



Newsletter

06th January 2023 | Issue 16



Dear Families,

Welcome back!

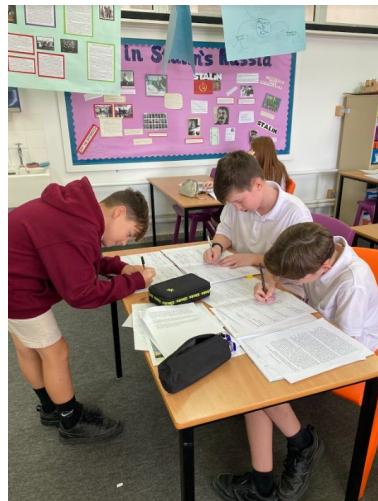
It was lovely to welcome both students and staff back to school following the Christmas Break. Most described a very enjoyable winter break with family and friends, whether here in Cyprus, back in the UK or, for a lucky few, further afield. Feeling refreshed, we immediately re-established routines, ensuring a purposeful start to the new term and calendar year.



For students in Years 11 and 13 the count down to the final exams continues with pace and there are now just fifteen school weeks before their final exams get underway. Next week (Friday), students will receive their mock exam results and a parents afternoon then follows. This will provide clarity and direction on how to approach these final weeks from an individual, class and cohort perspective.

This week we were provided with the Secondary Peer Review Report authored by colleagues from King Richard School in Dhekelia. You may recall their visit back on Monday 30th November 2022 and you can now read the report in full upon the pages that follow.

Mr Colin Guyton Acting Headteacher





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Peer Review of St John's School

30th November 2022

On the 30th November, colleagues from King Richard School supported us in undertaking a Secondary Peer Review. The focus was upon an early evaluation of our whole school improvement priorities as we approached the end of the first full term. The key findings and observations of the review are presented in the report below.



What is it like to attend St John's School?

Students enjoy attending St John's School, commenting upon how it exceeds their previous school experiences. Students value the education they receive and would recommend their school to others. Students feel that they are kind to one another and that good relationships exist between students and staff.

The school appears to be a calm place to learn. Students move around the school with purpose, although some are in the habit of collecting water between lessons, delaying the start to some lessons. Some students reported inconsistencies in how behaviour is dealt with. Students also felt there are a group of Year 8 boys who actively disrupt the learning of others. Some of these boys deliberately rival each other in displaying poor behaviour. Bullying is uncommon. Students reported when it does happen, staff resolve it quickly and without delay. Students trust that their teachers want the best from them.

Expectations are rising, students have noticed the changes that have taken place between this year and the last. Students feel these changes are for the better, they enjoy the improved structure and routine in lessons. Students are now being asked to work harder. Homework is an area of significant improvement.

Staff have a clear understanding of the whole school vision and can articulate the underpinning priorities. The staff are united in their ambitions for the students and school. There is a secure understanding of the school's strengths and weaknesses and what must be done to improve, this is particularly the case within English and Maths.



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What does the school do well and what does it need to do better?

A clear strategic direction exists, guiding whole school improvement. Assessment for Learning is a central aspect, rooted in an evidenced based and shared rationale. Assessment for Learning is a consistent feature of all lessons, although to varying impact in terms of informing differentiation, challenge and promoting meaningful progress. Areas of excellent practice exist throughout the school and work needs to be done to facilitate the sharing of best practice between staff to improve consistency in the educational offer.

Faculty leaders need to be empowered to lead their areas of responsibility. Leaders have greater opportunity to take more ownership of student behaviour within their faculty and play a more active role in establishing whole school consistency in systems, processes and the educational offer. Faculty leaders do not routinely visit lessons outside of their subject area and therefore struggle to benchmark consistency in the quality of education between their area of responsibility and others. In an effort to embed improvements made and ensure consistency, a discussion should be had as to what high quality teaching at St John's School looks like and the role that Assessment for Learning plays within it.

Assessment information is now readily available and a broad range of leaders have a secure understanding of how students are currently progressing. Student progress data is being used to inform appropriate interventions, the impact of which will be measured following the upcoming mock examinations and Key Stage 3 assessments. As confidence in the use of assessment information grows and broadens to include all staff, teachers will become more alert to the gaps in students' knowledge and skills. Less emphasis is needed on awarding grades and instead on exactly what the students need to do to improve. The current assessment framework, which involves the use of pathways, is considered to be limiting by some students, whilst being complicated and difficult to interpret by staff. A review of the current assessment framework is pending and will look to simplify the assessment framework to aid understanding for all.

The inclusive nature of the school is a key feature and although skepticism exists around the merits of mixed ability classes, there is shared understanding as to the need and its role in supporting the school's mission and vision. Students with educational needs and/or low prior attainment thrive and follow the same broad curriculum as their peers. It is important for the SENDCO to drive the SEND agenda across the whole school. This must be done through influencing the leadership team, routine quality assurance, and the delivery of the recommendations made in a recent ASD external report.

The school has had to cope with a significant amount of change over the last 12 months, which has included a restructure, high staff turnover and a change in leadership. Recruitment of specialist teachers and the subsequent onboarding of new staff has proved challenging. It is also acknowledged by the school and new staff that an improved induction process is urgently needed to facilitate an improved transition for new colleagues.



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Safeguarding

The arrangements for safeguarding are effective.

Staff at St John's School are vigilant, knowledgeable and systematic in their approach to keeping students safe. Students report feeling safe, they know who in the school they would seek support from, however, this was infrequently their tutor. Staff share in the belief that there is a collective responsibility to keep students safe. The delegation of safeguarding provision is a strength, with clear and embedded systems and procedures existing through the use of My Concern.

Pastoral leaders work proactively with families to ensure they receive the support they need. Where necessary the school engages well with external agencies and community groups.

Students learn how to look after their own safety, as well as their physical and mental wellbeing. Students value their PSHE program, they are able to articulate topics that help them. Students in Key Stage 3 and 4 would like more time in PSHE.

Next Steps

The receipt of this peer report provides clarity and external validation as to the progress we are making as a school since September 2022. It has also cited and, in turn, confirmed what must now be done to continue upon our journey of whole school improvement.

Using this report we ensure that the recommendations made are included within our revised action plans and delivered in across the coming term and beyond. I look forward to updating you with our progress between now and the Spring Break, after which we will be welcoming our colleagues from King Richard School to return in order to undertake a second Peer Review in the Summer Term.

In the meantime, by way of return, Mr Dixon and I will undertake a peer review of King Richard School on Monday 30th January, matching the same approach and format. I am confident that by having such an opportunity we will continue to form a partnership for improvement by sharing best practice, advice and guidance.

Safeguarding Provision
Safeguarding provision is 'exemplary' and supports other MOD Schools in improving their provision.

Attendance
Student attendance is above 95%, exceeding the national average.

Educational Offer
The educational offer is consistently 'Good' ensuring St John's School ranks in the Top 5% of schools nationally for student progress.

Community Pride
The community is proud of St John's School, celebrating the strengths and successes of a school which exceeds their child's previous school experience.

ST JOHN'S SCHOOL
Eliminating educational disadvantage caused by mobility

Student Mobility
St John's School is a centre of best practice; eliminating educational disadvantage caused by mobility. Student progress exceeds 0.38.

Staff Wellbeing
Staff at St John's School feel valued and motivated by a shared moral purpose. There is a collective sense of achievement. Employee turnover is less than 5%.

Student Satisfaction
Students are highly satisfied at St John's School, possessing an attitude towards their learning that exceeds that of all other students nationally.

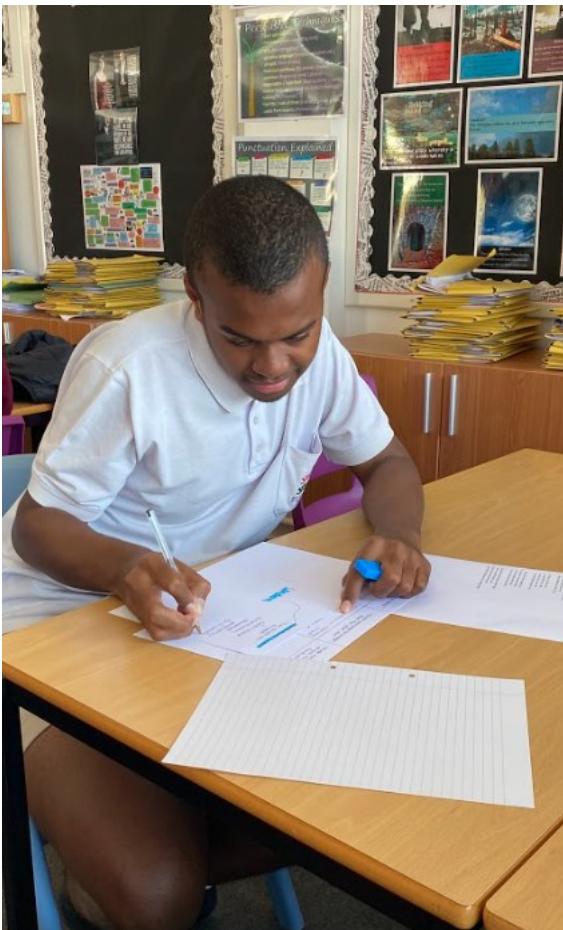
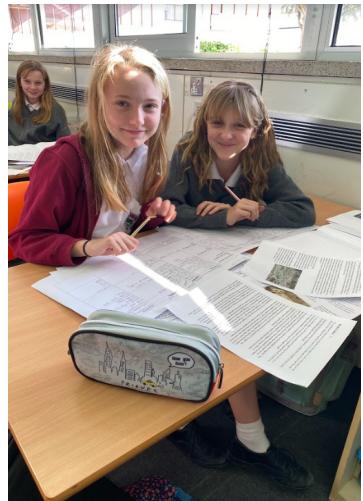


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This week at St John's School in pictures





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Year 11 and 13 Parents' Afternoon

Thursday 19th January 1430—1700 hrs

We look forward to welcoming parents of our Year 11 and 13 students into school for their second parent afternoon of this academic year. The afternoon will give you an opportunity, along with your child, to meet their teachers in a series of 1:1 meetings. During each meeting you will be able to discuss in depth their mock exam performance and strategies to help them improve upon the grades they achieved in December.

Appointments must be made in advance of the Parent Afternoon. Appointments can only be made through our new Parent Portal, EPraise. The appointment book will open on Monday 9th January at midday.

Please ensure you have registered to use EPraise, either via the website or App, in advance of Monday 9th January. Instructions on how to do so can be found in previous editions of the Headteacher's Newsletter.

Once registered, to make your appointments, please visit the Community Tab after midday on Monday 7th January and select Parents' Evening. You can then follow the prompts to make appointments for your child's teachers.

Having difficulties?

Should you encounter difficulties please email Mr Barber who will gladly support you in logging in for the first time and/or making an appointment. Mr Barber's email is Dave.Barber@modschools.org



Let's be friends!

Be sure to add us as a friend of Facebook to keep up to date with what is happening at St John's School

www.facebook.com/stjohnsschoolcyprus



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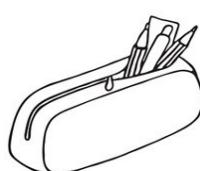
Ready to Learn

Please make sure your child is fully equipped and ready to learn this new term. Essential items are pictured below. Tutors will be expected to check daily and make contact where your child does not have the equipment prescribed. Please can I draw your attention to the need for students to have a water bottle, which can be filled before school and during breaks. Too much learning time is being lost with students collecting disposable cups from reception and this will no longer be permitted.

Lesson Expectations

- 1 On time** Second bell
- 2 Quietly lined up**
- 3 Fully equipped**
- 4 Ready to learn**

ST JOHN'S
SCHOOL



Essential

3

Fully equipped

Essential Items

- ✓ Black or blue pen
- ✓ Green pen
- ✓ Eraser
- ✓ Pencil
- ✓ Pencil sharpener
- ✓ Ruler
- ✓ Water bottle

Extra prepared



Extra prepared

- ✓ Glue stick
- ✓ Highlighter
- ✓ Protractor
- ✓ Pair of compasses





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Ready to Learn

Positive behaviour for learning habits enable students to engage in learning, make good academic progress and sustain good relationships with both adults and peers. Establishing these habits helps students make smoother transitions between schools, into college, employment and adult life.

To support students in their behaviour, we have structured the existing policy into the four step visual approach below. Students are encouraged to take responsibility and recognise when their behaviour choices are unwanted. With our support students will have the opportunity to make the positive changes needed to ensure both them and their peers are able learn, and feel happy and safe in school.

Positive behaviour for excellent learning @St John's

Expectations	Students	Staff
Students arrive at lessons... <ul style="list-style-type: none">• On time• Equipped• Quietly lined up• Ready to learn	Teachers arrive at lessons... <ul style="list-style-type: none">• On time• Meet and greet• Positive• Challenging students	Teachers and LSAs will... <ul style="list-style-type: none">• Share the success criteria• Adapt tasks for all• Check progress• Support and challenge where needed
Students behaviour in lesson is... <ul style="list-style-type: none">• Respectful• Engaged• Driven• Open to challenge		
C1	Students are reminded of expectations and given a Chance to put it right	
C2	Choice Students who are not doing their best will... <ul style="list-style-type: none">• Move seats• Quiet chat with teacher• Have a time out• Refocus on their learning• Make a good choice	Teachers and LSAs will... <ul style="list-style-type: none">• Remind students of expectations• Praise what they have done well• Offer a choice to return to great learning• Check understanding• Support students back onto learning
C3	Consequence Students continuing to disrupt or make no progress will... <ul style="list-style-type: none">• Receive a record of the behaviour on My Concern <p>Three of these (in a week) results in a call home and an after school behaviour mentoring session.</p> <p>Three of these in a single subject results faculty report for 2 weeks.</p>	Teachers and LSAs will... <ul style="list-style-type: none">• Record – a negative behaviour record• Call home to inform parents of the poor behaviour. Heads of Faculty will... <ul style="list-style-type: none">• Use a faculty report card to set positive improvement targets and monitor• Facilitate a repair chat with the student and teacher to reset expectations
C4	Students whose behaviour is stopping others learning will... <p>Be asked to leave the lesson and will be 'parked' in another teachers classroom.</p> HOF Detention and call home	Heads of Faculty and teachers will <p>Talk to the student during the faculty detention to re establish expectations and resolve and issues that are preventing the student progressing with their learning.</p>
	Students who receive regular My Concern behaviour reports across different subjects will be given specialist pastoral support to positively better and support student progress and	Change behaviour for the better and support student wellbeing



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Year 11 Revision Classes—Term 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Tutor Time	English - Whole year group 'Revision topic of the week' presentation in science lecture theatre	Assembly	Targeted Maths / Science/English interventions for selected students on different topics – Maths Department	Quiz and social tutor time – getting to know the tutor and mentoring	Assembly
After School 2pm – 3pm Week 1	Staff meeting / training – no interventions	Triple Chemistry (compulsory) AG Set 2 Maths KS	Geography Revision Islam Revision RE Food Tech Support	Biology Revision 30 mins (or full hour for non-Business students) Business Revision 30 mins TC English Guided independent study. Help, resources and support on how to prepare for the English GCSE exams	Geography
After School 2pm – 3pm Week 2		Y11 Combined Chemistry (compulsory for those under their target grade) AG Y11 Set 1 Maths KF	GCSE MUSIC TOP UP (Y10/11, but open to any Y9 who want to come and make music) Geography Revision Islam Revision RE Food Tech Support	Triple Biology / Physics NR GCSE Languages JG	Geography



Extra Curricular Clubs and Revision—Term 2

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Break	Nurture hub – wellbeing drop in	Nurture hub – wellbeing drop in	Nurture hub – wellbeing drop in	Nurture hub – wellbeing drop in	Nurture hub – wellbeing drop in
2nd Break	Homework Club – E5 Games Club – Nurture hub Access the google classroom with LSA support	Pride Club E10 - All Welcome Games Club – Nurture hub Homework Club – E5 Access the google classroom with LSA support	Homework Club – E5 Access the google classroom with LSA support	Homework Club – E5 Access the google classroom with LSA support Reading club KS3- Library	Homework Club – E5 Access the google classroom with LSA support
After School 2pm – 3pm	KS4 / 5 Art workshop – Use the Art resources to forward your GCSE / A Level Art studies	SJS SINGERS (karaoke & group) (all year groups) Languages Club – Mr Gleed Basket Ball – All students Netball – All students Week 2 only Y10 Maths revision KS	D of E Bronze for Y9/10 GCSE MUSIC TOP UP (Y10/11, but open to any Y9 who want to come and make music) KS3 Chess Club – new players welcome (Starts Wed 21 st) Arts award – Drama room All years Y13 – A level Maths	Music – Anything goes. Come and jam with a guitar, drums, ukulele, whatever you like playing. Open to all. Reading and creative writing club – open to KS3 students in N11 (opposite the library) Trampolining – all years Fitness – Y9/10 in the weights room KS4 / Art catch up and KS5 Art club	



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SPRING MUSIC CLUBS

**ST JOHNS
SINGERS**
TUESDAY 2-3pm

Open to ALL! 😊



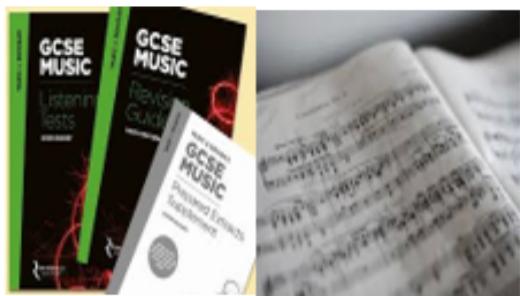
**ANYTHING
GOES!**
THURSDAY 2-3pm

Open to ALL! 😊

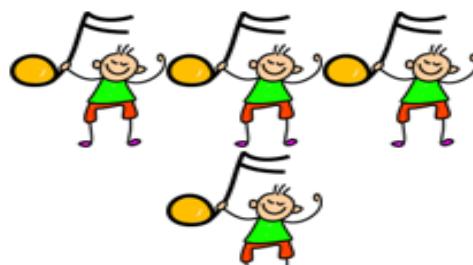


**GCSE MUSIC
TOP UP**
WEDNESDAY 2-3pm

Open to Y10/11
(& Y9 musicians)



**COME & GET
INVOLVED
&
HAVE SOME
FUN!**





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Public Health Update: Scarlett Fever & Invasive Group A Strep

The UK is reporting a higher than usual incidence of Scarlett Fever and Strep Throat infections for this time of year. In a very small minority of cases, a complication called invasive Group A Strep can occur in children.

Whilst this outbreak is focused on the UK (and not Cyprus) – we all need to be **aware** of this as many of us will cycle through the UK during the Christmas Holidays. Scarlett Fever can be easily caught & spread.

What about Scarlett Fever?

Scarlett Fever is caused by the same Strep A bacteria that causes Strep Throat. It's usually mild but can be easily caught and spread. Early treatment can reduce the impact.

Symptoms:

- Sore throat
- Headache
- Fever
- A fine, sandpaper feeling rash on the body (pinkish or red on fair skin; harder to detect on darker skin).

If you recognise these symptoms, call a Medical Centre and book an appointment.



Public Health
England

What about Invasive Group A Strep (iGAS)?

In a very small minority of cases, a complication called invasive Group A Strep (iGAS) can occur.

If your child is unwell: trust your instinct and reach out for help & advice.

Call the Med Centre or Out of Hours number (111 in the UK), if:

- your child is getting worse
 - your child is feeding or eating much less than normal
 - your child has had a dry nappy for 12 hours or more or shows other signs of dehydration
 - your baby is under 3 months and has a temperature of 38°C, or is older than 3 months and has a temperature of 39°C or higher
 - your baby feels hotter than usual when you touch their back or chest, or feels sweaty
- your child is very tired or irritable

In extreme cases, Call 112 (999 in the UK), if:

- your child is having difficulty breathing – you may notice grunting noises or their tummy sucking under their ribs
- there are pauses when your child breathes
- your child's skin, tongue or lips are blue
- your child is floppy and will not wake up or stay awake

Public Health Update: COVID-19 / Influenza / RSV

There has been an increase in the number of respiratory illnesses reported both in the Republic of Cyprus and our own population.

Let's protect each other, our families and the festive season by:

- Practicing good hand & respiratory hygiene to stop the spread of bugs. (Wash hands for min 20 seconds with soap and warm water; catch coughs & sneezes in a tissue).
- Staying at home (away from work / school / events) if you are feeling unwell.
- Performing an LFD before attending events (recommended).



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SJS Coffee Mornings

On Friday 13th January 0830—1000 hrs, I will host the first coffee morning of this term. Parents are cordially invited to book a place by emailing SJS.Enquiries@MODSchools.org.

Limited to 15 people, I look forward to touring you around the school, visiting lessons and answering any questions or concerns you may have.

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Upcoming School Events

This Week

Tuesday 10th January

Never Such Innocence—Year 7, selected students

Friday 13th January

SJS Coffee Morning 0830—1000 hrs

Bookings required via SJS.enquiries@modschools.org

Mock Exam Results released to Year 11 and 13 at 1330 hrs

Next Week

Thursday 19th January

Year 11 and 13 Parents Afternoon : 1430—1700 hrs

Friday 20th January

Headteacher Surgery 0830—1000 hrs