



# Clytha Primary School



**'To Lift Ourselves and Others into our Best Future'**

**'I godi'n hunain a phawb ar gyfer dyfodol disglair'**

## **Prospectus 2020-2021**

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WELCOME TO  
CLYTHA PRIMARY SCHOOL

‘To lift ourselves and others into our best future’

‘I godi’n hunain a phawb ar gyfer dyfodol disglair’

The Headteacher, Staff, Governors and Children are delighted to welcome you to Clytha Primary School.

As Headteacher, I am privileged to lead what we feel is ‘our village school in the city’ where we know each and every child and family well. Our values of *‘honesty, kindness and respect’* are intrinsic to our ethos at Clytha. All are valued here.

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

We have the highest of standards and expectations. We are categorised as a ‘Green School’ and our commitment to ensuring the very best for each and every child is what helps to ensure our continuing excellence. Creativity, collaboration, innovation and the development of independent learning are at our heart, as well as engaging and excelling in the core subjects.

For a school with a very limited green space, we achieve highly in sporting events, both locally and nationally. We encourage musical involvement through our Choir and Orchestra as well as in lessons and our extra-curricular clubs change termly and offer a wide variety of opportunities to enhance our broad and balanced education for our children.

We believe in the importance of our Family and Community Engagement. There will be several opportunities to join us for workshops throughout the year and share ways to support your child in their learning. Effective Communication with our Clytha families is also essential. Talking to parents, reporting to parents, newsletters, school website, Twitter, the SEESAW app, consultations, meetings, visits, special 'events' and an open-school policy all contribute towards the development of a healthy, happy, home-school partnership that enhances life at school and the education of your child. We consider ourselves to be a ‘Clytha Family’ working together to best support our children.

The purpose of this School Prospectus is to provide comprehensive information concerning the curriculum and ethos of our school, its organisation and a summary of all that we are about here at Clytha. **It has been written with the sense of Clytha both now and before COVID.** We hope you will find it both useful and informative.

*J.E. Davies*

**Headteacher**



## SCHOOL INFORMATION

<b>School Address:</b>	Clytha Primary School Bryngwyn Road NEWPORT South Wales NP20 4JT
<b>Telephone:</b>	01633 265266
<b>Website:</b>	<a href="http://www.clythaprimary.co.uk">www.clythaprimary.co.uk</a>
<b>E-mail:</b>	<a href="mailto:clytha.primary@newport.gov.uk">clytha.primary@newport.gov.uk</a>
<b>Twitter</b>	@ClythaPrimary
<b>Headteacher:</b>	Mrs Jo Davies
<b>Local Authority:</b>	Newport City Council Education Department Civic Centre NEWPORT South Wales NP20 4UR Telephone: 01633 656656
<b>Chief Education Officer:</b>	Sarah Morgan Head of Education - Education Services Education Department Civic Centre NEWPORT South Wales NP20 4UR Telephone: 01633-656656



## MEET THE TEAM

### SCHOOL STAFF

**Head teacher:** Mrs Jo Davies

**Deputy Head teachers:** Mrs Caroline Reynolds and Miss Kay Morgan

**Nursery Staff** Mrs Roxanne McCarthy

#### Foundation Phase Staff

Reception:	Miss Kathryn Mountain	} Job share	(60%)
	Mrs Julie Blakesley		(40%)
Year 1:	Miss Kay Morgan	<b>Foundation Phase Leader, DHT</b>	
Year 2:	Mrs Claire Douglas	} Job share	(60%)
	Mrs Diane Worton		(40%)

#### Key Stage 2 Staff

Year 3:	Mrs Caroline Reynolds	<b>Year 3-6 Leader, DHT</b>	
Year 4:	Mrs Jade Jones	} Job share	(80%)
	Mrs Ceri Waters		(20%)
Year 5:	Mrs Catherine Dacey		
Year 6:	Mrs Rhianna Taylor		

#### APP (Assessment, Planning and Preparation) Cover Staff

Reception: Miss Kathryn Mountain and Mrs Julie Blakesley provide cover for each other

Y2: Mrs Claire Douglas and Mrs Diane Worton provide cover for each other

Y4: Mrs Jade Jones and Mrs Ceri Waters provide cover for each other

Y1, Y3, Y5 and Y6: Mrs Jan West and Mrs Helen Williams provide cover



School is allocated several bilingual assistants from GEMS (Gwent Education Minority Ethnic Service) who work across the school, according to the needs of the children.

**Teaching Assistants:**

- Mrs Clare Fletcher
- Mrs Felicity Jenkins
- Mrs Tina Bajjada
- Mrs Jan West
- Miss Nicola Crandon
- Mrs Rebecca Philippou
- Mrs Zoey Maiden
- Mrs Samantha Curran
- Mrs Kate O'Bryan
- Mrs Victoria Fenucci
- Mrs Helen Williams

**Office Staff**  
(Finance and Admin):

- Miss Tracey Iggulden
- Mrs Ceri Stroud

**Caretaker:** Mr Chris Clements

**Cleaner:** Mr Tony Felkin and Mr Chris Clements

**Chartwells Canteen staff:** Chartwells, our school meals provider, employs 2 staff members to work at our school during the lunchtime.

**Midday Supervisors:** Mrs Louise Hopkins  
(All Teaching Assistants and the School Leadership Team and staff also support at lunchtimes)

**Education Welfare Office:** Alison Bayley

## GOVERNORS

In common with all schools in the authority, Clytha has its own Governing Body. They meet at least twice a term, and are made up of Local Authority Representatives, Parents, School Staff and Co-opted Governors. Elections for Parent Representatives are held periodically, and all parents have the right to vote, and to stand for election if they choose.

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Chairperson:	Mrs Chris Roberts
Vice-Chairperson:	Mrs Michayla Poulton
Appointed by NCC:	Cllr Matthew Evans
	Mrs Ann Timbrell
	Mr Peter Bray
Parent Representatives:	Vacancy
	Mr Steven Dack
	Mrs Lynda Astell
	Mr Andy Symons
Teacher Representatives:	Miss Kay Morgan
Non -Teaching Representative:	Support Staff
Co-opted Members:	Miss Rebecca Kelly
	Mrs Michayla Poulton
	Mrs Chris Roberts
Head teacher:	Mrs Jo Davies
Clerk to Governors:	Miss Tracey Iggulden
Non- Voting Members:	Mrs Caroline Reynolds – Deputy Head teacher

Should you need to contact the Chair of Governors, please kindly do so, by letter, via the school.

## CATCHMENT AREAS

The catchment area is the term used to describe the geographical area served by a school. For information on local catchment schools, parents are asked to contact the School Admissions Team at the Civic Centre by telephoning 01633 656656 or by emailing [school.admissions@newport.gov.uk](mailto:school.admissions@newport.gov.uk)

## OUR SCHOOL VISION

***Our school vision is - 'to share with and inspire all with our passion for teaching and learning. Igniting a love of learning in all and influencing and empowering others to create and develop environments and opportunities where learning is a joy and it is a joy to engage.'***

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

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## OUR VISION INTO PRACTICE-AIMS OF OUR SCHOOL

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

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

## THE SCHOOL ACCOMMODATION

Clytha Primary School is sited on Bryngwyn Road and is very close to the city centre of Newport.

The location, on Bryngwyn Road, is central to the Handpost area in the north and Clytha Park to the south, two of the most enviably, thriving and vibrant residential and commercial communities in the city of Newport. The area buzzes and is home to an inviting range and cluster of small businesses that meet the diverse needs of the community.

The school dates from 1901. The lower building houses all the Foundation Phase classrooms, small group areas, kitchen, the hall, indoor cloakrooms, the head teacher's office and the school support team's office. In 1950 a brick built annexe was built, sited across the yard and at a higher level. This upper building consists of four junior classrooms, a small group area; a library, indoor cloakroom and toilet facilities.

## SCHOOL GROUNDS

The school grounds which comprise of two hard play yards, a Forest School to the rear of the upper building, a Peace Garden and a range of flower beds and tubs, are safely enclosed by walls, fencing, trees and greenery. A great deal of outdoor environment improvement has taken place in order to provide a more enriched outdoor play and learning space with the

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designated Reception class outdoor canopied area being the most recent addition. In addition, there is an enclosed, outdoor play space utilised by the Nursery all day.

## SAFEGUARDING

Schools are required to report if we believe that any child has come to harm as a consequence of possible abuse. Staff are well placed to observe outward signs of abuse, changes in behaviour or failure to develop. It is not the responsibility of any staff member to investigate suspected abuse – they merely record information and pass it on. The Headteacher is the Child Protection Designated Person in the school and is charged with the responsibility, if it is required, of referring on. There is a duty as a profession to act rather than have tragedies occur or abuse continue. Parental consent is not required to make a child protection referral. The safety and well-being of our children is always paramount.

## SCHOOL SECURITY AND HEALTH AND SAFETY

Security of pupils during the school day is of paramount importance.

Clytha is operating a staggered start and finish system currently in order to keep 'class contact groups' together. Prompt collection and drop-off at school is essential.

At 9.00am each morning the school doors will be "locked" and entry for visitors is only possible through the main entrance. The inner school door will be "locked" with entrance gained only by an electronically operated system. At playtime, lunchtime and at all other times when children are on the lower yard, the external gate is locked. There is a separate entrance to the Nursery. The school's main security system is in the school office and all visitors must approach the school office first. If parents are visiting the school, we ask that they report to the school office before being escorted to another part of the school. All staff and visitors must sign in and out of school using our digital system. All late arrivals at school and children taken out of school for appointments. Also need to be signed in and out using this system. This is monitored by the Headteacher.

School is extremely vigilant with regards to the collection of children at the end of the school day. Parents complete a form detailing who is allowed to collect their children from school at the start of the year. We request that any changes to the normal arrangements e.g. if children are being collected by another child's family, that school is notified in writing on the morning. Only children in Year 5 or 6 are allowed to walk home by themselves with written parental consent. Mobile phones are only to be brought to school by pupils in Y5 and Y6 who have permission to walk home. Consent must be sought from school first and forms completed. These phones must be kept in the School Office and cannot be accessed or used at all on school grounds.

For fire safety reasons, all doors can be opened easily from the inside. Fire drills are held once a term so that staff and pupils are used to evacuating the building in a safe and speedy manner. Pupils are required to line up at assembly points well away from the building where they are checked by their teachers. Fire alarms in the school are checked on a regular basis and all fire equipment serviced annually.



Parents are kindly asked to be aware of parking safely outside the school grounds. The road outside school is a potentially dangerous place and care needs to be taken to ensure safety. Please do not park your car on the yellow zigzag lines and the double yellow lines. Parking restriction notices are displayed on lamp posts. Please do not double park, also please do not allow your child to exit your vehicle from the road or an unsafe position.

Please be mindful that we ask families to wear masks on our school site and to collect children and leave the premises immediately.

Our Health and Safety Policy is available on our school website, as are other policy documents that parents may find useful.

## ADMISSION OF PUPILS

Children are admitted to Nursery at the beginning of the Autumn Term provided they have reached the age of 3 years by the 31<sup>st</sup> August. If there are spaces available, school will accept 'Rising Threes' during the year. Children are admitted to Reception also at the beginning of the Autumn Term provided they have reached the age of 4 years by the 31<sup>st</sup> August. Newport Local Authority retains the right of admission to school. During the Summer Term we invite parents of children soon to enter school to visit with their children. The children are able to familiarise themselves with staff, classrooms, cloakrooms and play areas.

## SESSION TIMES

**These are current times during this COVID period.**

	<b>Nursery</b>	<b>Reception, Y2</b>	<b>Y1,</b>	<b>Y3, Y5</b>	<b>Y4, Y6</b>	<b>Break</b>
Morning session begins	9.00am	8.50am	9.00am	9.00am	8.50am	Y1/Y2/Y3/Y4 – 10.30-10.45am
Morning session ends	11.30am	12.30pm	12.30pm	12.35pm	12.35pm	Reception, Y5 and Y6 - 10.45-11.00am
Afternoon session begins	12.45pm	1.30pm	1.30pm	1.30pm	1.30pm	There is no afternoon break
Afternoon session ends	3.15pm	3.00pm	3.10pm	3.20pm	3.10pm	

Children are admitted to school from 8.50am onwards **in their class contact groups**. A member of staff welcomes children into school at the entrance to both buildings. There is no member of staff on duty to supervise children before 8.50am on the school yards. We ask that children do not arrive at school before 8.50am. At the beginning and at the end of the day parents are requested to wait on the lower yard. Please do not sit or allow younger children to sit on the walls or to play on the steps or to run around on the yard. The Trim Trails are only for use during school time when the children are



supervised by staff. At the end of the day your child will be brought onto the yard to a designated place by the class teacher and or the teaching assistant.

## TERM DATES FOR 2020-2021

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

## SCHOOL CLOSURE

School closes for staff training five days in the academic year. School notifies parents of these dates well in advance via the weekly newsletter, our weekly WAG, SEESAW, our school website and our school Twitter feed.

## ABSENCE

In the case of absence, parents are asked to telephone school, in the first instance, before 9.00am on the first day of absence and to keep the school informed regularly during longer absences. Then send a written message to school as soon as possible to notify school of the reason for absence. Parents are respectfully requested to arrange visits to the doctor, dentist, optician etc. outside of school hours wherever possible. Time off in term time for family holidays is not an entitlement and permission **must** be sought from the Headteacher well in advance of the proposed holiday. Holidays during term time are discouraged as children miss out on valuable class learning which will hinder their progress. Planned absence forms are available from the school support team in the office and permission must be sought in writing well before the requested absence. For further advice, please contact the Headteacher.



## ATTENDANCE

We are extremely proud of our attendance rates and strive to maintain a high attendance percentage. Our families are very supportive of our attendance policy and are aware of the need for children to be in school in order for them to make the best progress possible. We encourage all our families to take holidays in the school holiday periods so that children don't miss out on valuable learning.

Unauthorised absence has been defined as absence that has not been approved or adequately accounted for. Late attendances and frequent absence have direct repercussions on a child's progress in school. School monitors lateness and absence very closely.

The Educational Welfare Officer (EWO), visits our school regularly and can advise families on improving attendance and punctuality. She may also be used by the school to support families who may need extra help or to check on persistent, unexplained absences. Our Attendance Policy is available on our school website.

## INCLUSION

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

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

Within the National Curriculum framework all children are entitled to a broad, balanced, relevant and differentiated curriculum. Frequent assessment and careful observation, beginning in Reception and continuing throughout the school, is our way of identifying need. Progress is then monitored by the Additional Learning Needs Co-ordinators and the Class teacher who are the Head teacher and Miss Kathryn Mountain.

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

Our aims for Additional Learning Needs at Clytha Primary School are:



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

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

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

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

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

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

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

Challenge for all children is the norm at Clytha. Our More -Able and Talented pupils have additional sessions in Mathematics in Y3-6 and have opportunities to extend and explore their thinking and learning in every lesson, including our introduction of reverse scaffolds and independent choice and response opportunities.

## TRANSFER TO HIGH SCHOOL

Clytha is a feeder Primary school of John Frost School. Forms for admission to secondary schools are delivered to school in September of each year, upon which parents can state their preference for their child's Year 7 placement. The Local Authority deals with all admissions to secondary school and it is to the Admissions Team that advice should be sought upon the application process. Pupils from Clytha attend a variety of High Schools.



John Frost School works very closely with us to ensure a smooth, happy transition from primary to secondary school life. Teachers from the high school work with our Year 6 Class. The children spend a workshop day at the High School and parents are also invited to the school to meet the Head teacher, to look around and to have questions and queries answered.

## THE CURRICULUM

***'To share with and inspire all with our passion for teaching and learning. Igniting a love of learning in all and influencing and empowering others to create and develop environments and opportunities where learning is a joy and it is a joy to engage.'***

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

The wonder of Wales and our *cynefin* (our sense of place) and our Wider International Community is carefully woven into our planned learning experiences. We continually look to broaden our children's horizons, with our eye on the world. This vision further enhances our 'Four Purposes' development where staff and children share in the planning for opportunities to develop as *'healthy and confident, creative and enterprising, ambitious and capable and ethical and informed'* individuals and are threaded throughout our school.

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

Creativity, innovation and collaboration are intrinsic to our teaching at Clytha. We have developed a holistic, enriched curriculum that is rich in expressive and creative opportunities as well as engaging and excelling in the core subjects. This has included refugee research and rich texts, a whole school Diversity Project encompassing the 9 protected characteristics and emphasising our inclusivity and equality, visits from Paralympians, scientists and Polar Explorers and local leaders from the five main faiths to name a few-to excite, engage and develop thinking.

We ensure that pupils are developing as decision-makers and ensuring their day is joyous-through being involved in curriculum planning and shaping what they are learning. Utilising Peer Mentors in each class, to influence and empower each other. Pupils in each class contributing to opportunities that develop the Four Purposes. All having an opportunity at least once every half term to have complete ownership of a piece of work-how they record, present, develop it, to encourage creativity and independence, encouraging the joy of learning and the pupils' feeling of being valued.

The introduction of Theme Weeks in Expressive Arts, Enterprise Weeks, Diversity Projects, Cwricwlwm Cymraeg Weeks, STEM days and the embedding of Digital Competency skills, Paralympic Weeks and Sporting Weeks have impacted positively on pupil standards and well being.

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## CLYTHA MANTRAS-LEARNING TO LEARN

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

- I like the feel of learning
- I am not afraid to make mistakes
- Sometimes learning is hard...and that's ok

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

## WELLBEING

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

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

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

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



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

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

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

## ASSESSMENT

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

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

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

The purposes of our assessment procedures are to:

- Assist pupils to know where they are in terms of strengths and areas for development and what action needs to be taken to further progress.



- Inform teachers, parents and governors of pupils' progress including pupil self-assessment and peer assessment. A range of assessment techniques are employed which we value as a tool for learning. Detailed records are kept so that as a school we can measure and monitor our effectiveness.

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

## RECEPTION

At Clytha Primary School our intention is that the new Reception child's entry into school life should be a happy and exciting experience. During the summer term prior to the child's September entry, a number of activities are undertaken to make the transition to formal schooling as smooth as possible. Staff visit the main feeder nurseries and acquaint themselves with the children and liaise with nursery staff. This is followed by children being invited to our school for a half-day session to meet the Reception teacher and "explore" their new classroom and school environment. They are looked after by a caring Year 6 'buddy'. Extra visits are organised if it is felt that it is a pre-requisite for a smooth and happy start in September. A New Parents Evening is held in the summer term when arrangements and procedures for the child's entry into school are fully discussed. There is a similar transition procedure for our Nursery pupils – see the separate Nursery handbook.

## SEX AND RELATIONSHIPS EDUCATION

In accordance with the 1986 Education Act, Governors have agreed a policy on Sex and Relationships Education.

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

## WELSH SECOND LANGUAGE

We have been identified as a Lead Network School for Welsh in recent years, in recognition of the excellent standards of teaching and learning at Clytha and the innovative approach towards the development of bilingualism.

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

All staff have attended substantial in-service training courses to enable them to deliver the curriculum and promote bilingualism. The training of teachers and support staff in Welsh is ongoing.



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

We have an active 'Cryw Cymraeg', made up of children from Year 1 to Year 6 who promote the use of Welsh at school and with families and our community-delivering Welsh Workshops throughout the year. We were the first school in the city to achieve the Cymraeg Campus Bronze Award and are ready for the Cymraeg Campus Silver assessment.

## PHYSICAL EDUCATION AND SPORT

**Much of our sporting enjoyment is currently curtailed in this Covid period. This is a taste of our usual sporting activities.**

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

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

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

The school has excellent links with many local sporting venues such as Stow Park Lawn Tennis Club and Newport Gwent Dragons. School also makes good use of their links with other primary schools such as Gaer Primary and Glasllwch Primary where we hold some of our after school clubs and our sports day.

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

## RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Religious Education is based on the National Curriculum and the Local Agreed Syllabus. Religious Education is taught in a non-denominational way. It is compulsory for all children, as indeed is attendance at Collective Worship unless parents'



request that their child be excused from these activities. Your wishes will be respected and strictly observed. However, you are requested to contact the Head teacher to discuss the matter before any exclusion procedure is implemented.

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

## EXTRA CURRICULAR ACTIVITIES

Our usual extra-curricular enrichment has been ceased during this time.

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

We are proud to have developed our climate and culture with our rich and diverse community, through our links with local businesses-Clubs in the Community such as The Cwtsch where we hold a Book Club (with parents, pupils and staff), Stow Park Tennis Club and the local Basketball Leader and we work with parents leading clubs in Cookery, Play, sports and gardening. Healthy Living Leaders helped lead a Family Fitness Sessions and have organised our Ramble to Ridgeway with families to develop healthy, confident learners.

## HOME SCHOOL LINKS

We believe that a strong partnership between home and school is essential to children's learning and well-being. Clytha has a Home-School agreement, similar to all other schools. This sets out our expectations for school, home and the child. This is signed on entry to the school.

Parents are always welcome in school. and we consider ourselves to be a 'face to face' school. All teachers dismiss classes at the end of each school day and are available to speak with parents and Teaching Assistants welcome children at the two main doors at the start of each day. Messages for staff can be given then. It would be appreciated however, if you telephone to ascertain the most convenient time to attend. The Head Teacher is available for consultation on most days, however, we realise that this is not always possible and great efforts are made to arrange appointments at short notice in the event of an emergency. It is our wish that parents speak to their child's class teacher in the first instance as they have the best knowledge of the children.

## COMPLAINTS



It is the policy of the school and its Governing Body that any grievance or complaint is taken seriously and dealt with in an appropriate manner. Most can be dealt with by an informal discussion with the child's teacher, and it is at this stage when most issues are resolved. If parents are still not happy, they should make an appointment to see the Headteacher. If the complaint is still not resolved, then the Headteacher will inform the parents of other ways to make the complaint formally. This may involve Governors of the school.

We believe that all complainants have a right to be heard, understood and respected. But school staff and governors have the same right. We expect you to be polite and courteous. We will not tolerate aggressive, abusive or unreasonable behaviour. We will also not tolerate unreasonable demands or unreasonable persistence or vexatious complaining. Our school Complaint Policy is available on our school website.

## HOME LEARNING

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

## SCHOOL MEALS

Chartwells is the Newport Local Authority School Meals provider. Cooked meals are provided in the main hall each lunch time for all children wishing to have a hot meal. For those children who do not eat meat, an alternative vegetarian dish is available as well as a Halal option. Drinks from home are not required by those who eat a school lunch as water is provided. To help plan your child's meals, the termly menu is sent home to all families.

Meals are ordered and paid for online through Parent Pay. You will be given a letter containing 'log in' information to set up an account. Currently a school meal costs £2.15. Meals are not cooked on the premises but on the Gaer Primary School site. The deadline for ordering a school meal for your child via Parent Pay is 9.00am on the day of the meal. After this time, you will need to notify the office that you require a meal with the latest time being 9.15am. Children entitled to free school meals, will not be treated any differently to other children. If you have any queries regarding your possible entitlement to Free School Meals, please ring the Contact Centre on telephone number 01633 656656. Alternatively, you can email the Housing Benefit Team at: [benefits@newport.gov.uk](mailto:benefits@newport.gov.uk)

Daily registers for meals are taken at 9.00am each morning with the children stating whether they are having a school hot meal, having their own sandwiches from home or going home for lunch. If your child has a specific dietary requirement, such as halal or vegetarian, or a food allergy, you will need to inform us on your child's admission form and these children will be allocated the appropriate meal. There may not always be all choices available to children if there is a particular favourite on a certain day, but those children with specific diets will always be catered for.



A healthy packed lunch is brought to school by many children as an alternative to the school meal. Glass bottles, flasks or cans are not allowed at lunch time or on any other occasion. Please ensure that all drinking bottles, sandwich boxes and containers are clearly marked with your child's name. We would ask that families do not send in hot food/drinks for their child for lunchtime. As we have several children in school with severe nut allergies, we are a nut-free school and as such kindly ask that children do not bring any foods with nuts or nut products.

## HEALTHY SCHOOLS

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

We are part of the National Healthy Schools Programme and have recently achieved the highest qualification possible-the prestigious National Qualification.

## POSITIVE BEHAVIOUR MANAGEMENT

We believe that discipline should be consistent, fair and firm. Children need to know where they stand and they respond well to routines and rules that they understand. We follow a whole school approach of Positive Behaviour Management in which there are clearly defined rules, rewards and consequences. We focus on the positive aspects of a child's behaviour as this is a proven approach to good behaviour management.

We ask that parents also remain positive about all children's behaviour; our staff rarely miss incidents and are skilled at using a variety of strategies to persuade children to change their behaviour if it is not appropriate. We are an inclusive school and believe that every child is special and that every child deserves respect and care for a life.

Our Behaviour Policy is available on the school website.

## EQUALITIES

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

This is the third year of our whole-school Diversity Project in the Spring Term, focusing on the nine protected characteristics. This year, it has again involved visits from Community Leaders in the main faiths and pupils from two classes visiting Open Mosque Day in the city. Our neighbouring Church continues to be a close community link for Harvest, Christmas and Easter Services. Paralympians have visited school and shared sports activities with the pupils. Texts and visits from Stonewall have enhanced learning in Y6 and helped represent our school family more appropriately. Y 6, joined by Rabbi Rose visited our local synagogue. All Classes shared their projects in a whole-school celebration.

*'To Lift Ourselves and Others into our Best Future'*



ESTYN noted the excellence of our ethos and asked us to write a Case Study to share with other schools. Ethical, informed citizenship grows at Clytha.

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

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

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

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

## LOOKED AFTER CHILDREN

We work in partnership with Newport City Council, and other local councils, and as corporate parents we have a duty to safeguard and promote the education of Looked After Children. We aim to provide a safe and secure environment, where there is belief in the abilities and potential of all children, including those who are looked after. We support our Looked After Children and give them equal access to every opportunity to achieve their potential and to enjoy learning. Miss Kay Morgan is the designated person responsible for promoting the educational achievement of Looked After Children.

## CLYTHA COMMUNITY

Our Community is involved in several events at school throughout the year - Autumn Show, Winter Fayre, and Summer Fun Day. Parents support and run Clubs throughout the year such as Play and Football Club and Hockey and support us at The Cwtsch.

Family Fitness sessions, Family Food sessions, 'Breathe and Read', 'Stretch and STEM', Mindful Maths Sessions and our Parents Council help ensure family involvement, engagement, an enriched education for our pupils and effective liaison.

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

## UNIFORM AND CLOTHING

Clytha Primary School has adopted school uniform for all children. Uniform is the same for all children from Reception to Year 6.



Dark navy sweatshirt/jumper with or without school logo

Dark navy cardigan with/without school logo

Dark navy fleece with logo (*optional*)

Sky blue polo shirt with/without logo

Dark navy skirt, culottes, pinafore or dress

Dark navy trousers

Navy tights / navy or white socks

Dark navy/pale blue checked summer dress

Dark navy shorts

Dark navy or black shoes (no trainers or sandals please)

#### **Please Note:**

- All clothing should be clearly marked with your child's name.
- Children are not permitted to wear any jewellery other than small stud earrings. If ear piercing is still healing, studs may be left in place to avoid risk of infection, however, parents must provide tape to cover studs for PE sessions.
- Sensible footwear only and shoes should be dark navy or black. Trainers are not permitted.
  - Navy, white or grey socks **only** are permitted
  - P.E uniform for the Summer Term is our school navy P.E top and navy shorts. Daps or outdoor trainers will be needed as most lessons will be outdoors, weather permitting.
  - Hair clips, ribbons and bobbles, should be in school colours and be of a small, neat size, please.
  - Hairstyles Dyed and/or shaved patterned hairstyles are not permitted in term time. Long hair needs to be tied back, this applies to girls and boys.

#### **Summer Uniform**

In the Summer Term (from the end of the Easter break until the end of school year), pupils may wear our Clytha Summer Uniform throughout the school. There may be periods of warmer weather outside of this that might warrant 'summer uniform,' however, this is at the discretion of the Head teacher.

- Navy or pale blue and white gingham dress (navy shorts or leggings may be worn underneath)
- Navy or pale blue and white gingham blouse with school skirt or culottes
- Sky blue polo shirt with navy longer length shorts, skirt, culottes or pinafore.
- Navy, grey or white socks
- Dark Navy or Black school shoes -not sandals, trainers or flip flops
- Suitable sunhats or plain caps (without logos) Sunglasses may be worn – with care.

School uniform helps our pupils to feel part of a community. It identifies our pupils when representing the school in the community or on visits and has a recognised effect on pupil behaviour. In accordance with Welsh Government (WG) regulations, we have ensured that the majority of the uniform is available from local stores or supermarkets. Please ensure your child's name is clearly marked on all items of clothing.



## School Book Bags

School book bags with our logo, can be purchased from Macey Sports. These bags are very hard wearing and you are encouraged to purchase one for your child's use throughout the primary school.

## School Outerwear

Warm, waterproof coats are needed throughout the year. Navy coats with our school logo are available; however, families are able to choose a suitable coat for their child.

These items can be purchased from either the BEAM School Wear Shop on Cambrian Road or from Macey Sports on Caerleon Road. Macey Sports also offers online purchasing through their website which is [www.maceysports.co.uk](http://www.maceysports.co.uk). Non logo uniform can be purchased from many high street stores.

## P.E. KIT

All children will need navy shorts and a navy polo shirt **with** the school logo for PE. KS2 children are encouraged to also have a navy sweatshirt and navy joggers for outdoor PE in the colder spells. Indoor PE is barefoot but dappers/trainers will be required for outdoor PE. Families will be notified when these are required. Each child will need a cloth bag, with your child's name clearly marked on the outside. If parents are planning on having their child's ears pierced, please do this during the start of the summer holiday. It is advisable to leave studs and watches at home on PE days. Long hair must also be tied back for PE.

Children are allowed to wear small, neat studs to school and a wrist watch, but both must be removed for P.E. Decorative bracelets and necklaces are not permitted for health and safety reasons.

If a child is young and not yet able to remove their earrings independently for PE lessons, then the earrings should not be worn to school that day. If ear piercing is still healing, studs may be left in place to avoid risk of infection, however, parents must provide tape to cover studs for PE sessions.

Our Clytha school community is enriched by the diversity of our children. We celebrate all faiths and are proud of our longstanding history of actively raising awareness of and celebrating the multitude of faiths present within the school. We are aware that many of these faiths may involve wearing specific items of jewellery or clothing. In order to ensure that we are able to provide a learning environment where the safety of all pupils is paramount, we ask that parents arrange to meet with the Headteacher to discuss and agree this prior to such items being worn.



### **Policy on Charging for School Activities**

The school's educational provision and most of the activities organised by the school are financed via funds received from Newport City Council. There are, however, some valuable educational experiences that cannot be provided by the school without financial support from parents. Where a visit occurs during school time, a voluntary contribution to enable the visit to take place may be invited. Activities for which voluntary contributions are sought may be cancelled if the cost to the school is not adequately covered. Contributions may also be requested for visiting workshops to support areas of learning and experience. The Head teacher, in consultation with the Chair of Governors, will make authorisation of remission in any of these areas.

### **Complaints**

The Local Authority has a complaints procedure as required by the Education Reform Act. It describes how anyone with a complaint can exercise his or her right to have a complaint processed within the legal framework of the Act. The arrangements cover complaints made by parents and others in respect of duties or exercise of powers by LA or Governing Body. The document is available and will be given, if desired, to any person wishing to make a complaint under the specified arrangements. All complaints in the first instance should be addressed to the appropriate person at school. This should be the Head teacher.

Complaints about actions of a member of staff must always be made to the Head teacher in the first instance. Any person against whom a complaint is being made should be informed at the outset. Should the school and complaint fail to reach a resolution, LA and Welsh Government guidelines and procedures will be followed. However, it is usually possible for queries and problems regarding all aspects of school life to be dealt with effectively by good home/school communication.

### **Access to Information**

The school will retain records on each individual child. These provide a personal and academic profile as progression is made throughout each year. Records are available for parents to inspect at school and copies can be made to be taken away should this prove necessary. It is a statutory obligation that records should be made available within 15 days – but normally it is possible to arrange for them to be seen more quickly than this. Parents who wish to inspect documents relating to the school's curriculum should contact the Head teacher.



We do not have data to share for 2019 because of the Covid-19 pandemic.

**CLYTHA PRIMARY SCHOOL**

**Teacher Assessment Data for End of Foundation Phase 2018**

**School Comparative/Validation Summer 2018 (Year 2 pupils)**

At Foundation Phase the expected attainment for Y2 pupils is Outcome 5. Outcome 6 shows pupils working above this expected attainment and Outcome 4 and below shows pupils working below the expected attainment.



**Foundation Phase subjects and combined indicator**

Pupils achieve the Foundation Phase Indicator by attaining outcome 5 or above in Language, literacy and communication, Mathematical development and Personal and social development (Teacher Assessment)

**Percentage of pupils achieving outcome 5+**

	School Data						Comparative Data					
	Pupils	2018 Boys	Girls	Pupils	2017 Boys	Girls	2018 Newport			2018 Wales		
							Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	96	93	100	93	93	94	89	85	94	84	80	88
Mathematical Development	93	86	100	97	100	94	89	86	92	87	84	89
Personal and Social Development	100	100	100	100	100	100	95	92	98	93	91	96
Foundation Phase Indicator	93	86	100	93	93	94	86	82	91	83	78	87

**Percentage of pupils achieving outcome 6+**

	School Data						Comparative Data					
	Pupils	2018 Boys	Girls	Pupils	2017 Boys	Girls	2018 Newport			2018 Wales		
							Pupils	Boys	Girls	Pupils	Boys	Girls
Language, Literacy and Communication	68	50	86	67	64	69	38	33	43	34	28	39
Mathematical Development	71	57	86	60	64	56	36	36	36	34	34	34
Personal and Social Development	89	79	100	100	100	100	62	51	72	59	50	69
Foundation Phase Indicator*	68	50	86	60	64	56	30	27	33			

\* Achieving Outcome 6 in all of LLC, MD and PSD

\* LLC in English for LA and Wales.

Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

Lleihadu' gyfradd gyfatebol i o leiaf 1 disgybl yn llai yn cyflawni o'i gymharu â'r flwyddyn flaenorol.

**Number and percentage of pupils achieving each outcome**

Numbers of pupils	Pupils	D	1	2	3	4	5	6	Above 6
Language, Literacy and Communication	-	-	-	-	-	1	8	19	-
Mathematical Development	-	-	-	-	-	2	6	20	-
Personal and Social Development	-	-	-	-	-	-	3	25	-

Percentage of pupils	Pupils	D	1	2	3	4	5	6	Above 6
Language, Literacy and Communication	-	-	-	-	-	4	29	68	-
Mathematical Development	-	-	-	-	-	7	21	71	-
Personal and Social Development	-	-	-	-	-	-	11	89	-

**Teacher Assessment Data for End of Key Stage Two 2018  
School Comparative/Validation Summer 2018 (Year 6 pupils)**

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At Key Stage Two the expected attainment for Y6 pupils is Level 4. Level 5 shows pupils working above this expected level and Level 3 and below shows pupils working below the expected attainment.

Pupils achieve the CSI by attaining a level 4 or above in each of English/Welsh First Language, Mathematics and Science (Teacher Assessment)

Percentage of pupils achieving level 4+

	School Data						Comparative Data					
	Pupils	2018 Boys	Girls	Pupils	2017 Boys	Girls	2018 Newport			2018 Wales		
Welsh 2nd Lang.	100	100	100	100	100	100	88	84	91	81	76	87
English	100	100	100	100	100	100	93	90	95	91	88	94
Mathematics	100	100	100	100	100	100	92	91	93	92	90	93
Science	100	100	100	100	100	100	94	92	96	92	90	94
CSI	100	100	100	100	100	100	91	89	92	90	87	92
Reading, Writing and Mathematics	100	100	100	100	100	100	87	84	90	85	81	90

Percentage of pupils achieving level 5+

	School Data						Comparative Data					
	Pupils	2018 Boys	Girls	Pupils	2017 Boys	Girls	2018 Newport			2018 Wales		
Welsh 2nd Lang.	75	64	82	68	63	75	38	32	44	28	22	34
English	82	73	88	89	88	92	54	48	60	46	39	53
Mathematics	86	82	88	86	81	92	52	53	51	48	48	48
Science	89	91	88	93	94	92	56	52	59	46	44	49
English, Mathematics and Science*	75	73	70	86	81	92	44	42	45			
Reading, Writing and Mathematics	71	64	70	86	81	92	37	34	41			

\* Achieving level 5 or higher in each of English/Welsh First Language, mathematics and science

Key - Increase equivalent to at least 1 additional pupil achieving compared with previous year.

Decrease equivalent to at least 1 pupil fewer achieving compared with previous year.

Number and percentage of pupils achieving each level

Numbers of pupils	N	D	C	B	A	1	2	3	4	5	6+
Welsh 2nd Lang.	-	-	-	-	-	-	-	-	7	21	-
English	-	-	-	-	-	-	-	-	5	22	1
Mathematics	-	-	-	-	-	-	-	-	4	24	-
Science	-	-	-	-	-	-	-	-	3	25	-

  

Percentage of pupils	N	D	C	B	A	1	2	3	4	5	6+
Welsh 2nd Lang.	-	-	-	-	-	-	-	-	25	75	-
English	-	-	-	-	-	-	-	-	18	79	4
Mathematics	-	-	-	-	-	-	-	-	14	86	-
Science	-	-	-	-	-	-	-	-	11	89	-

C - NCO1; B - NCO2; A - NCO3. National Curriculum Outcomes replaced W - working towards level 1 in 2009/10

