



Rhagoriaeth i bawb – Excellence for all

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
NP20 4JT**

Date of inspection: April 2011

by

Mr Peter Mathias

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

During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

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

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Context

Clytha Primary School is situated in the City of Newport which is the local authority (LA). Pupils generally come from a wide range of backgrounds. The majority are from homes which are generally advantaged. About 8% of pupils are entitled to free school meals, which is below the national and local averages. A private nursery operates on the school site, led and managed by a school-based committee.

Some 67% of pupils come from white, British backgrounds and the remainder from a wide range of different cultural heritages. About 33% do not have English as a language of the home; 72% of these receive support in English as an additional language (EAL). No pupil has Welsh as a first language.

There are 189 pupils on roll between the ages of four and eleven. Six pupils have statements of special educational needs (SEN) and a further 24 are identified as being in need of additional support. No pupil has the National Curriculum (NC) disapplied. No pupil was excluded in the previous school year.

The school holds Eco-Schools Green Flag status, the Second Leaf of the Healthy Schools Award and the Investors in People Award.

The 2010/2011 individual budget per pupil for Clytha Primary School is £3,239 which compares with a maximum of £6,996 and a minimum of £2,612 for primary schools in Newport. The school has the 25th highest budget per pupil out of the 48 primary schools in Newport.

Summary

The school's current performance	Excellent
The school's prospects for improvement	Excellent

Current performance

The school is excellent because:

- standards in literacy, numeracy and Welsh development are very high;
- the high standards of nearly all pupils and the progress that they make across the curriculum;
- the consistently very good teaching;
- the outstanding leadership of the headteacher;
- the excellent use of assessment data to raise standards;
- the very high expectations held for all pupils; and
- the outstandingly positive ethos shared by all stakeholders.

Prospects for improvement

The prospects for improvement are excellent because of:

- the very successful progress in addressing the recommendations of the last inspection;
- the exceptional leadership of the headteacher and senior leadership team;
- the outstanding focus on raising standards further in literacy and numeracy; and
- a very well established culture amongst all staff for continuous improvement.

Recommendations

In order to improve further, Clytha Primary School needs to:

- R1 strengthen the provision for the Welsh dimension in the curriculum; and
- R2 continue to raise the good standards in information and communications technology (ICT) until they are excellent.

What happens next?

The school will produce an action plan that shows how the school is going to address the recommendations. Estyn will invite the school to prepare a written case study, describing the excellent practice identified during the inspection.

Main findings

Key Question 1: How good are outcomes?

Excellent

Generally children enter the school with expected levels of basic skills. Nearly all make very good progress and many exceed the levels predicted for them at the age of five.

Over the last three years pupils' performance at the end of Key Stage 1 (KS1) in national teacher assessments for seven year olds has been above local and national averages in English, mathematics and science and when these results are combined. There is a trend of gradual improvement.

In the same period results at the end of Key Stage 2 (KS2) have fluctuated. In 2010 a larger than normal proportion of pupils were identified as having additional learning needs (ALN) along with other significant factors which resulted in a lower performance than previously. While results at the higher level (Level 5) were well above local and national averages, the results at level 4 (the expected level) were close to local and national averages in English and mathematics and above in science. The combined results were just below local and just above national averages. Previously results had been very much above these averages. There is extensive evidence to suggest that the current Y6 pupils are on track to exceed local and national averages with a high proportion set to reach the higher level in all areas.

In 2010, pupils' results at seven years of age when compared to schools in similar circumstances, (0%-8% of pupils eligible for free school meals) were about the same as most schools in this group in English, below in mathematics and science and above when the results were combined. In the KS2 results for eleven year olds pupils' performance was below in English and mathematics and above in science. The combined results were below. The proportion of pupils entitled to free school meals in these comparisons is very close to the upper end of this group. When compared to schools in the next group, (8%-16%) the results were broadly similar. However, when using this method to compare results in 2008 and 2009, results were well above these schools.

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From the evidence found in pupils' books, standards are very high. Extensive school data confirms the excellent progress nearly all pupils make from different starting points. When compared to the family of schools across Wales to which the school belongs at KS1, the school was first in its family and mid way at KS2. In the 2010 national teacher assessments at seven years of age girls outperform boys by 5%. At KS2 there was little difference. All pupils entitled to free school meals attained close to, or above other pupils.

Those with ALN achieved very well. Those who have English as an additional language make very good progress.

Standards: Excellent

Nearly all pupils demonstrate very good speaking and listening skills. Standards in reading are consistently good and nearly all pupils develop a range of higher order reading skills. Standards in writing are excellent overall and many pupils in KS2 produce extended writing in English lessons and across the curriculum which is outstanding. Nearly all pupils in the Foundation Phase, KS1 and KS2 develop very good numeracy skills in mathematics lessons which they apply very competently in science, geography and design technology.

Information and communications technology skills are generally of a good standard and pupils use them consistently to support their work in other subjects and areas of learning.

Pupils' progress in acquiring Welsh language skills is excellent. Pupils develop their speaking skills systematically across the school. They use increasingly complex question and answer sequences and perform simple dialogues. Nearly all pupils use Welsh incidentally confidently in registration periods, collective worship and in extra-curricular activities. Pupils in Y6 read with a high level of fluency and expression. Writing skills develop well from Y2 to Y6. All pupils' attitudes towards learning Welsh are positive. However, evidence of the Welsh dimension in pupils' work is not consistent across the school, particularly in music and religious education.

Wellbeing: Good

Nearly all pupils feel happy and safe in school and express confidence in the care provided by the staff. Pupils relate well to their teachers, staff and visitors and show respect, care and concern for each other. All pupils understand very well how to be healthy and safe. They recognise the importance of exercise and eating a healthy diet.

All pupils demonstrate very good attitudes to learning and clearly enjoy school life. They work well with others and independently to complete tasks to the best of their ability. Standards of behaviour are very good and pupils say little or no bullying occurs due to the implementation of playground initiatives.

Attendance data indicates that the school performance of 96% is well above the LA and all Wales average. The vast majority of pupils arrive punctually.

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Across the school pupils readily take on appropriate responsibilities. Members of the school council and eco-committee are actively involved in making decisions about school life. Pupils develop a good range of social and life skills through participation in a wide range of extra-curricular activities that successfully prepares them for life outside of school.

Key Question 2: How good is provision?	Excellent
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Learning experiences: Excellent

The curriculum is broad, balanced and coherent. It is firmly based on the Foundation Phase areas of learning and Curriculum 2008. Teachers organise tasks in lessons very skilfully to provide a very good level of challenge for pupils of all abilities including more able and talented pupils and those with ALN. Support strategies for relevant groups of pupils have a very good effect. A highly imaginative range of extra-curricular activities enhances pupils' learning from the Foundation Phase to the end of KS2.

Teachers plan together in a highly effective way for the development of pupils' key skills. They use the 'skills ladders' guidance provided by the LA very effectively to plan the development of skills in each area of learning and NC subject. Teachers explain very clearly in every lesson which specific skills will be taught and how pupils may know that they have achieved them. They organise opportunities to practise and apply those skills very carefully in other subjects across the curriculum. Where a small minority of pupils struggle to achieve particular skills, teachers intervene promptly to support their learning.

Teachers use their expertise to plan very effectively for the development of pupils' Welsh language skills in lessons and in incidental use. They are supported by learning support assistants (LSAs) who have also received relevant training. The ongoing support provided by the athrawes fro ensures that the school maintains its excellent provision. Pupils in the 'Cryw Cymraeg' have raised the profile of Welsh across the school very successfully in introducing the phrase of the week in assembly, and contributing to the school web-site. Planning for the Welsh dimension in the curriculum is good overall but lacks consistency in music and religious education and across the Foundation Phase.

The promotion of education for sustainable development is very good. The school makes very good use of the links with the local community as a learning resource and that of places in other parts of the world. Year 4 have developed links with St Lucia which has given the pupils an insight into life there and in Y6 pupils' links with the Austrian Tyrol. The school has successfully promoted sustainability through schemes such as recycling, energy conservation and healthy living.

Teaching: Excellent

The quality of teaching is excellent. High quality teaching is found across the school with notable strengths in reception and Y6. The consistency of very good teaching is a major strength of the school. Teachers in the Foundation Phase have a very good

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understanding of how to provide for children of this age and how to extend their learning.

Across KS1 and KS2, all teachers use a very good range of strategies to teach systematically and very effectively so that all pupils build well on what they know and can do. All teachers have very good subject knowledge which is very successfully passed on to their pupils who are eager to learn because of the very stimulating ways in which topics are taught.

In all classes there are very positive supportive and effective relationships between all adults and pupils, so that all work with confidence and are well aware that they are valued as individuals. Teachers invariably take many very well judged opportunities to extent all pupils' abilities to communicate in English and Welsh together and to reach very high standards in the process.

Pupils know how well they are doing and what they need to do to maintain good progress by the high quality focused feedback given to them, both orally and through marking. The school has high expectations for every pupil and pupils make very good progress. The rigorous analysis of the assessment information and excellent tracking system ensures pupils attain high standards. Parents are well informed about their children's progress both informally and during parent / teacher consultations each term. Reports to parents and carers are clear and informative.

Care, support and guidance: Excellent

The school fully recognises the importance of a healthy life-style for all its pupils. It promotes the spiritual, moral, social and cultural development of pupils in a highly effective way through very good learning experiences in lessons, collective worship and in a range of extra-curricular activities. It encourages pupils to manage their feelings and to develop a sense of responsibility for themselves and for others very well. Anti-bullying and behaviour policies and procedures are very effective. All pupils develop successfully as members of the school community.

The school is very well ordered, inclusive and caring, with clearly understood expectations where everyone is valued and respected. The school offers a very wide range of initiatives which promote healthy living and wellbeing which includes pupils, parents and members of the community such as the police officer and school nurse. This also includes the very effective policies to promote good behaviour.

Parents and carers receive a good range of information about the life and work of the school via newsletters, parents' evenings and an effective open door policy.

The school has an appropriate policy and procedures for safeguarding.

Pupils, parents and carers receive high quality professional support and guidance from the school staff on a day to day basis. The school has developed exemplary liaison with external services, for example Gwent Ethnic Minority Service and the Psychological Service. The school is highly committed to ensuring appropriate help and advice reaches the pupils, staff and parents.

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The provision for pupils with ALN is outstanding. The school has developed very effective systems to identify pupils' learning needs, track progress and it provides learning support staff of a very high standard. Vulnerable pupils receive clearly targeted help, for example, the innovative Silver SEAL club, which has resulted in significant improvements in behaviour, confidence and relationships.

Learning environment: Excellent

The school has established a very strongly inclusive ethos. As a community it values diversity very highly and challenges stereotypical attitudes very pro-actively. Pupils' behaviour is exemplary and staff deal with any instances of oppressive behaviour promptly and sensitively. All pupils have equal access to the curriculum and to extra-curricular activities, and there is no significant difference between the achievement of boys and girls at the end of the key stages.

The displays throughout the school are very attractive, creative and very well presented. They help to set high standards for the pupils. The school has good quality resources which contribute well to stimulating activities in the classroom. The buildings and grounds are well maintained and meet the needs of the pupils appropriately.

Key Question 3: How good are leadership and management?	Excellent
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Leadership: Excellent

The headteacher provides an exceptional lead and holds very high expectations of all staff and pupils. The focus of her high level of commitment and very effective leadership is the impact of every aspect of the school's life on the standards achieved and the quality of education which the school provides.

Together with the deputy headteacher and senior leadership team, the headteacher very rigorously reviews pupils' progress, questions and takes effective action to ensure that all pupils are very well taught and build systematically on what they already know and can do. The outstanding commitment to maintain and build on previous high standards is exemplified in the excellent progress pupils make, for example in English.

Across the school all staff share the leadership's exemplary drive and vision for the school. They work together very effectively in academic teams and as a whole to review the impact of previous decisions and to plan the way ahead ambitiously. These initiatives are often closely linked to performance management objectives.

The school gives very detailed attention to national and local priorities. The leadership and organisation of the Foundation Phase is exceptional and reflects a very strong commitment to provide for children to learn at first hand and to acquire the basic skills for learning.

Provision for pupils to increase their knowledge and confidence in using Welsh and its impact is exceptional and has many sector leading features, so that Welsh is used naturally and extensively in the daily life of each pupil. Links with other local schools

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to agree standards are strong and mutually beneficial. There is good provision for all pupils to appreciate the importance of healthy living and their responsibilities to the environment as citizens of the world.

The governing body is particularly well informed and very well led by a chair and vice-chair, both of whom have extensive knowledge of educational matters. They work very closely and constructively with the headteacher and senior leadership team, sharing a common commitment to achieve high standards and to ensure exceptional provision for all pupils. They are far from complacent and have an outstanding appreciation of the longer term strategic needs of the school. Their role as a critical and supportive friend of the professional leadership is exemplary. They meet all of their statutory duties.

Improving quality: Excellent

The senior leadership team has a very clear picture of the many strengths of the school and areas for further development. The senior leadership team continuously strives to improve standards throughout the school. All staff share a very strong sense of common purpose where the pupils are central to all decisions made. A highly professional learning community within the school enables professionals to develop and share their knowledge and skills. All pupils strongly believe that their views are listened to and acted upon. The headteacher and many of the teachers are involved in professional learning communities both in the LA and neighbouring authorities.

Partnership working: Excellent

The school works very effectively with a very wide range of partners to plan provision. It maintains excellent liaison with parents to support pupils' learning and keeps them well informed about their children's progress. Links with the community are very strong and diverse and pupils benefit from an exceptional range of outside visits and visitors to school. Staff meet regularly with those in cluster schools to secure a high standard of moderation of pupils' work. Exceptionally good transition arrangements with the receiving secondary school ensure that pupils are very confident to move on to the next stage in their education. The school's extensive links with local businesses and partnerships with initial training institutions have a significant positive effect on pupils' learning experiences. Staff make a valued contribution to learning networks in Newport and schools in other LAs in literacy and mathematical development in the Foundation Phase.

Resource management: Excellent

Teachers are very well deployed to make the best use of their expertise and to deliver the curriculum effectively. Learning support assistants, administrative staff and the caretaker contribute very efficiently to the everyday running of the school. Well established performance management procedures have a very positive effect on the continuous professional development of staff and on pupils' learning.

The excellent allocation of resources relates very closely to the school improvement plan. Teachers make very purposeful use of planning, preparation and assessment

time to plan collaboratively and to monitor pupils' progress. Pupils benefit significantly from the help of specialist teachers, for example physical education and music.

In view of the excellent standards which pupils achieve, the school provides very good value for money.

Appendix 1

Stakeholder satisfaction report

Responses to parent questionnaires

Twenty-seven parents completed the questionnaires. Overall, they expressed positive views of the school. All were satisfied with the school and felt that their children enjoyed school. They thought that their children settled in well when they started school and were making good progress. They believed that the teaching was good and staff had high expectations of their children who were treated with respect.

All parents felt that the school encouraged healthy living and regular exercise and helped their children to become mature and to take on responsibilities. All thought that the school was well run.

Nearly all felt that their children were safe in school and that they were well informed about their children's progress. Most believed that homework built on what their children were doing in school. Most thought that their children received appropriate support. They felt comfortable about approaching the school and knew what the school's procedures were for dealing with complaints. Most felt that there was a good range of activities and visits. Many thought behaviour was good and their children were well prepared for moving on to the next phase of their education.

Responses to learner questionnaires

Ninety-two pupils completed the questionnaire. Overall, they expressed positive views of the school. All felt the school provided lots of chances to keep healthy and to take regular exercise. All thought that the teachers and other adults helped them to learn and to make progress.

Nearly all felt safe in school, that bullying was well handled and that they knew who to go to if they were worried or upset. They knew what to do if they found their work hard. Nearly all thought that they had enough resources to do their work.

Most pupils thought that they were doing well in school. They believed that their homework was helpful. Most thought that other children behaved well and did not interfere with their own work.

Appendix 2

The inspection team

Mr Peter Mathias	Reporting Inspector
Mrs Rhiannon Harris	Team Inspector
Ms Helen Adams	Lay Inspector
Mrs Michelle Bellew	Peer Inspector
Mrs Ann Picton	School Nominee

Contractor

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Copies of the report

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Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of 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 reach the age of five during the academic year. Year 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

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