



Governors' Annual Report 2023-24

Welcome by Chair

Dear parents, carers and guardians,

On behalf of the governing body, I am pleased to present the school's 2023-24 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 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 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 further developing the confidence of the pupils and staff in their Welsh oracy skills, which culminated in us achieving the silver Siarter Iaith award in July 2024. We also achieved the gold award for the UNCRC Rights Respecting Schools in December 2023 and the Platinum Eco Schools Award for the 5th consecutive year in May 2024.

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

Inside this issue:

Welcome	1
School Priorities & Progress	2
ALN	3
School Holidays	4
Governor roles & responsibilities	5
Financial reporting	6
SDP summary	7

School Environment

The Eco Committee designed a new Eco logo which was shared with the rest of the school. They produced a new Eco code and an Eco rap. They worked together on improving the school grounds, planting and introducing new growing areas into the garden, involving the whole school in a competition 'Morriston Primary School in Bloom,' with the winning class achieving a prize for the best area. The Eco Committee have been working on preparations for the 30th birthday of Fair Trade. There will be no Fair Trade fortnight, instead there will be a Fair Trade celebration in the Autumn Term.

The Upper Phase classes attended workshops with ADA recycling which were interesting and informative. The school is engaging in the new Welsh Government strategy for recycling, which has provided an opportunity to reinforce recycling rules and how to recycle our rubbish correctly. The ECO Committee presented on progress made to Mr. Matthew Bunt from Keep Wales Tidy for the renewal assessment of the Platinum Award on May 15th 2024. Mr Bunt was very impressed and the school successfully achieved the Platinum award for the 5th Year running. Mrs. Lucas, Miss Watkins and three children from Year 5 and 6 attended the National Eco Committee at the National Botanical Gardens on the 21st May 2024 where they shared their good practice.

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 2024-25 are:

- Priority 1 – To continue to embed systems that promote emotional and mental well-being of pupils and staff, supporting positive attitudes to learning.
- Priority 2 - To continue to further enhance teaching and learning with 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 has been sports club, dance, football, art club, well-being club, chess club, Eco club, Criw Cymraeg, School Council, Rights Respecting Schools Club, Choir and Healthy Schools Club.

Staffing September 2024		
OAU	Mrs Lucas	Mrs Watkins, Miss Otter Mrs Bowen (Wed pm)
Nurs	Mrs Arnold	Mrs Griffin
Rec/Year 1	Miss Rees	Miss Sellere (Mon-Fri am), Ms Chamunni, Mrs Moses (Mon-Thurs), Ms Cross (Fri)
Year 1/2	Mrs Moore	Miss Hill, Mrs Phillips, Miss Couch, Mrs Siberry (Tues - Fri), Miss Cross (Mon),
Year 3/4	Miss White	Miss Hill, Miss O'Connor (Mon- Fri am)
Year 4/5	Mr Bannister (Deputy Head)	Mrs M Thomas, Mrs Davies (Mon, Wed, Fri am)
Year 5/6	Mr Bendle	Miss Matthews
STF 1	Miss Johns	Miss Osborn, Miss Cosgrove, Mrs Bowen (Wed am), Mrs Samuel (Wed am, Thurs & Fri pm), Miss Halcrow (Mon am)
STF 2	Mrs Harris	Mrs Lovering, Mrs Bowen (Mon pm and Fri all day), Miss Halcrow (Mon pm, Tues - Thurs), Miss Melville (Mon, Tues, Wed am & Thurs) Miss Samuel (Fri am).

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 and an Observation and Assessment Unit for pupils with moderate to severe learning difficulties and autism. The OAU is a short-term placement facility where pupils attend to have further assessment. The staff in these classes have specialist skills in teaching pupils with autism. 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 2024-2025 Academic Year

School term and holiday dates 2024 / 2025

Holiday dates and bank holidays.

School term and holiday dates 2024 / 2025

Term	Term begins		Mid-term holiday begins	Mid-term holiday ends		Terms ends	Total days
Autumn 2024	Monday 2 September 2024	Friday 25 October 2024	Monday 28 October 2024	Friday 1 November 2024	Monday 4 November 2024	Friday 20 December 2024	75
Spring 2025	Monday 6 January 2025	Friday 21 February 2025	Monday 24 February 2025	Friday 28 February 2025	Monday 3 March 2025	Friday 11 April 2025	65
Summer 2025	Monday 28 April 2025	Friday 23 May 2025	Monday 26 May 2025	Friday 30 May 2025	Monday 2 June 2025	Monday 21 July 2025	55
Total							195

Bank holidays

18 April 2025 - Good Friday

21 April 2025 - Easter Monday

5 May 2025 - May Day

26 May 2025 - 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.

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 Quinn-Flipping (Chair)	Parent	23/3/25	
Cllr Andrea Lewis	Local Authority	24/3/25	
Cllr Yvonne Jardine	Local Authority	24/3/25	
Denise O'Connor	Non-teaching staff	10/10/25	
Philippa White	Teaching Staff	12/3/28	
Jeffrey Nsofor	Parent	6/3/26	
Nichola James	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 90.4% with 7.5% authorised absences and 2% 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 2023-24.

SCHOOL: Morriston Primary			
STATEMENT OF ACTUAL EXPENDITURE 2023/24 FINANCIAL YEAR			
	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	733,010	0	733,010
Salaries	474,072	27,235	501,307
Other Employee Costs	5,405	91	5,496
Premises	21,816	0	21,816
Transport	505	201,895	202,400
Supplies & Services	212,406	0	212,406
Recharges	99,751	39,612	139,363
Gross Expenditure	1,546,965	268,833	1,815,798
Grant Income	-191,662	0	-191,662
Other Income	-138,296	0	-138,296
Gross Income	-329,958	0	-329,958
Net Expenditure	1,217,007	268,833	1,485,840
RESERVES:			
		£	
FINAL FORMULA ALLOCATION:		1,186,300	
TOTAL NET EXPENDITURE:		1,217,007	
TRANSFER TO / (FROM) RESERVES:		-30,707	
OPENING BALANCE ON RESERVES 01/04/23		96,604	
CLOSING BALANCE ON RESERVES: 31/03/24		65,897	



School Development Plan Summary

2024- 2025



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 had on building pupil resilience and empathy, and 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 using an online planning portal to ensure a broad and balanced 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 skills 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. A few pupils exhibit very challenging behaviour which the school manages well. Staff are experienced in early identification and provision of 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 Universal intervention, Early Intervention, Targeted support, and Specialist Specific support.

Performance development is linked to SDP priorities and professional standards. The school has continued to take part in the national professional enquiry project (NPEP) and the DHT is now a lead enquirer, leading other schools across Swansea. Distributed leadership is now firmly established at Morriston. 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.

Continue to implement ALN Reform.

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.

The school achieved the Gold Award for UNCRC Rights Respecting Schools in December 2023.

The Eco Committee achieved the Platinum Award for Eco Schools in May 2024 for the 5th year running.

Rebecca Johns attended an outdoor learning project in Europe. The course focused on Forest schools and Well-being and was held in Sweden in April 2024. The course looked at how outdoor learning supports the development of the child as a whole and in particular how the use of a forest environment can promote personalised learning, social and emotional skills, cognitive development, and wellbeing to name a few. This learning and a variety of photos and resources were shared with all staff to further develop outdoor learning strategies in school.

The DHT has continued engagement with the National Professional Enquiry Project (NPEP), supporting other schools across Swansea with their action research. The DHT was approached by Swansea University to share the school's approaches to conducting an action research enquiry whilst developing innovation (Welsh oracy skills) and continuous school improvement. The DHT delivered the school's approaches to practitioners from across the region via a National Professional Enquiry Project (NPEP) meeting in January 2024.

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 Route maps and case studies. The school also hosted a twilight for the South West region in November, 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.

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

Develop learners' confidence with problem solving and reasoning

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.

Questioning / feed forward - Develop the depth and extension of learning and understanding of all learners via skilful questioning and reflective feed forward opportunities.

To continue to develop consistency in ULP, the writing of outcomes and continue to follow the ALN implementation timeline plan for September 2024 to August 2025, leading to a high standard of provision for all learners.

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 Therapeutic play strategies.

Staff 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.

Continue to map activities linked to termly themes of Year A onto the progression maps across every AoLE.

Inset training to develop staff confidence in their delivery of problem solving and reasoning lessons from Lynwen Barnsley. Staff using the White Rose resources, CAME resources, NCETM, Numicon and Cuisenaire etc. Pupils using practical resources to support their learning and understanding of problem solving and reasoning in 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.

Training for staff based on developing effective questioning, and reflection on learning, from DHT. Develop practitioner's 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.

ALNCo to work with staff to continue to ensure consistency of universal learning provision, outcomes and implementation of ALN reform as outlined in the WG implementation plan.

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.