

**Inspection under Section 10 of the
Schools Inspections Act 1996**

**CLYTHA PRIMARY SCHOOL
Bryngwyn Road
Newport
NP20 4JT**

School Number: 680-2003

Date of Inspection: 7-9 March 2005

by

**John G F Parsons
79014**

Date: 12 May 2005

Under Estyn contract number T/151/04P

**EPPC/Severn Crossing Ltd
Suite H
Britannic House
Britannic Way
Llandarcy
Neath
SA10 6JQ**

© Crown Copyright 2005

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Clytha Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Clytha Primary School took place between 7th and 9th March 2005. An independent team of inspectors, led by John Parsons undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who attain the age of 5 during the academic year. Year 1 refers to the year group of pupils who attain the age of 6 during the academic year and so on. Year 13 is the year group of students who attain the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The national curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Contents	Page
Context	1
Summary	1
Recommendations	4
Standards	5
Key question 1: How well do learners achieve?	5
The quality of education and training	7
Key question 2: How effective are teaching, training and assessment?	7
Key question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?	8
Key question 4: How well are learners cared for, guided and supported?	11
Leadership and management	12
Key question 5: How effective are leadership and strategic management?	12
Key question 6: How well do leaders and managers evaluate and improve quality and standards?	13
Key question 7: How efficient are leaders and managers in using resources?	14
School's response to the inspection	15
Appendices	16
A Basic information about the school	16
B School data and indicators	16
C National Curriculum assessments results	17
D Evidence base of the inspection	18
E Composition and responsibilities of the inspection team	18

Context

The nature of the provider

- 1 Clytha Primary School has 197 pupils aged four to 11 years of age and is situated close to the town centre of Newport. It consists of two main buildings on a split-level site. The lower building houses Reception and Key Stage 1 (KS1) and the upper building Key Stage 2 (KS2). All the classes are single age groups. The school serves a culturally rich and diverse area with many races, religions and cultures represented. The area is described as ranging from prosperous to economically disadvantaged; 11% of pupils are registered as being eligible for free school meals.
- 2 Nearly a quarter of pupils have special educational needs (SEN), including nine with statements of special educational need. None of the pupils speak Welsh as their first language but 20% speak languages at home other than English, eight languages in total. The majority of these are receiving support at school for English as an additional language (EAL).
- 3 The school was last inspected in June 1999 and since then a new deputy headteacher has been appointed. However, generally the school benefits from a stable staff. The headteacher has been in post since 1990.

The school's priorities and targets

- 4 Through its self-evaluation systems the school has identified the following areas as targets in its school development plan 2004-5:
 - To further develop school self evaluation to support continuous school improvement;
 - To further promote equality, diversity and achievement in the curriculum;
 - To further raise standards in literacy ,numeracy, and ICT;
 - To further develop thinking skills, special educational needs, personal and social education and citizenship, early years, and the Healthy Schools' initiative.

Summary and recommendations

- 5 Clytha Primary is a very good school with many outstanding features. It has continued to develop since the previous inspection and pupils reach high levels of achievement. The inspection team agree with all the judgments made by the school on the self-evaluation document and found Key Question 3 better than that judged by the school.

Table of grades awarded

6 The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

Standards

- 7 The overall quality of educational provision for the under-fives is closely matched to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. This is a strength of the school and gives children an outstanding start to their education.
- 8 Pupils with SEN make very good progress and effectively achieve the targets set for them. Those pupils who speak EAL are well supported and often achieve similar standards to their peers. More able or talented pupils are also well supported and achieve to their potential. The school very effectively uses in class support and withdrawal groups for these pupils.
- 9 Pupils across the school make very good progress in the key skills of speaking and listening, reading, writing, numeracy and information and communication technology, in addition:
- the effective implementation of incidental Welsh in all classes means the pupils are progressing well towards the development of bilingual skills;
 - personal and social skills show very good development;
 - creative skills are good throughout the school.
- 10 By the end of KS1, in 2004, pupils' attainment in the National Curriculum (NC) core subjects of English, mathematics and science was well above the local and national average figures, and when compared to similar schools. There has been a slight dip in attainment in English and mathematics since the previous inspection. However, the significantly higher proportion of pupils with SEN account for this.
- 11 By the end of KS2, in 2004, pupils' attainment in the NC core subjects of English, mathematics and science were also well above local and national averages and the high standards found in the previous inspection have been sustained. The school's above average results demonstrate good 'value added'. They have been achieved despite the increased number of pupils with SEN.

Maintenance of high standards in these circumstances is an outstanding feature.

The quality of education and training

12 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
67%	33%	0	0	0

13 All the teaching was good or better and more than two thirds of teaching had outstanding features. The percentage of good lessons is well above the Welsh Assembly Government (WAG) target of 95% Grade 3 or better and the percentage of very good lessons is well above WAG expectations of 50% good or better.

14 High quality teaching was seen in all classes. Lesson objectives were clear and explicit and made available to all pupils. Planning was detailed, consistent and thorough. Outstanding features were seen in two thirds of lessons observed. These include:

- teachers plan work which is both stimulating and challenging and encourage pupils to work purposefully and confidently;
- skilled questioning enables pupils to explore issues in increasing depth and detail;
- teachers are good role models and relationships between pupils and staff are very good; learners have a good understanding of the expectations set for them with regards to work and behaviour;
- teachers positively reinforce attitudes to learning and celebrate good work; this contributes to pupils' development and is a strength of the school;
- very good use is made of information and communications technology (ICT) in lessons and the effective use of interactive whiteboards in many classes engages and stimulates pupils' learning.

15 Very minor shortcomings were noted in the quality of teaching and related to overlong introductions slowing the pace of lessons.

16 The quality of assessment procedures is an outstanding feature and a significant strength of the school. Assessment is used to evaluate the progress of pupils and ensures that the learning opportunities meet the needs of all pupils. Moderated portfolios of work are effectively used to evaluate standards in the core subjects, but not yet in all foundation subjects. Assessment is used to inform planning and set challenging but accurate targets. Annual, written reports to parents are of good quality and meet all requirements.

17 Learning experiences are very well planned for all pupils. They are broad, balanced and meet the needs of the diverse range of pupils. The provision for pupils' spiritual, moral, social and cultural development is very good. There are very effective strategies to promote equality of opportunity for all pupils and arrangements are very inclusive of pupils regardless of background.

18 The school is a harmonious place and a strong community where pupils are valued as individuals and are carefully supported. This is an outstanding feature.

Provision for those pupils with SEN is very good and meets all the requirements of the Code of Practice.

- 19 The school identifies those pupils who are more able or have specific talents and suitable arrangements are made to extend these abilities or talents. Arrangements to support pupils who speak EAL are very good.
- 20 The management of health and safety and pupils' welfare is carefully considered and procedures are outstanding.

Leadership and management

- 21 The school is very well led. The headteacher has a clear vision and gives purposeful direction for the school. She is ably supported by the senior management team (SMT) and staff. These are outstanding features.
- 22 The school has developed effective and rigorous strategies for self-evaluation. The high quality of self-evaluation is an outstanding feature of management. Performance management promotes the teachers' professional development and is linked closely to the needs of the school.
- 23 The governing body is closely involved in the work of the school and holds it to account. It is effective at helping set strategic targets and members have specific links to subjects in order to monitor standards.
- 24 The school development plan (SDP) is an extremely detailed and comprehensive document, which sets carefully considered, challenging but achievable targets for improvement. Systems are in place to enable any improvement to be measured. Priorities are carefully costed and resources appropriately allocated. These are outstanding features. Good progress has been made since the previous inspection and all key issues have been fully addressed.
- 25 The school has a suitably qualified range of teachers and support staff. Many have undertaken extensive in-service training, whilst at the school, which is an outstanding feature of this provision. The high quality of support staff is a strength of the school.

Recommendations

In order to improve, the school should prioritise the following features that have been identified for development:

- R1 extend the use of moderated portfolios to all foundation subjects;
- R2 further build on the good introduction of incidental Welsh towards developing greater bilingualism.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Standards

Key Question 1: How well do learners achieve?

Grade1: Good with outstanding features

- 26 The inspection findings are matched by the judgement made by the school in its self-evaluation document.
- 27 The quality of provision for the under fives is closely matched to their needs and children make very strong progress towards the Desirable Outcomes for Children's Learning. The quality of education provided in reception is a strength of the school, giving children an outstanding start to their education. There is a wide range of ability on entry to the school, but baseline records shows that standards are broadly average for children's age.
- 28 Pupils progress well and gain new skills, knowledge and understanding readily. The very effective evaluation of pupils' achievement and setting targets for improvement mean that they have a good knowledge of what they need to do to improve and evaluate their own progress effectively.
- 29 Most pupils reach their full potential including those who have been identified as more able or talented. Pupils are fully aware of what they do well and what they need to do to improve and are closely involved in setting personal targets and taking responsibility for their own learning.
- 30 The progress made by pupils with SEN is very good and they achieve the targets set for them. The arrangements made for those pupils who are more able or talented are effective and extension work is set for them. Similarly, the progress made by pupils with EAL is very good.
- 31 Across the school in early years, KS1 and KS2, pupils progress very well in the key skills. They are attentive and responsive and always engaged on the task in hand, an outstanding feature. They speak clearly and confidently from a young age and understand the need to modify their speech for different occasions and audiences.
- 32 Pupils read very well and this is apparent in a wide range of subjects and in pupils' research on the Internet. Their writing skills are very well developed; there are many instances of extended writing across the curriculum and pupils are very productive. This is an outstanding feature.
- 33 Incidental oral Welsh is well used across the school and pupils readily use it in greetings and responses to each other and adults. With increased resources made available the school is ready to move on towards greater bilingualism.
- 34 Pupils use ICT extensively and effectively in all subjects both for recording their work, making visual presentations and researching topics in subjects such as English, history, geography and science. Numeracy is also widely used to measure and calculate accurately.

- 35 Creative skills are good in all classes; the school has targeted music and art as subjects for further development in the SDP.
- 36 By the end of KS1, in 2004, pupils' attainment in the NC core subjects of English, mathematics and science were well above both the local education authority (LEA) and national figures, when compared with similar schools. The slight decline in results since the previous inspection is due to the significantly increased number of pupils with SEN. Girls perform better than boys due to the high percentage of boys who were on the SEN register in this cohort.
- 37 By the end of KS2, in 2004, pupils' attainment in the NC core subjects of English, mathematics and science were also well above the LEA and national averages. These high standards have been maintained since the previous inspection. There is no significant difference between the standards of boys and girls at this key stage. The maintenance of high standards despite the increased number of pupils with SEN is an outstanding feature.
- 38 Pupils' attitudes to their learning and the interest they show in their work are good. They are enthusiastic and enjoy participating in the daily life of the school.
- 39 Pupil's behaviour throughout the school day is very good and they enjoy being in a friendly, caring and orderly atmosphere. Pupils are polite and courteous towards one another, the staff and visitors and exercise good self-discipline, caring for their school and its surroundings.
- 40 The school has very good strategies in place in order to deal with any incidents of misbehaviour and bullying. Where necessary behaviour support groups, individual contracts and behaviour plans are all utilized to supplement positive behaviour. Clear positive messages are consistently given to pupils through the curriculum and collective worship. This is an outstanding feature.
- 41 Celebration of pupil participation, effort, good behaviour and work takes place in assemblies weekly. The school effectively promotes pupil responsibility for good behaviour by their participation in the establishing of class and school rules.
- 42 Attendance for the three full terms prior to the inspection was good at 95%. The teaching staff and headteacher monitor attendance on a daily basis with 'first day response' to pupils who give cause for concern.
- 43 Parents and guardians are aware of their responsibilities in relation to attendance and punctuality and are actively discouraged from taking term time holidays. However, there are instances of them withdrawing their children from school during term time. Pupils' punctuality is very good. For the small minority of pupils who give cause for concern, strategies are in place for improvement by way of incentive charts and a monitor's role.
- 44 Throughout the school pupils demonstrate the ability to make good progress in their personal, social, moral and wider development. The school is good at promoting equal opportunities for all and endeavours to eliminate discrimination of all kinds.
- 45 Learners have access to a range of extra-curricular activities regardless of race or gender. The enriched curriculum, personal and social education programme and collective worship ensure learners gain a good understanding of the diversity of beliefs and varied cultural traditions within society.

- 46 Learners' participation in the life of the community is good and visits to places of historical and cultural interest help to broaden pupils' understanding of their community. They gain a sense of belonging by participating in fund raising events, community choirs and concerts.
- 47 Pupils acquire the knowledge, understanding, skills and attitudes relevant to the needs of the world of work through the curriculum and a number of projects such as the Dynamo Project, 'fruit tuck shop' and visits to local businesses.
- 48 The school and class councils represent pupils' points of views to adults in the school. The Year 6 pupils take full responsibility for the running of a 'fruit tuck shop'. Pupils take their responsibilities very seriously.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 1: Good with outstanding features

- 49 The findings of the inspection team match the judgment made by the school in its self-evaluation report.
- 50 Inspectors observed a full range of NC subjects and all of the key skills.
- 51 In the lessons observed the quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
67%	33%	0	0	0

- 52 This is a significant improvement from the previous inspection and well above WAG expectations. All teaching was of high quality and many outstanding features were observed.
- 53 Teachers plan lessons thoroughly; these are both stimulating and challenging and encourage pupils to work purposefully and confidently. The careful sharing of objectives with pupils and the wide range of creative learning and teaching strategies is effective.
- 54 Skilled questioning by teachers enables pupils to explore issues in increasing depth and detail and use resources such as ICT in the form of computers in the classroom; the dedicated suite of computers, and the skilled use of the interactive white boards engage pupils effectively.
- 55 Teachers are good role models and relationships between pupils and staff are very good; learners have a good understanding of the expectations set for them with regards to work and behaviour. Teachers positively reinforce attitudes to learning and celebrate good work; this contributes to pupils' development and is a strength of the school.
- 56 Very minor shortcomings were noted in the quality of teaching and related to overlong introductions slowing the pace of lessons.
- 57 Teachers are very good at integrating pupils of all backgrounds. The school has a clear equal opportunities policy, which is applied to all aspects of school life. All pupils have similar opportunities regardless of background, sex or ability.

- 58 The senior management team, teachers and assistants work very closely together and there is a real commitment to raise standards. All teachers show good subject knowledge and this is reflected in the ways in which they provide challenging and stimulating work that fulfils the needs of each individual pupil. Withdrawal arrangements for SEN are very effective. Teachers are very receptive to new initiatives. The school has taken advantage of a number of funded projects to enhance professional development.
- 59 Oracy is a particular focus of the school and the use of incidental Welsh is good, preparing the way to develop opportunities for bilingualism, although this has implications for increased resources to enable this to occur. Bilingual assistants very successfully support targeted pupils with EAL both within the classroom and if necessary by withdrawal.
- 60 Very detailed planning and assessment of pupils' progress means that the individual needs of learners are met very well. Assessment is used consistently to effectively inform planning and target setting. The standard of marking is very good and there is clear guidance on what pupils need to do to make progress.
- 61 Whole school moderated portfolios of work in the core subjects are used as an assessment tool and to raise standards across the school. They have been developed effectively but do not yet extend to all foundation subjects.
- 62 The assessment of pupils is a strength of the school and all statutory requirements are met. This outstanding feature also includes pupils' own self-evaluation which is being developed effectively.
- 63 Parents are well informed about learners' progress and achievements. The annual reports on pupils' progress conform to statutory requirements. They outline pupil achievements and skills in every subject in addition to comments about their personal and social development. The reports provide clear and practical recommendations.
- 64 There are formal and informal opportunities for parents to discuss their child's progress with both the class teacher and the headteacher and surveys are conducted to gauge parents' degree of satisfaction.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 1: Good, with outstanding features

- 65 The inspection found that the quality of the curriculum was better than the judgment made in the school's self-evaluation document, which was: 'Grade 2: good features and no important shortcomings.'
- 66 The provision for pupils' learning experiences is very good and the school provides a broad, balanced and coherent curriculum that is very well planned to enable pupils to progress. All legal and course requirements are met.
- 67 The school provides enrichment to the curriculum with a planned series of visits and activities both in and out of school. For example, members of the school council have links with a fruit supplier for the tuck shop. Pupils have visited

Cardiff Bay Barrage, the Caerleon legionary museum and there is much follow up work in subjects like geography and history.

- 68 The school has visits from the local police to talk about racism and has developed links with a local supermarket to familiarise pupils with the world of commerce. Sports' coaches from Newport Rugby Club visit the school and help train pupils in rugby skills, both boys and girls, and they benefit from this specialist expertise. The coach is often accompanied by a well-known player who acts as a good role model. Pupils have the opportunity to participate in a wide range of extra-curricular activities offered by the school which are well attended. The range and relevance of visits and activities are outstanding features.
- 69 There are good links with surrounding nursery and primary schools and the receiving secondary schools. Through an external agency the school is currently involved in modifying a classroom and equipping an independent nursery school on site to improve early years' provision. In addition, the development of an outside play area for the early years is intended to benefit this age group.
- 70 There are many planned opportunities to very effectively promote pupils' spiritual, moral, social and cultural development. Pupils are proud of belonging to their school and take responsibility willingly in and around the school. They respect one another and the school is a harmonious place. This is an outstanding feature. Collective worship makes a significant contribution to pupils' understanding of moral issues. Arrangements for collective worship meet current requirements.
- 71 The partnership between the parents and the school is good. Parents are encouraged to be involved in school life and support a range of school events, services, concerts and performances as well as listening to pupils read, supporting working groups, helping to prepare classroom resources and assisting on school trips. There is an active Friends of the School Association and it organises numerous activities throughout the year to supplement school resources.
- 72 Pupils benefit from a range of partnership arrangements with the local community. Pupils visit and perform in elderly citizens' residences during festival periods and also at local church events. Pupils raise monies for charitable causes and participate in community life by supporting local events. There are frequent visitors to the school including local church leaders, governors, police, local authority advisory staff and music tutors.
- 73 The local community supports a range of school functions throughout the year. A variety of public agencies, medical and welfare services, religious, performing arts, voluntary groups and local organisations visit the school to share with the pupils' information about their work and experiences. Some contribute by providing school learning programmes on health, welfare and safety. Pupils' learning is further enhanced by a number of visits made to places of local, historical and cultural interest.
- 74 Transition and pastoral arrangements for nursery children into Reception and Y6 pupils as they transfer to Duffryn High School are effective and well established. Specialist teachers visit the school to deliver taster lessons. A

mathematics bridging unit has been developed with the High School and joint training days have been held for staff on additional educational needs.

- 75 There is a good working partnership arrangement with University of Wales, Newport with regard to teacher training. On average two students are placed at the school every term with three members of staff trained as mentors. Mentoring and monitoring arrangements are effective.
- 76 Pupils' experiences are enhanced and enriched through a wide range of extra-curricular activities supporting pupil's achievement in their personal and social development. A selection of the many activities includes gymnastics/fitness training, safe cycling, folk dancing, choir, first aid, athletics netball, rugby, sign language and cooking. The range of activities is an outstanding feature.
- 77 Pupils benefit from a good range of work-related activities and visits and they are linked wherever possible to curriculum topics. People from the world of work, such as police officers and fire officers, visit the school to talk with the learners about their work. Some of the places visited by pupils include Allt-yr-Yn nature reserve, a local forestry project, XL Discovery Wales, science and mathematics workshops, local shops and the Cardiff Bay Barrage, Caerleon and Newport museums, Porthcawl and Llancaiach Fawr.
- 78 The close working relationship with Careers Wales has enabled teachers to attend courses and placements in the world of work. There are good opportunities for learners to develop their entrepreneurial skills through the mini-enterprise initiative Dynamo project and the running of a school fruit 'tuck shop' where pupils have established a working relationship with a local fruit supplier for ordering and purchasing.
- 79 The school has a clear policy for the development of bilingual skills. Incidental Welsh is evident not only in lessons but around the school and pupils are well prepared to move towards greater bilingualism in the future. The school has developed a detailed policy and scheme of work for *Y Cwricwlwm Cymreig*. This ensures that every possible opportunity is taken to study the culture and heritage of Wales across the curriculum.
- 80 The school's ethos and effective policies promote equal access and opportunity for all pupils. Rules are observed both in and out of the classroom and pupils show great respect for each other during work and play. This is an outstanding feature.
- 81 Good efforts are made to raise pupils' awareness and understanding of sustainable development issues. A range of environmental topics is presented through the curriculum. Visits are made to the Environmental Health Department (for a noise pollution awareness raising workshop), Greenmeadow Community Farm, Cardiff Bay Barrage and pupils have been involved in the Newport Wastesavers Initiative recycling scheme. Recycling bins are used throughout the school and pupils are made aware of recycling banks and their importance. Healthy eating options are available to pupils at break times and lunchtimes. These are outstanding features of the curriculum and provision.
- 82 The high quality experiences provided for pupils ensure that they have the opportunity to acquire a range of skills and positive attitudes that set them fair for lifelong learning and development. These include very good personal and social, numeracy, and ICT skills, together with very good skills in problem

solving and working together. Pupils demonstrate growing independence in their learning as they progress through the school.

- 83 Entrepreneurial skills are well developed and pupils run their own fruit ‘tuck shop’ and take responsibility for fund raising, for example for the recent ‘tsunami’ disaster in Asia.

Key Question 4: How well are learners cared for, guided and supported?

Grade 1: Good with outstanding features
--

- 84 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 85 Pupils enjoy coming to school and the environment provides for a happy, caring community where they are valued and supported. No evidence of poor or aggressive behaviour was observed during the inspection.
- 86 The school has effective policies and procedures in place for dealing with behaviour problems if necessary. These include establishing a working partnership with individual parents and carers and the promotion of positive behaviour which is consistent throughout the school and an outstanding feature. The school effectively monitors pupils’ punctuality and attendance and takes early and appropriate action where necessary.
- 87 School systems very effectively ensure that all pupils are well cared for and closely supported, and effective working partnerships with parents, carers and external agencies contribute significantly. The positive behaviour programme has ensured that inappropriate behaviour rarely occurs. This is an outstanding feature.
- 88 Communication with parents is regular and effective, with the school responding positively to suggestions and promptly to complaints or any issues raised. Parents are very supportive of the school and there is a range of strategies in place to include parents in the life of the school. Parents receive a comprehensive school handbook, weekly newsletters including information on class termly topics, and there are parents’ evenings and open days. The school has implemented the Home School Agreement with parents, often in an informal way. The Annual Governors’ Report to Parents and the School Handbook meet statutory requirements.
- 89 The school’s strong ethos ensures that pupils settle quickly and know their rights and responsibilities and the expectations of the school. The arrangements for the entry of the youngest children in the Reception class are highly effective and ensure a smooth transition and adjustment to school life. Peer support and mentoring are an outstanding feature.
- 90 The school provides high quality personal support and guidance and personal and social education is very well taught. Staff consistently identify and monitor pupils’ needs and progress. The school closely follows ACCAC recommendations. They have a good knowledge and understanding of their strengths and areas in need of improvement with regard to health, personal and social education.

- 91 All staff have been effectively trained in child protection procedures which are rigorously implemented. Very good support is given to those pupils with specific educational needs. The provision meets the requirements of the Code of Practice. Teachers and support staff work well with SEN pupils and enable them to fully access the curriculum. The individual education plans provide clear and purposeful direction in order to help pupils to make progress.
- 92 Initiatives for the more able and talented pupils are a focus of the school and very effective and extends the work they do. The support given to those pupils with EAL both in class and withdrawal groups is very effective and enables pupils to progress very well.
- 93 The detailed curriculum takes into account the background of all pupils and promotes equality of opportunity and challenge, ensuring a very harmonious school. The school has very effective measures for ensuring that any oppressive behaviour, bullying, harassment and racial discrimination are avoided. This is an outstanding feature.
- 94 There is a good range of policies and guidelines in place to ensure the general safety and well being of pupils. The headteacher is the trained child protection officer and staff are briefed on protocols and procedures as outlined in the school's child protection policy. Teachers and support staff are fully aware of their responsibilities relating to the learners' safety and well-being and carry these out well, ensuring a safe and pleasant environment.
- 95 The entrance hall displays useful information relating to health and safety arrangements and post holders. Day-to-day arrangements relating to the health and safety of staff and pupils are good, including fire alarm and risk assessment checks.
- 96 The policies in relation to equal opportunities, racial equality and diversity are clear. Aspects of these areas are discussed within the teaching of religious education, in assemblies and during personal and social education sessions. Everyone has an opportunity to participate in games and activities and after-school clubs are open to everyone regardless of race, ability or gender. Good opportunities exist for pupils to increase their awareness and understanding of racial and diversity issues.
- 97 The school successfully makes arrangements for disabled pupils as and when necessary and recognises and respects diversity. It has recently completed a successful Equality and Diversity Audit and has been awarded Level 1 accreditation, an outstanding feature.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 1: Good, with outstanding features

- 98 The findings of the inspection team match the judgment in the school's self-evaluation document.

- 99 The quality of leadership is very good. The headteacher has a clear vision for the school that is shared by all, giving firm direction and a strong sense of purpose to the work of the school. This is an outstanding feature.
- 100 The deputy headteacher as part of the senior management team provide very strong support. The school operates very much as a single unit; all, including the pupils, share the aims and values of the school that promote equality of opportunity and high standards in all aspects of school life. There is a strong commitment to continuous improvement. This is a strength of the school.
- 101 There are good liaison and transition arrangements with the local nursery schools and with the receiving secondary schools. The school is in the midst of developing its own independent early years unit on site to improve early years' provision. It is also making arrangements to strengthen its links with secondary schools to improve the continuity of pupils' education.
- 102 Standards are closely monitored by both the headteacher and subject co-ordinators. The school has made good strides in incidental Welsh. It is in a good position, with increased resources made available; to promote pupils' progress towards bilingualism by the age of 11 and this is recommended.
- 103 The quality of self-evaluation is an outstanding feature of the school and target setting is very well developed. Every aspect of school life is analysed and monitored as a continuous process. New initiatives are introduced but only after careful consideration, ensuring that they will make a contribution to the life of the school.
- 104 The effective performance management systems, linked to targets for development and extensive in-service training promote teachers' continuous professional development. This is an outstanding feature.
- 105 The governing body has a good strategic understanding of the school and holds it closely to account. Members are linked to subjects and there is a 'governor of the month' scheme to keep governors' active involvement in school affairs. Visits are frequent and governors are well informed. The governing body meets all statutory requirements.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 1: Good, with outstanding features

- 106 The inspection findings match the judgment in the school self-evaluation document.
- 107 The culture of rigorous self-evaluation is firmly embedded in the school and is an outstanding feature. The headteacher, governors and staff are fully committed to monitoring and improving standards and the views of all interested parties including pupils and parents are actively sought by the school to inform the process.
- 108 Curriculum co-ordinators also use self-evaluation techniques to monitor standards in their subjects and to produce high quality schemes of work, medium term plans and key skills overviews.

- 109 Parents' views are sought through questionnaires. They consider that they are well informed and carefully listened to in the event of any issue or complaint and that the school deals with such issues effectively.
- 110 The school development plan is a very detailed and an effective working document which states the long term strategies of the school, costs initiatives and identifies outcomes. It is closely linked to the school's self-evaluation procedures and it is the school's intention to develop this link further. Resources are carefully allocated to enable initiatives to be implemented and regularly monitored by the senior management team and governors.
- 111 The school closely analyses a wide range of test results including teacher assessment. It uses moderated portfolios of work in the core subjects but not yet in all the foundation subjects to help this process. It makes very good use of this information to target support at class, group and individual pupil level. This targeted support is an outstanding feature.
- 112 Performance management is well established and has had a significant effect on the quality of teaching and teachers' professional development. The extensive range of in-service training has had a major impact on teachers' professional expertise. These are outstanding features.
- 113 The inspection team agreed with the judgements made by the school in all seven key questions but found key question 2 better than judged by the school as the curriculum has outstanding features.
- 114 The school has made very good progress since the previous inspection. All key issues have been addressed.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 1: Good with outstanding features
--

- 115 The findings of the inspection team match the judgement made by the school in its self-evaluation report.
- 116 The staff are very well-trained, experienced and enthusiastic and the school benefits from the good expertise of teachers and support staff. Support staff are strategically deployed and briefed so as to provide very effective support to pupils with additional learning needs; they work very well in partnership with class teachers. Specialist support is provided for EAL pupils in the form of support teachers and bilingual assistants. These are outstanding features.
- 117 Staff attend a good range of training sessions for professional development and this has a positive impact on their skills and understanding. All staff, including midday support staff, have received training in assertive and positive discipline procedures. This has resulted in effective behaviour management at all times throughout the school, which is an outstanding feature.
- 118 Great care is taken to ensure that all learners have access to effective resources that match their needs. Although the accommodation is somewhat restricted the school makes best use of the available facilities and provides an effective setting for teaching, learning and support.

- 119 The school grounds are undergoing extensive remodelling to accommodate an outdoor play area for the early years. There are plans to develop the grassed areas around the school. The accommodation and grounds are well maintained.
- 120 Resources are carefully husbanded and staff very carefully deployed, managed and developed. Additional support staff have been deployed in the Reception and Year 1 class and for pupils with medical needs.
- 121 Careful attention is paid to matching resources to priorities, which is an outstanding feature. Significant investment is being made by the Newport Early Years Partnership with WAG funding to establish an 'Early Years' Unit'. Further investment in information technology resources is planned. Good use is made of the local community to enrich pupils' learning. This is further enhanced by the contribution of visitors to the school. The constant prioritisation of initiatives and review of resources ensure good value for money.

School's response to the inspection

The headteacher, staff and governing body at Clytha Primary School have considered the content of the inspection report and wish to comment as follows.

Participating in the first round of the new Estyn inspection arrangements has been both challenging and rewarding. The whole process, although rigorous was also supportive. The schools strengths and outstanding features have been clearly and accurately documented.

The staff and governors appreciated the professionalism and courteousness with which the Inspection was carried out. The opportunity for active involvement and participation by the nominee created an inspection partnership that was most productive.

The many outstanding features in the final report are a credit to all members of the school community. It was gratifying to note that the Inspection team agreed with all of our judgements for the key questions and found KQ3 better than judged by the school. The headteacher, staff and governing body of Clytha Primary School are proud of the outcomes of the inspection. The report highlights the headteacher's clear vision and purposeful direction for the school, ably supported by the senior management team, a dedicated and talented teaching and support staff and a committed and involved governing body. The pupils' attitude to their learning, their behaviour, their achievements, attentiveness, responsiveness and on task skills are some of the outstanding features highlighted in the report.

The headteacher, staff and governors will address the inspection recommendations within the next improvement planning cycle. The school self evaluation outcomes are already part of the current/ incoming school development plans for 2004-5/6. Parents will be kept informed and updated on the progress that we are making with the inspection recommendations.

Appendix A

Basic information about the school

Name of School	Clytha Primary
School type	Community
Age-range of pupils	4-11 years
Address of school	Bryngwyn Road Newport South Wales
Post-Code	NP20 4JT
Telephone Number	01633 265266

Headteacher	Mrs Ann Picton
Date of appointment	May 1990
Chair of Governors	Mrs Sue Gruffydd
Registered Inspector	Mr John Parsons
Dates of inspection	7-9 March 2005

Appendix B

School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	0	26	29	30	29	30	30	23	197

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	7	2	8

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	1:25
Average class size, excluding nursery and special classes	28
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection				
Term	R	KS1	KS2	Whole School
Autumn	97%	95%	96%	96%
Spring	95%	93%	95%	95%
Summer	95%	93%	96%	95%

Percentage of pupils entitled to free school meals	11%
Number of pupils excluded during 12 months prior to inspection	0

Appendix C

National Curriculum Assessment Results.

End of Key Stage 1:

National Curriculum Assessment KS1 Results 2004 (national 2003)		Number of pupils in Y2:	24					
Percentage of pupils at each level								
			D	W	1	2	3	4
English:	Teacher Assessment	School	0	0	8	50	42	0
		National	0	4	14	63	20	0
En: reading	Teacher Assessment	School	0	4	8	46	42	0
		National	0	4	14	55	27	0
En: writing	Teacher Assessment	School	0	0	8	58	33	0
		National	0	5	14	69	11	0
En: speaking and listening	Teacher Assessment	School	0	0	8	46	46	0
		National	0	3	12	63	22	0
Mathematics	Teacher Assessment	School	0	0	13	50	38	0
		National	0	2	11	63	24	0
Science	Teacher Assessment	School	0	0	4	50	46	0
		National	0	2	10	66	22	0

End of Key Stage 2:

National Curriculum Assessment KS2 Results 2004 (national 2003)		Number of pupils in Y6	34									
Percentage of pupils at each level												
			D	A	N	W	1	2	3	4	5	6
English	Teacher assessment	School	0	0	0	0	0	3	9	38	50	0
		National	0	0	-	0	1	6	16	45	31	0
Mathematics	Test/Task	School	0	0	3	-	-	0	6	53	38	-
		National	0	2	1	-	-	5	12	38	40	-
	Teacher assessment	School	0	0	0	0	0	6	6	29	59	0
		National	0	0	-	0	0	4	19	46	30	0
Science	Teacher assessment	School	0	0	0	0	0	0	6	18	76	0
		National	0	0	-	0	0	2	13	49	35	0
	Test/Task	School	0	0	0	-	-	0	3	24	74	-
		National	0	2	0	-	-	1	9	48	39	-

Percentage of pupils attaining at least level 4 in mathematics, science, and either English or Welsh (first language)

by Teacher Assessment		by Test	
In the school	82%	In the school	88%
In Wales	71%	In Wales	70%

- D Pupils who are exempted under statutory arrangements from part or all of the National Curriculum
A Pupils who have failed to register a level because of absence
F Pupils who have failed to register a level for reasons other than absence
W Pupils who are working towards level 1

Appendix D

Evidence base of the inspection

- A team of three inspectors who were present at the school for six inspector days carried out the inspection.
- Pre-inspection meetings were held with parents and governing body to discuss the life and work of the school.
- Sixteen questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher, staff with specific responsibilities and support staff.
- School documentation was examined.
- Discussions were held with pupils from the School Council.
- Discussions were held with a sample of pupils in Welsh.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of sessions.
- Inspectors attended an assembly and observed extra-curricular activities.
- Post inspection meetings were held with staff and the governing body.

Appendix E

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr John Parsons Rgl	Context Summary and recommendations Key questions 1, 3, 5 and 6
Mrs Helen Adams Lay Inspector	Contributions to Key questions 1, 2, 3, 4 and 6
Mrs Alona Jones Team Inspector	Key questions 2, 4 and 7

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and parents, for their co-operation and courtesy throughout the inspection.

**Inspection under Section 10 of the
Schools Inspections Act 1996**

A SUMMARY REPORT FOR PARENTS

**CLYTHA PRIMARY SCHOOL
Bryngwyn Road
Newport
NP20 4JT**

School Number: 680-2003

Date of Inspection: 7-9 March 2005

by

**John G F Parsons
79014**

Date: 12 May 2005

Under Estyn contract number T/151/04P

© Crown Copyright 2005

This Report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and the source and date thereof are stated.

Copies of this report are available from the school. Under the School Inspections Act 1996, the school must provide copies of the report free of charge to certain categories of people. A charge not exceeding the cost of reproduction may be made to others requesting a copy of the report.

Clytha Primary School was inspected as part of a national programme of school inspection. The purpose is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents more information about their child's school. A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

The inspection of Clytha Primary School took place between 7th and 9th March 2005. An independent team of inspectors, led by John Parsons undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development. This summary report may be reproduced for non-commercial educational purposes but only as a whole and provided it is reproduced verbatim without adaptation and the source and date thereof are stated.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Basic information about the school

Name of School	Clytha Primary
School type	Community
Age-range of pupils	4-11 years
Address of school	Bryngwyn Road Newport South Wales
Post-Code	NP20 4JT
Telephone Number	01633 265266
Headteacher	Mrs Ann Picton
Date of appointment	May 1990
Chair of Governors	Mrs Sue Gruffydd
Registered Inspector	Mr John Parsons
Dates of inspection	7-9 March 2005

Context

The nature of the provider

- 1 Clytha Primary School has 197 pupils aged four to 11 years of age and is situated close to the town centre of Newport. It consists of two main buildings on a split-level site. The lower building houses Reception and Key Stage 1 (KS1) and the upper building Key Stage 2 (KS2). All the classes are single age groups. The school serves a culturally rich and diverse area with many races, religions and cultures represented. The area is described as ranging from prosperous to economically disadvantaged; 11 % of pupils are registered as being eligible for free school meals.
- 2 Nearly a quarter of pupils have special educational needs (SEN), including nine with statements of special educational need. None of the pupils speak Welsh as their first language but 20% speak languages at home other than English, eight languages in total. The majority of these are receiving support at school for English as an additional language (EAL).
- 3 The school was last inspected in June 1999 and since then a new deputy headteacher has been appointed. However, generally the school benefits from a stable staff. The headteacher has been in post since 1990.

The school's priorities and targets

- 4 Through its self-evaluation systems the school has identified the following areas as targets in its school development plan 2004-5:
 - To further develop school self evaluation to support continuous school improvement;
 - To further promote equality, diversity and achievement in the curriculum;
 - To further raise standards in literacy, numeracy and ICT;
 - To further develop thinking skills, special educational needs, personal and social education and citizenship, early years, and the Healthy Schools' initiative.

Summary and recommendations

- 5 Clytha Primary is a very good school with many outstanding features. It has continued to develop since the previous inspection and pupils reach high levels of achievement. The inspection team agree with all the judgments made by the school on the self-evaluation document and found Key Question 3 better than that judged by the school.

Table of grades awarded

6 The inspection team judged the school's work as follows:

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	1
6 How well do leaders and managers evaluate and improve quality and standards?	1
7 How efficient are leaders and managers in using resources?	1

Standards

- 7 The overall quality of educational provision for the under-fives is closely matched to their needs and children make very good progress towards the Desirable Outcomes for Children's Learning. This is a strength of the school and gives children an outstanding start to their education.
- 8 Pupils with SEN make very good progress and effectively achieve the targets set for them. Those pupils who speak EAL are well supported and often achieve similar standards to their peers. More able or talented pupils are also well supported and achieve to their potential. The school very effectively uses in class support and withdrawal groups for these pupils.
- 9 Pupils across the school make very good progress in the key skills of speaking and listening, reading, writing, numeracy and information and communication technology, in addition:
- the effective implementation of incidental Welsh in all classes means the pupils are progressing well towards the development of bilingual skills;
 - personal and social skills show very good development;
 - creative skills are good throughout the school.
- 10 By the end of KS1, in 2004, pupils' attainment in the National Curriculum (NC) core subjects of English, mathematics and science was well above the local and national average figures, and when compared to similar schools. There has been a slight dip in attainment in English and mathematics since the previous inspection. However, the significantly higher proportion of pupils with SEN account for this.
- 11 By the end of KS2, in 2004, pupils' attainment in the NC core subjects of English, mathematics and science were also well above local and national averages and the high standards found in the previous inspection have been sustained. The school's above average results demonstrate good 'value added'. They have been achieved despite the increased number of pupils with SEN. Maintenance of high standards in these circumstances is an outstanding feature.

The quality of education and training

12 The quality of teaching was judged as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
67%	33%	0	0	0

- 13 All the teaching was good or better and more than two thirds of teaching had outstanding features. The percentage of good lessons is well above the Welsh Assembly Government (WAG) target of 95% Grade 3 or better and the percentage of very good lessons is well above WAG expectations of 50% good or better.
- 14 High quality teaching was seen in all classes. Lesson objectives were clear and explicit and made available to all pupils. Planning was detailed, consistent and thorough. Outstanding features were seen in two thirds of lessons observed. These include:
- teachers plan work which is both stimulating and challenging and encourage pupils to work purposefully and confidently;
 - skilled questioning enables pupils to explore issues in increasing depth and detail;
 - teachers are good role models and relationships between pupils and staff are very good; learners have a good understanding of the expectations set for them with regards to work and behaviour;
 - teachers positively reinforce attitudes to learning and celebrate good work; this contributes to pupils' development and is a strength of the school;
 - very good use is made of information and communications technology (ICT) in lessons and the effective use of interactive whiteboards in many classes engages and stimulates pupils' learning.
- 15 Very minor shortcomings were noted in the quality of teaching and related to overlong introductions slowing the pace of lessons.
- 16 The quality of assessment procedures is an outstanding feature and a significant strength of the school. Assessment is used to evaluate the progress of pupils and ensures that the learning opportunities meet the needs of all pupils. Moderated portfolios of work are effectively used to evaluate standards in the core subjects, but not yet in all foundation subjects. Assessment is used to inform planning and set challenging but accurate targets. Annual, written reports to parents are of good quality and meet all requirements.
- 17 Learning experiences are very well planned for all pupils. They are broad, balanced and meet the needs of the diverse range of pupils. The provision for pupils' spiritual, moral, social and cultural development is very good. There are very effective strategies to promote equality of opportunity for all pupils and arrangements are very inclusive of pupils regardless of background.
- 18 The school is a harmonious place and a strong community where pupils are valued as individuals and are carefully supported. This is an outstanding feature. Provision for those pupils with SEN is very good and meets all the requirements of the Code of Practice.

- 19 The school identifies those pupils who are more able or have specific talents and suitable arrangements are made to extend these abilities or talents. Arrangements to support pupils who speak EAL are very good.
- 20 The management of health and safety and pupils' welfare is carefully considered and procedures are outstanding.

Leadership and management

- 21 The school is very well led. The headteacher has a clear vision and gives purposeful direction for the school. She is ably supported by the senior management team (SMT) and staff. These are outstanding features.
- 22 The school has developed effective and rigorous strategies for self-evaluation. The high quality of self-evaluation is an outstanding feature of management. Performance management promotes the teachers' professional development and is linked closely to the needs of the school.
- 23 The governing body is closely involved in the work of the school and holds it to account. It is effective at helping set strategic targets and members have specific links to subjects in order to monitor standards.
- 24 The school development plan (SDP) is an extremely detailed and comprehensive document, which sets carefully considered, challenging but achievable targets for improvement. Systems are in place to enable any improvement to be measured. Priorities are carefully costed and resources appropriately allocated. These are outstanding features. Good progress has been made since the previous inspection and all key issues have been fully addressed.
- 25 The school has a suitably qualified range of teachers and support staff. Many have undertaken extensive in-service training, whilst at the school, which is an outstanding feature of this provision. The high quality of support staff is a strength of the school.

Recommendations

In order to improve, the school should prioritise the following features that have been identified for development:

- R1 extend the use of moderated portfolios to all foundation subjects;
- R2 further build on the good introduction of incidental Welsh towards developing greater bilingualism.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

Acknowledgement

The inspection team would like to thank the governors, headteacher, staff and pupils, for their co-operation and courtesy throughout the inspection.