

A report on

Clase Primary School

**Rheidol Avenue
Clase
SA6 7JX**

Date of inspection: May 2026

by

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

About Clase Primary School

Name of provider	Clase Primary School
Local authority	City and County of Swansea
Language of the provider	English
School category according to Welsh-medium provision	
Type of school	Primary
Religious character	*
Number of pupils on roll	360
Pupils of statutory school age	272
Number in nursery classes	57
Percentage of pupils eligible for free school meals over a three-year average (The national percentage of pupils eligible for free school meals over a three-year average in Primary is 21.7%)	55.9%
Percentage of pupils identified as having additional learning needs (a) (The national percentage of pupils identified as having an additional learning need in Primary is 9.2%)	16.2%
Percentage of pupils who speak Welsh at home	*
Percentage of pupils with English as an additional language	9.2%
Lead partner in Initial teacher education	Yes
Date of headteacher appointment	01/01/2025

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Date of previous Estyn inspection (if applicable)	25/03/2019
Start date of inspection	11/05/2026

Data reported is sourced from the latest available Pupil Level Annual School Census. These figures may be slightly different to those observed during the inspection.

Further information is available from the Welsh Government My Local School website:

mylocalschool.gov.wales

- a. The term 'additional learning needs' is being used to describe those pupils on the SEN/ALN register of the school.

Summary

At Clase Primary School the headteacher has worked with staff and governors to establish a clear vision that drives a welcoming and inclusive culture where diversity and individual differences matter. This focus creates a safe and supportive environment where most pupils flourish, including many with additional learning needs (ALN) and those in the specialist teaching facilities (STF). Strong relationships and the well-embedded 'Cwtsh' ethos help most pupils feel valued, behave well and to develop a secure sense of belonging.

The curriculum offers a meaningful range of experiences that engage most pupils and supports progress. Teachers plan authentic tasks that help many pupils develop skills across all areas of learning. However, a few tasks lack sufficient challenge or fail to build securely on prior learning, which limits deeper progress. STF staff match learning closely to individual needs while promoting independence through life skills, such as cooking.

Many pupils begin school with literacy skills below those expected for their age. Staff respond well by planning effectively for the progressive development of pupils' oracy and reading skills. However, due to a lack of opportunity, they make less good progress with their ability to write imaginatively at length. Many pupils develop sound digital and numeracy skills.

Teachers ensure strong working relationships with pupils and high expectations of behaviour. This helps to ensure that pupils engage positively with their learning. In many lessons, teachers balance direct instruction and collaborative activities skilfully. However, in a few sessions, staff direct activities too closely and restrict opportunities for pupils to develop independence. Purposeful questioning and helpful feedback support pupils' progress, although these features are not consistent across all classes.

Leaders drive improvement through strong strategy, professional learning and effective use of resources. Attendance is improving although persistent absenteeism remains too high for a few pupils. Strong community engagement and pupil leadership enrich provision and strengthen outcomes.

Leaders place the school at the centre of its community and build strong, trusting relationships with families. They work effectively with external agencies and share practice widely. Many families view the school as a trusted, supportive hub.

Recommendations

We have made three recommendations to help the school continue to improve:

- R1 Improve the consistency of teaching to develop pupils' independence and ensure appropriate challenge
- R2 Improve attendance
- R3 Develop older pupils' opportunities to write at length creatively and across the curriculum

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main evaluation

At Clase Primary School the headteacher has worked with staff and governors to establish a clear vision that underpins a welcoming and inclusive culture where diversity and individual differences are valued and celebrated. This creates a positive environment where most pupils feel safe, supported and able to flourish. Leaders and governors work successfully to establish tailored provision that ensures many pupils, including those with additional learning needs (ALN) and those within the specialist teaching facilities (STF), make good progress with their skills and well-being.

Across the school, teachers promote social and moral development effectively. They provide appropriate opportunities for pupils to explore values such as empathy, honesty and fairness. Most pupils demonstrate strong awareness of diversity and show a secure sense of belonging within the school community. This inclusive ethos links to the well-embedded 'Cwtsh' culture, ensuring that most pupils feel valued and supported.

The school's curriculum provides a range of meaningful learning opportunities. Teachers plan a suitable range of authentic tasks that support many pupils to develop their skills appropriately across all areas of learning. At times, tasks do not provide sufficient challenge or build securely enough on previously taught skills. Within the STF, staff match tasks closely to individual needs.

Leaders prioritise inclusion resulting in many pupils, including those affected by poverty and those in the STF, making good progress from their starting points. Within the STF, staff strengthen this by designing learning that reflects the complex needs of nearly all pupils. Teachers integrate individualised targets successfully with thematic approaches. This ensures that many pupils access purposeful experiences, including life skills such as cooking, that promote independence and real-world application.

Many pupils start school with literacy skills below expected levels. Staff address this effectively by developing their oracy skills from an early stage. The youngest pupils make steady progress and gain confidence in speaking with peers and adults. As they move through the school, most pupils use appropriate vocabulary to describe their learning. In the STF, staff strengthen communication through pupils' use of tools such as core boards. Staff respond quickly and positively to reduce frustration, increasing engagement in learning.

The school's focus on improving phonics has led to greater consistency in teaching approaches. Many younger pupils recognise sounds and develop confidence as early readers. Older pupils access a worthwhile range of reading experiences, and regular opportunities to discuss texts supports many pupils to build secure comprehension skills. Writing develops appropriately for many pupils. They apply spelling, punctuation and grammar with increasing confidence. Opportunities for older pupils to write imaginatively, at length and across the curriculum remain underdeveloped.

Teachers plan a broad range of mathematical and digital experiences that effectively meet the needs of many pupils. As a result, many pupils apply their number skills confidently in real-life contexts and leave the school with secure digital competence. Similarly, the promotion of Welsh language and culture supports many pupils to develop basic conversational skills, although progression in Welsh oracy remains less secure for a minority of older pupils.

The school provides worthwhile opportunities for outdoor learning, and many pupils apply their skills well in practical contexts. They demonstrate positive attitudes and engage purposefully making suitable progress over time, although the use of the outdoor classroom is at an early stage. Within the STF, staff reinforce engagement through consistent use of sensory strategies and structured routines, which help many pupils remain regulated and ready to learn.

Teaching across the school benefits from strong, trusting relationships and positive behaviour management. Teachers create calm and well-resourced environments where

most pupils feel confident to engage. In the strongest lessons, teachers maintain an appropriate pace and balance instruction with collaboration, enabling many pupils to think more deeply. In a few cases, adults over-direct learning, which limits opportunities for independence. Many teachers use questioning effectively to explore pupils' ideas, although this practice is not consistent across all classes. Similarly, while many teachers provide clear feedback and adapt learning responsively, opportunities for pupils to refine and extend their work are too few.

The school's inclusive ethos remains a key strength. Staff build strong, trusting relationships with pupils, which fosters a sense of safety and belonging. Most pupils demonstrate good behaviour and show respect and kindness towards others, contributing to a calm environment. Provision for pupils with ALN is particularly strong. Leaders coordinate support effectively and adopt a person-centred approach, ensuring that many pupils receive tailored interventions.

Leaders demonstrate a strong commitment to improving attendance through a community-focused approach. They implement robust systems and build effective relationships with families, which has led to notable improvements, including reducing the gap for pupils eligible for free school meals. However, persistent absenteeism remains too high for a few pupils, which continues to affect their progress.

Leaders provide strong strategic direction and ensure that roles align with school priorities. Governors contribute well by using first-hand evidence to challenge and support leaders. Professional learning aligns closely with priorities, and many staff improve their practice through coaching, mentoring and collaborative enquiry. Monitoring processes support improvement, although a few evaluations lack sufficient focus on teaching and learning. Leaders allocate resources carefully, targeting spending that supports improved outcomes for many pupils.

Spotlight: The Heart of the Community

Leaders demonstrate a deep commitment to placing the school at the centre of its community and actively strengthen purposeful links with families. They build strong, trusting relationships that enable them to design bespoke programmes tailored to the needs of their families. These programmes offer wide-ranging support, advice and access to funding, which directly helps remove barriers to learning and improves pupils' engagement and attendance. The school provides a rich variety of opportunities to engage families and connect them with valuable services, including coffee mornings, garden parties, a dedicated dads' group, Big Bocs Bwyd and an ALN family marketplace. Leaders

work closely with a range of external agencies and share their practice widely, enhancing the support available to the community. Many families view the school as a trusted and central hub that positively impacts their lives.

Pupil leadership strengthens this community ethos further. A wide range of leadership groups enables many pupils, including those in the STF, to take on meaningful roles. They contribute actively by promoting Welsh language and supporting younger peers, which enhances their confidence and sense of responsibility. Pupils feel valued and listened to, and this encourages active participation in school life.

Additional information

The school's arrangements for safeguarding pupils do not give any cause for concern

The school's arrangements for site management do not give any cause for concern

The school has appropriate arrangements for promoting healthy eating and drinking

Leaders and governors manage the school's finances appropriately, including the use of the pupil development grant.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent/carers and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents/carers to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' well-being, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Appendix 1: Numbers – quantities and proportions

The report makes references to different quantities and proportions e.g. ‘*most pupils...*’ or ‘*very few pupils...*’. We use these terms to describe quantities and proportions as outlined in the table below:

nearly all =	with very few exceptions
most =	90% or more
many =	70% or more
a majority =	over 60%
half =	50%
around half =	close to 50%
a minority =	below 40%
few =	below 20%
very few =	less than 10%

Copies of the report

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

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

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

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