



**Johnston Community
Primary School**

**Ysgol Gymunedol
Johnston**



P R O S P E C T U S

WELCOME | CROESO

Dear Parents,

A very warm welcome to the updated Johnston Community Primary School prospectus. Johnston is a confident and creative community school, where students and staff work exceptionally well together. Visitors to the school never fail to mention how happy our children are and how welcoming the staff are. This is important to us. I am very proud to be leading this school.

At Johnston our vision is to equip children for life by providing them with the academic, social and personal skills they need to succeed in education, to relate well to others and to pursue their dreams. We strive to achieve this through a rigorous and exciting curriculum.

A key word to life at Johnston is 'purpose'. We believe that children need to understand what they are learning, why they need to know it and to have the opportunity to apply their learning in meaningful ways. Recently, our pupils have organised a climate summit, developed a wild meadow to improve biodiversity and led a community litter pick.

It is commonly said that education should prepare children for real life. We believe that our children are living 'real life' already and we are proud to give our children opportunities to live this life to the fullest. Johnston's community is very special to us. We have a strong sense of community; committed staff and pupils, a supportive governing body and active PTA.

If you would like your child(ren) to join Johnston Community School we would advise you to come and visit the school first, ideally with your child(ren). Please telephone the school office: 01437 890280 or email: admin.Johnston@pembrokeshire.gov.uk to arrange an appointment.

When you visit the school you will be given a full tour around the school by the Headteacher or Deputy Headteacher and have the opportunity to see the school in action and ask as many questions as you like.

Since our most recent Estyn report the school has made considerable progress:

- Nearly all pupils make good progress from their starting points
- Most pupils are enthusiastic, highly motivated and confident learners
- Pupils have many opportunities to take responsibility and know that their views are valued
- Overall attendance compares well with that of similar schools
- There are very many engaging, challenging and stimulating learning experiences within a balanced curriculum. There is an extensive range of well-attended extra-curricular activities.
- The school has gained a reputation nationally for the high quality outdoor learning on offer.
- The academic curriculum has resulted in pupils making good progress. We are very proud of our latest Personalised Assessment results.
- Most teaching is good and often very good
- Staff use assessment well to identify pupils' learning needs and provide appropriate support. From a young age, pupils develop a thoughtful approach to self-assessment and challenge themselves well to improve
- The excellent quality of care, support and guidance has a very positive effect on pupils' standards and wellbeing.

Yours sincerely,

Headteacher / Pennaeth

Mr. G. Thomas



INTRODUCING THE SCHOOL

Johnston Community School opened on its present site in January 2017. It is a modern and extremely well-resourced school, fully equipped inside and outside, for teaching and learning in the 21st century. We are an English medium primary school catering for children, their families and the wider community in Johnston. We are a growing school with around 270 pupils on roll.

We are committed to providing the highest standard of education and pastoral care to our children. They deserve the very best start in life and we aim to ensure that they are supported and nurtured from the moment that they enter the school.

MISSION STATEMENT

A forward looking school that provides a nurturing environment for all. We have 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.

Headteacher: Mr. Gareth Thomas

Chair of Governors: Clr. Ken Rowlands

Address: Johnston C.P. School, Langford Road, Johnston, Haverfordwest, Pembrokeshire, SA62 3PY

Telephone: 01437 890280

Email: admin.johnston@pembrokeshire.gov.uk



SCHOOL AIMS

- 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 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 children with a sense of belonging by ensuring that Welsh and local history is a key part of our curriculum.
- To provide an inspirational modern and relevant curriculum where children develop as ambitious capable learners; ethical informed citizens; enterprising and creative contributors; healthy confident individuals.
- To provide a relevant curriculum that is irresistible, unforgettable and based on practical, real-life experiences.

- To provide a truly inclusive curriculum where difference is celebrated and children are supported and nurtured.
- 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 become the heart of the Johnston community.

Our School Goals:

- To ensure that children feel happy and confident.
- For children to be challenged to achieve excellence in everything that they do.
- To ensure that all children develop respect and understanding for others.
- To ensure that children have a sense of belonging and local and national identity.
- To ensure that children are ambitious capable learners; ethical informed citizens; enterprising and creative contributors; healthy confident individuals.
- To ensure that all children achieve their full potential both academically, physically, socially and emotionally.
- For children to leave Johnston School as confident readers.

Our Vision Principles

At Johnston, we would like to ensure that we prepare children for an ever changing world of work. We believe that knowledge is important, but we don't just focus on the knowledge curriculum. Our vision is to equip children for life by providing them with the academic, social and personal skills that they need to pursue their dreams.

A key part of our vision is to provide pupils with learning that is steeped in real-life contexts. This real world context approach to learning means pupils are provided with experiences not just lessons. They see that there is relevance and context to their learning. Much of the work that they undertake is community based too and has outcomes that positively impact upon our local community, for example, Johnston pupils have conducted a campaign to reduce the amount of plastic we use and have participated in local litter picks.

Throughout their time at Johnston, pupils' critical thinking and self-reflection skills are encouraged and developed. Pupils are taught how to critique each other's work, giving warm and cold feedback and go through a process of multiple drafting. When giving feedback to each other, children are encouraged to 'be kind, be specific, be helpful': this facilitates an academic community of learners, which ensures a constant focus on next steps and improvement.

THE CURRICULUM

Foundation Phase (3-7 year olds)

In the Foundation Phase, we offer an engaging curriculum and immerse the children in real life learning. We aim to develop children to become independent and confident learners. We have well-resourced classrooms and the outdoor areas are used on a daily basis and are an integral part of the learning experience. Children are introduced to the Four Purposes in our Nursery class and we have already adopted the new Curriculum for Wales. We consider reading to be a cornerstone of learning and aim to produce fluent, expressive readers. We introduce our youngest children to mathematics with simple counting and number recognition; this is developed through the Foundation Phase with children leaving Year 2 having been introduced to three-digit numbers and knowing the core number facts. The wellbeing of our children is paramount as we aim to produce confident, enthusiastic and happy learners.



Key Stage Two (7-11 year olds)

In Key Stage Two, we create authentic learning experiences which embrace the new Curriculum for Wales and the Four Purposes. The children are immersed in real-life, learning where they are encouraged to take increased responsibility for their own learning.

We believe strongly that pupils need to focus on both academic skills as well as what might be termed soft skills. In order to equip pupils for the next part of their education, we aim to make sure that all pupils are confident readers and know the core number facts well.

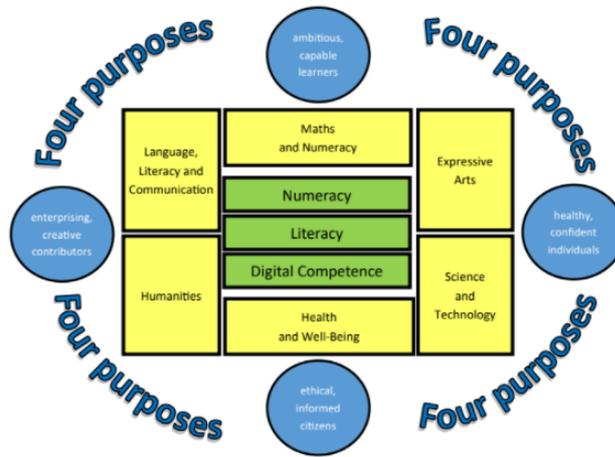
Rigorous, engaging, authentic learning (REAL) is a cornerstone of our curriculum offer.



SUCCESSFUL FUTURES

This is one of the most exciting times in education in Wales. We are in the process of developing a new curriculum that aims to create a successful and exciting future for all the children and young people of Wales; Johnston Community Primary School is at the very heart of the reform. The new curriculum is being developed by teachers with the intention of creating students who are:

- **ambitious, capable learners, ready to learn throughout their lives**
- **enterprising, creative contributors, ready to play a full part in life and work**
 - **ethical, informed citizens of Wales and the world**
- **healthy, confident individuals, ready to lead fulfilling lives as valued members of society.**



These four purposes of the new curriculum will form the basis for all future decisions about national and local educational priorities and underpin all teaching and learning in Wales.

The new curriculum for 3 to 16-year-olds will be organised into six Areas of Learning and Experience to ensure a broad educational experience for all children and young people. Literacy, numeracy and digital competence are so important to thinking, learning and life that they will be developed and strengthened across the whole curriculum along with opportunities to develop wider skills and Cwricwlwm Cymreig. Learning will be a continuous experience, building progressively as children and young people grow and mature with a range of Achievement Outcomes.

The prospect of the new teacher led curriculum and future of education for our pupils and teachers in Wales has never looked so optimistic and progressive. It will result in teachers being provided with more autonomy to implement innovative and exciting learning experiences for their pupils.



THE SCHOOL DAY

The school day starts at 8.50am, with our gates opening from 8.45am. Pupils are encouraged to go straight to their classrooms. The end of the day is staggered as can be seen in the diagram below. Parents are asked to wait outside the classrooms to pick up their children. If there are any issues please ring our front desk team.

Day of the week	Start of the day	End of the day				
		Early Years and Reception	Year 1 and 2	Year 3 and 4	Year 5 and 6	LRC
Monday	Gates open 8.40am School starts 8.50am	3.15pm	3.20pm	3.25pm	3.25pm	3.00pm
Tuesday						
Wednesday						
Thursday						
Friday		12.00pm	12.00pm	12.00pm	12.00pm	12.00pm
Or by 3pm if staying for the afternoon						

ASYMMETRIC WEEK

At Johnston Community School we run an asymmetric week. That means we have extended the school day slightly Monday – Thursday and have a half day on Friday. Pupils may leave school at 12.00pm (or throughout the afternoon). If parents require their children to remain in school on Friday afternoon, they may access our range of free activities that run until 3pm.

Why have an asymmetric week?

To raise standards further and improve outcomes for learners across the school. The benefit is that we have significantly increased professional learning time for staff, further upskilling the whole workforce. The school has been able to treble the amount of training time for staff, at no extra cost to the school or parents. We have also reduced the amount of time teachers are taken out of class, for example, attending scheduled meetings, as these now take place on Friday afternoons, which improves continuity in teaching and pupils' learning. Staff also have dedicated well-being time built into the asymmetric week arrangements.

We want to ensure there is continuity in provision for all families and ensure there is no inconvenience or cost to parents.

- Lunchtime arrangements are as normal if children choose to stay
- Free activities for pupils 1pm – 3pm (arranged in consultation with the pupils) provided by school staff (staff hours were tweaked to factor this provision in at no additional cost to the school)
- No additional costs to school or parents whatsoever

- The flexibility that pupils can be collected at any time throughout the Friday afternoon (they do not have to wait until the end of the day), parents just turn up at reception
- There is flexibility as to whether pupils remain behind or not on the Friday, as staffing is allocated based on the number of pupils present (staff who are in school alternate between training and covering activities with pupils)
- There is no cap on the number of pupils who can stay
- Wrap around care runs as normal on Fridays

BREAKFAST CLUB

8.00am – 8.40am: Free

We offer an exciting start to every day through our Breakfast Club. This is a free facility that only requires parents to initially register their children. Children can arrive from 8am and will be given a healthy breakfast and the opportunity to take part in a range of activities with other children from across the school, under the guidance of enthusiastic staff who are committed to ensuring that the children are engaged and happy.



AFTERSCHOOL CLUB

From 3.30pm – 5.30pm every day our After School Club offers the opportunity for children to access a wide selection of activities (including ICT, art and craft and indoor/outdoor sports equipment). A light tea is also provided. There is a charge for this facility. Please enquire at Reception for information regarding availability if you require this service.



END OF DAY ARRANGEMENTS

Parents meeting their children at the end of the day should make their way to the outside door of their child's class. It is very important that parents collect their children punctually at the end of the day as staff often have meetings and extra-curricular clubs after school and these need to start on time.

It is important that, as a school, we are made aware of any unforeseen difficulties that may occur in exceptional circumstances, which may delay the collection or delivery of pupils to school. If ever the person collecting them is late, for whatever reason, the children are taken to Reception initially and then After School Club.



RIGHTS RESPECTING SCHOOL

We put children's rights at the heart of our school. We aim to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.



INCLUSION

The school has a positive, inclusive ethos, which aims to identify and meet the physical, spiritual and social needs of each individual member of the school community. Please contact the Headteacher to discuss any specific needs or for a copy of the Strategic Equality Plan.

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.

EQUAL OPPORTUNITIES

The school has a Strategic Equality Plan that ensures equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school irrespective of disability, race, gender, age, sexual orientation, religion or belief, gender reassignment, pregnancy and maternity, or marriage and civil partnership. We aim to develop a culture of inclusion and diversity in which all of those connected to the school feel proud of their identity and are able to participate fully in school life. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Johnston Community School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

LEARNING RESOURCE CLASSES

We are proud of our Learning Resource Centre, a Pembrokeshire County Council specialist provision for pupils with autistic spectrum conditions. It is located at the heart of the school and provides an inclusive learning environment for its children.

Staff in the Learning Resource Centre are highly trained and committed to an inclusive policy for all children with special educational needs.

Most of the children who are admitted to the Learning Resource Centre are able to become based in a mainstream class (on a full or part-time basis) after a period of gradual integration. They are able to continue their access to the facilities in the Centre.

Admission is for children between 3 and 11 years of age. The Local Authority Inclusion Panel is the body that determines admission to the Centre, subject to receiving a referral along with supporting evidence that has been ratified by appropriate professionals.

ADDITIONAL LEARNING NEEDS

All staff are committed to a shared responsibility for the development of appropriate strategies and systems of support in the delivery of provision made for pupils with Additional Learning Needs. The responsibility for ensuring supported integration for pupils with statements is with all staff. Inclusive and appropriate arrangements are made for pupils who have Additional Learning Needs. Consideration is given to each child's need and what they need in order to achieve.

The ALNCo works closely with parents and all teaching staff to ensure that the most effective provision possible is made for pupils with Additional Learning Needs. All pupils entering the school are usually assessed to determine whether additional educational support is needed.

A copy of the school's Additional Learning Needs Policy is available on the school website. The school works closely with outside agencies in arranging provision for Additional Learning Needs pupils. The School keeps a record of pupils with ALN to ensure their needs are being met. This list is regularly reviewed. If your child is identified as having ALN, you will be informed that they are being placed on the register.

The first person to identify that a child has ALN may be yourself, as a parent or carer, the class teacher, a Health Visitor or another medical professional. If it seems that your child may have ALN, we will assess: · the child's strengths and weaknesses; how best to help your child learn; whether additional support is needed. If it is decided that your child may have ALN then we will immediately look at making provisions necessary for them to succeed and will inform you of any changes.

Please see Pembrokeshire's Inclusion website for more information <https://pembsinclusionservice.wales/>

SCHOOL MEALS

Our school meals are cooked on the premises by our fantastic catering team. They offer excellent value for money and are highly nutritious. The menu is sent home every term and includes a daily selection of hot dinners with vegetarian choices as well as a daily salad bar and jacket potatoes with a range of fillings; there are regular themed menus throughout the school year.

All allergies and food intolerances can be catered for. Please ensure that you inform your child's class teacher of any such issues and they will provide you with a form to complete for the school cook to be made aware of your child's specific needs.

Families who think that they may be entitled to free meals may obtain relevant information and an application form from the main Reception desk. Staff are available to help with the completion of these forms and to send them off on your behalf.



SCHOOL UNIFORM

Why is school uniform important?

School Uniform is worn by all children at Johnston Primary and is regarded by staff and parents to be an integral part of the school's ethos.

We have an expectation that pupils wear uniform in order to:

- create a shared sense of identity and community;
- help reduce triggers for bullying;
- support pupils to approach school with a positive attitude ready for learning;
- to create a sense of pride in our community;
- remove peer pressure to follow fashions and trends.

Where can I purchase uniform?

All uniform can be purchased from Granby's in Milford Haven.

All clothing needs to be clearly marked with your child's name, to assist with identification and limit lost property.

SAFEGUARDING

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The school follows Pembrokeshire County Council's Child Protection Policy and Procedures. This important policy document is available on the school website.

If you have any concerns that a child is being harmed or is at risk of harm, or if you receive a disclosure you must contact the following staff immediately:

Mr. Gareth Thomas (Headteacher), in his absence **Mrs. Caroline Wood (Assistant Headteacher)** or **Mrs. Linda Greenish (Family Liaison Officer)** or call the Duty Social Worker on 01437 776322/25

HEALTH AND SAFETY

Every possible care is taken to ensure children's safety whilst they are at school. No child is allowed to leave early without permission. If there is a change to normal arrangements, please let the class teacher know. The school regularly reviews health and safety arrangements for pupils and staff. Every visitor must visit the main entrance before gaining access to the school. Visitors MUST sign in and wear an identification badge. If a visitor acts inappropriately towards a pupil or member of staff then they will be asked to leave the school grounds immediately and the police will be informed. Fire drills are held each term.

COMPLAINTS PROCEDURE

If parents or carers have any concerns regarding their child in school, they are asked to contact the class teacher or Mr. Thomas. It is important that we are fully aware of individual concerns so that we can address them immediately. We will be only too pleased to answer any of your questions or assist you in any way.

Should you wish to make a formal complaint, relating to the curriculum or any other matter, there is a complaints procedure, which is set out by Pembrokeshire County Council. This begins with the complaint first being lodged with the Headteacher, who will arrange for a discussion to take place. If the matter is not resolved, the Headteacher will then advise on the next step of the complaints procedure.

The full complaints procedure policy can be found on the school website.

CHARGING PROCEDURE

When going on school visits, voluntary contributions are requested to support the financial costs. If the voluntary contributions do not meet the costs of the visit, then it will not go ahead. Only for residential visits and our annual pantomime visit, do parents have to meet the full cost.

HALL CHARGES

We do not charge community groups a fee for hire of our hall or community rooms. However, if the school is closed, we do charge a fee to cover costs of staff who will be required to open and close the site and stay on site for duration of the hire.

EXTRA CURRICULAR ACTIVITIES

Johnston Community School promotes and encourages a range of opportunities and activities, which support and extend learning and the development of all children's interests and talents. Pupils will be advised each term of the clubs on offer.



PASTORAL CARE

Pastoral care is very high on our agenda and all staff work hard to ensure that pupils' individual social progress and well-being needs are catered for.

The Headteacher has the overall responsibility for the health, safety and security of the school and the pupils. The school relies upon the close cooperation of all members of staff and parents to ensure that all pupils are cared for. The staff of the school take responsibility for the children when they arrive at school in the morning and the class doors open at 8.45am. Their responsibility continues until the children leave in the afternoon, with staff on duty outside until 3.30pm. Members of staff and Lunchtime Supervisors are responsible for the children during lunch break.

Children should always be clear as to arrangements for their getting home. If they are being met by an adult other than the person who usually collects them, school staff should be informed of this; staff will not release your child to an unknown person without your express permission to do so. In accordance with school policy, children are advised that they should come directly back into school if they were expecting to be met by an adult and that adult is not there. We will then make a 'phone call home to confirm arrangements.

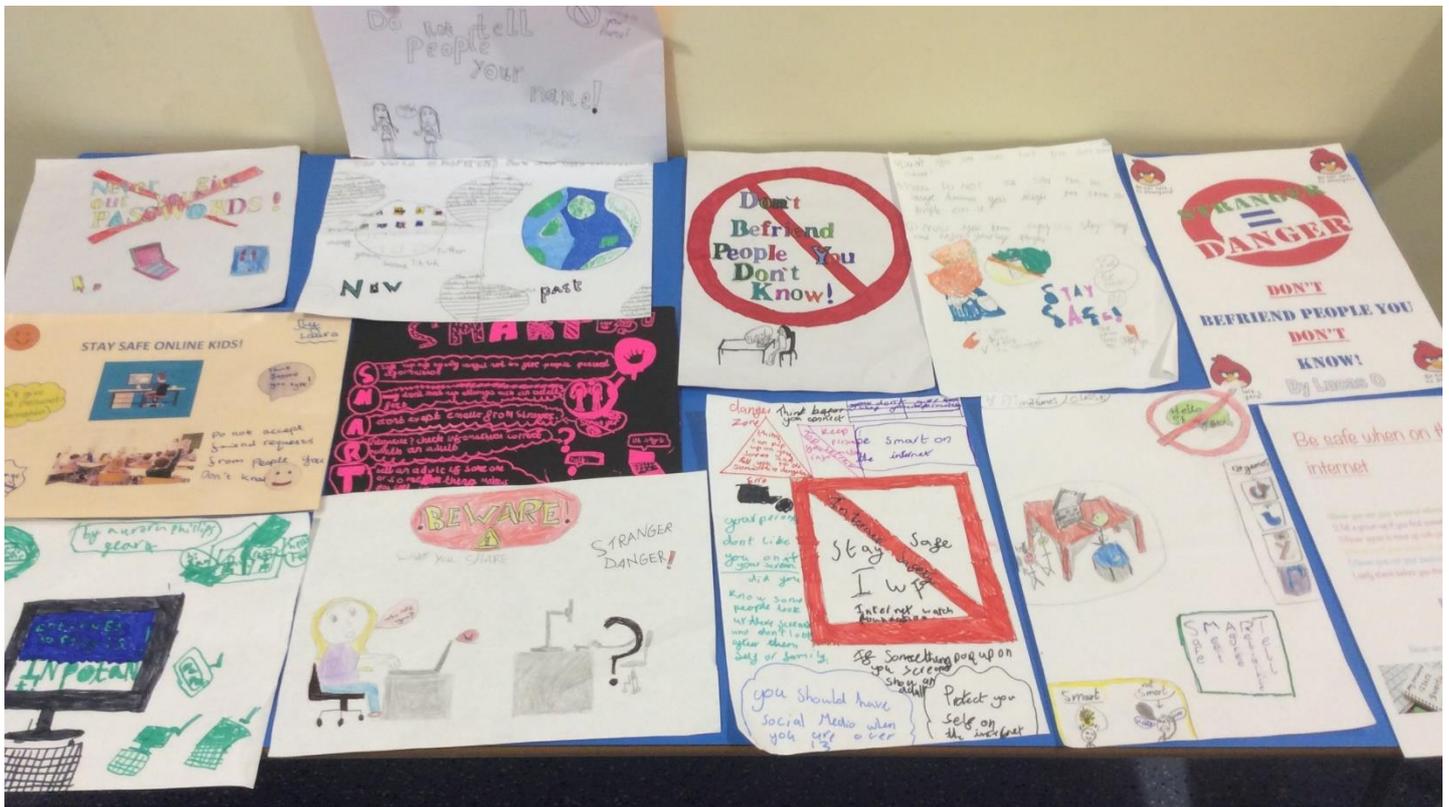
From time to time accidents do occur; these are recorded and treated on the premises. Parents are always advised of a head or groin injury by telephone. In cases of more serious accidents parents are requested to attend school. If unavailable, then a member of staff would accompany a pupil to hospital if required and would stay with the pupil until the parent was available. It is important and in the best interest of all pupils that parents keep the school informed about changes relating to addresses, telephone numbers, welfare of the pupils, home circumstances, illnesses and any medication being taken at home.

ONLINE SAFETY

Online Safety is taught throughout the school and great emphasis is put on the safety of our pupils when online. A range of lessons are taught to improve understanding of staying safe online. Digital Leaders have been established in order to improve online safety further, leading learning for other children as well as staff and championing online safety messages around the school.

All pupils and staff are aware of the Acceptable-Use Policy which sets out guidelines for staying safe online and with digital resources. We have established an online safety Professional Learning Committee with a range of stakeholders including governors, parents, staff and the Senior Leadership Team. Our online safety

policy sets out how we keep children safe online in much greater detail.



RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Following statutory requirements, all pupils attend a daily act of worship.

Assembly is also a time for us to acknowledge children's successes in and out of school and children are encouraged to share these with their class teachers in order that they can be included in the assemblies.

Parents have a right to withdraw their child from Collective Worship. Please discuss with the Headteacher your individual needs.

SEX AND RELATIONSHIP EDUCATION

This area of the curriculum is delivered sensitively and with the support of the school nurse. The nurse regularly visits the school and has developed good relationships with pupils, staff and parents. During their final years in school, pupils are provided with a greater depth of information relating to the development of their bodies and the onset of adolescence. Parents will be informed as to when this will take place and they have the right to withdraw their child if they do not wish them to receive this information. If you would like to see the full policy, please look at our school website.

HEALTHY SNACK

All pupils are asked to bring in their own healthy snack at break time, however, pupils in receipt of free school meals, will be provided with a healthy snack such as a piece of fruit.

PHYSICAL EDUCATION, SPORTING AIMS AND PROVISION

Physical Education is taught throughout the school by class teachers and a range of qualified coaches. All swimming is delivered by specialist instructors at the Pembroke Leisure Centre swimming pool. We are fortunate enough to have a wealth of resources to support the teaching and learning of P.E. and to provide opportunities for our pupils to participate in a wide range of physical activities. Our staff are trained to deliver PESS (Physical Education and School Sport). We place great emphasis on children's development of their own physical skills as well as the value of team games and learning the skills necessary to be a team player. We encourage participation in competitive sport through our involvement in local, county and national tournaments and inter-school matches, as well as our own sports days and swimming gala. Sport develops an awareness of the importance of health through exercise, which links into our Personal and Social Education programme and Healthy Schools programme.

MORE ABLE AND TALENTED

We aim to provide an environment in which **all** our children are encouraged and supported to achieve their maximum potential. We recognise that pupils have different abilities, talents and learning needs and we plan and organise the curriculum to meet these and to raise standards for everyone.

Opportunities are promoted to meet the needs of all pupils regardless of emotional, social, linguistic, cultural, physical or intellectual differences, to extend their learning and their self-esteem through activities that both challenge and enthuse them. Research has proven that, by improving the quality of learning and teaching, we raise standards of achievement for all pupils.

MUSIC

Peripatetic staff attend school to teach percussion, brass, string and woodwind instruments to children in Year 4 and above. All children have access to music lessons within the curriculum.

DAILY WELSH

Staff and pupils are encouraged to use Welsh as part of their everyday language in school. We aim to develop the use of the language and to provide a relevant context for the teaching of it. Much of the teaching is through activities and games, as well as reading and weekly diary writing sessions in Welsh in Key Stage 2. Children are encouraged to be proud of their Welsh heritage and to respect the cultural identity of all children in school. We focus on our similarities and shared beliefs.

HOMEWORK

In order to support children's learning and the development of their independent learning skills, we provide exciting opportunities for them to continue their learning outside school. This is communicated by class teachers.

On our website, we have a section which provides information on Key Instant Recall Facts (KIRFs) which support pupils to develop fluency in maths.

Children should read at home daily and we would encourage pupils to take books home from the classroom and use local library facilities.

ATTENDANCE, ABSENCES AND LATE ARRIVALS

If pupils do not attend school, they cannot be educated. Good attendance and punctuality leads to the best learning outcomes. We ask you to call the school on the **first** morning of absence, if possible before 8:50am.

All medical/dental appointments should be made outside of school hours as far as possible, but if they take place during school time we ask that parents bring in the appointment letter or a card from the receptionist following the appointment.

Pupils who are persistently late may be referred to the Pupil Support Service, however please contact our Family Support Officer to see if we can help you. Being frequently late for school adds up to lost learning! The school will not authorise absence for holidays, unless it is in exceptional circumstances. The school, in line with local authority policy, will issue penalty notices as necessary.

TRANSFER OF PUPILS

At the end of Year 6, most children transfer to either Milford Haven School or Haverfordwest High School. There are strong links between staff from both schools and close liaison takes place in order to achieve a seamless transition between schools for all pupils. During their final year in Johnston Community School, children visit their prospective secondary school and spend a day with their new teachers. They also take part in transition projects, which are designed to support their move to the secondary school further.



LOOKED AFTER CHILDREN

The member of staff designated the responsibility of promoting the educational achievement of Looked After Children is Mrs C. Wood. The school follows local authority policy when promoting the education and achievement of Looked After Children.

NEW PUPILS



When your child starts at Johnston Community School you will be asked to sign the following forms:

- **Photo consent**
- **HWB platform permission**
- **Change of clothes form**
- **Educational visit consent form**
- **Tooth brushing form (Foundation Phase Only)**

If your child is starting in Early Years as part of a new intake, you will be provided all of these documents as part of a home visit.

HEALTH MATTERS

If you suspect your child is unwell before the start of the school day, it is best that you keep them at home until they have recovered. If you require information about specific guidance regarding illnesses and infections, please contact the school and we'll pass on your concerns/queries to the school nurse if we don't have the information. If your child is taken ill during the school day and is unfit to continue in school, we will contact parents to collect their child.

If a child requires daily medication for a chronic complaint e.g. asthma, there are certain procedures which must be followed:

A parent or guardian must inform the school of the child's condition and the medication being taken. An asthma form will need to be signed by the parent/guardian. These are available at the main Reception desk.

The designated officers for administering medicines will administer prescribed medicines only. All medication should be taken to Reception and must clearly show the child's name on the sticker from the pharmacy, the dosage and the frequency. You will be asked to complete an administering medicines form. We can only give medication in school that is prescribed as four times a day or more, and we can only give it once in school.

Items such as ventilators for asthmatic pupils are to be kept in the pupil's classroom. All staff are aware of pupils who require specific medication in an emergency (for example an epi-pen), and where it is kept.

It is essential that we are kept up to date with contact numbers so that you can be informed quickly in the event of an emergency.

BEHAVIOUR

Discipline and high standards of behaviour are very important within Johnston Community School, where everyone is valued and respected. All members of the school have a responsibility to encourage others to maintain high levels of appropriate behaviour. Pupils are encouraged to take responsibility for their own behaviour and they are expected to comply with acceptable standards of behaviour. The overall responsibility at school rests with the Headteacher.

Restorative Practice (RP) is a whole school philosophy. It is the ethos that underpins all aspects of school life. RP is closely aligned to the United Nations Rights of the Child and supports well-being and positive behaviour management. R.P. also links directly with our Values Education and Habits of Mind. Our emphasis is on the promotion of positive behaviour. We share examples of exemplary behaviour with parents and encourage them to offer praise and reward to their children for such behaviour.

We have a system of sanctions in place to deter unacceptable behaviour. These sanctions include advising parents of their children's unacceptable behaviour.

Any form of bullying will be acted upon immediately and, if necessary, parents will be informed.

A disregard of acceptable standards of behaviour, especially when the health and safety of other pupils is at risk, will result in pupils being excluded from school. This process involves the Governing Body as well as the Local Education Authority and follows strict procedures.



PUPIL VOICE

Johnston Community School takes great pride in its dynamic Pupil Voice groups, made up of pupils from different classes in every year group.

Annual secret ballot elections for Pupil Voice group members are held each September, with one member from each class, from Year 1 to Year 6, being elected as a School Council member, Digital Leader, Criw Cymraeg and Eco-Committee member. There are also numerous other pupil voice groups such as our Rights Respecting Schools group.

PUPIL PROGRESS AND ASSESSMENT

All pupils have targets. Pupils also have half termly meetings with their class teacher in order to identify their next steps.

If a pupil has a specific additional learning need, Individual Education Programmes (IEPs) will be drawn up in collaboration with the child and their parent/carer to assist them in achieving their targets.

All staff at Johnston Community School work hard to ensure the continuous improvement of the basic skills of all pupils in school. This includes those who underachieve and those whose attainment is lower than would be expected of someone of their age.

This is achieved by regular assessment procedures which inform teachers and parents of the children's academic progress. The results will also inform teachers' future planning in order to ensure that the individual needs of each child continue to be met.

The school has a policy on Assessment, Recording and Reporting which is available on the school website. Parents will have the opportunity to meet the teacher on two occasions in the year: Parent's evening in the Autumn term and again in the Spring term. An annual full school report is sent home in the Summer term.

- National tests mean that children in Years 2 - 6 are tested every year in Reading and Maths (Procedural and Reasoning).
- Small skill or knowledge based tests e.g. spellings or mental maths tests are carried out at the discretion of the class teacher.
- End of Foundation Phase and Key Stage 2 assessments are carried out in Years 2 and 6 in the core subjects. All test results are collated onto an individual tracking sheet. The information from each year group is recorded on a year group tracking sheet. This tracking information is closely monitored by staff and appropriate action is taken if a child is thought to be under achieving.

Parents of children in Years 2 and 6 will also receive a report on their child's attainment at the end of Foundation Phase and Key Stage 2, with comparative information of school children in Pembrokeshire.

ADMISSIONS POLICY

The following arrangements are proposed for admissions to Community and Voluntary Controlled Schools in Pembrokeshire:

- a) The local authority is the admissions authority, except in Voluntary Aided schools where the governing body is the admission authority.
- b) Parents may express a preference for a school and the admission authority must meet that preference unless to do so would prejudice the provision of efficient education or the efficient use of resources. If there are the room and resources in the school, the place will be provided. All prospective parents should express a preference in writing.
- c) Places will be allocated up to the school's admission number without application of any conditions. However, should the number of applications exceed the admission number, the following oversubscription criteria, listed in priority order, will be used to allocate places:
 - pupils residing in the area which the school normally serves (known as the catchment area)
 - pupils attending feeder schools
 - pupils with a sibling in the school at the time of admission
 - specific medical and social reasons appertaining to the prospective pupil.

In the event of a tie, a place will be offered to the pupil who lives nearest to the school, measured by the shortest walking distance between the nearest school gate and the point where the pupil's dwelling meets the public highway.

For more information on our admissions policy please see our website.