October 2026

Governors' Annual Report 2025-26

Chair of Governors:
Mr Anthony Beynon

Headteacher:
Mrs Alison Thomas

Deputy Headteacher:
Mr Matthew Bannister

Senior Management:
Mr Phil Bendle,
Mrs Gemma Harris (ALNCo)

Welcome by Chair

Dear parents, carers and guardians,

On behalf of the governing body, I am pleased to present the school's 2025-26 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 last academic year has again been successful with a very positive Estyn Inspection Report, where the inspectors reinforced what we know about our school: "Morriston Primary School is a safe, welcoming and inclusive school, where pupils' wellbeing and achievement is a high priority. The headteacher and senior leadership team provide strong and consistent leadership. Together, they establish a highly beneficial and inclusive culture, ethos and vision for the school, which is shared by all. The school provides a safe and nurturing haven for all those connected with it and there are strong and respectful relationships between staff, pupils and parents or carers."

It was a pleasure to read our Estyn Report and I look forward to continuing to work with you all again over the coming year.

Best wishes,

Anthony Beynon
Chair of Governors

Headteacher's comments

We have had a very productive year. We have had a very successful Estyn inspection during the last year. The team from Estyn noted that: "At Morriston Primary School, the wellbeing and achievement of every pupil is a priority, and staff support pupils' individual needs well. Most pupils enjoy school and nearly all feel safe, behave well and have good attitudes to learning. Most pupils, including those in the Specialist Teaching Facility (STF), those with additional learning needs (ALN), and those from low-income families, make good progress from their starting points." We are very proud of the outcome of the inspection and the recognition that **every** pupil is our priority.

We also achieved our Gold Siarter Iaith Award in June 2026 for promoting Welsh language and culture within the school and we achieved our Platinum Eco Schools Award for the 6th time in July 2026.

As a staff we continue to strive for the best outcomes for our pupils, providing a rich, broad and balanced curriculum that captures the interest of all of our learners.

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 Club have successfully achieved the ECO Schools Platinum Award for the 6th time this year. The Assessor, Oliver Esposito attended for the renewal assessment and he was impressed that all 9 topics were well covered and integrated throughout the school. He also noted that it was positive to see every topic included on the school eco-board.

The Eco Committee have focused on the school grounds, along with the whole school, and have been making changes to the garden along with planning ideas for future projects. The school garden now has a new green house where plants and vegetables are planted and looked after, this work will be ongoing. The children decided where they would like to place the bird houses, they made and these will be placed in the trees in the Autumn Term as the leaves fall ready for the birds to nest in.

The children harvested their potatoes in the middle of June and were very excited by how they had grown and how many potatoes they each had to take home to cook.

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 2026-27 are:

Priority 1 - Teaching and Learning – Challenge pupils more consistently to apply their skills at an appropriate level across the curriculum, through high quality approaches to teaching and learning.

Priority 2 - Well-being, care, support and guidance – Ensure pupils attend school, develop their ability to reflect and improve and take responsibility for their learning.

Priority 3 - Leading and Improving –
Sharpen self-evaluation and improvement processes so that the school has a clear understanding of their impact on outcomes for pupils.

(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 2026		
Nurs	Mrs Arnold	Liza Sellere am, Shauni Osborn (Mon - Fri am)
Rec/Year 1	Miss Rees	Alison Cross (Mon -Thurs), Hayley Moses – (Fri), Sarmishta Chamunni, Gita Mathews
Year 1/2	Mrs Moore	Rachel Phillips, Sian Siberry (Tues - Fri), Hayley Moses (Mon), Daniel Williams
Year 3/4	Miss White	Molly Jones, Denise O'Connor (Mon- Fri am)
Year 4/5	Mr Bannister (Deputy Head)	Jemma Griffin am, Shauni Osborn pm
Year 5/6	Mr Bendle	Angela Matthews
STF 1	Miss Johns	Rebecca Cosgrove, Sara Otter, Karen Watkins Donna Samuel (Fri am), Diane Bowen (Thurs am)
STF 2	Mrs Harris	Lisa Lovering, Sara Melville (Mon,Tues, Wed am, Thurs), Diane Bowen (Wed & Fri), Donna Samuel (Wed, Thurs, Fri), Emily Hill (Mon – Thurs pm and 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.

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.

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

School Commuity 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.

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 achieved the Gold Award for the Siarter Iaith in June 2026.

Morriston Primary School Terms and Holiday Dates 2026-2027 Academic Year

School term and holiday dates 2026 / 2027

School term and holiday dates 2026 / 2027

Term	Term begins	Mid-term holiday begins	Mid-term holiday ends	Terms ends
Autumn 2026	Tuesday 1 September 2026	Monday 26 October 2026	Friday 30 October 2026	Friday 18 December 2026
Spring 2027	Monday 4 January 2027	Monday 8 February 2027	Friday 12 February 2027	Friday 19 March 2027
Summer 2027	Monday 5 April 2027	Monday 31 May 2027	Friday 04 June 2027	Tuesday 20 July 2027

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, Miss Rebecca Eynon. 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 Harrington	Local Authority	26/02/29
Cllr Yvonne Jardine	Local Authority	28/04/29
Denise O'Connor	Non-teaching staff	7/10/29
Philippa White	Teaching Staff	12/3/28
Jeffrey Nsofor	Parent	13/3/29
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 91.4% with 6.6% authorised absences and 2% unauthorised absences.

Morriston 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 2025-26.

SCHOOL: Morriston Primary

STATEMENT OF ACTUAL EXPENDITURE 2025/26 FINANCIAL YEAR

	Delegated Expenditure £	Non-Delegated Expenditure £	Total Net Expenditure £
Teachers Salaries	806,459	0	806,459
Salaries	508,582	22625.69	531,208
Other Employee Costs	3,659	230	3,889
Premises	29,538	0	29,538
Transport	1,984	163,608	165,592
Supplies & Services	355,967	0	355,967
Recharges	10,260	323,140	333,399
Gross Expenditure	***1,716,448***	***509,603***	***2,226,051***
Grant Income	-237,037	0	-237,037
Other Income	-154,558	0	-154,558
Gross Income	***-391,595***	***0***	***-391,595***
Net Expenditure	***1,324,853***	***509,603***	***1,834,456***

RESERVES:	**£**
FINAL FORMULA ALLOCATION:	1,286,322
TOTAL NET EXPENDITURE:	1,324,853
TRANSFER TO / (FROM) RESERVES:	**-38,531**
OPENING BALANCE ON RESERVES 01/04/25	101,841
CLOSING BALANCE ON RESERVES: 31/03/26	**63,310**

School Development Plan Summary 2026- 2027

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 positive mental health. Staff use 'Growth Mindset' approaches across the school to develop pupil resilience, perseverance and independence.
Estyn noted in their inspection in November 2025 that:
"Morriston Primary School is a safe, welcoming and inclusive school, where pupils' wellbeing and achievement is a high priority. The headteacher and senior leadership team provide strong and consistent leadership. Together, they establish a highly beneficial and inclusive culture, ethos and vision for the school, which is shared by all. The school provides a safe and nurturing haven for all those connected with it and there are strong and respectful relationships between staff, pupils and parents or carers."

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, pupils 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 pupils, with the four purposes and pupil voice at the heart of all we do. 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. Estyn noted in November 2025 that: "The curriculum is broad and balanced, and teachers offer engaging lessons that capture pupils' interests well. Many use effective questions and feedback to support learning. In the best examples, pupils act on feedback immediately, which accelerates their learning."

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 leads staff in writing IDPs, decision making processes, Inclusive Education, Early Intervention, Targeted support, and Specialist Specific support. Estyn noted in November 2025 that: "The school's approach to supporting pupils with ALN is a strength of the school. Leaders identify pupils that need additional support using a range of comprehensive measures. They use a wide range of additional support programmes effectively to meet the wellbeing and learning needs of pupils. Many of these programmes are led by skilful support staff. Staff set precise targets and measure pupils' progress carefully, adapting their approaches where necessary. As a result of the school's effective provision, most pupils with ALN, including those in the STF classes, make good progress from their individual starting points."

Professional development review processes are 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 self-evaluation systems. AoLE Leads receive release time to share their action plans with governors and to monitor impact, standards 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 are 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 sixth time in May 2026 and is a beacon school.
The school was awarded the Gold Siarter Iaith Award, celebrating the Welsh ethos and Welsh language in the school in June 2026.
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…
We have made two recommendations to help the school continue to improve:
R1 Challenge pupils more consistently to apply their skills at an appropriate level across the curriculum
R2 Sharpen self-evaluation and improvement processes so that the school has a clear understanding of their impact on outcomes for pupils

Last year we achieved…

The school achieved the Gold Award for the Siarter Iaith in June 2026.

Following achieving the Gold Award for UNCRC Rights Respecting Schools in December 2023, the school has continued to focus on embedding this ethos across the school.

The Eco Committee achieved the Platinum Award for Eco Schools in July 2026 for the 6th year running and this is a continued focus for the school.

A successful Estyn visit in November 2025, where they noted that: "the wellbeing and achievement of every pupil is a priority, and staff support pupils' individual needs well. Most pupils enjoy school and nearly all feel safe, behave well and have good attitudes to learning. Most pupils, including those in the Specialist Teaching Facility (STF), those with additional learning needs (ALN), and those from low-income families, make good progress from their starting points."

"The curriculum is broad and balanced, and teachers offer engaging lessons that capture pupils' interests well. Many use effective questions and feedback to support learning. In the best examples, pupils act on feedback immediately, which accelerates their learning."

We had two Estyn spotlights:
"The school's support for parents is exceptional and meets their wide-ranging needs very well. All staff establish regular communication with parents, which builds high levels of trust and mutual respect. The school arranges comprehensive, tailored support programmes for parents, for example, they create networks for those who experience similar challenges and facilitate social activities to help families that are new to the country to socialise and integrate successfully. There are regular sessions for parents to learn new skills, such as cookery lessons and sessions that support parents to improve their children's learning. The school's support fosters community cohesion and creates a highly successful partnership approach to supporting pupils' learning and emotional needs."

"The school's approach to supporting pupils with challenging behaviour is a notable feature of its work. Nearly all staff are well-trained, knowledgeable and highly skilled in applying consistent and established approaches that identify pupils at risk of dysregulation and, in most cases, prevent escalation. When pupils demonstrate challenging behaviours, staff use individualised approaches that are highly successful in regulating pupils' emotions and supporting them to return to calm swiftly. This creates a highly inclusive environment, where all pupils can integrate fully in all aspects of school life, learning is rarely disrupted and pupil exclusion from school activities is extremely rare."

The DHT shared the school's approach to delivering a broad and varied enterprise curriculum with colleagues from across the Local Authority in July 2026.

This year we aim to…

To challenge pupils more consistently to apply their skills at an appropriate level across the curriculum.

Most pupils will confidently apply the knowledge, skills and experiences planned through the Year A curriculum, enabling them to make good progress, demonstrate increasing independence in their learning and achieve improved outcomes across areas of learning.

Support pupils to become increasingly independent learners by enhancing the learning environment and providing experiences that build confidence, resilience and decision-making skills.

Pupils confident in their oracy, reading and writing. Pupils encouraged to speak and present with fluency, develop their reading skills to a high standard through phonics and guided reading, and pupils using sentence stems, text types and given time to edit and re-draft their writing in order to up-level their work, with a sense of audience and purpose.

Pupils to have increased opportunities to apply mathematical reasoning in unfamiliar and open-ended contexts to increase challenge and attainment.

Pupils demonstrating further improved attendance and school continuing to foster home/school links in order to support pupil progress.

Continue to strengthen pupils' ability to take charge of their learning, demonstrating understanding by asking and answering questions, reflecting on feed forward opportunities in the classroom and further developing their presentation and handwriting skills.

Sharpen self-evaluation and improvement processes so that the school has a clear understanding of their impact on outcomes for pupils.

AoLE Leads to continue to lead on curriculum development, ensuring developing knowledge of progression and coverage of knowledge and skills in their areas for pupils as well as ongoing school improvement and raised standards.

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

Additional training for staff from the LA Performance Specialists. Lower Phase staff to ensure differentiated level of challenge offered. Staff to ensure pupils can apply their Literacy/ Numeracy and DCF skill in focused lessons and the provision areas. Staff to continue to develop the Reception/Year 1 outdoor areas and garden in order to support outdoor learning opportunities and experiences for pupils.

Upper Phase to re-visit Focused tasks/Missions/skills challenges and how these are outlined/delivered. Practitioners to consider a carousel approach to skill development. Practitioners to monitor and intervene when needed to ensure those higher levels of challenge are being offered/accessed. Staff to utilise the updated Upper Phase proformas/templates – with skills identified / extension activities and learner and teacher assessment opportunities. Upper Phase staff to also consider further enhancing their provision. Upper Phase to create new 'Skills' books for pupils where they can record their independent work.

Curriculum maps to clearly outline knowledge skills and experiences covered across the term for all year groups, ensuring progression in learning across the school, including the DCF progression map outlining activities for each progression step.

Pupils offered learning environments, experiences and interactions that develop their independence skills. Staff to continue to utilise approaches centred around the 3 enablers, ensuring provision is learner-centred, process driven and progressive from where the pupils have come from.

ADDs session from Literacy Performance Specialist.
A focus on continuing to strive for oracy, reading and writing.
Practitioners continuing to utilise our phonics/reading scheme, our guided reading resources and our Literacy scheme of work to support learner's progression. This will be evident in planning, book scrutiny, learning walks, shared understanding of progression meetings and listening to pupils.
Practitioners continuing to utilise a progressive progression map of sentence types in their planning and teaching.
Pupils given time to edit and re-draft their work, with a sense of audience and purpose.

ADDs session from Numeracy Performance Specialist. Pupils experiencing a range of reasoning activities and challenges that are open-ended and out of context to increase their confidence in applying these skills.

Well-being support officer monitoring attendance. Good links with EWS and home/school links established.

Staff to embed strategies for effective questioning and reflection on learning using guides to support learning.
Practitioners across the school to utilise Blooms Taxonomy.
Pupils continuing to have a key involvement in self-assessment and meaningful reflection opportunities whilst developing their ability to identify next steps in progression.
Pupils provided with prompts for peer assessment to support their feedback, learning and development.
Practitioners utilising a handwriting scheme to support pupils to focus further on improving their handwriting and presentation skills.

Leaders to audit and update proformas used for carrying out self-evaluation activities in order to ensure the focus is on the impact on outcomes for pupils. Leaders to review the format of the SDP and ensure that the evaluations focus on the outcomes for pupils.HT to report to governors on the impact on outcomes for pupils on a termly basis.
Leaders to ensure the rationale for strategic priorities is based on self-evaluation and improvement processes, demonstrating a clear link to outcomes for pupils.

AoLE Leads to audit area for the new school year and create action plan. AoLE Leads to liaise with staff, Cluster and wider, keeping up to date with developments in their area and sharing this information with the rest of the staff. AoLE Leads to continue to develop understanding of progression and monitor standards and coverage of knowledge and skills in their area for pupils and liaise and report to governors. AoLE Leads to liaise with pupil voice groups as appropriate. AoLE Leads to work with outside agencies/partners on any awards/initiatives as required. AoLE leads to monitor their curriculum areas and report on strengths and next steps for development, based on robust self-evaluation.