



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Clytha Primary School
Bryngwyn Road
Newport
NP9 4JT**

Date of inspection: December 2017

by

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

About Clytha Primary School

Clytha Primary School is in Newport local authority. There are 240 pupils on roll between the ages of three and eleven, including 31 who attend the nursery on a part-time basis. Nearly all pupils live locally.

Approximately 6% of pupils are eligible for free school meals, which is well below the national average of 21%. The school identifies that around 12% of pupils have additional learning needs. This is below the national average of 19%. A few pupils have a statement of special educational needs. A very few pupils are looked after by the local authority. Many pupils are from white British backgrounds. The remaining pupils come from a range of ethnic groups. Around 28% of pupils speak English as an additional language. No pupil speaks Welsh at home.

The school was last inspected in 2011. The headteacher took up her post in June 2017.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The school is a vibrant and embracing community, which fully realises its vision to nurture the talents of all its pupils and staff. The very high quality of care and support provided by staff successfully engenders strong shared values of tolerance, respect and inclusivity amongst all members of the 'Clytha family'. This ethos directly informs pupils' very positive attitudes towards learning and supports their development as confident, capable and independent citizens. The school's rich curriculum provides a wealth of opportunities for pupils to develop their skills across the full range of subjects and gives a well-rounded experience to pupils of every ability. Planning for the development of pupils' communication skills is highly effective and ensures that pupils with English as an additional language generally perform at least as well as their peers. Teachers and teaching assistants support and challenge pupils effectively and engage their interest strongly so that pupils make good progress and sustain their motivation well. The school is well led by the headteacher. Staff at all levels show commitment to the school and its pupils. They work effectively together to develop the school further as a thriving learning community.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Excellent
Teaching and learning experiences	Good
Care, support and guidance	Excellent
Leadership and management	Good

Recommendations

- R1 Improve pupils' progress in developing their Welsh oral language skills as they move through the school
- R2 Improve provision for pupils to develop their skills in using data and computational thinking
- R3 Strengthen the role of governors, pupils and parents in evaluating the work of the school

What happens next

The school will draw up an action plan to address the recommendations from the inspection. Estyn will invite the school to prepare a case study on its work in relation to the school's provision for exploring and celebrating diversity to empower pupils as confident and ambitious learners for dissemination on Estyn's website.

Main findings

Standards: Good

Many pupils join the school with skills at or above those expected for their age. Nearly all pupils make good progress as they move through the school and achieve standards at or above the level expected by the end of key stage 2. Most pupils, including those with English as an additional language, make particularly strong progress in developing their communication skills.

Nearly all pupils have very well developed oracy skills. They listen attentively to their peers and adults and speak confidently in a range of contexts. For example, Year 2 pupils readily suggest ways in which they might be able to catch a star during a discussion about their space topic. Many older pupils express their opinions thoughtfully. For example, when empathising with soldiers in the trenches during the First World War, Year 6 pupils describe a character's feelings maturely and justify their thinking with pertinent reasons. Most pupils present confidently, varying their speech to suit the occasion successfully. Across the school, most pupils use partner talk very effectively to participate in lively dialogue with their peers, which supports their learning well.

In the foundation phase, most pupils make rapid progress in developing their reading skills. They read confidently with good understanding for their age and use their phonic knowledge to tackle difficult or unfamiliar words successfully. By Year 2, many pupils predict likely outcomes in a story sensibly and the most confident readers make sophisticated inferences about motives and blame when considering the actions of characters, for example when discussing whether parents or their children are responsible for events leading to a hazardous situation at sea. In key stage 2, nearly all pupils read with good fluency and expression. They show very positive attitudes towards reading and enjoy sharing and talking about books and authors they like. Most pupils skim and scan texts efficiently and retrieve specific information accurately in response to questions and when carrying out research. Year 6 pupils talk thoughtfully about themes that engage their interest and reflect intelligently on what they can learn about life from real and imagined experiences.

Most pupils across the school produce writing of a high standard. Most pupils in the reception class quickly learn to write letters accurately and use letter sounds to spell words appropriately. By Year 2, most pupils write independently at increasing length, using a lively style to capture the reader's interest, for example when creating imaginative similes to describe a futuristic planet. They apply their literacy skills in other areas of learning effectively. In key stage 2, most pupils use the stylistic features of a range of genres very confidently. They plan, draft and improve their writing thoroughly to produce extended pieces of high quality, which they take great pride in creating. For example Year 6 pupils make highly effective use of powerful imagery and emotive language when writing poems inspired by research into the life of the Nobel laureate Malala Youzafzai. Most pupils use appropriate grammar and punctuation correctly and spell accurately. Nearly all pupils present their work very neatly and use a well-developed cursive handwriting style. Most pupils apply these skills successfully to their writing across the curriculum.

Most pupils develop age-appropriate skills in Welsh. In Year 2, most pupils use simple spoken phrases and language patterns accurately, for example when playing guessing games about items hidden in a sack. Key stage 2 pupils respond appropriately to familiar questions during a hot-seating activity with their peers. They read short texts such as character profiles accurately, showing suitable understanding of their content. By Year 6, most pupils write simple texts in Welsh independently, spelling accurately and conveying relevant information in the first person using the present tense. Most pupils use everyday greetings in Welsh around the school and respond appropriately to routine instructions used in lessons. However, pupils do not always make progress in developing their Welsh language skills at a pace that matches their progress in other areas.

Most pupils develop good mathematical skills as they move through the school. From the beginning of the foundation phase, many pupils count objects accurately and recognise numerals up to 10 correctly, for example when counting baubles to decorate a Christmas tree. In Year 2, most pupils develop a good understanding of the number system and partition three-digit numbers confidently. They read information from a block graph of pupils' birthdays accurately and identify geometric properties of common shapes. In key stage 2, most pupils build on their understanding of place value to use decimals and fractions of quantities correctly. They use an increasing range of written and mental strategies accurately to calculate and show good recall of multiplication facts. By Year 6, most pupils solve multi-step problems, making sensible estimates based on approximation. They interpret data in a variety of graphs and tables and make accurate measurements for a range of purposes, converting between different units. However, pupils in key stage 2 in particular do not always use their mathematical skills at a similar level in other areas of the curriculum.

Most pupils make good progress in using information and communication technology (ICT) presentation and publishing software, for example creating information booklets and slideshows to share their writing with a range of audiences. They make effective use of the internet to carry out research independently and save and retrieve files using a network efficiently. Nearly all pupils have a good understanding of e-safety and are aware of the risks in sharing personal information and know how to keep themselves safe online. In key stage 2, most pupils use simple film and music software effectively to create short movies and compositions linked to their literacy work. However, pupils' skills in using database and spreadsheets are less well developed.

Wellbeing and attitudes to learning: Excellent

Nearly all pupils show a superb attitude to all aspects of school life. They immerse themselves in their learning with sustained concentration and great enthusiasm. Most pupils readily rise to a challenge and enjoy activities that require them to work at their best. For example, pupils from Year 3 and 4 are very proud of the fact that they are doing 'hard' work during a numeracy session and experience considerable success.

Most pupils throughout the school use their skills very effectively in order to learn independently. They make choices about what they want to investigate and are

highly motivated about their discoveries. For example, Year 2 pupils have learned a wide variety of fascinating facts during their project on space, by following their own interests enthusiastically.

Nearly all pupils thrive when working in small groups. They collaborate very effectively from a young age. For example, pupils in the reception class work together very purposefully when constructing an ice-breaker ship from cardboard boxes, an idea that they came up with themselves. Older pupils are extremely respectful of the contributions of others and reflect seriously on ideas put forward by their peers. For example, Year 6 pupils participate very thoughtfully in a sophisticated discussion about the consequences of the 1914 football match in no-man's land during the First World War.

Nearly all pupils' behaviour around the school and in lessons is exemplary. They move between activities easily and show excellent cooperation. For instance, when assembling in the rain at lunchtime following a fire alarm, their behaviour is exemplary and they return to their learning quickly.

Nearly all pupils are considerate and relate very well to each other and adults. They enjoy school and communicate this to visitors. All pupils treat adults with respect whilst being very much at ease in their company. For example, they laugh readily, but also know when not to take humour too far. Nearly all pupils feel safe and secure.

Nearly all pupils who take part in after school clubs do so with great enthusiasm and commitment. For example, Year 2 and 3 pupils show tremendous control and concentration when performing a dance for parents at the end of ballet club.

Almost all pupils have a very strong understanding of how to make healthy choices with regard to diet. They show an excellent appreciation of the value of physical exercise and make extensive use of the opportunities provided by the school. Nearly all pupils have a good understanding of how to keep themselves safe online and show a very mature attitude to this aspect of wellbeing.

Nearly all pupils have leadership roles or responsibilities. They take these seriously and exert a very positive impact on the life of the school. For example, Year 5 and 6 pupils form a caring buddy relationship with reception pupils when they first start school. This helps younger pupils settle very well into school life.

Nearly all pupils develop a very strong moral compass. They have an excellent awareness of the need for tolerance in society. Almost all pupils show a very keen appreciation of diversity. For example, pupils in Year 5 reflect maturely on differences between individuals and the contribution school can make to celebrating these differences positively. Almost all pupils are developing extremely well as ethical, informed citizens.

Teaching and learning experiences: Good

Overall, the quality of teaching is good. All teachers foster a climate for learning in which pupils feel encouraged to take risks and recognise mistakes as a step on the path to improving. In many classes where teaching is highly effective, teachers show a very good knowledge of the strengths of individual pupils. They model high aspirations for pupils' commitment to tasks and use questioning very skilfully to

challenge pupils to extend their thinking further. They assess pupils' understanding carefully and plan learning experiences that match well to their interests. As a result, pupils are well motivated and apply themselves with ambition to achieve high standards.

Most teachers make effective use of exciting starting points in lessons that engage the full range of pupils successfully. They provide clear goals and instructions that enable many pupils to move forward quickly. Teaching assistants support the progress of individuals and groups well. They use consistent strategies that sustain pupils' focus successfully, without restricting their opportunity to think for themselves. These approaches ensure that most pupils across the school develop as confident, independent learners.

Teachers plan for pupils' learning using a thematic approach that provides good coverage of all learning areas and subjects. The curriculum provides many rich opportunities for pupils to develop their expressive and creative skills. For example, all classes have role-play areas that support the development of pupils' speaking and listening skills and their collaborative learning well. All pupils have regular physical education and music sessions. Teachers in both phases plan good opportunities for pupils to use the school's outdoor environment and surrounding neighbourhood to enrich their learning, for example through locality walks and environmental art activities. Nearly all teachers draw very effectively on the experience and expertise of visitors to give relevance to pupils' learning in lessons, for example through working with a research scientist on a topic about bacteria and collaborating with dancers and musicians on performance. These opportunities inspire pupils to engage enthusiastically in their learning and to work with purpose on tasks, which have strong personal meaning to them.

More able pupils benefit from the very close attention the school pays to each pupil's need. The school's curriculum and teachers' planning provide purposeful opportunities to ensure that these pupils thrive. For example, more able pupils regularly work in groups on challenging activities that stretch their ability well.

Teachers plan responsively to extend pupils' skills, knowledge and understanding across the curriculum. They make effective use of timely assessment during lessons to prepare for the next steps in pupils' learning. Teachers take good account of the literacy and numeracy framework to ensure that planning for the development of pupils' skills is progressive. Their planning for the development of pupils' literacy skills is highly effective. Opportunities for pupils to use their numeracy skills in purposeful tasks across the curriculum are less well embedded. Teachers use online platforms to provide additional opportunities for pupils to develop their reading and number skills within school and at home. The school is developing its provision to meet the requirements of the digital competency framework, which it is beginning to address systematically.

Teachers mark pupils' work regularly and provide useful written comments that identify strengths and areas for improvement. Pupils use this feedback well and respond constructively by making changes to improve the quality of their work. Most pupils make honest and accurate assessments of their own progress and performance.

Teachers make strong links within topics to develop pupils' awareness of the rich culture and history of Wales. This includes many visits to places of local and national historical and cultural interest. These opportunities give good focus to the contemporary culture of Wales and include the study of Welsh artists and an annual residential visit to the Urdd Centre and Senedd in Cardiff. All pupils have regular opportunities to develop their Welsh language skills. The majority of teachers model the use of spoken Welsh effectively and the language has good prominence and visibility around the school. Teachers plan suitable tasks to develop pupils' reading and writing skills appropriately. However, expectations for pupils' use of the Welsh language are not always high enough and pupils do not always make progress quickly enough.

The school provides very worthwhile opportunities for all pupils to develop their knowledge and understanding of how choices at a personal and global level can impact on the lives of others. This provision supports pupils to assume responsibility for their decisions and exerts a strong positive influence on the independent choices that they make about their own learning in lessons.

Care, support and guidance: Excellent

The school provides very high quality support for each pupil. It is an exceptionally caring community and prides itself on creating a nurturing climate that supports pupils' development extremely well. Teachers track and monitor pupils' progress and wellbeing with great care. The school uses the detailed information it collects about pupils to tailor support very effectively to meet their individual needs. Teachers gather the views of the pupils through regular, purposeful review meetings where pupils talk with their teachers about how they are getting on. This helps to ensure that all pupils feel well-supported and that teachers are very well informed about their views.

Staff devise highly effective individual development plans for pupils who require extra support. Teachers involve parents and pupils extensively in drawing up and monitoring these plans. Parents and pupils value this process and pupils make very good progress in line with their capabilities as a result.

Where pupils require specific strategies to meet their needs, the school provides staff with expert training. For example, all staff have been trained to teach in a way that takes very good account of the needs of pupils with autistic spectrum disorders.

The school engages parents very productively in the support of their children's learning. For example, a teacher who specialises in helping pupils with specific learning difficulties has given valuable training to parents on how to help their children at home.

Staff provide outstanding support for pupils' personal development. In particular, provision to promote pupils' understanding of diversity is wide-ranging and highly effective. The school makes exemplary use of a variety of visitors from within its community and beyond to engage all pupils in reflecting on their values. For example, an inspirational visit from a Paralympian challenged and informed pupils' views about disability and achievement.

The school tackles discrimination in all forms very effectively, ensuring that differences in gender, religion, ability and ethnicity are celebrated. For example, as part of the school's very well-planned 'Diversity Project', each class learned about one aspect of difference and explored a range of viewpoints through stories and real-life experiences. As a result, pupils gained an unusually sophisticated understanding of these issues. This empowers pupils to develop as well-informed, responsible, and tolerant citizens very successfully.

There is a strong emphasis on the value of physical activity. All staff use playtime very well to promote this, including through their support for pupils as healthy living leaders. There are many sporting clubs, and a very good range of creative activities regularly enrich the curriculum. For example, pupils created a song and dance performance recently that was broadcast between partner schools across the world.

The school makes good provision for pupils to develop habits of healthy eating and drinking. The fruit tuck shop is available daily, and high expectations of a healthy lifestyle are communicated well to parents through a weekly newsletter. The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

All pupils take a full part in the life of the school. The staff successfully promote an ethos where all pupils are treated equally and encouraged to appreciate the thoughts and views of others. They provide very good opportunities to enable pupils to choose their own direction of learning. For example, an idea from a Year 2 pupil that a star could be caught using a jet pack was used creatively by the teacher to link with work on a science investigation.

Leadership and management: Good

The headteacher has an excellent knowledge of all the pupils and an overriding concern for their wellbeing and enjoyment of learning. She shares her passion for their education very effectively across the school community. As a result, staff at all levels are proud of the school's ethos, understand its strategic direction well and share high expectations of their pupils and themselves.

Together with the senior leadership team, the headteacher ensures successfully that the work of the school is focused continually on enhancing pupils' experiences and outcomes. The school's self-evaluation report is a celebration of its strengths as well as a thoughtful evaluation of areas for improvement based on a wide range of evidence. These areas link well to the school's development priorities, which are pursued with consistency and imagination.

Staff work very well together to take responsibility for leading and improving different aspects of the school's work. All staff are members of effective 'learning teams' that focus on developing different areas of pupils' learning and experiences. These teams plan improvements and initiatives, support and train colleagues in their areas of expertise and monitor the impact of their work carefully. They gather information from teachers' plans, pupils' books, observing lessons across the school and talking with pupils to gauge the impact of changes effectively. Whilst not fully consistent, the work of these teams is having a very positive impact on pupils' learning and

experience. For example, the Expressive Arts Team has established useful partnerships with local professional artists and performers to ensure that all pupils have good opportunities to take part in a variety of high-quality, stimulating creative activities. Governors are valued members of these teams, but pupils and parents are not involved systematically.

The promotion of professional learning for all staff is a strength of the school. Staff at all levels see themselves as both learners and leaders and are engaged fully with developments in teaching and learning. Working closely with staff, the senior leadership team are quick to identify and share good practice. For example, they have extended the opportunity for staff to work in groups of three to observe each other teach and to share constructive feedback. They have also introduced a more flexible way of planning learning and group work that has increased successfully the challenge for pupils in many lessons. There are regular opportunities for staff to meet and work with staff from other local schools, including the local secondary school. For instance, staff from these schools moderate pupils' work together. The school has also forged strong and productive links with two similarly successful schools. One outcome of this collaboration has been a significant strengthening of the Welsh dimension of the school's curriculum.

The school focuses appropriately on local and national priorities including the development of pupils' skills in literacy and numeracy and on the introduction of the digital competency framework. Leaders plan appropriately to reduce the adverse effect of poverty on pupils' standards and wellbeing. The school makes good use of the pupil development grant to meet the needs of pupils eligible for free school meals effectively. Intervention programmes in literacy, numeracy, and pupil wellbeing help these pupils to make good progress.

Governors are highly supportive of the school's work and are involved well in its daily life. They receive detailed information from senior staff and from the learning teams and pupils. The inclusion of governors in the learning teams means that they have a clear understanding of the day-to-day working of the school and a first-hand insight into the progress of specific priorities. As a result, they are well informed and able to challenge the school effectively. For example, governors review specific aspects for improvement through a regular programme of learning walks and provide direct feedback on their observations to senior leaders. However, governors do not play a full role in the self-evaluation process.

The school has an appropriate level of staffing. Senior leaders and governors monitor the budget carefully and match spending closely to the school's strategic priorities. They work well together to use the school's relatively limited physical space to create a stimulating and well-resourced learning environment.

Copies of the report

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

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

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

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

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