



Governors' Annual Report 2024-25

Welcome by Chair

Dear parents, carers and guardians,

On behalf of the governing body, I am pleased to present the school's 2024-25 annual report. It provides an overview of the life of the school as well as information on pupil attainment, staffing, finance, membership of the governing body and other useful information.

We are very fortunate that our school is served by a team of dedicated and caring staff – the Headteacher, senior leadership team, teachers, teaching assistants, support staff, office staff, canteen staff, caretakers and cleaners. Consequently, this academic year has again been, as always, busy and productive, with many positive achievements. And despite budget limitations the school has continued to offer an authentic and rich education to all of our pupils.

I look forward to working with you all again over the coming year.

Best wishes,

Anthony Beynon
Chair of Governors

Chair of Governors:

Mr Anthony

Beynon

Headteacher:

Mrs Alison Thomas

Deputy

Headteacher:

Mr Matthew Bannister

Senior Management:

Mr Phil Bendle,

Mrs Gemma

Harris (ALNCo)

Headteacher's comments

The school consistently strives to move teaching from good to excellent, with the pupils' well-being at the heart of all we do. Over the last year, the school has had a focus on developing the confidence of the pupils with regard to their problem solving and reasoning in Mathematics and exposing them to a range of sentence types, encouraging a sequential and explicit writing process, allowing learners to develop and extend their writing in Languages, Literacy and Communication.

Our pupils continue to have access to digital software and devices to support their learning and enhance their digital skills. Staff continue to demonstrate an innovative approach to their teaching style and are constantly enhancing the curriculum offer for the pupils. Pupils enjoy learning through real-life learning opportunities and enterprise tasks and this is leading to improved pupil engagement and attitudes to learning. Staff and pupils continue to work together to fulfil the school's vision 'to be the best we can be.'

I would like to take this opportunity to thank parents, carers and guardians for their continued support and we look forward to continuing this journey together over the coming year.

Mrs Thomas
Headteacher

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School Environment

The Eco Committee led the school in their celebrations of the 30th Birthday of Fair Trade. The Eco committee decided the school needed to do something special. As a committee they decided to hold a street market where every class represented a country and baked a food type that was traditional to that country. They had everything from banana Welsh cakes from Wales, to fortune cookies from China, fruit salads and smoothies from the Caribbean, to popcorn from America. Classes created their own Fair-Trade banners, posters and price tags. The parents and PTFA attended the event which proved very successful.

The Eco club/committee also completed the Environmental Review for the year which supported them to formulate the Action Plan. They also created a brand-new Eco logo and an updated Eco Code for the school. They carried out recycling busts and created posters for the whole school to support the correct recycling in the school bins. The children have also been busy planting flowers/sunflowers in the school garden to continue to enhance the school grounds. This work will be ongoing over the next academic year.

Governors' Annual report

Following the progress made last year, the Governors, in conjunction with stakeholders and staff, are responsible for drawing up the School Development Plan. The plan identifies the direction the school will take over the next academic year, in delivering the curriculum and raising standards. The plan is regularly monitored and revised to take account of any changes and impact.

The main areas for development in 2025-26 are:

- Priority 1 – To continue to embed systems that promote positive emotional and mental well-being of pupils and staff, supporting inclusivity and positive attitudes to learning.
- Priority 2 - To continue to further enhance teaching and learning with a focus on the 3 Enablers and a purposeful curriculum that builds systematically on pupils' existing knowledge, understanding, skills and experiences, securing progression as pupils move through the school.
- Priority 3 – To continue to develop purposeful ALN and assessment and tracking procedures that secure pupil progression and achievement and provision that meets the needs of all learners.
- Priority 4 – To continue to ensure leadership and professional learning impact on standards and learner outcomes across the school.
(A summary of the SDP is available at the end of this document).

Pupil achievements/Sporting opportunities/Extra-curricular clubs

The pupils have enjoyed having extra-curricular clubs return. On offer: sports club, dance, football, art club, chess club, Eco club, Criw Cymraeg, School Council, Choir and Signing Choir and Healthy Schools Club.

Staffing September 2025		
Nurs	Mrs Arnold	Liza Sellere am, Shauni Osborn (Mon - Fri am), Supply TA am
Rec/Year 1	Miss Rees	Alison Cross (Mon -Thurs), Hayley Moses – (Fri), Sarmishta Chamunni
Year 1/2	Mrs Moore	Rachel Phillips, Sian Siberry (Tues - Fri), Hayley Moses (Mon)
Year 3/4	Miss White	Miss Hill, Miss O'Connor (Mon- Fri am)
Year 4/5	Mr Bannister (Deputy Head)	Jemma Griffin am, Shauni Osborn pm, Marilyn Thomas
Year 5/6	Mr Bendle	Miss Matthews
STF 1	Miss Johns	Rebecca Cosgrove, Sara Otter, Donna Samuel (Fri am), Donna Halcrow (Mon am, Tues am, Wed am, Thurs am), Diane Bowen (Thurs am), Supply TA pm
STF 2	Mrs Harris	Lisa Lovering, Donna Halcrow (Mon pm, Tues pm, Wed pm, Thurs pm), Sara Melville (Mon,Tues, Wed am, Thurs), Diane Bowen (Wed & Fri), Donna Samuel (Wed am, Thurs all day, Fri pm)

Additional Learning needs

Mrs G. Harris is the school ALNCo (Additional Learning Needs co-ordinator). If you have a concern about your child's learning or development, you should initially speak to their class teacher. The teacher may then suggest a further meeting with the ALNCo should it be deemed necessary. This may lead to additional support or a teaching intervention.

We are proud to be an inclusive school and allow all pupils to have access to the full curriculum. We have good facilities to include pupils with physical disabilities, including disabled toilets.



Our school prospectus is updated every year. Call into the school or look at our website if you would like a copy.

School Community links/ PTFA

The school works closely to develop and establish strong links with the community of Morriston. The PCSO/police representatives come in regularly to speak to the children and the fire brigade also visit. We have a strong relationship with Libanus Church. Our choir sing in local residential homes and the local community at Christmas time.

Morriston Primary PTFA is made up of numerous parents, grandparents and volunteers

who have an interest in enhancing the school for all pupils. They usually meet regularly to discuss and arrange a variety of fund raising and non-profit events and activities. Though raising money is a large part of their work, everyone agrees the main aim is to help the school give each pupil the fullest experience possible during their time at school.

Healthy Schools

We are a healthy school, and a huge focus is spent on learning about healthy eating, health and well-being, positive mental health, healthy bodies and healthy relationships as part of the curriculum.

Over the last year we have continued to embed positive emotional and mental health strategies in school as well as maintaining the standards required of a healthy school, following on from achieving the National Quality Award for Healthy Schools in July 2022.

School organisation/curriculum

The school continues to offer a rich and varied curriculum. Text-types are mapped out across the year and pupils are encouraged to apply their skills across the curriculum through rich tasks and enterprise tasks. Learners are given authentic learning opportunities as much as possible, enabling them to apply their Literacy, Numeracy and DCF skills in a cross-curricular way, as well as the integral skills and to apply the four purposes. We pride ourselves on a holistic approach to teaching, focussing on the all-round development of pupils as well as supporting the teaching of the cross-cutting themes.

Did you know the school has 2 Specialist Teaching Facilities for pupils with severe learning difficulties and Autism. The staff in these classes have specialist skills in teaching pupils with additional learning needs.

We are very proud of our Specialist Teaching Facilities which we feel hugely benefit the school and the pupils involved.

PTFA contributions

The events supported by the PTFA this year have supported children in the following ways:

- Play equipment for the school yard
- Father Christmas gifts
- Raffle prizes
- Year 6 'Leavers gifts'
- Etc.

For more details/information please contact the PTFA via the school office.

We have 10 toilet areas through-out the school. These are cleaned every evening!

School Council

The School Council are a group of pupils who represent all the pupils in school and enable them to have a voice in the leadership decisions in improving our school. Throughout the year they hold regular class surveys and meetings to feedback and discuss suggestions from their peers.



WELSH

We are an English medium school and we teach Welsh as a second language. Incidental Welsh happens every day and pupils have focussed lessons based around a topic or our language patterns during the week. We engage pupils in a range of work celebrating Wales, where we live and developing our sense of 'Cynefin.'

We have achieved the Silver Award for the Siarter Iaith and we are working towards Gold.

Morrison Primary School Terms and Holiday Dates 2025-2026 Academic Year

School term and holiday dates 2025 / 2026

School term and holiday dates 2025 / 2026

Term	Term begins	Mid-term holiday begins	Mid-term holiday ends	Terms ends
Autumn 2025	Monday 1 September 2025	Monday 27 October 2025	Friday 31 October 2025	Friday 19 December 2025
Spring 2026	Monday 5 January 2026	Monday 16 February 2026	Friday 20 February 2026	Friday 27 March 2026
Summer 2026	Monday 13 April 2026	Monday 25 May 2026	Friday 29 May 2026	Monday 20 July 2026

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.

Swansea Council 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.

When a Parent Governor's 'term of office' comes to an end, the school will send letters home to give all parents the opportunity to apply to become a governor. If more than one parent applies then a ballot is held.



Our governors receive regular training opportunities provided by the Local Authority.

Governor roles and responsibilities

There is a high level of expertise within the staff & governors and there is a strong commitment to continued professional development. The governors ensure that the focus for the school is to raise standards of teaching, learning and care of the pupils. Governors are involved with the analysis of school data and setting targets and the School Improvement Plan.

The Governors have specific committees that they are involved in, and they also have areas of responsibility that they focus on. This involves them coming into school to monitor their individual area of responsibility. This could involve speaking to the teacher lead for the area or meeting children and discussing their work.

Governors also regularly review school policies to ensure they are up to date and valid. School policies are available on request from the school office once reviewed. An AGM for parents and governors is offered every year in the Full Governing Body meeting in October. Any questions or queries should be addressed to the Chair of Governors, Mr Anthony Beynon or the Clerk to Governors, Mrs Debbie Gibbs. Both are available for contact through the school.

Meet the Governors

	Type of Governor	End of Term
Louise Davies	Parent	14/10/28
Cllr Andrea Lewis	Local Authority	26/02/29
Cllr Yvonne Jardine	Local Authority	28/04/29
Denise O'Connor	Non-teaching staff	10/10/25
Philippa White	Teaching Staff	12/3/28
Jeffrey Nsofor	Parent	6/3/26
Nichola James (Vice Chair)	Local Authority	27/3/28
Clare Beynon	Community	6/12/27
Anthony Beynon (Chair)	Community	6/12/27
Alison Thomas	Headteacher	/
Matthew Bannister	Deputy Head	/

The school's last reported attendance figure placed the school in the top 50% of similar schools, in Benchmark Quartile 2. Attendance for last year was 91.9% with 6.3% authorised absences and 1.8% unauthorised absences.

Morrison Primary follows the local authority attendance pathway. Parents are sent letters about low attendance. If attendance does not improve within 2 weeks, a second letter is sent stating the EWO will become involved. If after a week, attendance still hasn't improved, a third letter is sent asking the parents to come to school for a meeting. Fixed penalty notices have also been reinstated since September 2022.



FINANCIAL MANAGEMENT REPORTING

The school and governors have a responsibility to ensure there is good financial management practice in the school and that we provide 'good value for money'. The information below shows the budget and actual spend for the academic year 2024-25.

SCHOOL: Morriston Primary

STATEMENT OF ACTUAL EXPENDITURE 2024/25 FINANCIAL YEAR

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	797,965	0	797,965
Salaries	522,337	32,665	555,002
Other Employee Costs	-904	124	-780
Premises	-1,849	0	-1,849
Transport	0	208,959	208,959
Supplies & Services	370,743	0	370,743
Recharges	0	86,385	86,385
Gross Expenditure	1,688,293	328,133	2,016,426
Grant Income	-269,763	0	-269,763
Other Income	-139,092	-115	-139,207
Gross Income	-408,855	-115	-408,970
Net Expenditure	1,279,438	328,018	1,607,456

RESERVES:	£
FINAL FORMULA ALLOCATION:	1,315,382
TOTAL NET EXPENDITURE:	1,279,438
TRANSFER TO / (FROM) RESERVES:	35,944
OPENING BALANCE ON RESERVES 01/04/24	65,897
CLOSING BALANCE ON RESERVES: 31/03/25	101,841

School Development Plan Summary 2025- 2026



An overview of the conclusions or findings of the school's self-evaluation ...

The school is a nurturing, caring, welcoming environment where wellbeing continues to be a priority. The school equips pupils with the language to recognise and talk about emotions and gives them strategies to support their mental health. Staff use 'Growth Mindset' approaches across the school to develop pupil resilience, perseverance and independence. Morriston Primary School has achieved the National Quality Award for Healthy Schools and promotes health and well-being through its broad and enriched curriculum. The NQA assessment report outlined that:

"The School Vision and Mission Statement, which have been drawn up in consultation with pupils, staff, parents and governors are 'To Be the Best That We Can Be' and 'Together Everyone Achieves More' this sums up completely the inclusive nature of the school and how diversity is celebrated. It has a very caring philosophy and well-being is at the heart of everything that the school plans and delivers. All school staff are firmly, and enthusiastically committed to the aims of the school and to the aims of the Healthy School Scheme. The highly committed and enthusiastic staff at the school know their pupils very well and target their work so that each pupil has appropriate support. They deal with their vulnerable pupils with care, wisdom and sympathy. The teachers, the teaching assistants and auxiliary staff are all highly valued and there is a strong feeling that all staff are working as a team. This caring and sharing ethos stems from the careful and sensitive leadership of the head teacher." Leaders also evidence the very positive impact the Empathy Lab approach has on building pupil resilience and empathy, whilst developing greater understanding of diversity through respect and tolerance. Throughout the year classes engage with empathy rich texts/ novels in line with their topics. This approach develops basic empathy principles whilst developing learner's literacy and Health and Well-being skills.

The school consistently strives to move teaching from good to excellent. At the start of each academic year, learners throughout the school engage in a topic entitled 'Morriston and Me/Treforys a Fi'. This topic celebrates learner's culture and diversity whilst developing understanding and knowledge of the local history and community (Cynefin), developing that sense of belonging. All practitioners create termly curriculum maps to ensure a broad and balanced, authentic curriculum is delivered to learners, with the four purposes and pupil voice at the heart. Throughout the year, school leaders and practitioners are eager to engage in many different initiatives / projects which enrich the experiences and skill sets of all learners, such as enterprise activities, links with outside agencies to raise aspirations and ECO events fostering and improving our outdoor learning environment.

The school champions inclusion and ALN provision and this is a strength. The school serves an area of high deprivation and a traveller community. Pupil mobility is high, and pupil's needs vary considerably. Staff are experienced in early identification and provision for pupils with additional learning needs. The ALNCo is Cluster ALN Lead and has delivered whole school training on IDPs, decision making and the gradual response of Inclusive Education, Early Intervention, Targeted support, and Specialist Specific support.

Professional development is linked to SDP priorities and professional standards. The school continues to link enquiry to school development priorities and the DHT as a lead enquirer, shares practice with other schools across Swansea as required. Distributed leadership is now firmly established at Morriston Primary School. All teachers have an AoLE responsibility and hold themselves to account. AoLE Leads contribute to the school's robust self-evaluation systems. AoLE Leads receive release time to share their action plans with governors and to monitor standards, impact and coverage, carry out book looks and listen to learners. This information informs the school's self-evaluation and improvement reports and feeds into ongoing school improvement targets.

We celebrate...

Inclusion and ALN Provision is strong at the school. Staff are experienced and effective in catering for the individual needs of the pupils.

Well-being support of pupils is effective. Nearly all pupils feel safe at the school and have people they can access if they are in need of support. The Headteacher is a Licensed Thrive Practitioner.

The school was awarded the Gold Rights Respecting Award in December 2023.

The school was awarded the Platinum Plus Eco status for the fifth time in May 2024 and is a beacon school.

The school was awarded the Silver Siarter Iaith Award in July 2024.

Our enterprise curriculum, where we share our practice with other schools locally/nationally and have also been part of a film for Welsh Government.

We need to work on...

Revisiting curriculum plans ensuring progression in knowledge, skills and experiences across the school.

Continuing to offer inclusive education and timely ALN interventions.

Continue to develop/increase confidence of staff and pupils when speaking and communicating in Welsh.

Last year we achieved...

The school achieved the Silver Award for the Starter Iaith in July 2024, which was supported by our introduction of the Ffa La La scheme across the school and is working towards the Gold Award.

The school achieved the Gold Award for UNCRC Rights Respecting Schools in December 2023 and this is a continued focus for the school.

On the 23.1.25 a film company attended school to film Ffa La La sessions with Years 1 and 2 in order to share their learning and celebrate the work they had been doing on the Ffa La La website. The School Improvement Adviser and Welsh in Education Officer for the school completed a learning walk in school with a Welsh Focus. They found that nearly all pupils were able to recollect prior learning and use Welsh appropriately to answer questions. Nearly all pupils participated enthusiastically in class activities for example in lessons in Welsh in Nursery and Year 1/2 and in the STF classes. It was noted there was a calm and purposeful atmosphere evident and the climate in nearly all classrooms was conducive to learning.

The DHT shared the school's journey to effective and progressive questioning with colleagues from across the Local Authority during the 'Teach for Purpose' training series. Following this session, a number of schools approached the school to share practice (Clwyd and Gellionnen).

The school engaged with Welsh Government/ Big Ideas Wales to develop a suite of resources to enable other settings to develop their approaches to delivering a broad and balanced enterprise curriculum. The resources involve - Embedding Enterprise Routemaps and case studies. The school takes part in the Big Ideas Wales Competition, annually. The school has hosted twilight sessions for the South West region, where practitioners from across the region collaborated / shared practice in delivering creativity/ entrepreneurial skills. The school has been involved in a film which highlights our work- <https://businesswales.gov.wales/bigideas/partner-area/enterprise-troopers>

This year we aim to...

Continue to promote positive emotional and mental health and well-being and embark on the behaviour change programme.

Embed updated Health and Well-being and RSE Curriculum to support learners to understand their emotions, learn about healthy relationships and a healthy lifestyle and develop a greater understanding of inclusivity and non-discrimination.

Continue to improve attendance and pastoral support for pupils and their families and further develop community engagement.

Learners offered a curriculum with an emphasis on the quality and impact of the interplay between the three enablers to inspire and challenge learners in their learning through offering enabling adults, engaging experiences and effective environments.

Further improve learner fluency and understanding of number to support learner confidence across all areas of Mathematics and Numeracy.

Continue to ensure the writing process is sequential and explicit, which exposes learners to a range of sentence types.

Further develop fluency and confidence of learners and staff when speaking Welsh.

Continue to strengthen Learners' depth and extension of learning and understanding, via skilful questioning and reflective feed forward opportunities in the classroom. Encourage further improved presentation and handwriting skills from learners.

Pupils' IDP outcome progress tracked and monitored using a person-centred approach, continuing to move learners closer to their positive change/aspirations.

AoLE Leads to continue to lead on curriculum development, ensuring developing understanding of progression and coverage of knowledge and skills in their areas.

Continue to develop pupils as leaders and support their involvement in school improvement processes.

Continue to ensure Health and Safety and safeguarding arrangements and priorities are maintained and that any maintenance is completed in a timely manner.

This is how we will achieve our aims and who will help us...

Continue to embed Thrive strategies and engage with behaviour change programme.

Staff to continue to use the new resources to support their planning and delivery of Health & Well-Being and RSE sessions in order to support learners to understand their emotions, learn about healthy relationships and a healthy lifestyle and develop a greater understanding of inclusivity and non-discrimination.

The Well-being support officer to implement attendance pathway and further develop parental/community workshops.

Staff to audit learning environments, approaches and strategies and track progress of learners through action research linked to their focus approach, ensuring provision is learner-centred, process driven and progressive from where the learners have come from.

Staff using the White Rose resources, MyMaths, Numicon and Cuisenaire etc. Pupils using practical resources to support their fluency and understanding of number across all areas of Mathematics and Numeracy.

Ensuring practitioners utilise the Literacy scheme of work to support learner's writing progression. Training based on sequential writing process and ensuring explicit teaching of key writing skills. Dissemination of progressive progression map of sentence types.

Continue to utilise Ffa La La to support the teaching of Welsh across the school. Pupils to know the 20 key Welsh Language patterns from the Continuum.

Practitioners to continue to develop ability to use a range of questioning strategies to extend and deepen pupils learning. Pupils having a key involvement in self-assessment and meaningful reflection opportunities whilst developing their ability to identify next steps in progression. Learners taking pride in their presentation and handwriting.

Outcomes tracked and reviewed to ensure they are both SMART and person-centred, moving learners closer to their positive change/aspirations.

AoLE Leads to continue to network and liaise with staff, cluster and wider to lead on curriculum development, ensuring progression and coverage of knowledge and skills in their areas.

Pupil voice groups to continue to improve and develop the school.

Maintain safeguarding and health and safety documentation and safety checklists. Organise for timely maintenance as required.