



Morrison Primary School School Prospectus 2020-2021

The Governing Body of Morrison Primary School

Chair – Mrs Emma Boucher (Parent)

Mrs M Phillips (Parent) – **Vice Chair**

Cllr A Lewis (LA)

Cllr Y Jardine (LA)

Mr H Griffiths (LA)

Ms K Bass (CO)

Mrs C Beynon (CO)

Mr A Beynon (CO)

Miss P White (Staff)

Mr M Hopkins (Staff)

Mr C Screen (Parent)

Clerk to the Governors – Mrs. Debra Gibbs
Morriston Primary School
Neath Road
Morriston
Swansea
SA6 8EP

Headteacher – Mrs. A Thomas
Deputy Headteacher – Mr. M Bannister (Ex-officio governor)

Headteacher – Mrs. Alison Thomas. BA (Hons), PGCE, PG Dip, NPQH

Teaching Staff

Mr M Bannister	BSc (Hons), PG Cert., PG Dip.
Mr P Bendle	BA Ed (Hons), PG Cert.
Mrs S Watts (PT)	BA Ed (Hons), PG Dip
Miss LI Davies	BA (Hons), PGCE, MA
Mrs L Moore (PT)	BA Ed (Hons)
Miss P White (PT)	BA Ed (Hons)
Mrs G Harris	BA Ed (Hons), PG Dip
Mrs B Lucas	BA Ed (Hons)
Miss A Rees	BA Ed (Hons)
Miss R Johns	BA Ed (Hons)

Associate Staff

Mrs. S. Foale	
Mrs. S. Carmichael (PT)	
Mrs L. Lovering	
Ms. A. Williams	Mrs. H. Moses (PT)
Ms D. O'Connor	Mrs. S. Siberry
Mrs D. Bowen (PT)	Mrs C. Doherty (PT)
Miss L. Sellere	Mrs J. Watts
Mrs M. Thomas	Mrs D. Samuel (PT)
Mrs J. Davies (PT)	Mrs K. Watkins
Miss A. Ruscitto	Miss. L. Labbett (PT)
Mrs L. Walters	
Miss S. Price (PT)	
Mrs A. Matthews	
Mrs D. Halcrow (PT)	
Mr M. Hopkins	

School Office Staff

Mrs Debra Gibbs – Office Manager/School Clerk
Mrs Victoria Sansom – Assistant School Clerk

Premises Manager

Mrs Alison Thomas/Mrs Debra Gibbs

Caretaker

Ken Rowe

Our School Vision

Our vision is encapsulated in Article 29 –
'Your Right to be the best you can be.'

In Morrison Primary School we aim to provide a broad, balanced and rich curriculum. We offer an inclusive environment where pupils are encouraged to be happy, digitally competent, creative, confident and resilient learners. We challenge our pupils to reach their full potential, equipping them with the skills necessary to continue on their journey of life-long learning.

Our School Mission Statement

“Together Everyone Achieves More”

Learning and working together as a community, we challenge and support each other, to achieve our goals.

Our School Aims

At Morrison Primary School we aim:

- To make everyone feel special
- To listen to each other
- To do our best in all activities
- To respect others
- To be tolerant and kind
- To look after our environment
- To live our lives through positive values
- To work together as a team
- To understand and value the UNCRC
- To foster a love of Wales

Further aspects of school ethos are incorporated in the Home–School Agreement. This agreement was produced in consultation with parents. A copy of this agreement can be found on the following pages.



Equal Opportunities

It is our aim in Morrison Primary School to offer equal opportunities to every pupil irrespective of sex, race, special needs, religion or social class.

All learners are to be regarded of equal value.

Whatever their stage of development or capacity for learning, all boys and girls will be equipped with skills, knowledge, concepts and attitudes necessary for their future work and family life.

We believe that an awareness of equal opportunities leads to good educational practice, including the review of teaching methods and materials.

We aim to promote an ethos and atmosphere to show respect and to develop a personal moral code sensitive to the needs of others. This is the entitlement of all persons entering the school. To this extent all within the school will work towards ensuring a community based on mutual respect, offering equal opportunities to everyone.

This equal opportunity statement will be reviewed periodically.



Morriston Primary School Home – School Agreement

A parent/guardian will need to:

- ensure that their child goes to school regularly, on time and properly dressed
- inform the school of any concerns or problems about their child's work or behaviour
- support the school's policies and guidelines for behaviour
- support their child in homework and other opportunities for home learning
- attend parents' evenings and discussions about their child's progress
- contact the school if their child is absent on the first day this occurs
- attend any school meetings, assemblies, events, and concerts
- keep the school informed of any changes of information e.g. change of address, telephone number etc.
- get to know about their child's life at school

The School will:

- provide a caring, safe and happy environment
- keep you informed about your child's progress
- set and mark homework
- insist that children observe school rules of behaviour, safety and learning
- expect children to take an active role in the life of the school
- encourage children to value what they achieve
- expect parents/guardians to bring or send their children to school on time
- provide a broad and balanced curriculum
- endeavour to educate each individual child to his/her maximum potential

The pupil will need to:

Always try to do their best at school so they feel proud of themselves.

Curriculum and School Organisation

The underlying beliefs regarding the aims mentioned above emphasise the way we want our pupils to experience the curriculum at Morrison Primary School. These beliefs may be summarised as follows: -

- Children should feel happy, secure and motivated
- Pupils should be enabled to achieve their full potential
- Children should have opportunities to work together and independently
- Pupils should experience success in what they do
- Children should have the opportunities to learn and discover things for themselves by first-hand experience
- Children need to be aware of the needs of others and respect their views and values
- Children's individuality should be valued, encouraged and respected
- All children should be treated equally and fairly
- Pupils need to realise their unique Welsh identity and also understand something of the lifestyle of other cultures
- That learning is a shared process between home, school and the wider community.
- Children should develop their literacy, numeracy and digital competence skills, ready for the journey of life-long learning.
- Children should be encouraged to develop their creativity, health and well-being and resilience as learners.

In the Foundation Phase the pupils are beginning to follow the AoLEs in the New Curriculum along with the Foundation Phase areas of learning:- Language, Literacy and Communication, Mathematical Development, Welsh Language Development, Knowledge and Understanding of the World, Physical Development, Creative Development, and Personal Social Development, Wellbeing and Cultural Diversity. The Foundation Phase ethos in Morrison Primary ensures that the children are given the opportunities to become more independent in their learning. EPIC (Everybody Planning In Class) planning has been introduced. This involves the children planning with the teacher on what they would like in the continuous/enhanced provision areas. This information is then displayed clearly on the pupil voice boards and can be referred to throughout the week again to allow children to practise their skills. Pupils are responsible for directing their learning whilst also applying their Numeracy, Literacy and DCF skills and recording their challenges in their Challenge Books.

At Key Stage 2 the pupils are beginning to follow the AoLEs in the New Curriculum as well as the National Curriculum subjects English, Mathematics, Science, Welsh, Design and Technology, Information Communication Technology, History, Geography, Art, Music, Physical Education, Religious Education and Personal and Social Education are taught.

At both Foundation Phase and Key Stage 2 the Core Purposes, the Literacy and Numeracy Framework and DCF are central to all teaching. Emphasis is placed on the acquisition of skills and the application of this knowledge across the curriculum in a thematic approach to learning. Teacher assessments are reported to parents at Parent interviews and also through end of year written reports. The thematic approach to learning is supported by Cornerstones and Building Blocks. These topics also incorporate 'rich tasks' and enterprise activities which give pupils the opportunity to apply the literacy, numeracy and DCF skills they have been taught in real life learning situations.

Great emphasis is placed on the teaching of reading as good reading skills are imperative for a pupil to access the curriculum. The school has adopted 'Read Write Inc' which is a structured reading programme used throughout the school. All staff are trained in this phonic approach which enables us to teach reading to children in small groups and at their ability level. This approach to reading has been a huge success in the school and impacted greatly on standards.

We also teach reading through a Guided Reading approach. Guided Reading sessions involve a teacher and a small group being taught during a session lasting approximately 20 minutes. While guided reading takes place with one group of children, the remaining children are engaged in quality independent or group literacy tasks, with the aim of allowing the teacher to focus the small group without interruption. Guided Reading is a daily activity which involves every child in class over the course of a week.

The majority of the content of the curriculum is taught to your child by the class teacher. However, there will be times when another adult with expertise in a certain area, will be involved in teaching your child.

The school also invites outside specialists into school to develop the children's learning. The school also recognises the value of educational visits in offering direct experiences that are difficult to create in school.

ECO Committee

The school has an ECO Committee and club which aims to help promote sustainability and global citizenship amongst our pupils, parents and governors.

The school Eco Committee and club meets regularly to discuss issues relating to our school, its local environment and the wider community. Children contribute to planning events and assemblies on a regular basis.

We take part in many activities including recycling, taking care of our school grounds and learning to care for the wildlife in our local environment.

Our hard work has paid off and we are a Platinum Plus Eco School and also a Beacon School for the ECO Schools initiative.

School Organisation

All classes are of mixed ability. There are three Specialist Teaching Facility classes, one for Foundation Phase pupils, one for Key Stage 2 pupils and an Observation and Assessment Unit.

Class organisation may be shown in the following way: -

Foundation Phase

- Nursery pupils (3 and 4 year olds)/Reception (4 – 5 year olds)/Year 1 (5 – 6 year olds)
- Year 1 (5 – 6 year olds)/Year 2 (6 – 7 year olds)

Key Stage 2 (junior pupils 7 to 11 years old)

There are three classes at Key Stage 2 for pupils in:

- Year 3/4 (7 – 9 year olds)
- Year 4/5 (8 – 10 year olds)
- Year 5/6 (9 – 11 year olds)

Class organisation may change from year to year as pupil numbers fluctuate. In all classes teachers match learning experiences to the individual needs of each child.



Religious Education

It is statutory requirement that Religious Education be provided for all registered pupils. RE is taught following the Agreed Syllabus for Religious Education. The school policy based on this syllabus is available for inspection at the school. The teaching of RE is also supported by the Cornerstones Love to Celebrate Scheme. Children study the major religions including Christianity during their primary school years. Parents have the right to withdraw their children from RE lessons on conscience grounds. The school has established links with places of worship within the County, that represent various denominations and faiths, and pupils make visits in connection with themes being studied in their classroom.

Collective Worship

It is a statutory requirement that there be a daily act of collective worship. This takes place during morning/afternoon assembly. Assemblies are aimed at highlighting positive values and the way we live our lives and the importance of the UNCRC.

The school has established good working relationships with local churches and chapels and it is a privilege to welcome clergy and lay representatives into the school to take daily worship.

The conscience clause, mentioned above, also applies to collective worship.

Sex and Relationships Education or Relationships and Sex Education

The school's policy is based on the Authority's Policy Statement that has the approval of the Governing Body. Parents may examine the SRE/RSE Policy, view teaching materials and ask questions. The policy, which covers the whole of the primary school age range, is both sensitive and supportive and is available for inspection at the school. Parents can withdraw their children from all or part of the sex education curriculum provided by the school. The school works alongside the school nurse to deliver the SRE/RSE curriculum.

Welsh

The medium of instruction at Morrison Primary School is English. The teaching of Welsh is a requirement of the Curriculum in Wales. All teachers teach Welsh language as a second language. Children's understanding and use of the Welsh language is developed in an incidental way where they learn to converse, for example, by responding to questions and instructions in Welsh. Welsh is used in as many contexts as possible and there is evidence of Welsh Signage and displays around the school.

Learning Welsh songs, listening to traditional Welsh stories, studying aspects of Welsh history, geography, art and music are some of the other areas through which the school seeks to develop an understanding and love of the richness of Welsh culture.

A Welsh Education Officer, Mrs. Sian Wilson, also visits the school on a regular basis and she provides advice, work packs and visual materials to support the speaking, listening, reading and writing activities of the children.

The Criw Cymraeg have worked incredibly hard under the guidance of Ms. Davies and Miss Rees and have successfully gained the Bronze Siarter Iaith award.



Admissions

Admissions to the school follow the City and County of Swansea Admissions Policy.

We welcome visits to the school from prospective families and we work with the local authority when considering applications to the school. Parents/carers apply online for places in Reception and Year 7. The school clerk is available to assist any parents having difficulty with this system.

Accessing Documents

Parents wishing to examine any documentation relating to the school's curriculum should contact the school office or look on the school website. A copy of a document can be provided by arrangement with the Headteacher.

Complaints Procedure

Any complaint should, in the first instance, be taken to the class teacher and then the Head teacher. The school complaints policy and procedure is available from the school office. The Local Education Authority has a formal complaints procedure which is available for inspection at the school, Civic Centre and local libraries. Further advice may be obtained from the Education Department at The Civic Centre Tel. 636000.

Parent Kind/Parent Teacher Association

The school has a ParentKind/Parent Teacher Association which plans fundraising events throughout the year. Every parent is automatically a member of the Parentkind. The Parentkind committee welcomes all parents (and other family members) to attend their meetings which are advertised at the school.

Meeting Individual Needs

Morrison Primary School has three Specialist Teaching Facilities (STFs), children are admitted to these STFs under arrangements made by the Local Authority. All children admitted are in receipt of a Statement of Special Educational Needs. Prior to admittance the Headteacher, the appropriate STF Teacher, the Education Psychologist, parents and any other agency representatives meet to discuss the perceived needs of the pupil.

As regards the additional learning needs of pupils in the mainstream classes the school offers school support and a referral system if additional support or assessments are needed. At all stages the school will liaise with the parent or legal guardian.

Pupils are assessed individually to identify any additional learning needs and provision needed based on the assessment findings. The schools Educational Psychologist is involved in this process.

All children with Additional Learning Needs have an Individual Educational Plan (IEP) or Individual Development Plan (IDP), which are working plans for the way forward.

Fuller explanation of the additional learning needs provision can be found in the school's policy statement that is available from the school office or on the school website.

The school is committed to meeting the needs of each individual pupil in order that they achieve to their full potential. Individual pupils will be encouraged to perform to the best of their ability. We will strive for excellence in all areas by creating an atmosphere in which all our pupils flourish and an environment where pupils feel comfortable and valued in a culture of ambition and aspiration.

LAC (Looked After Children)

The designated member of staff who has the responsibility for promoting the educational achievement of looked after children is the Headteacher, and in her absence the ALNCo.

Cllr. Andrea Lewis is the link governor for LAC.

Personal Education Plans and Individual Education Plans are kept and updated regularly for all LAC. These keep a track of strengths and areas for development and personal targets for the pupils. The Headteacher or a member of staff who knows the child well attends all LAC reviews as well as sending copies of PEP and IEP to the Independent Reviewing Officer prior to the review.

Governors are kept informed of the number and progress of LAC pupils through Headteacher's reports. All staff liaise with carers of LAC pupils as and when this is necessary.

Attendance and Punctuality

EXCELLENT ATTENDANCE IS A PRIORITY OF THE SCHOOL

- Make sure that your child comes to school regularly, arrives on time. Start these good habits at an early age, while your child is at primary school.
- If your child is ill, contact the school on the first day of your child's illness. Staff will be concerned if they do not hear anything. You will be contacted by the school on the first day of illness if the school have not received a reason for absence.
- Wherever possible, you should take your holidays during school holidays.
- Avoid taking your child on holiday at times when he or she should be in school.
- School will not authorise a family holiday during term time. Fines may be incurred for non-attendance and your child's record of attendance will be taken into account.
- Parents and pupils will be kept informed of pupils' attendance and will be notified if there are concerns and if they are doing well.
- Children are rewarded for excellent attendance, weekly, half termly and at the end of the year.

School attendance over the last 5 years

2015/2016	2016/2017	2017/2018	2018/19	2019/20
94.7%	94.5%	94.08%	93.93%	92% (Due to Covid pandemic)

Our aim is that whole school attendance will reach 95% + but this will only be achieved if every pupil does their very best to attend every session.

An unauthorised absence is when the school has not received an oral or written explanation for a pupil's non-attendance, or when an explanation is unacceptable. A reminder for an absence explanation is made by the school by the standard letter, telephone call or a visit from the school attendance officer. Letters are also sent home concerning lateness. If no satisfactory explanation can be obtained for frequent absences or lateness the school Educational Welfare Officer will be asked to call at the home in question.

Homework

The class teachers, as an extension of the current class work, give homework. Homework can also be given on an individual basis when a teacher feels it would be beneficial for the pupil's progress. Parental co-operation is appreciated to ensure homework is completed on time and presented in an acceptable manner. All teachers hold 'Meet the Teacher' sessions at the beginning of the school year where this and other class routines are explained. The school values parents/carers attendance at these meetings.

Pupils are encouraged to take their reading books home, the school would kindly request the help of parents by:-

- encouraging their children to look after their books
- by listening to their children read every day (ten minutes is enough)
- by talking to their children about the books they bring home from school

Breakfast Club

The school usually operates a daily breakfast club for pupils from Nursery – Y6. The club is held from 8.00am to 8.50am and is therefore longer than the funded half hour so there is a cost of 50p per day per pupil. Pupils who attend will be served with cereal, toast and juice. Children must arrive prior to 8.20am in order to be served with breakfast.

Catering for those with disabilities

The Disability Discrimination Act (DDA) defines a disabled person as one who has “physical or mental impairment, which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities”.

The admission arrangements for pupils with a statement of special educational needs are outlined in our Policy for Additional Learning Needs. A major priority of the school is that prior to admission there is consultation with the parents, agencies and other interested parties involved with the pupils who has additional learning needs. This is to allow for the smooth integration of that pupil into the life of the school. The Governing Body recognises that as far as possible, pupils with additional needs should join in with everyday activities with other pupils.

The ground floor of the school building presents no difficulties to pupils, or visitors, with physical disabilities. Access into the school is one level and there is a substantial and permanent ramp into the playground area. The school office and headteacher’s room is located on the ground floor, and disabled toilets are also available on this level. However, there is no wheelchair access to the facilities on the first floor. While the school operates a “no dog” policy disabled people accompanied by a guide dog are welcome.

Parents or visitors who have difficulties understanding, or presenting oral or written methods can be provided with large print copies. The person concerned, or their appointed representative, should contact the headteacher to discuss arrangements.

Safeguarding and Child Protection

Morriston Primary School takes Child Protection and Safeguarding seriously, and will act on information received. We may need to share this information with agencies. The school endeavours to seek information from parents when information is shared. However, this may not be possible, if by doing so, may place a child at risk of potential harm.

The Designated Senior Person for child protection who has undertaken the appropriate training is: **Mrs. A. Thomas, Headteacher and Mrs Emma Boucher, Chair of Governors (and in her absence Cllr Andrea Lewis, also a member of the Governing Body).** The deputy designated person is **Mr Matthew Bannister, Deputy Headteacher.** Personnel also designated and available to contact are **(Mrs G Harris, ALNCo and Miss Anna Ruscitto, Pastoral Support Officer).** Tel School: **01792 781811.**

If the Designated Person or Deputy Designated person is not available a member of staff can take responsibility, or you can Contact Social Services directly on 01792 635700.

Also available as a contact is Lisa Collins, LA Child Protection and Safeguarding Officer. Tel: 01792 637148/07827822700.

Sport at Morrison Primary School

Sport at Morrison Primary School is viewed as contributing to a happy and motivating school environment. It provides the opportunity not only to promote physical activity and healthy lifestyles but also to develop positive attitudes embraced in the school philosophy. To this extent the following aims have been identified:

To provide a range of physical activities that have short-term and sustained levels of exercise.

To make pupils aware of the effects of exercise on the body such as the development of health, muscular strength, and the need for personal hygiene.

To develop the sense of belonging and participation in team activities.

To promote positive conventions such as fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

To ensure safe practices in physical activities by establishing a safety ethos that emphasises the importance of; listening to instruction, following rules, wearing appropriate clothing and footwear, removing jewellery that is a safety risk to oneself and others, how to lift, transport, use and store equipment safely, warm up and recover from exercise activities.

Physical Education lessons either take place in the school hall or on the school yard. The hall is one of the largest of its kind in any Primary School within the County. It possesses a good range of equipment, some of which has been bought by the ParentKind/PTA. Games are also played in the school hall, and in the school yard.

The school has played competitively against local Primary schools in the following sports; soccer, rugby, netball, cricket, swimming, tennis and rounders. In the main these matches take place after school and are organised on a friendly basis and not part of any league structure. Mrs S. Watts is the PE Co-ordinator.

Outdoor and adventurous activities usually take place at Key stage 2 mainly on residential trips to Rhossili, Port Eynon, Llangrannog or Margam.

When the school participates in swimming lessons, these take place at Penlan Leisure Centre. These lessons are usually for our Key Stage 2 and STF pupils. From time to time we are able to offer swimming lessons to Foundation Phase children as well.

It is part of the school philosophy that all children be given the opportunity to access these activities, at the appropriate level, irrespective of race and sex.

Charging and Remissions

Parents are asked to make voluntary contributions to cover the cost of school visits and for some school events such as visiting theatre groups.

If the school premises are let outside of school hours, external organisations are usually asked to cover the cost to the school of the letting, and these costs may be reviewed periodically.

Behaviour

As a Rights Respecting School, we promote the values and principles of the UNCRC. Many of the UNCRC articles directly promote good behavior, tolerance and underpin positive values which are at the core of our school.

The school aims to create a community which is friendly and caring, with high expectations of good behaviour based on self-discipline. Everyone within the school is expected to behave in a reasonable and co-operative way at all times. The children are provided with school and class charters that help to achieve these objectives. The school uses positive behaviour systems and practices in all classes and in the school as a whole.

The school has staff trained in Restorative Practice and this is used on a daily basis to promote good behaviour and deal with conflict. Staff are also trained in 'Derbyshire Positive Play' and this is used as and when the need arises. The school also runs Nurture support for pupils who have difficulty coping with the classroom situation. This support concentrates on social skills, good behaviour and strategies to deal with situations that pupils may find difficult. The Nurture leader liaises closely with class teachers and the aim is to give these pupils the confidence and strategies to thrive in their mainstream class.

The school aims to reward positive behaviour and discourage negative behaviour. Every class has a recognition board where pupil's names are recorded when they do something worthwhile. Pupils are encouraged to be 'Ready, Respectful and Safe.' They are also encouraged to have 'Kind hands, kind feet and kind words.' Any form of bullying is not tolerated. Sanctions involve loss of privilege. If persistent misbehaviour occurs parents are contacted and reactive plans/behaviour contracts are established. The school expects the home to work with the school in overcoming behavioural problems that might arise. The school also works closely with outside agencies such as the behaviour support team who come into school to work with more challenging children.

Pastoral Care

Each class teacher is responsible for the pastoral care of the pupils along with the Pastoral Support Officer, with the Headteacher having overall responsibility.

If pupils are ill in school the parents, or named contacts, will be telephoned. The emergency services will be called if necessary and parents informed.

Medical and dental services attend the school regularly and the Education Welfare Service and School Psychologist Services are contacted if necessary. The school is involved with the 'Designed to Smile' project which encourages pupils to clean their teeth during the school day.

It is important to inform the school if your child develops a medical condition that may require attention in some way should it arise in the school setting.

School Uniform

Grey skirt/grey trousers
Gold polo shirt
Blue sweatshirt/cardigan/hoody with school logo
Blue and white checked Summer dress or grey shorts

Matching blue jogging bottoms may be worn as an alternative to the grey skirt and grey trousers.

Governors have made uniform a policy for the school, and many parents find it convenient for their children to wear the uniform daily. However, there is flexibility and the school understands that it is not always possible for children to wear uniform.

Pupils are expected to be dressed appropriately when representing the school at special ceremonies and public performances.

Uniform is available from, Sportscene or Mamselle in Morrison.

As with all personal property it is strongly advised that all articles of clothing should be clearly marked or labelled with the name of the owner, as the school cannot accept responsibility for the loss of such items.

As indicated in the Sport section children are expected to change into suitable clothing for P.E. and Games.

For safety reasons jewellery is best left at home. If jewellery does constitute a risk, pupils will be asked to remove it especially during P.E. or Games lessons. Watches are worn at the child's own risk.

Morrison Primary School Terms and Holiday Dates 2020-2021 Academic Year

School term and holiday dates 2020/2021

Holiday dates and bank holidays

Term	Term begins	Term ends	Mid-term holiday		Term begins	Term ends	Total days
			Begins	Ends			
Autumn 2020	Tuesday 1 September	Friday 23 October	Monday 26 October	Friday 30 October	Monday 2 November	Tuesday 22 December	76
Spring 2021	Monday 4 January	Friday 12 February	Monday 15 February	Friday 19 February	Monday 22 February	Friday 26 March	55
Summer 2021	Monday 12 April	Friday 28 May	Monday 31 May	Friday 4 June	Monday 7 June	Friday 16 July	64
Total:							195

Bank holidays

2 April 2021 - Good Friday

5 April 2021 - Easter Monday

3 May 2021 - May Day

31 May 2021 - Spring Bank Holiday

Please note that this calendar is subject to any changes that may arise as a result of Welsh Government issuing a Direction on term dates

The City and County of Swansea does not accept any liability for any losses incurred in respect of altered holiday arrangements following changes to the timetable in any direction issued by the Welsh Government.

School Security

As part of the school philosophy, it is a stated aim that the school provides a learning environment that is happy and secure. To achieve this our major consideration must be:

- To prevent vandalism, theft, arson and assault on both staff and pupils.
- To stress the need for vigilance.
- To create excellent relationships with all connected with the school.
- To consider the design of the building and grounds.
- To have in place security procedures.

Security measures have been developed to help in this direction:

- Access Control Systems.
- Updated CCTV.
- Personal Security Alarms.
- Improvements to the school security alarm system.
- Relocation of the school office by the main entrance.

Such measures have helped improve the security of the school. However, we must not become complacent. The Governing Body would encourage all parents to continue to be vigilant, to bring and collect their children on time, and to keep class teachers informed about any changes as regards bringing or collecting children from school.

It must also be pointed out that while the school makes every effort to care for property it cannot be held responsible for the loss or damage of personal belongings. Parents are strongly advised to label their children's clothes.

Safety of pupils leaving the school premises during the school day

Schools have a duty to take reasonable care to ensure the safety of pupils from foreseeable risks.

The main school gate is locked while the school is in session and so the only entrance and egress for the school is the main door which has a key-pad entry and buzzer. This door is also covered by CCTV which is monitored by office staff.

However, the following procedures will be adopted if pupils leave the premises during the school day without permission.

A pupil should never leave the school grounds during the school day without the school having written permission off the parent or guardian. In an emergency the school office may be telephoned (01792 781811) to make appropriate arrangements.

If a pupil has been granted permission, an adult known to the pupil must report to the school office and the pupil will be brought to them. The school should be informed who will be collecting the pupil. If the pupil has to leave the premises at lunchtime, then the pupil's parent/guardian is responsible for the supervision of their child and for making appropriate lunchtime arrangements. The pupil must sign in at the office on their return to school.

There may be times when a pupil manages to leave the premises without permission (abscond). The school regards this as a very serious matter and will adopt the following procedure.

If the absconding pupil runs away from the school premises, staff are to exercise great care not to increase the risk. Running after a pupil, or following a pupil, may cause the pupil to run further away and place the pupil in a dangerous situation as they confront crossing the roads around the school. As soon as it is known that a pupil has left the premises it is to be reported to the Headteacher, or in her absence the Deputy Headteacher, who will inform the pupil's parent/guardian and the Community Police if necessary. All incidents of a pupil leaving the premises will be recorded and reported to parents and carers. This

will happen even if the child returns after having crossed the road, sat on a pavement outside school etc.

If the absconding pupil is just outside the building, near the gates etc., they will be talked to gently and persuaded to come back into the school to talk about their problems.

The Headteacher/Governing Body may review the procedures outlined above when new guidance becomes available from central government or the LA or if school circumstances change.

Parents wishing to visit the school

Any parents wishing to visit the school for any reason should telephone the school on 01792 781811 to make an appointment with whoever they wish to see or call in at the school office to make an appointment. This will ensure that staff are available to meet with the parent.

Parents Code of Conduct

At Morrison Primary School, we are extremely fortunate to have a supportive and friendly parent body. Our parents recognise that educating children effectively is a process that involves partnership between parents, staff and the wider school community. As partners, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood.

For these reasons we continue to welcome and encourage parents/carers to participate fully in the life of our school. There is however an expected code of conduct for all parents, carers and visitors to our school. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding. We expect parents, carers and visitors to:

- Respect and model the caring ethos of our school whenever on school premises or when communicating directly with the school.
- Understand that school staff and parents need to work together for the benefit of all
- Demonstrate that all members of the school community should be treated with tolerance and respect and therefore set a good example in their own speech, conduct and behaviour
- Seek to clarify a child's version of events with the school's view in order to bring about a peaceful solution to any issue

- Discourage any behaviour which would lead to conflict, aggressive behaviour or unsafe behaviour. (Approach the right member of school staff to help resolve any issues or concern).

In order to support a peaceful and safe school environment the school cannot tolerate parents, carers and visitors exhibiting the following:

- Disturbing school staff and trying to speak to them whilst they are supervising children
- Breaching school security procedures, e.g. entering main door without using the intercom system when another parent/visitor is leaving or entering
- Attempts to gain entry to any part of the school in disregard of procedure or without permission and appropriate supervision
- Disruptive behaviour which interferes or threatens to interfere with the operation of a classroom, an employee's office, office area or any other area of the school grounds including team matches
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper
- Threatening to do actual bodily harm to a member of school staff, Governor, visitor, fellow parent/carer or pupil regardless of whether or not the behaviour constitutes a criminal offence
- Damaging or destroying school property
- Abusive, persistent or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils/parent/staff, at the school on Facebook or other social sites. (see additional advice regarding Social Media). Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, the Head teacher or the Chair of Governors, so they can be dealt with fairly, appropriately and effectively for all concerned
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences)
- Smoking and consumption of alcohol or other drugs whilst on school property.

Should any of the above behaviour occur on school premises the school may feel it is necessary to contact the appropriate authorities and if necessary, even ban the offending adult from entering the school grounds. We trust that parents and carers will assist our school with the implementation of this code of conduct

and we thank you for your continuing support of the school We would expect that parents would make all persons responsible for collecting children aware of this policy

Inappropriate use of Social Media

Social media websites are being used increasingly to fuel campaigns and complaints against schools or to share inappropriate information, e.g. naming children involved in incidences, sharing confidential information regarding an aspect of school life, making allegations or accusations or sharing false news.

Morrison Primary School considers the use of social media websites or Apps in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the leadership team or the Headteacher, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated at Morrison Primary School is found to be posting libellous or defamatory comments on Facebook or other social network sites or Apps, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Additionally, and perhaps more importantly is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

Last School Comparative/Validation 2019 (End of Foundation Phase Outcomes - Pupils) due to Covid Pandemic

School Validation 2019 (End of Foundation Phase Outcomes - Pupils)



(Table 1 of 2 - PERCENTAGES)

Swansea

MORRISTON PRIMARY SCHOOL

		N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.7	3.7	14.8	37.0	40.7	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	4.0	0.0	4.0	4.0	64.0	24.0	0.0
Language, literacy and communication skills (in Welsh)	2019	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Language, literacy and communication skills (in English)	2019	0.0	0.0	0.0	0.0	0.0	0.0	3.7	3.7	18.5	3.7	44.4	25.9	0.0
	2018	0.0	0.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	28.0	48.0	20.0	0.0
Mathematical development	2019	0.0	0.0	0.0	0.0	0.0	0.0	3.7	0.0	11.1	14.8	40.7	29.6	0.0
	2018	0.0	0.0	4.0	0.0	0.0	0.0	0.0	0.0	0.0	16.0	60.0	20.0	0.0

FPI **

2019	70.4
2018	68.0

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

- : Not exactly zero, but less than 0.05

** : Achieved the expected outcome in each of "Language, literacy and communication skills (in Welsh)" or "Language, literacy and communication skills (in English)", "Mathematical development" and "Personal and social development, well-being and cultural diversity" in combination.

School Comparative/Validation 2019 (End of Foundation Phase Outcomes - Pupils)

School Validation 2019 (End of Foundation Phase Outcomes - Pupils)



(Table 2 of 2 - PUPIL NUMBERS)

Swansea
MORRISTON PRIMARY SCHOOL

	N	D	W	Z	S	G	1	2	3	4	5	6	A
Personal and social development, well-being and cultural diversity	0	0	0	0	0	0	0	1	1	4	10	11	0
Language, literacy and communication skills (in Welsh)	0	0	0	0	0	0	0	0	0	0	0	0	0
Language, literacy and communication skills (in English)	0	0	0	0	0	0	1	1	5	1	12	7	0
Mathematical development	0	0	0	0	0	0	1	0	3	4	11	8	0

FPI **

School	19
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Cohort = 27

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

W: Working towards Foundation Phase Outcomes.

A: Performance Above Foundation Phase Outcome 6.

School Comparative/Validation 2019 (KS2 - Pupils)

School Validation 2019 (KS2 - Pupils)



(Table 1 of 2 - PERCENTAGES)

Swansea

MORRISTON PRIMARY SCHOOL

		N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	4+
English	2019	0.0	0.0	0.0	0.0	0.0	5.9	23.5	5.9	41.2	23.5	0.0	64.7
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	10.5	57.9	31.6	0.0	89.5
Oracy	2019	0.0	0.0	0.0	0.0	0.0	11.8	11.8	23.5	35.3	17.6	0.0	52.9
	2018	0.0	0.0	0.0	0.0	0.0	0.0	5.3	0.0	68.4	26.3	0.0	94.7
Reading	2019	0.0	0.0	0.0	0.0	0.0	5.9	23.5	5.9	41.2	23.5	0.0	64.7
	2018	0.0	0.0	0.0	0.0	0.0	0.0	5.3	5.3	52.6	36.8	0.0	89.5
Writing	2019	0.0	0.0	0.0	0.0	0.0	5.9	23.5	17.6	35.3	17.6	0.0	52.9
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21.1	52.6	26.3	0.0	78.9
Mathematics	2019	0.0	0.0	0.0	0.0	0.0	5.9	23.5	5.9	52.9	11.8	0.0	64.7
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	15.8	47.4	36.8	0.0	84.2
Science	2019	0.0	0.0	0.0	0.0	0.0	11.8	5.9	17.6	47.1	17.6	0.0	64.7
	2018	0.0	0.0	0.0	0.0	0.0	0.0	0.0	21.1	47.4	31.6	0.0	78.9
Welsh Second Language	2019	0.0	0.0	0.0	0.0	0.0	23.5	5.9	23.5	41.2	5.9	0.0	47.1
	2018	0.0	0.0	0.0	0.0	0.0	0.0	10.5	31.6	47.4	10.5	0.0	57.9

Core Subject Indicator **

2019	64.7
2018	79.0

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

- : Not exactly zero, but less than 0.05

** : Achieved the expected level in each of Welsh First Language or English, Mathematics and Science in combination.

School Comparative/Validation 2019 (KS2 - Pupils)

School Validation 2019 (KS2 - Pupils)



(Table 2 of 2 - PUPIL NUMBERS)

Swansea

MORRISTON PRIMARY SCHOOL

	N	D	NCO1	NCO2	NCO3	1	2	3	4	5	6+	Cohort
English	0	0	0	0	0	1	4	1	7	4	0	17
Oracy	0	0	0	0	0	2	2	4	6	3	0	17
Reading	0	0	0	0	0	1	4	1	7	4	0	17
Writing	0	0	0	0	0	1	4	3	6	3	0	17
Mathematics	0	0	0	0	0	1	4	1	9	2	0	17
Science	0	0	0	0	0	2	1	3	8	3	0	17
Welsh Second Language	0	0	0	0	0	4	1	4	7	1	0	17

Core Subject Indicator **

2019 11

Cohort = 17

Notes

N: Not awarded a level for reasons other than disapplication.

D: Disapplied under section 364 or 365 of the Education Act 1996, now effected through sections 113-116 of the Education Act 2002.

NCO1 : National Curriculum Outcome 1

NCO2 : National Curriculum Outcome 2

NCO3 : National Curriculum Outcome 3

(NB NCO1, NCO2 & NCO3 have replaced Level W in previous years)

2019-20 School Foundation Phase Data

Outcome 5+ 2019-20

O5+			FSM		
	%	Dis%		%	Dis%
FPi	62%	89%	FPi	58%	88%
LLC	62%	89%	LL	58%	88%
MD	62%	89%	MD	58%	88%
PSD	69%	89%	PSD	62%	88%

Outcome 6 2019-20

O6			FSM		
	%	Dis%		%	Dis%
LLC	8%	11%	LLC	8%	13%
MD	0	0	MD	0	0
PSD	46%	67%	PSD	42%	63%

2019-20 Key Stage 2 Data

2019-20 CSI L4+

Teacher Assessment			Teacher Assessment FSM		
	%	Dis %		%	Dis%
CSi-	73.7	93.3	Csi	62.5	83.3
Eng	73.7	93.3	Eng	62.5	83.3
Maths	73.7	93.3	Maths	62.5	83.3
Sci	73.7	93.3	Sci	62.5	83.3

2019-20 L5

			Teacher Assessment FSM		
	%	Dis%		%	Dis%
Eng	10.5	13.3	Eng	12.5	16.7
Math	21.1	26.7	Math	12.5	16.7
Sci	21.1	26.7	Sci	25.0	33.4

