

# Ysgol Gynradd Gymunedol Johnston Community Primary School

## 2020-21 GOVERNORS' ANNUAL REPORT TO PARENTS



A forward looking school that provides a nurturing environment for all, with a creative and engaging curriculum steeped in learning opportunities and experiences linked to real world matters encouraging all pupils to achieve their potential in everything they do

**Chair of Governors Cllr Ken Rowlands  
c/o Johnston Community Primary school  
Langford Road SA623PY**

**Clerk to Governors  
Mr Steven Richard Downes  
County Hall  
Haverfordwest  
SA611TP**

**Ysgol Gynradd Gymunedol Gymunedol  
Johnston  
Community Primary School  
School's Annual Report 2020-2021**

Dear Parents/Guardians,

We are writing this foreword to the 2020-21 Annual Report of Governors at a point when we have endured some of the most challenging times seen in education and, indeed, society in peacetime. The 2020-21 school year has, once again, required our school and wider community to consider, adapt and reflect on an almost continuous basis, to ensure that we are able to provide for pupils, staff, parents, guardians and our village.

We are proud of how the school and wider Johnston community have worked together to ensure the safety of both children and adults. Safety has been of paramount importance and everybody has taken responsibility for keeping each other safe during this time. The past year has shown how fortunate we are as a community within Johnston with everybody pulling together. We must offer our grateful thanks to our staff in particular, who have worked relentlessly during this difficult time and who have ensured that our children's education, safety and needs are always their primary concern.

Even though we have been working during a pandemic, the school has not remained static. We have continued to move forward, developing outdoor learning, providing online learning that has been recognised as good practice both locally and nationally and continuing to prepare for the new curriculum launch in September 2022. What is most pleasing is that the school is now able to support other schools and share its practice both within Pembrokeshire and, indeed, nationwide.

There have been many other highlights for Johnston C.P. School in the last eighteen months, too numerous to identify in this report. It is due entirely to the continued hard work and dedication of the countless people who work at, care for and support our school. We would like to take this opportunity to thank them all.

Yours sincerely,

Cllr Ken Rowlands,  
Chair of Governors



Gareth L Thomas  
Headteacher/Pennaeth



**The full list of governors is as follows:**

<b>Name</b>	<b>Status</b>
Mr. G. L. Thomas	Headteacher
Cllr K Rowlands	Chair of Governors
Miss. N. Lewis - Vice Chair.	Parent Governor
Mr. P. R. Absalom	LEA Governor
Mrs. B. A. Evans Robertson	Parent Governor
Cllr. N. L. Philpott	Additional Community Governor
Mrs T. Rendell	Parent Governor
Mr. T. S. Smedley	LEA Governor
Mrs. T. D. Young	Community Governor
Mrs. C. Wood -	Teacher Governor
Mrs K Scriven	Staff Governor
Miss Kirsty Coaker	Parent Governor
Mr Chris Oliver	LEA Governor

**The Staff**

<b>Headteacher:</b>	Mr. G. L. Thomas	
<b>Deputy Headteacher:</b>	Mr. R Williams	
<b>Assistant Head teacher:</b>	Mrs. C. Wood	
<b>ALNCO</b>		
<b>Foundation Phase Lead</b>	Mrs. C. Roberts	
<b>Class Teachers:</b>	Miss C. Jones	Year 6
	Mr. R. Williams	Year 5
	Miss C Wood & Mr. A. Stephens	Year 4
	Mrs. J. Lane	Year 3
	Mrs. C. Roberts/ Mrs. C Hay	Year 2
	Mrs. G. Gainfort /Mrs. R Roach John	Year 1
	Mrs. H. Davies	Reception
	Miss Pearce	Nursery
	Mr T Colville	PPA Cover
<b>LRC</b>	Mrs C.Wood / Mrs. C Gibbens	LRC1
	Mr. R Rees	LRC 2

**Learning Support Assistants:**

**Key Stage Two Support Staff:**

Mrs. Rees  
Mrs. Tamilya  
Mrs. Sanders-Swales  
Mrs. Evans  
Mrs. Sunderland  
Miss. Sims.  
Mrs. Phillips  
Miss. Brindley  
Mrs. Smith

**Foundation Phase Support Staff:**

Mrs. Barn  
 Mrs. Glyn  
 Mrs. Scriven  
 Mrs. Worsley  
 Mrs. John  
 Miss. Lewis  
 Mrs. Wealthall  
 Mrs. Morgan  
 Miss. Wilson  
 Miss. McGill

**Administrative Officer:** Mrs. D Williams Mrs. T Gardiner

**FLOW/ALN Support:** Mrs. L Greenish

**Site Manager** Mrs. Scriven

**Cleaner:** Mrs. Bradford & Mr. Evans

**Meals Clerical Officer:** Mrs. Y. James

**Midday Supervisors:**

Mrs. Y. James Miss. S. Codd Miss. L. Harding Mrs. L Jones

**After School Club**

Mrs. L Jones & Miss. S. Codd

**Term Dates 2021-22**

Term	Begin	End	Mid-term break		Begin	End	School Days
			Begin	End			
<b>Autumn 2021</b>	Wed 1 September 2021	Friday 22 October 2021	Monday 25 October 2021	Friday 29 October 2021	Monday 1 November 2021	Tue 21 December 2021	75
<b>Spring 2022</b>	Tuesday 4 January 2022	Friday 11 February 2022	Monday 14 February 2022	Friday 18 February 2022	Monday 21 February 2022	Friday 8 April 2022	64
<b>Summer 2022</b>	Monday 25 April 2022	Friday 27 May 2022	Monday 30 May 2022	Friday 3 June 2022	Monday 6 June 2022	Monday 21 July 2022	56
<b>Designated staff training closure days:</b>	Wednesday 1 September 2021 Monday 25 Apr 2022 A further 4 staff training days are to be confirmed by the school						
	<b>Total</b>						195

### Numbers on roll

2021-22	part time	full time	Full Time Equivalent
Autumn 20	21	223	FTE 233.5
Spring 21	34	227	FTE 244
Summer 21	19	244	FTE 253.5
			263 Pupils in total

### Attendance of Years 1 to 6 pupils

	Attendance	Authorised Absence	Unauthorised Absence	Attendance	
				FSM	non FSM
School 2019/20 (Prior to lockdown)	94.6	4.56	0.85	92.3	95.14
School 2020-21	90.8	6.44	2.76	85.09	92.17

### **Attendance:**

Our school target for attendance in normal times is 95%

### **School Development Plan Priorities' 2020-21**

1. To continue to raise standards in Language Literacy & Communication for all pupils with a clear focus on developing Oracy.  
To further develop Talk for Writing that has had an excellent impact on the quality of pupils writing initiate and develop all pupils Oracy skills through a project called Voice 21.
2. To target pupils to make above expected progress by the end of key stage two in Mathematics and Numeracy and continuing to develop teaching and learning.
- 3 To continue to develop our curriculum with a clear focus on supporting pupils to become both independent and achieve the four core purposes.  
To continue to develop pupils voice to motivate and engage pupils with our curriculum design.  
To participate in the International Schools project to develop an understanding of the wider world, closely linking with the four core purposes.  
As part of Covid recovery to develop pupils' resilience, stamina and independence.
4. To develop all staff as leaders of learning.  
Continue to improve quality & effectiveness of leadership across the school  
To support all staff to engage with action research to develop learning.  
Ensure that self-evaluation has a clear focus and reflects standards of teaching and learning accurately

5. To enhance and develop pupils' digital competence skills to enhance learning and engagement.

To achieve the 360 safe award, promoting online safety and to develop digital competence as a key foundation of our curriculum.

### **PUPIL PARTICIPATION, SPORTING AND EXTRA-CURRICULAR PROVISION**

Sports are provided both through the curriculum and through extra-curricular provision. Year 5 and 6 pupils have the opportunity to attend a residential visit which includes outdoor and adventurous activities through the URDD. Provision for learning in arts and music are also through both lessons and extra-curricular activities. These include visiting artists and drama workshops and our school music lessons, as well as our partnership with Pembrokeshire Music Service who deliver peripatetic instrument lessons. The school also provides a range of after school activities including Gardening club, Crew Cymraeg, Folk Dancing (Revised schedule available from the school)

### **COMMUNITY LINKS**

Being a community focused school means being active within our community, and being a focus of activity and learning for the community. During the last 18 months this community has been expanded through the use of technology with new ways of developing partnerships. We have worked with all our community partners to maintain and enhance these links during the pandemic.

A big thank you to all our community partners:

- Milford Haven cluster of schools who work in close collaboration to ensure consistency of approach and policy for curriculum, teaching and learning, There has been exceptional leadership collaborative work over the last 18 months.
- Springboard adult and family learning courses are free and open to all our parents.

St Peters church and Rev Marcus Zipperlen provides regular visits and church members volunteer at the school.

- The school council choose charities to support throughout the year, including Children in Need
- The school hosts and collaborates with many external and educational agencies and shares best practice with other PCC schools
- Darwin Science, supported by Dragon LNG, are key to the provision of science in the curriculum.
- The Police community liaison officer delivers workshops on a range of subjects connected to personal safety and citizenship The following curriculum activities, visits, visitors, partners and events are evidence of the strong steps the school takes to strengthen links with the community (see also sports provision above):
- Crucial Crew yr 6 on line
- Darwin Science
- Design to smile dental workshops

- Dyfed Powys Police
- Fire Service
- Hywel Dda Health Board
- Kerbcraft
- Pembrokeshire Coast National Park have been a huge support to the school and have been at the heart of developing the school site for outdoor learning
- Pembrokeshire College - their support in providing training as well as working in partnership to develop the school site.
- Pembrokeshire County Council
- Remembrance services
- RNLI visit
- Visits include - Scolton Manor, Castell Henllys, Pembroke & Carew Castle, St Fagans
- Urdd Residential and Welsh Jambori

### The Curriculum

#### What are you trying to achieve through our curriculum?

Over the last 18 months the school has been working on Curriculum design, coverage and appropriateness.

**Our values:-**    Respect            Friendship            Excellence            Determination    Equality            Courage

<b>Four Core Purposes</b>	Enterprising, Creative Contributor	Ambitious Capable Learner	Healthy Confident Individual	Ethical Informed Citizen
<b>Integral Skills</b>	Creativity and innovation	<i>Critical thinking and problem- solving</i>	<i>Personal effectiveness</i>	<i>Planning and organising</i>
<b>R.E.A.L Projects</b>	Rigorous	Engaging	Authentic	Learning
<b>What Matters Statements</b>				
<b>Principles of Progression</b>				



## The Curriculum Vision

To let our children be children.	To treat all our children as individuals and develop their individual personalities and interests as well as developing a respect and understanding of others.	To provide an environment where no child is left behind and all children can achieve their full potential both academically, physically, socially and emotionally.
To provide an inspirational modern and relevant curriculum where children develop soft skills across all curriculum areas underpinned by a core set of values.	To provide a truly inclusive curriculum where difference is celebrated and children are supported and nurtured.	To provide a relevant curriculum that is irresistible, unforgettable, based on practical, real life experiences.
To be an inclusive school where we inspire and empower our children to learn.	To provide a stimulating, vibrant and exciting learning environment for all our children so that they feel happy and confident and are challenged to achieve excellence in everything they do.	To become the heart of the Johnston Community.

## Implementation - How is the curriculum being delivered?

Curriculum content is relevant to the school's community and the wider world.	Knowledge is organised into small steps in order to ensure it supports subsequent learning.	Teachers ensure that learning is purposeful and clear so that children are motivated and see there is a purpose.	Enquiry based questions are used to stimulate children's natural curiosity.	Discrete teaching of basic skills eg phonics, times table	Questioning, using blooms, is evident in all lessons, providing challenge to all children.	Teachers model high expectations.
Challenge by choice is embedded to ensure there are no ceilings placed on the learning.	Children are empowered to make daily decisions about how and where they would like to learn.	Children can use their knowledge to improve their work and the work of others through critique.	Teachers monitor and assess children's learning to ensure progression, consolidation and challenge in their learning.	Environmental stimuli, including trips and clubs, are used to enrich children's experiences and engage them in their learning.	Curriculum teams monitor, moderate and provide support to ensure progression in skills and knowledge	Teachers use independent time to deliver targeted teaching to small groups of children or individuals.

Teachers know their children's strengths, next steps and preferred learning style so that lessons are targeted and specific.

As part of the new curriculum R.E.A.L projects are planned to ensure there are opportunities for reasoning, analysis, critical thinking and problem solving, encompassing the national curriculum requirements. As a school, we work in

teams to ensure there is a broad and balanced curriculum that has a real world context. This is delivered through educational visits, visitors, assemblies, extra-curricular activities, links to charities, links to the local & wider community.

### **How we have developed our outdoor learning Environment?**

Outdoor learning has become fundamental to life at Johnston School. We use our wonderful grounds very effectively to enhance curriculum experiences. Under the leadership of Mr Williams over the last 18 months we have developed the field, into a fantastic resource for environmental studies and personal and social education. Pupils have named the field 'Maes Meithrin'. for environmental studies and personal and social education.

We have made a long term commitment to develop this area so that it provides rich and exciting learning opportunities for pupils.

Maes Meithrin already includes:

- A vegetable garden
- An orchard.
- A poly tunnel.
- Chickens.
- Loose Parts Play.
- A stream.
- A wild meadow

Each class now has an outdoor learning area which is used throughout the week. We believe that it is important that children apply the skills that they have used in a real-life context and we frequently use the outdoors to do this.

The quality of outdoor learning provision has been recognised nationally and we are in the process of becoming the only Leaf Education beacon school in Wales

### **Additional Learning Needs**

We take our responsibility seriously to ensure we provide for all pupils' individual learning needs. Often this is an integral part of a teacher's planning in ensuring the learning is relevant and pitched appropriately. Johnston is already implementing the new Welsh Government Code of Practice for ALN, and the emphasis of this is one person centred planning.

If the school feels that your child is having difficulty making expected progress with learning skills, communication skills, behaviour, emotional or social skills, sensory or physical skills, we will provide extra resources and/or time and/or specific differentiated work to aid your child's progress. Your child is then said to be at the School Action Stage of the Special Needs Code of Practice. Your child may have additional programmes noted on his/her Individual Development Plan (IDP), which will be reviewed termly.

If your child require outside professional agency support or advice over a longer period of time in order to meet individual needs, then the school, together with other professionals and parents, will meet to look at long-term targets. Your child will then be said to be at the School Action Plus stage of the Code of Practice.

If children continue to have significant difficulties, we will look to the authority for advice which could require a formal assessment that may lead to a Statement of Educational Need. Pupils with a Statement have an annual review involving those professionals who have been involved with them along with parents and teachers. Parents will be consulted at all stages. All pupils are given an equal opportunity to access the curriculum and experience the range of opportunities on offer to them at the school.

If a pupil has specific additional learning needs, an IDP will be drawn up in collaboration with the child and their parent/carer to assist them in achieving their targets. These are reviewed termly. These targets are child-friendly and SMART (specific, measurable, achievable, relevant and time-related).

### **Safeguarding Responsibility**

All staff are trained in Safeguarding with key staff roles as follows:

Designated Senior Lead for Child Protection:

Mr. Gareth Thomas (Headteacher)

Deputy Designated Lead for Child Protection:

Mrs. Caroline Wood (Assistant Headteacher)

Mrs. Linda Greenish (Family Liaison Officer)

### **Pupils with Disabilities**

Every effort is made to enable all pupils to play a full and active part in their time at school. The school building has complete disabled access. Resources for special provision are reviewed regularly to maximise the inclusion of all children. If you have any concerns or queries about additional support for your child, please contact Mrs. Caroline Wood (ALNCO) for further information.

### **Breakfast Club and School day.**

We ask you kindly to ensure that children arrive at school punctually. The school provides Free Breakfast club from 8.00 -8.45 am. (Pupils must be at breakfast club by 8.30am)

### **School Session Times**

#### **Nursery**

The part-time morning and full-time children start the day at 8.45am.

The part-time afternoon children start their session at 1.00pm.

#### **Reception - Year Two**

Doors open at 8:45.

School day: 8:50-15:20

### **Years Three - Six**

Doors open at 8:45.

School day: 8:50-15:25

### **Asymmetric Friday**

On Fridays, school finishes at 12:00. However, pupils are able to stay in school until 15:15 and engage with a range of activities.

All pupils are expected to be at school in time for the commencement of each session. However, at the beginning of each school day we strongly recommend that pupils do not arrive at school before 8.45 a.m. because staff supervision cannot be guaranteed before this time and gates are not opened. From 8.45 a.m. until 9.00 a.m. Parents are requested to follow the one-way system around the school at the start and end of the school day and are able to accompany and collect their children directly to and from the classroom. The school gate will be locked at 9.00. School will be accessed via the reception for any latecomers. The school gate will be opened at the end of the school day at 3.15

### **After school provision.**

Many thanks to Mrs. Louise Jones, Miss Sarah Codd for continuing to provide an after school club. If you would like your child to attend at any time during the year, please contact the School or After School club.

### **Toilets.**

The school toilets are cleaned daily by the caretaker/cleaner and during Covid regularly during the day. Soap is available at all times in classroom and in the toilets and there are paper towels. (Hand dryers re-introduced September 21) All pupils wash their hands when returning to class and prior to dinner time. There are toilet facilities for Nursery and Reception within their area of the school. In the centre of the building there are toilets for Years 1&2 and Key stage 2. LRC 1 & 2 also have their own toilet attached to each classroom) There are two staff toilets a changing room/shower and a medical room. The toilets are maintained to the highest standards. During Covid there has been enhanced cleaning throughout the day as part of the schools risk assessment.

### **School Web site**

Our new school web site was launched September 2021. It has information about the school. Please visit the site to keep up to-date with developments within our school.

We also use Seesaw App to communicate with each class as well as individually. You can also follow us on Twitter, which celebrates the pupils learning and achievements.

**Web site:** <https://www.johnstoncommunityprimaryschool.co.uk/>

**Twitter@JohnstonPrimary**