

# St. John's C.E. Primary School



## St John's Vision Statement

*"At St John's we want everyone to grow and flourish. Our small school is a nurturing community where we can develop our gifts and broaden our horizons. We seek to do all this within the knowledge and love of God, where the values of His Kingdom guide and inspire us"*

*'Thriving and learning as we build God's Kingdom'*



## SCHOOL ADDRESS AND TELEPHONE NUMBER

St John's Church of England Primary School  
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 Enfield, EN2 9BD.  
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 Website: [www.stjohnsprimarysch.org.uk](http://www.stjohnsprimarysch.org.uk)



## SCHOOL STAFF

Mrs Susan Notley	Head Teacher
Mr Joe Law	Deputy Head Teacher
	Emerald Class (Years 5 & 6) Teacher
Mrs Jane Flanagan	Administrative/Finance Officer
Mrs Lucy Gatward	Assistant Head Teacher/ KS1/EYFS Lead
Mrs Pat Creed	Foundation Stage (EYFS) Co-ordinator Ruby Class (EYFS 1 and 2) Teacher
Mr James Stringer	Sapphire Class (Yr. 1 and 2) Teacher
Mr Jack Larkin	Diamond Class (Yr. 3 and 4) Teacher
Ms Asma Chebbi	Trainee Teacher
Mrs Tracy Hargate	Teaching Assistant
Ms Sylwia Hocyk	Play leader/Parent Mentor/Relief TA
Ms Elena Dall'Aglia	Teaching Assistant
Ms Isabella Bates	PT Relief Teaching Assistant
Mr Matt Pople	PE/Teaching Assistant
Mr David Ellis	Website Manager
Mr Rob Robson	Site Manager
Ms Rosa Stewart	Kitchen Supervisor



**Sue Notley**  
Head Teacher



**Joe Law**  
Deputy Head Teacher  
& Emerald Class  
Teacher



**Lucy Gatward**  
Assistant Head  
Teacher/KS1/EYFS  
Lead

## DIRECTOR OF Children's Services

Mr. Tony Theodoulou

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## LONDON DIOCESAN BOARD FOR SCHOOLS



36 Causton Street, London SW1P 4AU

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## GOVERNORS' OF ST. JOHN'S (as of Sept 2021)

**Chair**            **Rev Dr Jonathon Dean**  
C/o St John's C of E Primary School

**Clerk**            **Mrs Helen Boundy**  
C/o Haringey Governing Body Services

The full Governing Body meets at least once a term to discuss a wide range of management, administrative and curriculum topics. In addition, the Governors' Committees and Working Parties meet regularly throughout the school year and report back to the full Governing Body.

The members of the Governing Body are:

<b>Chair</b>	Rev Dr Jonathon Dean	LA Governor
<b>Vice Chair</b>	Mrs Anne Osborne	Foundation Governor
	Mr Roy Tungatt	Foundation Governor
	Mr. Michael Mansfield	Foundation Governor
	Mrs. Marie Sheldon	LDBS Governor
	Mrs Susan Notley	Staff Governor
	Mr Joe Law	Staff Governor
	Vacancy	Ex-Officio Governor
	Mrs Sophie Gopaul	Foundation Governor
	Mrs Jacqueline Godbold	Parent Governor



## **Message from the Chair of Governors**

As Chair of Governors it gives me great pleasure in welcoming you to St John's C.E. Primary school. I am proud to lead a highly professional and committed Governing Body who have the learning, growth, wellbeing and welfare of all our children at the heart of everything we do.

In all we do, we seek to build on the firm foundations already established at St. John's. It is our responsibility:

- to ensure that the school holds to its beliefs, vision and values;
- to hold the school to account for the educational performance of its pupils;
- to ensure clarity of its strategic direction;
- to oversee the school's finances, making sure that its money is well spent.

We are also responsible for the support and nurture of the whole school community, both staff and pupils. This requires us to be attentive, to listen carefully, and to offer both encouragement and challenge. In this, we work closely with Mrs Notley and her senior leadership team, who have responsibility for operational decisions about the day-to-day running of the school.

Governors regularly visit the school to meet with the pupils and staff in order to gain an understanding of the curriculum, teaching, pupil outcomes, and ethos. We focus always on the welfare, flourishing and safety of all pupils, and those teaching them. We also ourselves undertake ongoing and rigorous training to enable us to do our work in an informed and reflective manner.

Of course, visiting a website isn't quite like the real thing so, if you are considering our school for your child, I would encourage you to make a personal visit. I can guarantee that you will be made very welcome!

Rev. Dr. Jonathan Dean, Chair of Governors

## **INFORMATION FOR PARENTS:**

## **DATES FOR THE ACADEMIC SCHOOL YEAR 2021/22**

### **Autumn Term 2021**

Thursday 2nd September – Friday 17th December 2021

**Half term** Monday 25th October - Friday 29th October 2021

### **Spring Term 2022**

Wednesday 5th January – Friday 1st April 2022

**Half term** Monday 14th February - Friday 18th February 2022

### **Summer Term 2022**

Tuesday 19th April – Friday 22nd July 2022

**Half term** Monday 30th May - Friday 3rd June 2022

**Inset Days** Wednesday 1st September, Monday 1st November 2021, Friday 22nd November 2021, Friday 26th November 2021, Tuesday 4th January 2022 & Friday 1st July 2022





## THE SCHOOL DAY

### Session times for all full-time pupils:

Morning Session 8.45 am. to 12.15pm

Afternoon Session 1.00 pm. to 3.00 pm.

### Session times for part-time pupils:

Afternoon session 12.30pm. to 3.00pm.

Children should be in the playground by 8.45 a.m. at the beginning of the school day.



Please try to keep to these times. Children arriving late or being collected late may become distressed. Always phone us if you are unavoidably delayed. It also helps us to know if your child is unable to attend school for any reason. Please let us know if another parent/person is collecting your child. This can either be done verbally in the playground or by letter. If circumstances change during the day and you phone to let us know, the person collecting your child will be asked to sign them out in the office. The best class for attendance and punctuality are awarded a special cup each week.

The hours spent on teaching in a normal school week are 22 ½ hours in KS1 and 23 ¾ in KS2.

## LIAISON WITH PARENTS

Meetings are arranged in the Autumn and Spring Term so that parents can talk individually with Class Teachers and discuss their child's progress. In the Summer Term there is an Open Evening for parents and pupils to come in and look at their child's work along with discussing the end of year report with the class teacher if they so wish to. If problems arise at other times they can arrange to see either the Class Teacher or the Headteacher.

At St. John's we believe that education is a joint responsibility between parents and the school. To acknowledge this, both parties are asked to sign a contract when a child is admitted to the school. It is important for the children to see that their parents are supporting members of staff in matters of conduct, the wearing of correct school uniform and regular completion of homework.

There will be times when parents are asked to make small voluntary contributions towards the running of the school. It is important for parents to respond positively to such requests if the children are to continue to enjoy the many exciting opportunities that are currently available at St. John's.

Parents are asked to tell the school if they think that there are any problems in or out of school so that the staff can give extra help and support. In most cases the Class teacher should be the first point of contact.

**'Parents are also pleased with the good quality of teaching. They appreciate the advice teachers provide to support homework.'** One parent told inspectors 'I wish I was a child again so I could enjoy the lessons too.' Ofsted, June 2017

## PARENT/VOLUNTEER HELPERS

We have many parents and volunteers who regularly help us in and out of school. The activities undertaken include reading with children, assisting with art, craft, cooking and sewing and accompanying children on educational visits.

We are always pleased to receive offers of help from parents as we strongly believe that it is important for parents and teachers to work together to educate our pupils. We are required to carry out a routine check with the Criminal Records Bureau on anyone who volunteers to help in school.



## ST JOHN'S SCHOOL PTA

One important way that parents can help the school is by supporting the St John's Parent Teacher Association. There are class representatives appointed at the beginning of each year that work together to organise many different fund raising activities and special fun activities for the pupils throughout the year.

## BEHAVIOUR

At St. John's, we value the social as well as the intellectual development of our pupils. We want them to grow into caring members of society who will think about the needs of others and the community as a whole, as well as of themselves. From the earliest age, children can learn to be tolerant and considerate and this is what we seek.

The school has a code of conduct and the behaviour policy clearly states responsibilities of children, staff and parents. The code of conduct and behaviour policy provides a simple but clear structure for discipline throughout the school and we rely on the co-operation of everyone for its effectiveness. The rules are designed to protect the safety and welfare of all of our pupils and we hope that they will give rise to an atmosphere that will provide each child with the security and confidence necessary for them to benefit fully from their education.

We have 6 Golden Rules to help us do this and they are:

- Be kind and helpful
- Be gentle
- Look after property
- Listen to people and show respect
- Work hard
- Be honest



We aim to ensure that all of our pupils understand when behaviour is considered acceptable and why. In so doing we help them to become self-disciplined. Our emphasis is on praise and the nurturing of positive self-esteem.

Incentives and rewards are used to promote good behaviour. They include:

- Staying on Green Chart
- Class award system.
- Team points.
- Merit certificates
- Visits to other adults in school for praise.
- Star of the Week
- Individual responsibilities
- Acknowledgement of good work or behaviour
- Stickers

Unacceptable behaviour will be discussed with those involved and dealt with as appropriate for each individual case. There are clear procedures in place for dealing with any racist incidents or bullying. If a child gave us cause for concern, we would contact the parents and seek their help in resolving the problem.

**'Pupils behave well when at play and when moving around the school. Adults, such as catering staff, told inspectors that pupils are consistently polite to them. Parents typically agree that pupils' behaviour is good. Inspectors found pupils to be welcoming and keen to talk positively about their school' Ofsted, June 2017**

## HEALTHY SCHOOL

The school has been awarded its Silver Award for Healthy Schools. A Breakfast Club also operates before school each morning. Pupils are encouraged to bring a healthy snack in KS2 and fruit is provided for KS1.

Students in KS2 may choose to bring a packed lunch to school, but parents/carers are asked to support healthy eating choices when lunches are prepared.

The current cost of school dinners is £2.50 per day; this should be paid through ParentPay, one month in advance. Breakfast Club costs £3.50 per day.



**‘Pupils enjoy the benefit from off-site educational activities that the school provides. Regular swimming lessons help support the healthy lifestyles that the school promotes through well-balanced menus in the dining hall at lunchtime, for instance. Pupils take every opportunity to participate in sporting activities, including during break times’**  
Ofsted, June 2017



## SAFEGUARDING

There are set procedures that schools have to follow if they suspect that a child has been, or is being, abused. The procedures instruct staff to inform the Education Department and Social Services immediately an allegation has been made. It is the duty of the staff to follow these instructions. Parents/carers would be informed as soon as possible afterwards. A copy of the Safeguarding Policy is available for inspection and on our website.



**‘Pupils’ understanding of how to keep themselves safe is strong. They were keen to tell inspectors about staff care for them and how they look out for one another. Pupils understand and appreciate the good work that the school does to keep them safe, such as regular fire drills, cycling proficiency experiences and through simple daily routines’.** Ofsted, June 2017

## INSURANCE

Staff, pupils and parents are advised that valuable items should not be brought onto the school premises. If such items are brought to school, they are entirely at the owner’s risk. The Governors accept no liability for loss or damage to personal belongings on the school premises. Cover for personal property should be arranged through the normal householder’s policy.

This school does not provide any insurance cover for personal accidents to pupils. There are private insurance schemes to cover personal accidents in schools that individual parents may wish to consider.

## ABSENCES IN 2020/21

Attendance	95.56%	Unauthorised Absence	1.10%
Authorised Absence	3.34%	Total Absence	4.44%

# CURRICULUM

St John's is a multi-cultural school and we have pupils from a wide range of backgrounds. We see this as an advantage in preparing pupils to live in today's Britain and the curriculum will reflect this. Due to the vertically grouped classes, the school runs a curriculum over a two-year cycle. This curriculum has been reviewed in light of the new requirements as stated by the reviewed Ofsted.

The pupils at St John's are divided into four classes (Foundation Stage Nursery and Reception, Years 1/2, Years 3/4 and Years 5/6) and the topics covered are organised in a bi-annual cycles for these mixed age group classes. Our schemes of work for each curriculum area are planned for progression and continuity by taking into account the pupils' previous experience and the range of ability within each class.

Depending on the planned learning outcome, teachers may organise individual work, group activities or whole class lessons. When working together, children may be organised in mixed ability groups, friendship groups or ability groups.

The subjects taught in KS1 and KS2 include all of those laid down in the National Curriculum, i.e. RE, English, Mathematics, Science, Computing, History, Geography, Art and Design, Design and Technology, PE, Music and PSHE. The children in Foundation Stage follow the Early Years Foundation Stage curriculum which feeds directly into the KS1 curriculum.

Subject co-ordinators monitor pupil progress and the resourcing of each curriculum area. In this way expertise can be shared. Teachers regularly attend courses organised by the school, the LA, the ETSP and other trainers to keep them abreast of current theories and practice.

**'Leaders and Governors have an acute view of the school's performance. They have led the school's continued improvement policy.'** Ofsted, June 2017

**'The quality of teaching is good. Teachers make learning interesting and ensure that pupils of all abilities sustain good progress.'** Ofsted, June 2017

There follows some brief notes on the individual curriculum areas:-

## EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage is designed to equip our youngest children with the skills that they are going to need for future life, in and out of school. The emphasis is on practical experience through play, which will help develop language, fine motor social skills and enquiring minds.



### In the Early Years Foundation Stage we aim to:

- Provide a happy and secure environment for learning and to ensure that all children feel welcome and valued in our school.
- Encourage active learning. Young children learn best when they actually experience something rather than being told about it.
- Provide children with as many different experiences as possible.
- Provide a variety of learning settings. Children will be encouraged to work individually, in pairs, in-groups and as a whole class.
- Encourage every child to have a positive self-image and to have respect for others.
- Introduce the Golden Rules for behaviour which apply throughout the school.

**'Leaders and teachers in the early years ensure that children make strong progress in their learning and that they are well prepared for year 1'** Ofsted, June 2017



## RELIGIOUS EDUCATION

The topic based in RE includes bible study, discussing religious themes, studying different world faiths, recording ideas in pictures and words and real or virtual visits to places of worship. Being a Church of England School, most of our RE is Christian and in accordance with the Church's doctrine but major world faiths are studied during some topics.



St John's C of E Church (Clay Hill)



St Luke's C of E Church (Browning Road)

Daily acts of worship are an important part of the life of the school. The Head, Deputy Headteacher & Assistant Head teacher lead our worship. On Fridays we have our Celebration Assembly when the children's good work and efforts are acknowledged and praised; all parents are welcome to attend this assembly.

Pre-covid regular services were held in St. John's Church to mark some special festivals or events in the Christian calendar. All details are on the school website and the weekly newsletter. Parents are always invited to join the school on these occasions. When it is safe to resume these services we will inform you. If parents wish to withdraw their children from the acts of worship (in school or in Church) or from the RE lessons, they are asked to speak to the Head Teacher. Alternative arrangements will be made for pupils who are withdrawn as appropriate and necessary.

## ENGLISH

English plays an important part in all areas of the curriculum, the development of speaking and listening skills is critical to a child's success in all academic work. Therefore we lay great emphasis on these skills throughout the school.

All children in KS1 and KS2 have a daily literacy lesson in accordance with the National Strategy. Great importance is attached to the acquisition of reading skills and for the ability to read for a purpose and for enjoyment. A wide range of books is used to teach reading and we use many different reading activities to develop the children's enthusiasm for reading, deeper understanding of both the text and the underlying meaning and the ability to discuss authorship in a mature way. The school organises an annual 'Book Week,' book character days, visits from authors, writing workshops and writing competitions.



The parents of children in every class are encouraged to see the teaching of reading as a partnership between home and school and to share in the active enjoyment of the stories, pictures and rhymes in the books that their children read. Children take reading books home daily. Parents are expected to read with or hear their child read daily and to comment in their reading journals. From the earliest age children are encouraged to develop as independent writers, with great emphasis on content rather than merely correctness. Gradually they are encouraged to move towards mastery of composition, grammar, punctuation, handwriting and spelling.

**'Teachers inspire the most able pupils to make adventurous reading choices. Inspectors found that these pupils could use a wide range of sophisticated skills to discuss and write about the books they read'**Ofsted June 2017

## MATHEMATICS

Reception, KS1 and KS2 classes have a daily maths lesson planned in accordance with the National Curriculum. The emphasis is on effective mental and written strategies, enabling the children to be able to calculate proficiently and accurately. Investigative work is included in the lessons to ensure children are 'thinking outside the box' and using their key maths skills in real-life situations. As many different practical situations, including the use of IT, are used to progress learning as it is often through this approach to their work that children increase their mathematical understanding.



Throughout the year we run a variety of different mathematical workshops for parents and also invite parents into observe a maths lesson so that they can become familiar with the variety of methods that we use and also understand our expectations in maths.

Times tables form a key part of the children's mathematical understanding across the school and is an area where parental support can make a huge difference towards their child's learning.

## SCIENCE



From the earliest age, children are naturally curious about their surroundings – observing, measuring, looking at patterns and thinking up new ideas and reasons for what they see. Throughout the school we encourage the children to ask questions and look for answers. We also seek to structure their learning so that they enjoy investigating and gain skills of persistence, originality, responsibility and self-criticism, which are useful in all areas of the curriculum. Science topics are timetabled across the classes to ensure that all children receive a full coverage of the National Curriculum and that they have a balance of individual learning and practical activities. The work in school is based on the Collins Scheme of Work. All children spend time during each term either in Hillyfields or Forty Hall, doing a variety of investigative work and field work.

Children in Yr.2 are invited to attend a weekly Science Club.

The school has been awarded the Silver Award in Science this year.

## COMPUTING

Computing is an ever-growing skill required for modern day society as everything around us becomes more technically advanced. At St John's, we ensure that computing lessons are planned for and designed around the Computing National Curriculum objectives and we ensure that our teaching is delivered in a way where skills needed for modern-day society are explicit and are easily remembered.



With technology advancing all the time, the importance and significance for online safety also grows. It is vital that all children are aware of Online Safety both in school and at home. Throughout the year we invite a CEOP trained ambassador to deliver Online Safety lessons to all staff and pupils. This is to ensure we as a whole school are kept up to date with current advances and latest trends. Every half-term, there is at least one computing lesson focused on Online Safety to ensure that all pupils are skilled and knowledgeable in this key area. To support Online Safety in school, we have

strong and secure strategies in place to ensure that all pupils are protected whilst online regardless of the digital devices this may include our iPads or laptops.

We aim to deliver weekly computing lessons using different platforms. This includes laptops to teach key skills such as typing, saving and printing. We have also recently invested money into class iPads which allow us to deliver the curriculum in a more expansive and versatile way. We also endeavour to link these different platforms to different subject areas to ensure that computing and online safety is taught in a cross-curricular way to facilitate as many National Curriculum objectives as possible. This in turn will help create pupils who are comfortable using digital tools and hopefully prepares them for the modern world.

## HUMANITIES

In the teaching of history and geography we try to help the children to gain an understanding of the world in which they live and it's past. It should inspire pupils' curiosity and fascination about the Earth's key physical and human processes and its' history. Throughout their time in primary school we build on developing their skills and knowledge from Nursery through to Yr.6. With the youngest children the emphasis will be on their immediate surroundings (the local environment and the local services) and on their recent past. As the children move through the school they will be encouraged to examine, in increasing depth, many forms of evidence, for example buildings, photographs, records, memories of older generations, museums, maps and books to further deepen their understanding of the world.



Field trips, educational visits to places of interest and special events in school, play an important role in teaching these areas of the curriculum and allow the children to explore a topic in a fun and enjoyable manner. Included on a bi-annual basis is the KS2 day trip to France which is always a fantastic experience for all of the children involved.

## ART AND DESIGN

Our Art and design curriculum at St. John's aims to ensure that all pupils produce creative work, exploring their ideas and recording their experiences. We use of full range of resources to broaden the children's experiences including sketching pencil, clay, charcoal, pastels, paints, water colours and chalk. The key areas of focus are to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Once a piece has been finished we encourage the children to evaluate and analyse creative works using the language of art, craft and design. It is also important that the children know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.



Through our Enfield Town School Partnership we have participated in many art activities working alongside local artists and participating in an Art Exhibition in Enfield town.

## DESIGN AND TECHNOLOGY

Design and Technology is split into three key areas at St. John's:

- Textiles
- Cooking
- Product Design.

Our key aims are to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. We aim to help every child to build and apply a repertoire of knowledge, understanding and skills in order to design and



make high-quality prototypes and products for a wide range of users. We support them in developing the skills of being able to critique, evaluate and test their ideas and products and the work of others. Through our cookery we help them to understand and apply the principles of nutrition and learn how to cook. We are also fortunate to be able to use the cookery facilities in another local school so that all pupils can develop their skills and knowledge of cookery across many areas and hopefully continue to develop this at home.

## PHYSICAL EDUCATION

PE is a very important part of the curriculum and all children complete two hours of PE a week. Activities undertaken during PE lessons include gymnastics, games skills, informal and organised games, dance and athletics. There are a variety of sports' clubs, please refer to the school's website for the details, children also participate in swimming during school time. For reasons of safety and hygiene, pupils are expected to wear the school's tracksuit for all sporting activities and it can also be worn on a Friday.



In PE, as in every other curriculum area, our aim is to encourage pupils to develop their individual skills to the full. Through PE they can learn to work together co-operatively in a group and, where appropriate, to compete. They learn that regular exercise is good for their health and enjoyable. We wish them to experience a wide range of physical activities while at school so that they may be encouraged to continue some sporting activity into adult life. Throughout the year, pupils in KS2 participate in a wide variety of competitive sport with other local schools. A Sports Day is held each year during the Summer Term where all pupils from Nursery upwards participate in competitive fun activities. After school activities such as football club, netball, tennis and multi-skills take place weekly. All pupils in KS2 participate in Bike Ability annually and pupils in Yr.2/3 attend weekly swimming lessons for half of the school year.

**'Leaders make effective use of the primary school sports funding. They have focused the use of some of this funding on ensuring that all pupils learn to swim. They also use the funding wisely to ensure that this small school is always represented in local competitive events.'** Ofsted, June 2017

## MUSIC

Music is a "universal language" and a powerful form of communication. It brings together intellect and feeling and enables personal expression and emotional development. It is an integral part of our culture and helps pupils relate to others, forging important links between home, school and the wider world.

The teaching of music at St. John's develops pupils' ability to listen and make judgements. We encourage active involvement and aim to develop a sense of group identity and togetherness.

There is an opportunity for children to learn to play an instrument e.g. woodwind, piano, violin. All children are involved in at least three major performances a year and participate in Borough Music Festivals as well.



**'Music is a strength of the school and singing is taught particularly well by a specialist teacher.'** Ofsted, Feb.2013

## PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

PSHE aims to help children understand themselves as individuals, build relationships with others and support their development as informed members of society. The broad areas covered in PSHE are behaviour, healthy life styles, citizenship, drugs education, relationships and sex education.

The children will have 'circle times' to discuss the issues raised in the lessons. These provide a safe opportunity for children to express their feelings and grievances and to empathise with the needs of others in their class. In so doing we aim to teach our pupils the skills of tolerance, problem solving and appropriate social interactions. Other provision for these issues is through the curriculum itself, whole



school assembly, stories, class stories and discussions, safety videos, visiting experts, for example our local police officer, school nurse or a charity worker.

The Governors of St. John's School believe that the teaching of sex education should be handled sensitively and take into account a child's level of maturity and the parents' wishes. Sex Education is part of the curriculum for Emerald Class (Years 5 & 6) and it is taught in the context of a loving relationship and the importance of Christian marriage and family life are emphasised. Parents have the right to withdraw pupils from lessons.

**'Pupils demonstrate a good understanding of how to recognise different forms of bullying. They receive excellent guidance about e-safety that enables them to identify and resist risks to their welfare when using the internet. For example, pupils in key stage 1 are aware of the dangers of clicking on 'pop-up' boxes when playing games online. Pupils understand confidently how school procedures, such as fire drills, and new site security measures work to keep them safe at school.'**  
Ofsted, June 2017

## FRENCH

All pupils in KS1 and KS2 are taught French for 30 minutes a week by a specialist teacher. At the end of the year, the pupils are assessed and a report is written for every child. Once a year there is also a French tasting experience for all pupils in KS1 to enjoy and learn about French culture.



## INCLUSION SEND (Special Educational Needs & Disability)

The school operates an Inclusion Policy and aims to:

- Enable students to develop their personalities, skills, abilities, knowledge and understanding
- Provide appropriate teaching, which makes learning challenging and enjoyable and enables students to maximise their potential
- Provide equality of educational opportunity for all students

**'Teachers and additional adults work well together, using good subject knowledge to challenge and support pupils of different abilities. Recent training has ensured that teachers use information more effectively about pupils who have special educational needs and/or disabilities to help them make good progress.'** Ofsted June 2017

The Governing Body's Special Educational Needs & Disability Policy sets out clear procedures for parents, staff and governors in identifying and supporting children with Special Needs & Disability. The policy reflects the statutory Special Needs Code of Practice.

At St John's we recognise that each child is a unique individual. Each will have talents and gifts that they will be encouraged to develop so that they may grow into confidence, self-esteem and self-knowledge as they move through the school. Their gifts may be aesthetic, physical, social or academic. All are equally valued.

During their time at the school, there will be occasions when most children have particular needs. These may be emotional, social, physical, academic or behavioural, and their needs may be short or long term. The staff sees the need to support any children who are experiencing problems as an important part of their role.

We are always grateful to parents for telling us of any problems outside school that might have an effect on their child's work or behaviour, even if that effect may be short-term.

To ensure inclusive practice, the needs of all pupils are individually assessed and specific targets set. Differentiated work is provided to support them.

Parents are informed of their child's progress. For children whose progress is at the lower end of the average range, a number of literacy and numeracy intervention programmes are used to support them during group work with Teaching Assistants. If any child appears to have more significant needs, parents will be told of the school's recommendations for assisting their development, including ways to support their

child at home. This is called School Action. For pupils who require support beyond that provided by the school, (School Action Plus) further services are available through LEA provision. Parents will be informed that such advice may be necessary and where required, their consent will be sought.

## INCLUSION: More able pupils

The school also works to extend and enrich the educational experience of students identified as 'higher achieving' or gifted and talented (G&T). Children who demonstrate above average ability in any curriculum area are identified through continuous and rigorous assessments. The school recognises the needs of the more able child by setting more challenging and in-depth tasks within the normal curriculum.



## INCLUSION: MEDICAL NEEDS

The school will write a care plan for any child who has significant medical needs so that all members of staff are aware of any problems that might arise during the school day, procedures to avoid them and action to be taken in the case of an emergency. Parents are asked to inform the school if their child has a specific medical need that needs support so that an appropriate curriculum can be planned.

## HOMEWORK

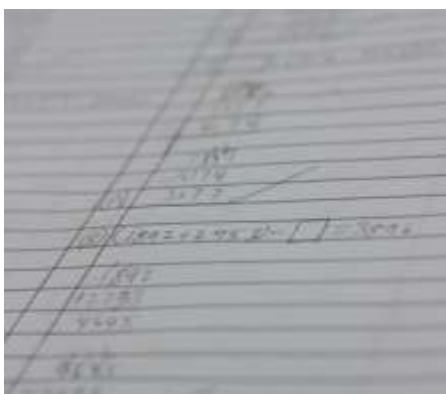
**The purpose of homework in the school is to:**

- Develop an effective partnership between the school and parents/guardians in pursuing the aims of the school
- To consolidate and reinforce skills and understanding, particularly in literacy and numeracy
- To utilise resources for learning of all kinds at home
- To extend school learning
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study on their own, and prepare them for the requirements of secondary school



**Through this policy we aim to:-**

- Ensure consistency of approach throughout the school
- Ensure progression towards independence and individual responsibility
- Ensure that the needs of the individual pupil are taken into account
- Ensure that parents/guardians have a clear understanding of themselves and the pupils
- Enhance the quality of the learning experience offered to pupils
- Extend and support the learning experience via reinforcement and revision
- Provide opportunities for parents, pupils and school to work in partnership
- Provide opportunities for parents and pupils to work together to enjoy learning experiences
- To encourage children to develop long term strategies for future needs
- At Year 6, to prepare children for secondary transfer



The purpose of homework changes as the children get older. For children in Reception Class and Key Stage 1, developing a partnership with parents and involving them actively in children's learning is the key purpose. As the children move into Key Stage 2, homework provides an opportunity for children to develop the skills of independent learning and this increasingly becomes its main purpose. It is important that children gradually get into the habit of regularly

devoting periods of time, which may not be long, to studying on their own.

We follow the recommended guidelines for homework time allocations and actively encourage participation in a range of social and extracurricular activities. We also firmly believe that family time; whether it be relaxing at home, helping with cooking, cleaning, or any kind of family activity outdoors, at home or within the church community, is vital to nurturing and developing child confidence, self-esteem and spirituality. This, we believe, provides the balance that children need to develop in mind, body and imagination.

#### **Homework tasks should:-**

- Have a clear focus and time guidelines
- Give plenty of opportunity for pupils to succeed
- Help develop social as well as other skills when necessary
- Be varied and not purely written assignments
- Be manageable for teachers and parents
- Be appropriately marked and returned to parents and children the following week
- Meet the needs of individual learners including SEN and AGT pupils

Please refer to the Homework Policy on the school's website for more detailed homework timetable.

#### **Parents/Guardians can support by:-**

- Providing a reasonable peaceful, suitable place in which children can do their homework alone, or more often for younger children, with an adult
- Making it clear that they value homework and support the school in explaining how it can help their learning
- Giving lots of praise and encouragement
- Becoming actively involved in joint homework activities
- Sign the times tables book daily
- Sign the reading journal daily

## **EDUCATIONAL VISITS**

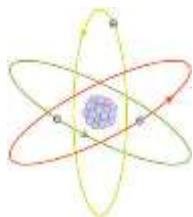
Visits to places of interest form a central part of our topic work in every class. Sometimes these visits are to places of local interest and occur during a morning or afternoon session. On other occasions classes may spend a day visiting a museum, art gallery, zoo or other educational centre in or out of London. Traditionally, a residential school journey is arranged for Year 5 and 6 during the summer term, every other year. On the year that the residential trip is not taking place, all children in KS2 go on a day trip to France in June.

Under the Education Act, we are no longer able to charge for these visits, which are seen as an essential part of the curriculum. We are indeed fortunate that the PTA of St. John's generously support certain trips throughout the year. Parents are asked to make a voluntary contribution to cover costs involved (e.g. entrance charges). Since there is no other source of income to pay for these visits, we rely on parental support if they are to continue. The school reserves the right to review annually its policy on Educational Visits in the light of the Government's policy on charging.

As these educational visits are seen as an important part of the curriculum, we would not wish any child to miss the trips for financial reasons. If there are any difficulties with payment please make an appointment to see the Head teacher. The Head teacher will deal with any enquiries about such payments in complete confidence. Drama and music groups occasionally visit the school to entertain and educate the children.

## EXTRA-CURRICULAR ACTIVITIES

The extra-curricular activities available to the pupils will vary from year to year and term to term. This year the activities available are:



- **Football**
- **Gymnastics**
- **Instrumental lessons**  
(Piano, violin, keyboard and recorders)
- **Netball**
- **Tennis**
- **Running Club**
- **Athletics**
- **Science Club**
- **Breakfast Club**
- **School Choir Club**
- **Multi-Skills Club**

## SCHOOL CHARGING POLICY



The majority of the school's funding comes from Central Government via the Local Authority. This is used by the Governors and Senior Management of the school to cover the costs of provision for all students.

In addition, the Governors of a Voluntary Aided School are responsible for 10% of capital (building) projects and external maintenance of the buildings. St. John's receives some support from the Diocese of London in executing this responsibility.

### *Governors' School Fund Donation:*

A Governors' School fund is used to cover their contribution to building projects.

Parents/carers are asked to make an annual voluntary donation to the Governors' School Fund. The current annual donation is £35.

### *Extracurricular /Enrichment Activities:*

The majority of these activities are offered to the pupils free of charge. However, when specialist coaches or instructors are employed by the school to run activities, a charge for attendance may be made.

### *Music Lessons:*

Individual instrument/singing tuition will be charged to parents/carers. Opportunities for learning a range of instruments will be offered via Enfield Arts Support Service and visiting peripatetic tutors.

### *School field work, trips and visits:*

Any activity that forms an integral part of the curriculum in principle should be free for all students. However, to be realistic this is not practical. When an activity incurs a cost, voluntary contributions are sought from parents/carers. If an activity takes place during school hours, no student will be excluded because a parent/carer has not contributed. However, if the costs of the activity are not covered by voluntary contributions, that activity may be cancelled for all students.

## VALUABLES ON SCHOOL SITE

Pupils are advised not to bring expensive items of equipment, toys or jewellery onto the school site. Parents/carers are asked to label clothing and equipment clearly with the student's full name. The school is not able to accept responsibility for a pupil's personal belongings.



# RAISING A CONCERN

In accordance with Section 23 of the Education Reform Act, the local authority has set up procedures to deal with complaints about the curriculum and related matters if it is felt that legal requirements are not being met.

The Governors have also produced guidance for parents who wish to raise a concern with the school. This document, and others mentioned in this booklet, is available for inspection by prior arrangement with the Head teacher.

## ADMISSIONS TO ST. JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL

### St. John's CE Primary School Admissions Criteria

In seeking admission for your child to this school, your attention is drawn to the following information:

This is a Church of England School, which was founded for the promotion of Christian education. It is expected, therefore, that all children will take part in the religious teaching and worshipping life of our school. This does not, however, affect the legal right of a parent to withdraw their child from religious worship and/or religious instruction.

### ADMISSIONS POLICY 2022

Where there are more applications for places at the school than there are places available, the Governors will admit candidates in the following order:

1. Looked after children and all previously looked after children, including those children who appear (to the admissions authority) to have been in state care outside of England and ceased to be in state care as a result of being adopted.<sup>3</sup>
2. Children whose parent(s) regularly worship at St. John's or St. Luke's Churches.
3. A child who already has a brother or sister (this includes step/half/foster siblings living at the same address) currently attending the school at the time of admission (i.e. in September 2021).
4. A child who attends St. John's C of E Primary School Nursery.
5. Children living in the geographical parish of Clay Hill (details on A church Near You website). Priority will be given to the closest.
6. Children whose parent(s) regularly<sup>4</sup> worship at another Church of England church
7. Children whose parent(s) regularly<sup>6</sup> worship at a church of any other Christian denomination.
8. Any other applicants

Notes:

No application will be considered unless it bears the child's permanent home address.

1. By Summer born children we mean it is for a full time place from the September following the child's fourth birthday. Parents of a child whose fifth birthday falls between 1 September 2021 and 31 March 2022 may request that their child is not admitted until later in the school year 2021/22 (no later than the term (using three term year) after the child's fifth birthday, when s/he reaches compulsory school age). For children born between 1 April and 31 August, this is not beyond the beginning of the final term of the school year for which it was made. The school will hold any deferred place for the child. Where parents wish a child may attend part time until they reach compulsory school age.
2. By Admissions out of the normal age group we mean for children whose fifth birthday falls between 1 April 2022 and 31 August 2022, parents who do not wish them to start school in school year 2021-22, but to be admitted in September 2022 for school year 2022-23, should discuss this with the school at an early stage. The details of the protocols to be used should be included. Decisions must be made on the circumstances of each case and the best interests of the child. Parental views, academic achievement, social and emotional development and where relevant medical views should be taken into consideration. The views of the school's head must also be taken into account. The reasons for the decision must be clearly set out. Parents may decide not to apply for a Reception place in the school but to apply in the second half of the summer term 2022 for a Year 1 place in September 2022. Parents should be aware that the Year 1 group may have no vacancies as it could be full with children transferring from the 2021-22 Reception Year group. Alternatively, they may decide to apply in the normal round (no later than 15 January 2022) for a Reception Year place in September 2022, but

would need to provide strong supporting reasons for seeking a place outside the normal year group via the protocol outlined above.

3. Looked after children and children who were previously looked after, but ceased to be so because, immediately after being looked after, they became subject to an adoption, child arrangements or special guardianship order. "Note: By a 'looked after child' we mean one in the care of a local authority or being provided with accommodation by a local authority in the exercise of its social services function. An adoption order is one made under the Adoption Act 1976 (section 12) or the Adoption and Children Act 2002 (Section 46). A 'child arrangements order' is one settling the arrangements to be made as to the person with whom the child is to live (Children Act 1989, Section 8, as amended by the Children and Families Act 2014, section 14). A 'special guardianship order' is one appointing one or more individuals to be a child's special guardian/s (Children Act 1989, section 14A). Applications under this criterion must be accompanied by evidence to show that the child is looked after or was previously looked after (e.g. a copy of the adoption, child arrangements or special guardianship order)."
4. By regular we mean worship at church by a parent/guardian, at least twice monthly over a period of 12 months, prior to the admissions meeting in February. References will be sought via the Supplementary Information Form and should be returned to the school.
5. Distances from home to school are provided by the Enfield Schools Admissions Service. The Governing Body has been advised that the distances provided are calculated by the admissions IT system using ADDRESS-BASE®. This provides a national grid co-ordinate and a unique reference for each postal address in Great Britain. The grid reference is provided to a resolution of 0.1 metres (10cm). The accuracy of each ADDRESS-BASE® is such that each point will fall within the addressed building. In the case of multi-occupancy buildings such as flats where there may only be one address point, priority will be given to the applicants whose door number is the lowest numerically or alphabetically.
6. by other Christian Church we mean those who are members of Churches together in Britain and Ireland or the Evangelical Alliance.

The deciding factor in any category will be proximity to the school, measured in a straight line from the parental home to the school gate in Theobalds Park Road. Should there be a tie break this will be decided by drawing lots.

All applications should be accompanied by proof of your child's address. Copies of any two of the following are required:

UK Driving Licence, Council tax Notification, Child's Medical Card or a Utility Bill less than three months old. This must be the address where the child permanently resides.

**If any false information is provided, this will lead to an offer of a place being withdrawn.**

The Governors consider each application strictly in line with the Admissions Criteria. There are always more applications than there are places available. In the event that a child is refused entry, it is suggested that each criterion is studied carefully before contacting the school. If you are not offered a place at St. John's School, you have the right to appeal to an independent appeals panel. Appeals should be made in writing to the Clerk to the Governors c/o St. John's School.

### **Appeals Timetable**

Appeals will usually be heard within thirty school days of being lodged and you will be given at least ten days' notice of where and when your appeal is to be heard. Cases of admission to Reception class appeals are usually heard within forty days of the closing date for appeals. Hearings usually take place during the day and you are invited to attend. The hearing will be in two main parts. The first part will focus on the admission authority putting its case for refusing admission to the school and then the panel and parents may ask questions about that case for refusal. The second part will focus on parents presenting their child's case and then being asked questions by the panel and the admission authority. Both parties are given the opportunity to summarise their cases.

The clerk will write to you to tell you the outcome of your appeal, usually within five school days. The decision reached by the panel is legally bounding on all parties and can only be overturned by a court.

The decision of the Governing Body is a corporate one and no discussion of individual cases may be held with any Governor. If the Governors are unable to offer your child a place, their name may, if requested, be kept on a reserve list and you will be informed if a vacancy occurs.

#### Application for a Place.

In order to be considered for a place at the school parents must complete a Common Application Form (CAF), available from their home Local Authority, naming the school and if they are applying under criteria 1,2,3,4 and 6 you should complete a school Supplementary Information Form so that governors may consider your application fully. The CAF will need to be returned to the Local Authority by xxx and the Supplementary Information Form to the school by 24 Jan 2021

#### In-Year Admissions

Applications for In-Year admissions are made in the same way as those made during the normal admissions round. If a place is available and there is no waiting list then the local authority will communicate the governors' offer of a place to the family. If more applications are received than there are places available then applications will be ranked by the governing body in accordance with the oversubscription criteria, [with the following modifications: children without an offer of a school place are given priority immediately after other 'looked-after' children]. If a place cannot be offered at this time then you may ask us for the reasons and you will be informed of your right of appeal. You will be offered the opportunity of being placed on a waiting list. This waiting list will be maintained by the governing body in the order of the oversubscription criteria [as modified above] and not in the order in which the applications are received. Names are removed from the list at the end of each academic year. When a place becomes available the governing body will decide who is at the top of the list so that the LEA can inform the parent that the school is making an offer.

Parents who already have a child in the school should not assume that further children will automatically be accepted.

No discussions, regarding admissions, may take place with individual governors on individual cases.

# SCHOOL UNIFORM

## Winter Uniform

Winter uniform should be worn when the children return to school for the new academic year at the start of the Autumn Term.

Winter Uniform for Boys	Winter Uniform for Girls
Royal blue jumper with logo – not a sweatshirt St. Johns Tie (elastic) Pale blue collared short sleeved shirt Grey trousers Black shoes – no boots or trainers Black or grey socks	Royal blue jumper with logo – not a sweatshirt St John's tie (elastic) Pale blue collared short sleeved shirt Grey trousers, skirt or pinafore Black shoes (no boots or trainers) Black, grey or white socks or tights



## Summer Uniform

Summer uniform should be worn on return to school after the Easter Holiday.

Summer Uniform for Boys	Summer Uniform for Girls
Royal blue jumper with logo – not a sweatshirt St. Johns Tie (elastic) Pale blue collared short sleeved shirt Grey trousers Grey shorts may be worn from spring half term to autumn half term Black shoes – no boots or trainers Black or grey socks Baseball caps with logo (summer)	Royal blue jumper with logo – not a sweatshirt St John's tie (elastic) Pale blue collared short sleeved shirt Grey trousers, skirt or pinafore Pale blue check dress – Spring half term to Autumn half term Black shoes (no boots or trainers) Black, grey or white socks or tights Baseball caps with log (summer)

## P.E. Kit

PE Kit is recognised as an important part of the school uniform and must be available for PE days. For health and safety reasons children will not be permitted to take part in PE activities without the correct clothing and will be required to remove their jewellery.

PE Kit for Boys	PE Kit for Girls
White polo shirt with school logo Plain royal blue shorts (summer) Black tracksuit with logo on the sweatshirt (to be worn as uniform on Fridays) Black jogging bottoms Plimsolls or trainers Royal Blue PE bag	White polo shirt with school logo Plain royal blue shorts (summer) Black tracksuit with logo on the sweatshirt (to be worn as uniform on Fridays) Black jogging bottoms Plimsolls or trainers and socks Royal Blue PE bag

**A SCHOOL BLUE P.E. BAG**

**A SCHOOL WATER BOTTLE**

**A SCHOOL HOME READING BOOK BAG**





**Footwear**

Black school shoes (not trainers or boots).

Footwear should be confined to shoes that support the foot and are comfortable; not a fashion statement, high heeled shoes or boots. The children are encouraged at all times to ensure the shoes are correctly fixed on their feet. Younger children wearing shoes with laces must be able to tie their own laces.

**Jewellery**

Only basic stud earrings are allowed to be worn to school. Bracelets, necklaces or rings are not to be worn at any time. Children will be required to remove any items worn unless for religious reasons that have been notified to the Head Teacher in writing. The school will not be responsible for these items. Nail varnish is not allowed to be worn in school, and will be removed if worn.

**Hair**

For safety reasons long hair must be tied back with an appropriate fastening at all times. This applies to girls and boys. Hair bands, clips and ribbons should be of school colours (white, black or blue). Shaved in hair designs are not appropriate.

**Outer wear**

Coats, hats, scarves etc should be of a dark colour.

The uniform, P.E. Kit, P.E. bag, water bottle, book bag, baseball cap and tie can be purchased at J Smiths & Sons, Lancaster Road Enfield.

Grey trousers, skirts, summer dresses, royal blue joggers can be purchased from major stores.

**All items must be clearly labelled with your child's name, even the school ties please!**

**Infants**

All children should bring to school a book bag, their PE kit should be in a named PE bag, and all children should have a water bottle which should only be filled with water.

**Juniors**

All children should bring to school a book bag or a file bag, their PE kit should be in a named PE bag, and all children should have a water bottle which should only be filled with water.

# St. John's C.E. Primary School



‘Thriving and learning as we build God’s Kingdom’

**St. John's Church of England Primary School**

**Theobalds Park Road**

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