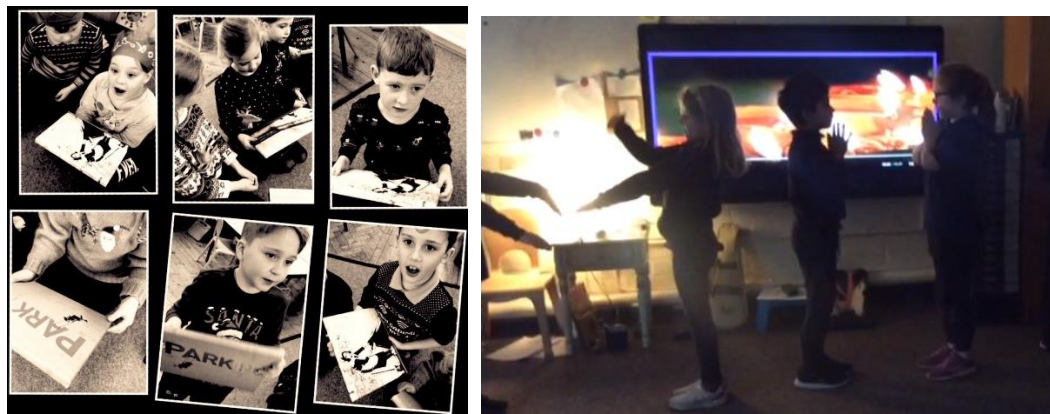
We continually endeavour at Clytha, to promote a healthy lifestyle for the children in our care. Children are reminded to bring in their water bottles daily, containing water only, to drink during the day and have access to fresh water to 'top up' their bottles. Our school meals are provided by Chartwells 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. Throughout the school, our hygiene activities have been developed and children have learned about the importance of hand washing in particular at this time.

Our Clytha children also benefitted from active outdoors sessions with Forces Fitness, enjoying team -building games 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 in their 'bubbles' or contact groups. These have been organised outdoors as much as possible- where it is safer at this challenging time.

We have updated our Behaviour and Anti-Bullying policies, the School Council and School Ambassadors have created a child friendly version of both policies.



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Playing, Enjoying, Growing

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 excelling, with holistic development and meeting the needs of all learners at its heart.

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, Curriculum for Wales 2022 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.

In both Foundation Phase and Y3-6, children's learning is arranged blending 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 an emphasis on experiential, active and outdoors learning, they 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.

This year, despite the challenges of a global pandemic, Clytha has tried to do as much as we would normally do, but differently. Whole-School and Clytha Community events such as the Autumn Show and Harvest were still celebrated, Sports Week replaced the annual Sports Day and events were filmed for families. Christmas Concerts were filmed and shared with families via our website. During the lockdown period in the Spring Term, our Welsh Leads organised a whole-school virtual Eisteddfod, with nearly all Clytha Families taking part. This was a wonderful event, with music, song, celebration and a genuine sense of togetherness, despite the distance. The Clytha Bard was crowned and House Captains rallied their Clytha Houses from home. World Book Day, ClythAY Reading Festival and our Festival of Languages all took place in a different, yet still wonderful way. The importance of 'Clytha Familyness' has never seemed more important.



Exploring, Discovering, Learning Together

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

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 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. 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 we use our 'Clytha Learning Mantras' to best effect. These have been crucial over this year-when things have felt tricky at times.

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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 has been a Lead Network School again this year for Science and Technology and Foundation Phase, providing support and sharing our excellent practice with other schools.

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 catered for 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 provision for pupils with Specific Learning Difficulties again this year. Pedagogy, provision and practice has changed throughout the school, again continually developing our ways of supporting all learners.



Creative opportunities, rounded learners, holistic curriculum

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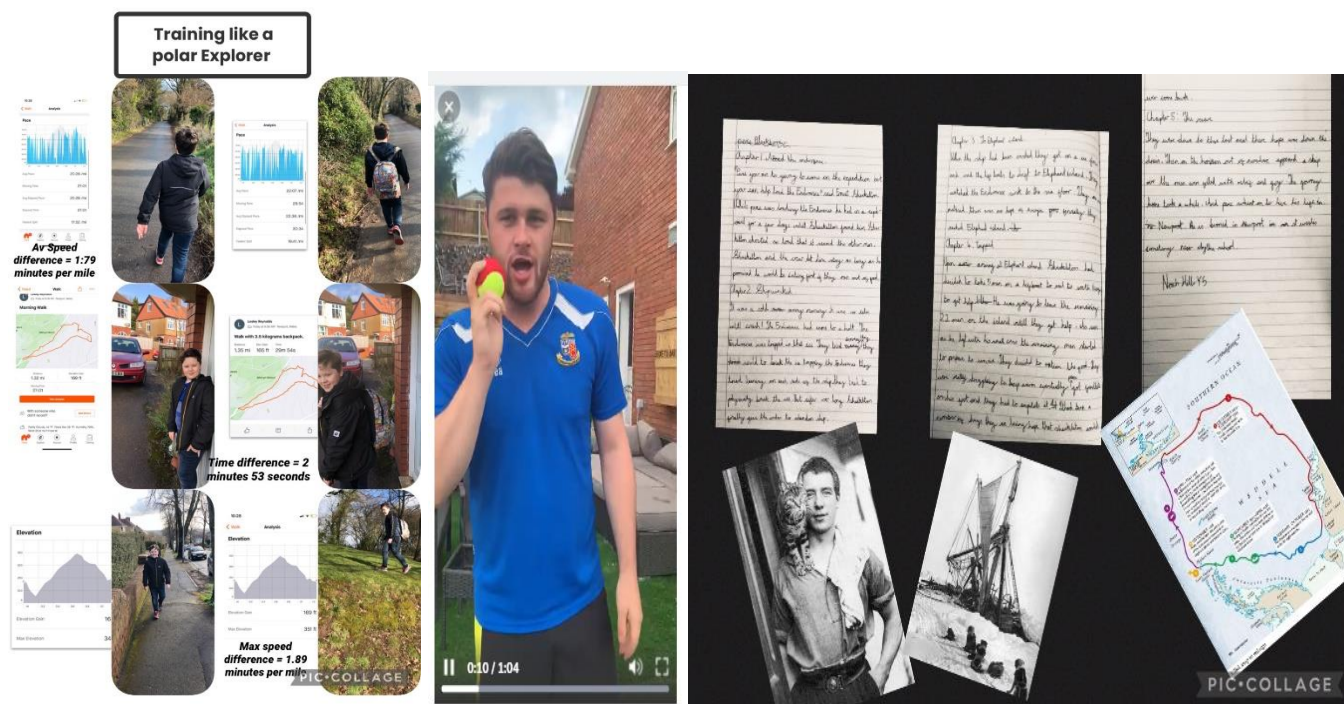
Distance Learning

Professional learning at Clytha during the Autumn Term, 2020, centred on ensuring provision, pedagogy and practice were ready for all eventualities. At times during this term, classes had to isolate and at other times, children were isolating at home, but blending with their peers to access learning at school. This took an immense amount of organisation from the staff.

Clytha organised HUB provision for learners within school during the lockdown period. This focused on supporting our children of keyworkers to have access to the same teaching as their peers at home and join the live sessions, opportunities to collaborate with others in the hub or with peers at home. School gave unlimited support for all learning experiences and organised resources in school.

The Distance Learning Offer for Clytha Families included live lessons, structured teaching including phonics, reading and Mathematics and learning experiences that our learners could easily access from home and using familiar resources. Learners who were isolating joined virtually with their peers in class and their work was responded to by the teacher throughout the day.

Throughout Distance Learning, our children had continual contact with teachers and Support Staff and access to daily teaching, films, feedback and dialogue with their teachers. Staff turned homes and gardens into classrooms and involved their families as they kept in close contact with our Clytha Families. Mr Beckett, a Student Teacher supported learning and his professional development from school and at home. All were innovative, inspired and determined to provide the best for our Clytha children. They used ever more inventive ideas to keep our learners engaged such as the Y5 Twitter Take Over, research and linked learning experiences - and families engaged with us – including celebrities such as Behnaz the Weather Reporter and the 'Prime Minister.' This made such a difference. Our Clytha Family continued to support and our children continued to learn.



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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 continue 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.

Distance Learning provided additional opportunities to develop home-school links. Videos were posted weekly on Seesaw for every class so pupils and their families could learn or consolidate language patterns. In many classes, the routine of reading a book through Seesaw was a familiar one for the class as it was something we would do regularly in school with a follow up activity of playing a game, asking and answering questions about the book they had read.

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 question patterns were retained on their return to school- it made the transition back to school easier.

In addition, Criw Cymraeg continued to support the development of Welsh within our school community through Twitter by introducing weekly Welsh phrases. The development of the Welsh language has continued to remain a high priority throughout the period of Distance Learning, where pupils continued to develop reading skills as well as share videos and sound files with staff through the Seesaw app. The virtual Eisteddfod was a huge success, with children having the opportunity to share their entries during an online whole school event.



Community Links

Clytha Primary School continually strives to further strengthen its links with the community it serves. Over this last year, virtual visits and visitors have played an important part in the children's curriculum. In 2020-21 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.

Craig Armiger visited Clytha to bring 'Gilwern' to our Y6 learners and a taste of campfires and collaborative outdoorsiness to our Y3-6 classes.

Clytha Friends Association continues to organise wonderful events for the school community-at a distance and virtual, but with such hard work and welcome enthusiasm. Several of our Clytha traditional events were impacted by COVID. However, our supportive CFA have raised much needed funds that have helped by for C-Touch screens, new blinds and books. They have held a virtual Quiz, raffles, Christmas Cards sale, organised the incredible Clytha Wishlist with hundreds of books and carefully chosen classroom resources bought by parents for our learning environments. They organised the beautiful Clytha Winter Window Trail last Christmas-just as another lockdown began and the dark nights took their toll. This was an exceptional show of community, Clytha Family and all-round loveliness. Such memories for our children. Amazing! Our Clytha Friends Association have continued to raise funds in the most difficult of situations and supported Clytha in every way possible. As a Governing Body and school, we are both very appreciative and grateful. Diolch.

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



Clytha in the Community

Family and Community Engagement -

Together, we are better

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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 Healthy Living Leaders busily promoting physical activity throughout the year- even in class contact groups.

We have sorely missed the opportunity for extra-curricular clubs and the competitive events that we usually enjoy. However, our Clytha children have used the outdoors at every opportunity to dance, run, jump and enjoy.

Our Healthy Living Leaders met regularly to discuss ways to promote physical activity throughout the school day. These children planned lunchtime sessions for our Foundation Phase children, using the Dragon Sport Multi Skills resources (which children are familiar with in PE sessions.) New initiatives were introduced on the Y3-6 yard as well as activities such as the daily mile continuing from last year. These were enjoyed by our classes in their contact groups.

We have continued to develop community links with Gwent Dragons rugby, with Mike Sage coaching children from years 4 to 6 on a fortnightly basis. Our children enjoyed an amazing Sports Week during the summer, when all children enjoyed a week of outdoor sporting experiences from tennis to dance, athletics to team games.

TERM DATES FOR 2020-2021

	Term begins	Half Term begins	Half Term ends	Term ends
Autumn Term 2020	Monday 1 st September 2020	Monday 26 th October 2020	Friday 30 th October 2020	Friday 18 th December 2020
Spring Term 2021	Monday 4 th January 2021	Monday 15 th February 2021	Friday 19 th February 2021	Friday 26 th March 2021
Summer Term 2021	Monday 12 th April 2021	Monday 31 st May 2021	Friday 4 th June 2021	Tuesday 20 th July 2021

Session Times for 2020-2021

	Nursery	Reception-Y2	Y3-Y6
Morning session begins	9.00am	9.00am	9.00am
Morning session ends	11.30am	12.30pm	12.35pm
Afternoon session begins	12.45pm	1.30pm	1.30pm
Afternoon session ends	3.15pm	3.10pm	3.20pm

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FINANCE

School Budget

- In Financial year 2020-2021, the total school budget share was £795,869. The net expenditure was £799,634.
- 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 £16 709 and the closing surplus at the end of the year was £12,944.
- 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 2020-2021 including:

- Contributions from Clytha Friends Association towards blinds for our classrooms, C-Touch screens and books

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



Governor Approved Financial Statement April 2020 to March 2021			
	Governor Approved		Governor Approved
	Budget 20/21		Budget 20/21
Total Budget Share	795,869	Subscriptions	1,700
		Licences-not computer related	960
Direct Employees	814,763	Hire of Rooms/Halls	911
Agency	6,000	Insurance Premiums	9,676
Training Courses Other	1,000	SUPPLIES + SERVICES TOTAL	35,031
EMPLOYEES TOTAL	821,763	LMS Financial Support	3,693
		Governor Support Services	2,025
Other-Contract	2,000	Legal Services	400
Other-DLO	3,000	HR Support	1,340
Carpentry + Glazing	750	Catering - Client Services	3,243
Alarms/Security	1,715	Central Finance/IT Services	5,863
Maintenance-Grounds	3,767	Property Services	4,305
Gas	4,654	Health + Safety	1,115
Electricity	5,756	AGENCY + CONTRACTED SERVICES TOTAL	21,984
Rates-General	9,363		
Rates Water/Sewerage	1,999	Welsh Govt Grant (external)	0
Cleaning-General	32,248	Other Govt Grants (external)	(105,682)
PREMISES TOTAL	65,252	Other External Grants/Contributions	(25,894)
		Fees+Charges Vatable	0
Hire of Ext Plant+Vehicles	1,000	Donations	0
TRANSPORT TOTAL	1,000	Compensation	(16,683)
		Interest Received-Internal	(55)
Tools, Furniture + Other Equipment	0	Internal Recharge	(150)
Purchases General	0	Internal Recharge	(1,400)
Educational-Equipment/materials	2,500	Internal Reallocation of Grant	0
School Funded GEST Training	495	Supply Cover	0
Stationery	2,500	INCOME TOTAL	(149,864)
Books/Publications	500		
Photocopier and Print	2,800	EIG	4,469
Refuse Collection/Disposal	1,200	PDG	0
Fees-DBS	0	Net Expenditure	799,634
Telephones General	200	Transfers	(3765)
Computer Phone Lines	3,000	Surplus/Deficit b/fwd	16,709
Postages	60		
Computer Purchase	1,500	Closing Surplus/Deficit c/fwd	£12,944
Computer Equipment Leasing	7,029	Percentage of Funding	1.58%

“To lift ourselves and others into our best future”



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