

Report summary for parents and carers on Clase Primary School

Date of inspection: 11/05/2026

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 and next steps

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

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

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#).

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