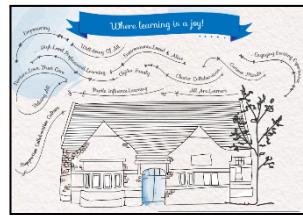


Governors' Annual Report to Parents for the Academic Year September 2024 - July 2025



Nursery Class Catwalk - the Summer Collection Indoors, Outdoors,

'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.'

Dear Families,

On behalf of the Governing Body I am pleased to present the Governor's Annual Report to Parents for the academic year 2024-2025. It is a snapshot of the learning opportunities and experiences that have taken place this last year.

We were very lucky to secure the appointment of Mrs Sam Morton for one year on a part time basis as a Lead Practitioner for our Early Years settings. Her knowledge, expertise, and creative flair was invaluable in supporting the continuous improvement in our Early Years and therefore giving our youngest pupils the best start in their learning journey. We are grateful for her hard work, and the extra time and commitment she gave during school holidays and weekends to make the Early Years at Clytha the best that it can be.

The start of 2025, brought with it our visitors from Estyn to inspect the learning, teaching leadership and governance at our school. We are very pleased and proud of the lovely comments made by the Inspection Team during their three day visit with us. We were also happy to receive such a positive written report following the inspection.

Last academic year brought some staff changes - the retirement of Mrs Julie Blakesley who was a Teacher at Clytha from the start of her career and Mrs Ceri Stroud, our part time clerk in the school office. We thank them for all their hard work and commitment to our school and wish them a happy and healthy retirement.

Thank you to Mrs Davies and the Leadership Team, Staff, Pupils, Parents and Governors for all that you do to make Clytha Primary School such a special place. It is a team effort that makes it such a happy and thriving school. As Governors, we assure you that we will endeavour to support the school to the very best of our abilities. We are very lucky to have Governors with a wide range of expertise and knowledge and we look forward to working alongside Mrs Davies and the hard working team of staff at Clytha.

I urge you to take some time to peruse this report at your leisure and also enjoy all the fabulous photographs of your children enjoying their learning experiences throughout the year.

With kindest regards,

Chris Roberts

(Chair of Governors)

Our Governing Body - 2024 to 2025

Chairperson

Mrs C Roberts, c/o Clytha Primary School

Vice Chair

Mr S Dack

Clerk

Ms Claire Williams

| Name | Category |
|------------------------------|-----------------------------|
| Mrs C Roberts | Chair: Community Governor |
| Mr S Dack | Vice Chair: Parent Governor |
| Ms R Kelly | Community Governor |
| Mr S Dack | Parent Governor |
| Mrs S Barker | Parent Governor |
| Mr K Black(until June, 2025) | Parent Governor |
| Ms H Fisher | Parent Governor |
| Miss K Morgan | Teacher Governor |
| VACANCY | Non Teacher Governor |
| Cllr M Evans | LA Appointed Governor |
| Mr P Price | LA Appointed Governor |
| VACANCY | LA Appointed Governor |
| Mrs C Dacey | Non - Voting Governor |
| Mrs J Davies | Headteacher |

Governors' Responsibilities

Through the Vision, Mission Statement and Aims of Clytha Primary School, the Governors' share the responsibility with school to ensure that all children at our school are given equal opportunity to develop into rounded, happy, decent young people.

Governors are elected from within the local community. Their role is to liaise between school and community on the one hand and the Local Authority on the other. The composition of the Governing Body reflects the strong links already established between the school, and the surrounding community. The Local Authority also appoints representatives to the Governing Body. Elections are held within the school for Parent Governors, a Teacher Governor and a Non-Teaching Governor. Governors are co-opted as required by the 1986 Act. Should a vacancy for a Parent Governor arise, letters will be sent to all families inviting any interested parties to put themselves forward for election by our parents.

The full Governing Body usually meet for a minimum of six times per year, twice each term. The Headteacher reports on how she has discharged her responsibilities. The minutes of the meetings, when approved, are published and become the official record of the manner in which the Governing Body has discharged its responsibilities. The published minutes are available for inspection at the school, as is all documentation.

To be effective, regular visits to the school take place by members of the GB, with opportunities to share training opportunities and link closely with different members of staff and their areas of responsibility. Members of the GB are linked to specific areas of school life, e.g. health and safety, attendance, governor

training, additional educational needs, equalities, curriculum areas. The Link Governors meet each term with the relevant members of staff to discuss this area in more detail and gain a more in-depth understanding. Link Governors then feedback to the full GB in their meetings.

The GB also operates a system of sub-committees, reporting to the full Governing Body each term. Each sub-committee manages, supports and oversees different areas of school life at Clytha. No petition for a parental meeting was received during the year 2023-2024, therefore no meeting was held under Section 94 of the School Standards and Organisation (Wales) Act 2013.

Staff Organisation - September 2024

Leadership Team

Headteacher

Mrs J Davies

Deputy Headteachers (shared role)

Mrs C Douglas (covering Miss Morgan's maternity leave) and Mrs C Dacey

Senior Leader

Mrs C Douglas (became Deputy Headteacher covering Miss Morgan's maternity leave)

| Teaching and Support Staff 2024-2025 | |
|--------------------------------------|---|
| Class | Teacher |
| Nursery | Mrs S Morton and Ms C Knowles |
| Reception | Miss B Bailey |
| Year 1 | Mrs G Prangley-Hunt and Miss K Morgan* (*from January, 2025) |
| Year 2 | Mrs C Douglas and Mrs D Worton |
| Year 3 | Mr S Jenkins |
| Year 4 | Mr T Kane |
| Year 5 | Mrs Dacey |
| Year 6 | Mrs R Taylor |
| APP | Mrs J Jones, Miss K Mountain |
| Teaching Assistants | Mrs J West, Mrs Z Maiden, Mrs A Dawson, Miss L Davies, Mrs S Stevens, Mrs S Stone, Mrs S Stevens, Mr D Taylor, Mrs A Ardolino, Mrs L Pratt, Mrs H Jones |

School Support Officers (School Office)

| | |
|----------------|--------------|
| Mrs S Narduzzo | Mrs C Stroud |
|----------------|--------------|

Caretaker and Cleaner

| | |
|-------------|-------------|
| Mr N Morton | BetterClean |
|-------------|-------------|

Acronyms Glossary

ALN - Additional Learning Needs

ALNCo - Additional Learning Needs Co-ordinator

AoLE - Area of Learning and Experience

ASD - Autistic Spectrum Disorder

CLA - Children who are Looked After

EAS - Education Achievement Service

ELSA – Emotional Literacy Support Assistant
EWO - Educational Welfare Officer
FSM - Free School Meals
IDP - Individual Development Plan
PE-Physical Education
RVE_RELigions, Values and Ethics
RSE-Relationships and Sexuality Education
PL - Professional Learning
SpLD-Specific Learning Difficulties
UFSM-Universal Free School Meals
WG - Welsh Government

Summary of changes to the School Prospectus - 2024 to 2025

Our School Handbook and Early Years Handbooks are available to view on our school website in the Parents' Section. The School Handbook is reviewed annually and the following areas were amended:

- School Information
- Summary of School Self-Evaluation and School Development Priorities in line with the current year
- Staff Information
- School Security and Health and Safety, Safeguarding with reference to our Emergency Plan
- Session Times & Term Dates
- Equalities and Inclusion including our Equalities Plan
- Welsh second Language
- Extra-Curricular Activities
- PE Kit with information relating to families not needing to order uniform with our school logo
- Uniform and Clothing with information about 'Reuse and Re-Wear' opportunities

School Policies

Policies are available to parents on request. The school has agreed policies for a wide variety of aspects of school life and these are regularly reviewed. Please ask if you are unsure about anything. Staff will do their best to help you and will get back to you with the information you need. Policies of particular interest or benefit to parents are posted on our school website - www.clythaprimaryschool.co.uk

Several policies were reviewed in 2024-2025. These included Clytha's Anti-Bullying and Behaviour Policies, Child Protection and Safeguarding Policies, School Security, Attendance and Admissions Policies, Additional Learning Needs Policy, Progression and Assessment and Complaints Policy.



Den-making and enjoying the Summer sun in our Forest School

'To lift ourselves and others into our best future'

Toilet Facilities

At Clytha each class has access to a nearby toilet facility with numerous age-appropriate toilets and hand basins. Reception children share a mixed toilet facility with the Nursery situated between the two classrooms. Year 1 and Year 2 children have access to single sex toilets which are opposite the Year 2 classroom. All four Y3 to 6 classes share the single sex toilet facilities which are located at opposite ends of the corridor. In the Y3 to 6 toilet, there is also a sanitary bin, for the use of our pupils. Our older girl pupils can use the Disabled Toilet, if they wish. Each toilet block is cleaned daily after school by the cleaning staff and caretaker. In both buildings, there is also a separate toilet for any pupils with any disability, access or mobility issues. Our toilets have been refurbished in recent years and the flooring was replaced in the summer break.

Attendance for 2024-2025

Overall attendance for 2025-2025 was 95.7%, which is lower than our school target of 96%. Authorised absences accounted for 3.5% and our unauthorised absences accounted for 0.8%. There were several instances of sickness, chickenpox, flu etc impacting attendance as well as several holidays taken during term times. As a Governing Body, we share in the expectation that holidays should be taken outside of term time.



A glimpse into our Early Years Setting

Transition

Our learners in Year 6 left Clytha to attend seven different High Schools including two Independent Schools. Transition arrangements are carefully organised to ensure that each learner settles with ease and success.

Living and Learning at Clytha

Our Clytha School Development Plan - 2024 to 2025

This year, our School Development Plan focused on Developing our pedagogy, provision and practice in all six Areas of Learning and Experience. These are Languages, Literacy and Communication, Mathematics and Numeracy, Health and Wellbeing, Expressive Arts, Humanities (including Religions, Values and Ethics), Science and Technology throughout the school and Additional Learning Needs. Clytha is also planning for

"To lift ourselves and others into our best future"

the cross-cutting themes of Diversity, Rights of the Child, opening our children's eyes to the 'world of work', Relationships and Sexuality Education and on local, national and international contexts where we celebrate and learn about our local area and Wales and its wonders as well as putting the world firmly at the feet of our Clytha children.

The development of whole-school themes at Clytha including 'Ein Byd Gwych' (Our Wonderful World), We, the Curious, Cynefin Clytha, to name a few, have impacted positively on learning and wellbeing as well as helping us to develop progression across the school within our curriculum. [Click here for Clytha Curriculum Summary](#)

School Development Plan Priorities

Our School Development Plan priorities are based on our school self-evaluation using our school Pedagogy, Provision and Practice Captures, Welsh Government and Local Authority Priorities and the National Priorities:

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on learners' progression and attainment

Each element of our School Development Plan has several priorities and are linked to our Grant Funding, evaluation of progress and the needs of our learners and the continuing professional development of our staff. Grant Funding Plans are on our website.

This is our 'strengthen and embed' phase of School Development where we collectively build on our curriculum design and development, assessment strategies and our shared understanding of learner progress within school and as a Cluster.

Priority 1

Leadership and Improvement:

To strengthen leadership quality and effectiveness improving holistic learner progress and ensuring high-quality teaching

To develop our anti-racist culture and decolonised curriculum

Introduce a Lead Practitioner role in Early Years to develop and improve pedagogy, provision and practice in line with the three enablers and current pedagogical approaches.

Embed our professional learning offer by growing leadership and developing all professionally, utilising external support from our professional partners including our Cluster

Strengthen assessment in all Areas of Learning to impact best progress including the 'language of learning' and develop opportunities for learners to direct their own learning.

Strengthen our shared understanding of progression across all AOLEs

Priority 2

"To lift ourselves and others into our best future"

Wellbeing, support and guidance:
To strengthen our approach towards wellbeing and inclusion

Embed our whole school approach to Mental Health and Wellbeing

Strengthen our approach to reducing the impact of poverty on our under-served learners and develop and strengthen our approach to our Anti-Poverty toolkit

Strengthen our engagement processes through the development of a Clytha Family Engagement Strategy

Priority 3

Teaching and Learning:
To improve the quality of teaching and learning

To improve the quality of teaching and learning in Mathematics to ensure learner progression.

To improve the quality of teaching and learning in Science and Technology to ensure learner progression

Develop opportunities for purposeful outdoor Learning that adds value to learning experiences (from January, 2025)

Provide more opportunities for learners to direct their own learning (January, 2025)

Our School Development is continually reviewed for impact and progress. The school aligned the School Development Plan to the ESTYN recommendations following their very positive inspection in January, 2025.



Fun outdoors with County in the Community

A taste of where our focus has been

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Languages, Literacy and Communication

At Clytha, we emphasise 'Every child reads every day' as we believe that reading is at the heart of pupil progress in all subjects. There is a consistent approach to the teaching of reading and writing, spelling, punctuation and grammar, throughout the school and all are taught regularly throughout the week. Guided Reading sessions are timetabled in addition to the daily LLC lesson, to ensure that every child throughout the school reads each day, in a group or in a 'Read and Respond' activity session. Teaching Assistants support the teaching of Guided Reading in every class. Teaching Assistants also support those children within each class needing additional reading support, under the direction of the teaching staff.



Reading session, getting into character with our box of props in Year 2

Reading for Pleasure and engendering a love of reading has been keenly developed by school. Our Culture of Reading was celebrated in our 'ClytHAY Festival' in the summer. Our classes joined in virtual reading workshops linked with the Hay Festival and our Y4 Class visited Hay for a range of in-person workshops.



Our love of literature at the Hay Festival 2025

Classes worked hard on writing in other areas of the curriculum applying their skills and knowledge in rich contexts. Clytha has been a Partner School for Languages, Literacy and Communication again this year and the development and enjoyment of other languages was a focus in all classes and we welcomed colleagues from many schools to share our pedagogy and practice.

"To lift ourselves and others into our best future"



Visualisation Stories by Year 6 for their Reception Buddies

Clytha enjoyed a very successful 'Languages Week' where the home languages of our children were celebrated. Clytha achieved the gold Cymraeg Campus Award in the summer of 2024 recognising the hard work of staff and learners to promote, use and develop Welsh language skills. Clytha is the first English-Medium school in South-East Wales to have achieved this.



Exploring how to test and treat genetic disorders in Year 6

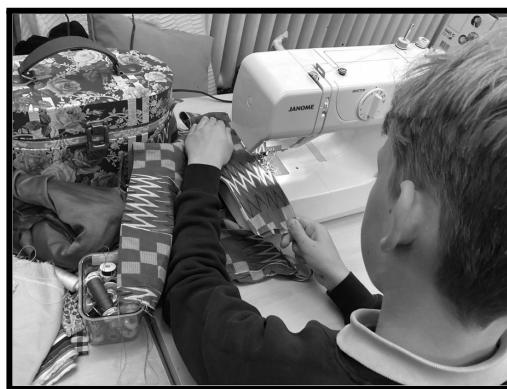
Mathematics and Numeracy

At Clytha, we use rich contexts and engaging materials as a resource for our teaching. These activities stimulate the development of children's mathematical thinking by challenging them to work together as

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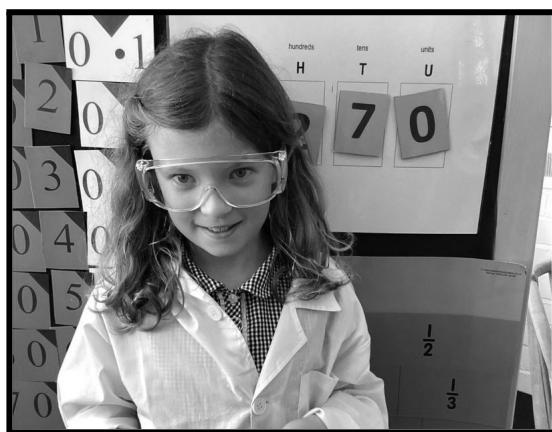
mathematicians, constructing and discussing ideas. In Mathematics lessons throughout the school, the development of efficient Mental Maths strategies which underpin the understanding of mathematical concepts are used as a ‘first resort’. Appropriate written methods are used for working-out calculations that cannot be done mentally. Each class uses a variety of visual resources to encourage understanding and interaction. In our school. Each learning episode in mathematics and numeracy is characterised by:

- Clear purpose and informed teaching- Children’s conceptual understanding starts with the ‘why?’ to develop fluency of what really matters in Mathematics
- application to real life contexts where appropriate
- Consistent pedagogy and provision to deepen progression as the learning journey unfolds
- Our Teachers model the use of manipulative, models and images
- Autonomy for self-selection of resources, where learners use hands on manipulatives - they feel it, see it, do it. This is part of their individual learning journey as appropriate.



Working with Newport Re:Make, upcycling fabrics in Y6

We want our pupils to understand and enjoy Mathematics. Each class incorporates rich ‘reasoning’ and problem-solving experiences into our Mathematics teaching and learning. Teaching our children to systematically work out, justify their thinking, use the appropriate strategy, learn from mistakes and explain their working. There is an emphasis on appropriate skills teaching of number, geometry and algebra and then opportunities for the pupils to use and apply these proficiencies with fluency in engaging contexts and open-ended problems and use Mathematics effectively across our curriculum.



A future scientist at work in Year 4

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Health and Wellbeing

The development of our approach towards the Wellbeing of all -physically, emotionally and mentally has been a continuing focus in our Development Plan this year. Clytha has continued to use a range of successful strategies being embedded and shared throughout the school including Zones of Regulation which is an approach that helps our learners to develop self-regulation strategies. Mindfulness, breathwork and developing resilience and learning strategies helped our Clytha learners to make progress and feel safe and happy in school. Learner Groups have flourished at Clytha this year with our School Senedd leading with Action Plans leading to progress. Ministers presented to Governors and have led assemblies for the school. Their voices are listened to and valued.



A beach clean in Porthcawl with plenty of time to explore the rockpools!

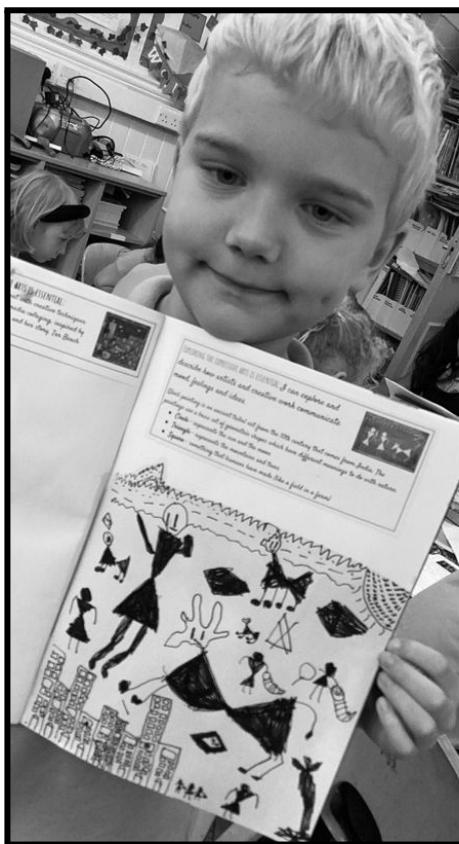
Provision for children with Additional Learning Needs is as always, a high priority at Clytha and staff have received training on a range of strategies to support these children. Our Additional Learning Needs Coordinators have ensured that Clytha works closely with families and external partners to best support learners. The continuation of our nurturing in-class 'Two O'Clock Club', sharing expertise of Support Staff and developing pupil independence, wellbeing and social skills has supported learners in their consistent class groups this year. Evidence has shown that this is highly effective in supporting both staff and pupil wellbeing.

"To lift ourselves and others into our best future"



Healthy, happy and growing in confidence - our Sports Day 2025 at Rodney Parade

We continued to develop our understanding and respect for our wonderfully diverse Clytha Family and world throughout the year including staff building on our existing approach with Diversity and Anti-Racism Professional Learning. This will remain a priority for next year as we construct our Anti-Racist Principles and continue our work to decolonise our curriculum and celebrate our wonderfully diverse Clytha Family and community going forward.



Exploring Ancient Indian Art in Year 2

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Musical Opportunities

We encourage our Clytha children to develop holistically at Clytha and as a Governing Body, we support the promotion of musical opportunities as part of our Expressive Arts Curriculum and with Gwent Music peripatetic Teachers. We celebrated a wonderful evening of music, drama, art and song enjoying the talents of our learners in our 'Picnic yn y Playground' in the summer.



First Experiences of Ukulele in Y3, in partnership with Gwent Music

Healthy Living

We continually endeavour at Clytha, to promote a healthy lifestyle for the children in our care. Children are reminded to bring in their water bottles daily, containing water only, to drink during the day and have access to fresh water to 'top up' their bottles. Our school meals are provided by Chartwells and are based around the Healthy Eating in Schools regulations and we encourage families who provide lunch boxes for their children to provide a healthy lunch box. All learners in Wales are entitled to 'universal free school meal' provision and Clytha encourages learners and families to take-up this offer as well as apply for further financial assistance if needed.

Each class encourages healthy eating through projects in a variety of areas of learning such as STEM, Humanities and Mathematics. At Clytha, we encourage all our children to make healthy choices with regards to eating and drinking and develop the children's understanding of food choices and preparation through opportunities in the curriculum.

Our Clytha children also benefited from active outdoors sessions and learning more about healthy lifestyle choices. Classes throughout the year prioritised exercise and the positive impact it has on wellbeing. All classes completed weekly physical sessions developing important core strength through gymnastics skills

and dance. Our Forest School area allows our learners to grow vegetables and explore the outdoors, just as our Nursery learners do.



The hoop race at Rodney Parade!

Curriculum Organisation

The aim of Clytha Primary School is to provide an enriched curriculum, rich in creative and expressive opportunities as well as engaging and excelling, with holistic development and meeting the needs of all learners at its heart. At Clytha Primary, each classroom is a rich and dynamic environment, igniting a love of learning and where learning is celebrated and enjoyed. In our school, Our Curriculum is embedded in our planning, teaching and learning as well as developing Digital Learning, critical thinking, creativity, problem-solving and collaborative learning with rich opportunities to extend these skills across the curriculum.



Design Technology at John Frost School, Year 5

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Our Early Years (Nursery and Reception classes) focuses on developing literacy, mathematics and physically through play, being outdoors, seasonality, on rich, authentic learning experiences and environments supported by the expertise of enabling adults. A Lead Practitioner was seconded to our Early Years team this year to support the development of current pedagogy.

All staff plan rich and exciting experiences for the children, with an emphasis on experiential, active and outdoors learning, they use exciting 'themes,' virtual visitors, visits, engaging resources and innovative teaching to capture the interests and deepen the curiosity of our children, as well as ensure the structured teaching of essential skills through rich, authentic experiences and supporting holistic development.



Taking inspiration from Van Gogh in Year 2

ESTYN visited us in January, 2025. The report was shared earlier this year and is well-worth a read. It reflects the high standards and high-quality teaching and learning at Clytha and it celebrates innovative practice. <https://drive.google.com/file/d/1hvBLazpn8YvxMbhjFYLv0KDDq-icSmfm/view?usp=sharing>



ClytHAY in Forest School

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Whole-School and Clytha Community events were still celebrated including our first HumaniTEA celebrating learning in History, Geography and RVE across the school, our first Iftar where we broke the fast and ate with families as part of Ramadan, our Sports Week and Sports Day were shared with families. Christmas Concerts took place in our School Hall and at St John's Church and carols were sung at a local residential home by our choir. Our Eisteddfod was a wonderful event, with music, song, celebration and a genuine sense of togetherness.



Simple pleasures, enjoying a good book together in Reception

The Clytha Bard was crowned with her majestic and magnificent poem and House Captains rallied their Clytha Houses. World Book Day, ClytHAY Reading Festival, Picnic yn y Playground, HumaniTEA, Winter Fayre all supported the importance of 'Clytha Familyness.'



A trip to Miss Morgan's Farm in the Summer Term

"To lift ourselves and others into our best future"

Throughout the school, pupils are encouraged to challenge thinking, challenge preconceptions and challenge stereotypes, developing as healthy, confident, ethical, informed and ambitious, capable learners.' Clytha allows our children to develop creatively and as rounded citizens, ready for the world.

Opportunities to inspire and learn

Assessment is intrinsic in all classrooms every day at Clytha. We encourage all children to answer through the use of whiteboards and partner-talk, as well as adopting as much as possible, a non-hands up approach, with teachers ensuring that they ask all children differentiated questions and give thinking time and opportunities to rehearse responses with partners. Expectations are high, as are standards and we believe that every child is capable of anything, given time, resources and support. Teachers and children use digital resources to visualise work and share discussion. Observation, working alongside children, Learning Review and Progress Meetings, dialogue with learners all help us to know where our learners are and where they need to go in their learning. Peer Mentors are established in every class and flexibly allow children to help each other. At Clytha, all teachers plan responsively, use informed teaching strategies, involve our children and families in the dialogue around learning and we use our 'Clytha Learning Mantras' to best effect. This continues to be a priority as we capture progress in line with our curriculum.



Exploring the outdoors

Teachers discuss learning with the children and regularly have individual/small group meetings to gauge the views of our children on what helps them to learn, what support they may need, how we can improve –involving our children as learners in their learning.

Clytha has been a Partner School again this year for Professional Learning and Languages, Literacy and Communication providing support and sharing our practice with other schools. The importance of contextualising learning and making connections, is very much part of our planning, thinking and teaching. Bilingualism and this year-multilingualism- is a key element of our daily routine and life at Clytha. The Outdoors is used and utilised throughout our school for teaching and learning experiences, we very much believe in 'classrooms without walls' and use every available space effectively in our school.

"To lift ourselves and others into our best future"

Every group of learners are supported as best we can at Clytha: children with Additional Learning Needs; children who require short-burst catch-up provision; children who are Multilingual; children who are more able and talented. Many of these learners have small group or individual provision to meet their needs as learners. We pride ourselves on 'raising the bar for all learners at Clytha.'

Additional Learning Needs (ALN)

Approximately 19% of children were identified as having additional learning needs (ALN) and 1 child had a statement of ALN which was converted to a School based IDP in March 2025. There were 10 School-Funded IDPs.

One-Page Profiles were created for all children and with targets for those learners with ALN.

All TAs in support of learners with ALN were trained in a variety of support strategies and provision including:

- SpLD provision
- ELSA (Emotional Support)
- Core Board Communication
- TEACCH Approach

Our Additional Learning Needs Policy is on our school website. This policy sits alongside our Equalities and Accessibility Plans to best support learners and ensure equity. All admissions to school for all learners including learners with ALN is organised by Newport City Council Schools Admissions Team. At Clytha, we strive to do what is best for the child always and staff work closely with external partners and families to ensure that the best provision possible is in place to both settle a child into school and to ensure that the learner is supported as best we can.

Access to Digital Devices

We have invested heavily in technology funded by the WG Ed Tech grant and during 2024-2025

We purchased the following:

- 23 Lenovo Chromebooks
- 4 Lenovo laptops
- 2 Phillips Screens

Welsh Second Language

Criw Cymraeg, along with Mrs Taylor and Mrs Worton have continued to create a visual Welsh ethos in and around our school. Our learners have shown an understanding and respect for the culture and language of Wales, through opportunities to read factual books and stories by Welsh authors. We held a Welsh week in October and March where classes listened to Welsh speakers, music, dance as well as learning about important figures in Welsh history. Learners have had the opportunity to listen to a wider variety of Welsh language music and continue to learn Welsh language songs, as well as celebrate Dydd Miwsig Cymru/Welsh Music Day.

Criw Cymraeg have continued to play an active role in encouraging Bilingualism throughout the school. They have led assemblies, introduced phrases of the week, taught playground games, songs, and shared their passion for writing at home when sharing diaries in assemblies. They have observed Helpwr Heddiws in action and have also encouraged learners to use Welsh in situations such as when leading an activity or club. Several Welsh language apps and websites have enhanced the learning and enjoyment of the language and learners have supported each other across classes with many of these activities.

Year Six continues to receive the 'Bore Da' magazine subscription which enhances reading and writing skills in Welsh guided reading sessions. All classes have increased the use of Welsh digital material for reading activities and all classes have a rich Welsh reading environment. This is also evident in the Y3-6 library.

Children across Years 3 to 6 have continued to be encouraged to develop their oracy and reading and response skills to a high standard and record these. These are regularly used to enhance learning year on year. We have made the development of writing across the curriculum a feature throughout the school.

The Helpwyr Wythnos role for our learners continued in most classes. The children love being a helper in school, daily repetition of the familiar Welsh questions in the morning message meant that these supported routine and independent learning.

In addition, Criw Cymraeg continued to support the development of Welsh within our school community through our use of SeeSaw by introducing weekly Welsh phrases. Our Eisteddfod was a huge success, with children having the opportunity to share their entries during a whole school event. We also achieved the prestigious Gold Cymraeg Campus award. We are very proud as this award recognised the exceptional leadership of our Welsh Team and the ethos of Welsh language and culture across the school.

Community Links

Clytha Primary School continually strives to further strengthen its links with the community it serves. Over this last year, virtual visits and visitors have played an important part in the children's curriculum. In 2024-25 children from Clytha developed many new links within the community as well as strengthening further existing links. Clytha is a staunchly anti-racist school and staff have established strong partnerships across our community and beyond to support the growing understanding of racism and its impact and actively oppose any form of racism or discrimination in any form.

Our Clytha Families responded to our FoodBank Collections throughout the year and to days such as Red Nose Day and supported us with our Family Engagement sessions on Reading, Mathematics and Online Safety.



Sampling toast after making our own butter in Y1

Our Autumn Show, Winter Fayres and Family Digital Meetings, Harvest and Christmas events. We think these events make such lovely memories for our children.

There were two residential visits this year. Our Y3-6 learners visited Gilwern in the summer and our Y5 learners visited Badminton Woods. These visits are always much-enjoyed and offer our learners the opportunity to explore, learn and discover with their peers in a different environment.



Exploring, experimenting, risk taking and adventure in Year 5 with the Bushcrafts Company in Badminton Woods

Clytha Friends Association continues to organise wonderful events for the school community with such hard work and welcome enthusiasm. As a Governing Body and school, we are both very appreciative and grateful. *Diolch.*



Our very own ClytHAY Festival in the Summer Term

Physical Literacy

Sport and the promotion of physical activity has such a high profile at Clytha and remains an integral part of our Health and Wellbeing programme. It has been another successful year for Clytha with staff and our Sports Ministers busily promoting physical activity throughout the year.

However, our Clytha children have used the outdoors at every opportunity to dance, run, jump and enjoy. Our Sports Ministers met regularly to discuss ways to promote physical activity throughout the school day. These children planned lunchtime sessions for our Reception-Y2 children, using the Dragon Sport Multi Skills resources (which children are familiar with in PE sessions.)

Clytha has a thriving mixed football team and we actively promote equality in sport and learning. Both teams competed in the Newport Schools Football Tournaments. We were so proud.

We have continued to develop community links with Newport County in the Community who worked with children in Nursery-Y6 and Gwent Dragons rugby coaching children from years 4 to 6 on a fortnightly basis. Our children enjoyed an amazing Sports Week and Sports Day during the summer, when all children enjoyed a week of outdoor sporting experiences from tennis to dance, athletics to team games.

Term Dates for the Academic Year - 2024 to 2025

| Term | Start | Half Term Starts | Half Term Ends | Term Ends |
|-------------|---------------|------------------|----------------|---------------|
| Autumn 2024 | 2nd September | 28th October | 1st November | 20th December |
| Spring 2025 | 6th January | 24th February | 28th February | 11th April |
| Summer 2025 | 28th April | 26th May | 30th May | 21st July |

Session Times for 2024-2025

| | Nursery | Reception-Y2 | Y3-Y6 | Break |
|-------------------|---------|--------------|---------|-----------------------------------|
| AM session begins | 9.00am | 9.00am | 9.00am | Y1 to Y4 10.30-10.45am |
| AM session ends | 11.30am | 12.30pm | 12.35pm | Reception, Y5&Y6 10.45-11.00am |
| PM session begins | 12.45pm | 1.30pm | 1.30pm | There is no afternoon break |
| PM session ends | 3.15pm | 3.10pm | 3.20pm | |

Finance

School Budget

- In the Financial year 2024 to 2025, the total school budget share was £1 008 024.
- The in - year surplus was £8976.
- During the year the budget was closely monitored by the Governing Body
- The school received regular visits from the LA School Finance Officer.
- The opening deficit was £25 457 and the closing deficit at the end of the year was £16 481.
- No monies were paid for travel and subsistence to members of the Governing Body or to staff.

School Funds

Amounts raised from various sources are invaluable for enhancing school life for our children. The main source of revenue are commissions received, e.g. school photographs. A parent donation supported CFA monies to fund the replacement of our Trim Trail.

The school received additional funding during 2024-2025 including:

- Contributions from Clytha Friends Association included money towards Transport cost for school
- Replacing the Trim Trail on the Reception-Y2 yard
- Class Treats at Christmas
- Year 6 Leaver hoodies

"To lift ourselves and others into our best future"

The school does not make a profit from the voluntary contributions from parents for specific activities.

| Clytha Primary | | |
|---|--------------------------------------|---------|
| Financial Statement for Year Ending 31st March 2025 | | |
| 2023/24 | 2024/25 | |
| Outturn | Outturn | |
| £ | £ | |
| 745,070 | Employees | 821,238 |
| 207,132 | Teachers | |
| 17,044 | Support Staff | 182,979 |
| 3,332 | Caretakers | 20,014 |
| 21,727 | Midday Supervisors | 3,521 |
| | Cleaners | 4,733 |
| | Other Employee Costs | |
| 12,911 | Supply Insurance Premium | 14,226 |
| 72,051 | Agency Staff | 87,017 |
| 0 | Lunch Time Meal Entitlement | 0 |
| 0 | Foreign Language Assistants | 0 |
| 0 | Exam Invigilators | 0 |
| 499 | Advertising | 0 |
| 0 | Interview Expenses | 0 |
| 848 | Misc Employee Costs | 475 |
| | Energy | |
| 11,440 | Gas | 6,835 |
| 16,414 | Electricity | 11,085 |
| 0 | Oil | 0 |
| 55,331 | Capitation and ICT | 54,529 |
| 0 | SCC, EIG and PDG Expenditure | 0 |
| | Premises Related | |
| 987 | Hire of Facilities | 741 |
| 9,848 | Rates | 10,880 |
| 13,799 | Building Maintenance and Alarm Lines | 15,190 |
| 10,242 | Grounds Maintenance | 2,349 |
| 1,200 | Water | 1,554 |
| 5,570 | Building Cleaning Contract | 14,892 |
| 2,190 | Refuse Collection | 2,493 |
| 1,778 | Miscellaneous Premises | 2,134 |
| | Communications | |
| 0 | Postage/Fax/Telex | 0 |
| 3,061 | Telephones | 3,857 |

| Transport | | |
|-----------|--|-----------|
| 0 | Vehicle Maintenance | 0 |
| 0 | Purchase of Vehicles | 0 |
| 3,930 | Vehicle Hire | 1,440 |
| 0 | Car Allowance | 0 |
| 0 | Travel Expenses | 1,489 |
| 0 | Exam Fees | 0 |
| | External Courses | |
| 3,908 | School Funded Training | 3,003 |
| 0 | Alternative Curriculum Provision | 0 |
| 0 | Sixth Form | 0 |
| 28,048 | Central Services | 29,269 |
| | Income | |
| 0 | Lettings | 0 |
| -2,800 | Sales Income | 0 |
| 0 | Music Service Income | 0 |
| -11,880 | Donations | -13,874 |
| 0 | Miscellaneous | 0 |
| -29,134 | Supply | -56,792 |
| 0 | Exam Fees | 0 |
| -302 | Interest | 1,237 |
| 0 | Rental Income | 0 |
| 0 | EIG | 0 |
| 0 | PDG/EYPDG | 0 |
| 0 | Energy Compensation | 0 |
| 0 | Coaching Fees | 0 |
| -190,210 | Other Grant and Contributions | -227,466 |
| 0 | Reserve Transfer | 0 |
| 0 | After Schools Club | 0 |
| 1,014,032 | Total Net Expenditure | 999,049 |
| 967,976 | Total Funding | 1,008,024 |
| -46,057 | In Year Surplus / Deficit | 8,976 |
| 20,600 | Prior Year Surplus / Deficit | -25,457 |
| -25,457 | Accumulated Surplus / Deficit c/fwd | -16,481 |
| -2.63% | Balance as % of Funding | -1.64% |



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