

# Curriculum Policy



**'To Lift Ourselves and Others into our Best Future' 'I godi'n hunain a phawb  
ar gyfer dyfodol disglair'**

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|--------------------|----------------|
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## OUR SCHOOL VISION

***Our school vision is - '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.'***

***This vision upholds our mission statement at Clytha\_which is - 'To lift ourselves and others into our best future.'***

***Our Clytha Values are honesty, kindness and respect.***

## OUR VISION INTO PRACTICE-AIMS OF OUR SCHOOL

- ◆ To provide the best possible education for the children in our school, with a clear focus on the learner and learner outcomes, helping every child to reach his/her full potential in all areas;
- ◆ To secure children's wellbeing, to meet pupils personal and social needs and to promote their spiritual, moral, social and emotional development;
- ◆ To achieve and attain the highest standards and performance in the essential skills of literacy, numeracy and digital competence to enable our children to access the whole curriculum effectively
- ◆ To develop children's bilingual skills and their understanding of their identity and culture including their Welsh identity and their sense of the wider world
- ◆ To ensure all children have access to a broad and balanced skills-based curriculum which:
  - reflects the 'Four Purposes' in the 'Successful Futures' document in readiness for the new curriculum
  - encourages creativity and a sense of enquiry and exploration
  - develops children's independent thinking, problem solving and ability to reflect and improve upon their learning
  - encourages genuine collaborative opportunities
  - develops an engaging curriculum, independence and a rounded experience
- ◆ To utilise assessment that is both robust and consistent with nationally defined standards;
- ◆ To develop in children a love of learning and a desire to continue to expand their knowledge and skills throughout their lives;
- ◆ To provide an education that is fit for the world beyond the classroom;
- ◆ To help children to live together in a community, to develop a sensitivity towards others and to become responsible independent citizens;
- ◆ To provide a happy school in a stimulating, secure, clean, attractive and purposeful environment;

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- ◆ To care for, and value children as individuals encouraging co-operation and support for one another;
- ◆ To create an environment in which teachers have an entitlement to teach and pupils an entitlement to learn;
- ◆ To develop and encourage a partnership between staff, children, parents, Governors and the community - welcoming and involving all in school life as partners in our children's' education
- ◆ To work as a team and ensure that all staff take responsibility for the education and development of themselves and all children
- ◆ To promote a healthy living lifestyle;
- ◆ To give children opportunities to have a voice and to be actively involved in their own learning which must build on what they already know and can do, their interests and what they understand;
- ◆ To be committed to equal opportunities by opposing all forms of prejudice, discrimination and racism, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds, faiths, genders, sexual orientations, ages, disabilities and languages.

#### THE CURRICULUM

Curriculum Reform in Wales is well underway. All schools are developing and designing the Curriculum for Wales, which is statutory in 2022.

At Clytha, we are preparing for 'Curriculum for Wales 2022' by realigning our subjects into the new Six Areas of Learning and Experience and planning with the Four Purposes at our core. These are Mathematics and Numeracy, Languages, Literacy and Communication (encompassing Oracy, Reading, Writing and Welsh Second Language and international languages), Expressive Arts, including Drama, Music, Art, dance, film and digital media, Humanities, including RE, History and Geography, Health and Wellbeing, including Physical Education, Personal and Social Education, Relationships and Sexuality Education and learning for life, and Science and Technology, which incorporates Science, Design Technology and Digital Competency.

The wonder of Wales and our *cynefin* (our sense of place) and our Wider International Community is carefully woven into our planned learning experiences. We continually look to broaden our children's horizons, with our eye on the world.

This vision further enhances our 'Four Purposes' development where staff and children share in the planning for opportunities to develop as **'healthy and confident, creative and enterprising, ambitious and capable and ethical and informed'** individuals and the Four Purposes are at the core of our curriculum.

We are preparing our children to be ready for the world in which we live, with the values we hold dear. Literacy, Numeracy and Digital Competency skills underpin real understanding and independent application of learning. Our curriculum is broad and balanced and allows our pupils to achieve, succeed and flourish. Our Clytha Curriculum helps our children to leave us at 11years of age as happy, engaged, well-rounded, independent and most importantly, decent individuals.

Creativity, innovation and collaboration are intrinsic to our teaching at Clytha. We have developed a holistic, enriched curriculum that is rich in expressive and creative opportunities as well as engaging and excelling in the core subjects. This has included refugee research and rich texts, a whole school Diversity Project

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encompassing the 9 protected characteristics and emphasising our inclusivity and equality, visits from Paralympians, scientists and Polar Explorers and local leaders from the five main faiths to name a few-to excite, engage and develop thinking.

We ensure that pupils are developing as decision-makers and ensuring their day is joyous-through being involved in curriculum planning and shaping what they are learning. Utilising Peer Mentors in each class, to influence and empower each other. Pupils in each class contributing to opportunities that develop the Four Purposes. 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, encouraging the joy of learning and the pupils' feeling of being valued.

The introduction of Theme Weeks, Immersion Days and whole-school Project themes, Enterprise Weeks, Diversity Projects, Cwricwlwm Cymraeg Weeks, STEM days and the embedding of Digital Competency skills, Paralympic Weeks and Sporting Weeks have impacted positively on pupil standards and wellbeing.

At Clytha, we offer a broad, balanced and stimulating curriculum to all children. Teaching children to read, write, speak and listen, developing secure mathematical skills, training children to solve problems, to carry out investigations, to use and apply knowledge and skills, will remain a high priority. Class teachers monitor each child's progress carefully and children progress at their own rate through structured programmes of learning. Every child is encouraged and supported to learn in order to attain their maximum potential.

Every child must be valued and experience success. Confidence, pride in self and a positive self-image are the result of a positive ethos and then, and only then, can learning begin. Every child must matter, valuing individuals and developing and practising confidence-boosting strategies is a priority at Clytha. Teacher expectation is high. Children are expected to give of their best at all times.

The children frequently make visits to places of educational interest to further their studies, to enrich pupil learning and to offer quality learning experiences. Creative learning experiences include visits from artists, musicians, theatre groups and authors. An initial parental consent form is required to be completed when a child enters school and a parental consent/contact form is required to be completed each time a child is taken off site outside the Newport boundary for an educational visit.

*At Clytha, we focus on opportunities for our children to develop as Literate, Numerate and Digitally Competent learners and we embrace the development of our children as healthy, confident, ambitious, capable, creative, enterprising, ethical and informed, children with their eye on their world-children who are decent and responsible and on how we, as a school and as a community, can achieve this.*

#### CLYTHA MANTRAS-LEARNING TO LEARN

Learning is a skill that children need to develop. Real learning means being able to utilise skills and dispositions that can help our children when faced with challenges or learning experiences that may be difficult. All children at Clytha Primary are taught skills and dispositions that will act as important capacities to them as learners across the curriculum, in school and beyond. At Clytha, we call them our 'Clytha Mantras' and these are:

- I like the feel of learning
- I am not afraid to make mistakes

- Sometimes learning is hard...and that's ok

These Learner Mantras are coupled with our strategies to enable and empower our learners to lead their own learning. Our aim is to teach children 'what to do when they don't know what to do.' At Clytha, we encourage the joy of learning and of 'liking the feel of learning' and this is not always immediate. Children have explicit teaching about what to do, when they are stuck in their learning through self-awareness and how to work with others', to put the required effort in and to not give up. Our children know that learning needs *resilience, effort, resourcefulness, collaboration and self-awareness*. At Clytha, we encourage our children to feel the joy of learning.

## WELLBEING

The wellbeing of all children and staff at Clytha Primary School is of utmost importance. As a school, we promote high levels of wellbeing and encourage children to have confidence, embrace new challenges and feel secure enough to take risks. We ensure all children display good attitudes to their learning, demonstrate high levels of engagement and sustain concentration on tasks. They are encouraged to develop the skills and ability to reflect upon their own learning and the learning of their peers.

Our children at Clytha develop whole-school strategies such as 'breathing breaks,' Emotional Freedom Techniques and mindfulness to help give coping strategies and to take a moment at times, in our very busy days. Yoga for children is shared in every class from Nursery to Y6, allowing our children to stretch and relax-again, allowing our children to develop strategies to help them feel calm and enable them to best learn.

We expect all children and staff to show high levels of respect, kindness and concern for others. Our Clytha curriculum provides a wide variety of learning experiences which encourage children to communicate effectively, solve problems and develop their thinking skills.

Children are encouraged to continually express their views and opinions, which provides them with a real sense of belonging. Pupil Voice is embedded in all aspects of school life and it influences the strategic direction of our school. From time to time, children may face difficulties which may impact on their wellbeing. As a school, we work with parents and families to support children and fully believe in the importance of working as a partnership. Emotional Literacy Sessions are available led by fully- trained staff. For any child in need of support. External Agencies are also used to help us support the wellbeing of our Clytha children. We see ourselves as a 'village school in the city' and as such all staff know each and every child and family well. We strive to allow our children to feel successful and we help our children to know and feel informed about strategies to help them. Through recognising and celebrating success and knowing each child well, we encourage every child to view themselves as healthy, confident individuals. Our school is happy.

## PUPIL LEADERS-COLLABORATION, LEARNING, ENGAGEMENT, JOY

Pupils collaborate in Pupil Groups such as Digital Leaders, Peer Mentors, School Council, Healthy Living Leaders, Criw Cymraeg, Eco, Play Leaders, School Ambassadors etc. They lead initiatives and develop other pupils' learning. They work together and collaborate to be the best that they can be-***lifting themselves and others into their best future***. The Healthy Living Leaders, for example suggested a Family Fitness session once a week. They promoted it in assembly, persuaded families via our WAG and Twitter feed and collaborated with each other to help run the sessions. Criw Cymraeg Leaders have led Welsh Workshops with families and collaborated with our Green School partner, Ysgol Gymraeg Caerfilli helping to develop Welsh further in our school.

All children are involved in 'Class Councils' because at Clytha, we believe that all children are part of their class Pupil Group every day.

## ASSESSMENT

Assessments confirm what children know, understand and can do and all teachers' record and monitor pupil progress against the Foundation Phase and National Curriculum and the Digital Competency, Literacy and Numeracy Framework.

Our responsive and reflective planning system ensures effective assessment of all learning. At Clytha, we have worked to 'open out' our planning and differentiation in order to promote equity in academic and experiential learning. In English and Mathematics especially, staff outline plan what they are teaching for the week ahead, with an open mind about differentiation-without pre- set groups-but staff have to use carefully crafted assessment questions to build in the differentiation through the week, based on the understanding of pupil knowledge. The impact of this is that our teaching is more creative, our assessment is more accurate and responsive and our differentiation does not hold anyone back-it challenges all. It moves our children at the right pace and with the right children in each group. Teaching is more open-ended at the beginning of the week, with 'anchor' tasks, that demonstrate understanding and give equity of opportunity. Pupil Review Meetings happen at least termly, where children meet with their teacher to discuss their learning, set their own targets and shape how they learn-what is going well and what might need to develop.

Assessment, Recording and Reporting All children starting in Nursery and Reception participate in a baseline assessment. All children who join the school will participate in an on entry assessment. Teacher assessment is undertaken throughout the year and at the end of Year 2 and Year 6, results are reported nationally.

The purposes of our assessment procedures are to:

- Assist pupils to know where they are in terms of strengths and areas for development and what action needs to be taken to further progress.
- Inform teachers, parents and governors of pupils' progress including pupil self-assessment and peer assessment. A range of assessment techniques are employed which we value as a tool for learning. Detailed records are kept so that as a school we can measure and monitor our effectiveness.

Parent consultations are of paramount importance in maintaining regular dialogue with parents. Opportunities will be given to meet teachers during the Autumn and Spring Terms with an annual report being sent out at the end of the Summer Term when a further consultation may be organised if requested.

## INCLUSION

The school is aware of its obligations under the Equalities Act to ensure that pupils with disabilities are treated no less favourably than other pupils. The school building is situated on a two level site. Disabled toilet facilities were installed in 2007 as was a ramp to enable wheelchair users to access the Upper Building. The lift permits everyone full access to both buildings and yard.

Pupils with Statements of Special Educational Need, some of whom may have physical or learning disabilities, are integrated into mainstream classes. These pupils join in classroom activities with all other pupils. They have full access to the curriculum unless their statement or needs declares otherwise.

Within the National Curriculum framework all children are entitled to a broad, balanced, relevant and differentiated curriculum. Frequent assessment and careful observation, beginning in Reception and continuing

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throughout the school, is our way of identifying need. Progress is then monitored by the Additional Learning Needs Co-ordinators and the Class teacher who are the Head teacher and Miss Kathryn Mountain.

Our school is an 'Autism Friendly School.' We are also a 'Hearing Impairment Friendly School' and a 'Specific Learning Needs Aware School' as well as a 'Dyslexia Friendly School.' Our staff trained in these areas and our classroom ethos and organisation adapted to meet the needs of any learners with these disabilities.

We have been awarded 'Nurturing School' status for our approach towards nurturing and developing all and our high-impact approach towards Health and Wellbeing.

Our aims for additional learning needs at Clytha Primary School are:

- To employ clear procedures to identify those children with learning/behaviour/emotional and social/speech and language/physical difficulties as early as possible and to offer a support system which will help to meet their needs and to ensure optimum development. This will include working in partnership with the parents and other outside agencies;
- To plan our curriculum with due regard for those children identified as having special educational needs. The planning of relevant provision to meet such needs will also enable us to review our teaching methods and the learning process for children of all abilities;
- To create a positive and supportive environment for those children who may have behavioural and emotional difficulties.

Provision for pupils with Additional Learning Needs is mapped into Provision Plans that detail the support in class, in groups, individually for each pupil and the nature of the support. These are reviewed half termly at Progress Meetings with the Inclusion ALNCO, with all staff involved with a pupil sharing impact and progress.

Person Centred Plans have been introduced for pupils with Additional Learning Needs (excluding More- Able and Talented pupils) for all with Hearing Impairments or Visual Impairments.

Support Staff plan together for a 'Two O'Clock Club' that meets daily to provide nurture, creative and expressive opportunities for some of our ALN pupils and most vulnerable pupils in school to help enhance wellbeing for staff and pupils.

Provision for MAT pupils has been a continuing focus through Independent Opportunities, use of audience, purpose and reverse differentiation in LLC and Humanities, Open-Ended tasks in Mathematics, additional Mathematics Weekly sessions, opportunities in creativity, sport, ICT and Science and school to school sessions where pupils join to work on challenges across schools.

Specialist support from external agencies is an important aspect of the provision available for specific pupils. We draw on these services as needs arise. In addition, school staff attend in-service training in aspects of special needs and the statutory Code of Practice in order to continually update and enhance their expertise. After detailed consultation with parents, children are entered onto the Special Needs Register at one of four stages - Stage 1/Watching Brief, Early Years Action/School Action, Early Years Action Plus/School Action Plus, and Statement of Educational Need level or Funded Individual Development Plan.

Parents will be consulted when the school makes a professional decision to refer children to the other specialists and the closest liaison possible is maintained with the family.

Challenge for all children is the norm at Clytha. Our More -Able and Talented pupils have additional sessions in Mathematics in Y3-6 and have opportunities to extend and explore their thinking and learning in every lesson, including our introduction of reverse scaffolds and independent choice and response opportunities. They are involved in school to school sharing and projects, such as the John Frost Cluster Project.

## SEX AND RELATIONSHIPS EDUCATION

In accordance with the 1996 Education Act, Governors have agreed a policy on Sex and Relationships Education (SRE).

*SRE is about understanding the importance of stable and loving personal relationships, respect, care, and the building of successful relationships with friendship groups and the wider community. Where SRE is given, pupils should be taught about the nature and significance of marriage and its importance for family life and bringing up of children. Nevertheless, the Welsh Government recognises that there are strong and mutually supportive relationships outside of marriage. We live in a diverse society and pupils come from a variety of family backgrounds. We take care to approach all pupils with sensitivity and respect and ensure that there is no stigmatisation of pupils based on their home circumstances. (Sex and Relationships Education in Schools, Circular 019/2010, WAG 2010)*

Relationships and Sexuality Education in Clytha is integrated into a cross-curricular programme of personal, social and health education and is taught from Nursery to Year 6 with an appropriate content. A sequence for the teaching of Sex and Relations Education is planned with many aspects being dealt with in health -education science lessons and Personal and Social Education lessons. A copy of our Sex and Relationships Education Policy is available on our school website.

## LANGUAGES INCLUDING WELSH SECOND LANGUAGE

The development of Languages teaching and learning experiences is pivotal in our Curriculum for Wales, 2022. We have been identified as a Lead Network School for Welsh in recognition of the excellent standards of teaching and learning at Clytha and the innovative approach towards the development of bilingualism. We are the Lead School for Languages in our Cluster. We use the 'Power of Languages' platform to expose our children to languages and to develop a love of languages. Our children learn about the etymology of words and about other cultures and traditions. We are linked with the Institut Francais, Goethe Institute and International Links Projects. One of our Deputy Head teachers is undertaking an Open University Course in Spanish in support of our languages development.

Welsh as a second language is taught in all classes throughout the school. It is taught by reading Welsh texts, singing Welsh songs, through role play, games, drilling language patterns, the use of multimedia, through writing activities and the encouragement of the incidental use of spoken Welsh.

All staff have attended substantial in-service training courses to enable them to deliver the Curriculum. The training of teachers and support staff in Welsh is continually a focus.

In addition, opportunities to explore Welsh aspects of the curriculum are provided wherever appropriate. Through a "Curriculum Cymreig" pupils are given opportunities to develop and apply their knowledge and understanding of cultural, economic, environmental, historical and linguistic characteristics of Wales.

We have an active 'Cryw Cymraeg', made up of children from Year 1 to Year 6 who promote the use of Welsh at school and with families and our community-delivering Welsh Workshops throughout the year.



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## PHYSICAL EDUCATION AND SPORT

Sport has a high profile at Clytha with every effort made to encourage our children to participate in regular exercise. We have an active Sports Council, made up of sporting ambassadors from upper juniors, who seek to promote sport within the school community.

All pupils are expected to take part in physical education and games. A wide variety of sporting activities take place in school during the year. Pupils must be appropriately dressed for P.E. (see uniform). We aim to develop individual skills as well as the ability to work as part of a team and promote an awareness of health related activities. Pupils develop a wide range of skills in athletics, dance, games, outdoor and adventurous activities and gymnastics. Year 6 pupils are given the option to take part in specific outdoor and adventurous activities – such as canoeing, caving and climbing – through a residential visit to an Outdoor Pursuit Centre.

Many traditional team sports are played at the school with pupils encouraged to join teams. Clytha takes part in a variety of sporting festivals throughout the year as well as arranging cluster tournaments and friendly matches with our neighbouring schools.

The school has excellent links with many local sporting venues such as Stow Park Lawn Tennis Club and Newport Gwent Dragons. School also makes good use of our links with Gwent Dragons and we hold our Annual Sports Day at Rodney Parade.

Year 3 pupils attend Newport International Sports Village for swimming tuition. They are entered for recognised swimming awards. The school runs a three week, one hour a day, swimming course for all Year 3 pupils. A contribution from parents is required to cover the cost of the pool, the instructor, the lifeguard and the transport. Children who can already swim are taught more advanced skills.

## RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Religious Education is based on the National Curriculum, Curriculum for Wales 2022 and the Local Agreed Syllabus. Religious Education as it was or *Religions and Worldviews* in our new Curriculum is taught in a non-denominational way. It is designed to develop understanding of our world and its faiths and non-faiths and to foster a healthy respect for the views of others and real ethical, informed thinking. It is compulsory for all children, as indeed is attendance at Collective Worship.

Meeting together as a group, as a school family, is an important part of school life. School meets together every morning of the week. The Friday service is a very special occasion when achievements and successes are shared and birthdays are celebrated. Throughout the year each class hosts a class assembly to which parents, relatives and friends are invited. Stories, festivals, songs and prayers are utilised during Collective Worship to develop understanding, respect and kindness within our school family and community.

## EXTRA- CURRICULAR ACTIVITIES

The school offers a wide range of extra- curricular activities, which benefit those children taking part. These activities take place due to the care and commitment of school staff, all of whom run extra-curricular clubs during the school year. We encourage our parents to also give their support for these clubs to enable us to offer an even wider range of after school activities.

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We are proud to have developed our climate and culture with our rich and diverse community, through our links with local businesses-Clubs in the Community such as The Cwtsch where we have held a Book Club (with parents, pupils and staff), Stow Park Tennis Club and we work with parents leading clubs in Cookery, Play, sports and gardening. Our Clubs change termly and we listen to children's ideas for clubs.

#### HOME LEARNING

Parents can help greatly by assisting in their children's home learning. We would encourage parents to spend a short time each evening reading and sharing books with their children. Books are brought home for this purpose. Home-Learning at Clytha follows a 'Project' approach which can be termly or half-termly. It allows children to be creative, independent and engaged in their learning. The Project is launched in assembly and in classes and pupils have free-choice around how they present, research and of what they produce. The results have been outstanding and reflect the development of The Four Purposes and the importance of family time. Our school Home-Learning Guidelines and Policy is available on our school website.

#### HEALTHY SCHOOLS

As a Healthy School, the children may only eat fruit or vegetables at playtime. Our 'Siop Ffrwythiau' sells a variety of fruit at the start of every day, on the school yard. Children in all classes are encouraged to bring a sports bottle of still water to school (sports bottles will not spill if knocked over) only still water is permitted. Please label your child's water bottle.

We are part of the National Healthy Schools Programme and have recently achieved the prestigious 'Phase 5' Award National Healthy Schools Qualification for the second time. We are one of only a few schools in the city to have achieved this.

#### EQUALITIES

We consider ourselves privileged and fortunate to enjoy a rich diversity of culture, race, religion and language in our school. Discrimination towards any child for whatever reason is not tolerated. We aim to learn, to understand, to share and to enjoy this rich diversity, and to raise awareness of and counter prejudice. We endeavour to prepare all pupils for life in a multicultural, multi-ethnic, multilingual, multi-faith Britain. Every member of our school family is valued.

This is the fourth year of our whole-school Diversity Project in the Spring Term, focusing on the nine protected characteristics. This has again involved visits from Community Leaders in the main faiths and pupils visiting Open Mosque Day in the city. Our neighbouring Church continues to be a close community link for Harvest, Christmas and Easter Services. Paralympians have visited school and shared sports activities with the pupils. Texts and visits from Stonewall have enhanced learning in Y6 and helped represent our school family more appropriately. Y 6, joined by Rabbi Rose visited our local synagogue. All Classes shared their projects in a whole-school celebration. ESTYN noted the excellence of our ethos and asked us to write a Case Study to share with other schools. Ethical, informed citizenship grows at Clytha.

As a school with almost 30% English as an Additional Language, pupils, diversity and difference is a high focus. Our whole-school Diversity Project runs through the whole of the Spring Term and we have Diversity Weeks in the Autumn and Summer Term. Diversity and Anti-Racism are a feature of Pupil Voice Assemblies also.

Inclusion and Equality is held in the highest regard and expectation in our Behaviour and Equalities Policies. These are shared with families and our wider community.

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Visits to differing places of worship and visitors from different faiths are regular occurrences at Clytha. We are very much part of faith in our community.

The school is committed to race equality by promoting positive approaches to difference and fostering respect for people of all backgrounds. The school is opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. The Local Authority requires us to record and notify them of all equality related incidents in order for them to monitor incidents across the city.

#### CLYTHA COMMUNITY

Our community is involved in several events at school throughout the year-Autumn Show, Winter Fayre, and Summer Fun Day. Parents support and run Clubs throughout the year such as Play Club and Hockey and support us at The Cwtsch. Our CFA actively raises funds to support our curriculum.

Family Fitness Thursdays, Family Food sessions, Family Reading, and our Parents Council help ensure family involvement, engagement, an enriched education for our pupils and effective liaison.

As a direct impact, our profile in the community is raised. The impact of our community involvement is immeasurable-Clubs, Wellbeing, skills, time, and pupil progress, increased levels of health, confidence, creativity, capability, and entrepreneurial skills and we are immensely proud of our links with our extended 'Clytha Family' in the community.

**Our Curriculum at Clytha ....where learning is a joy.**