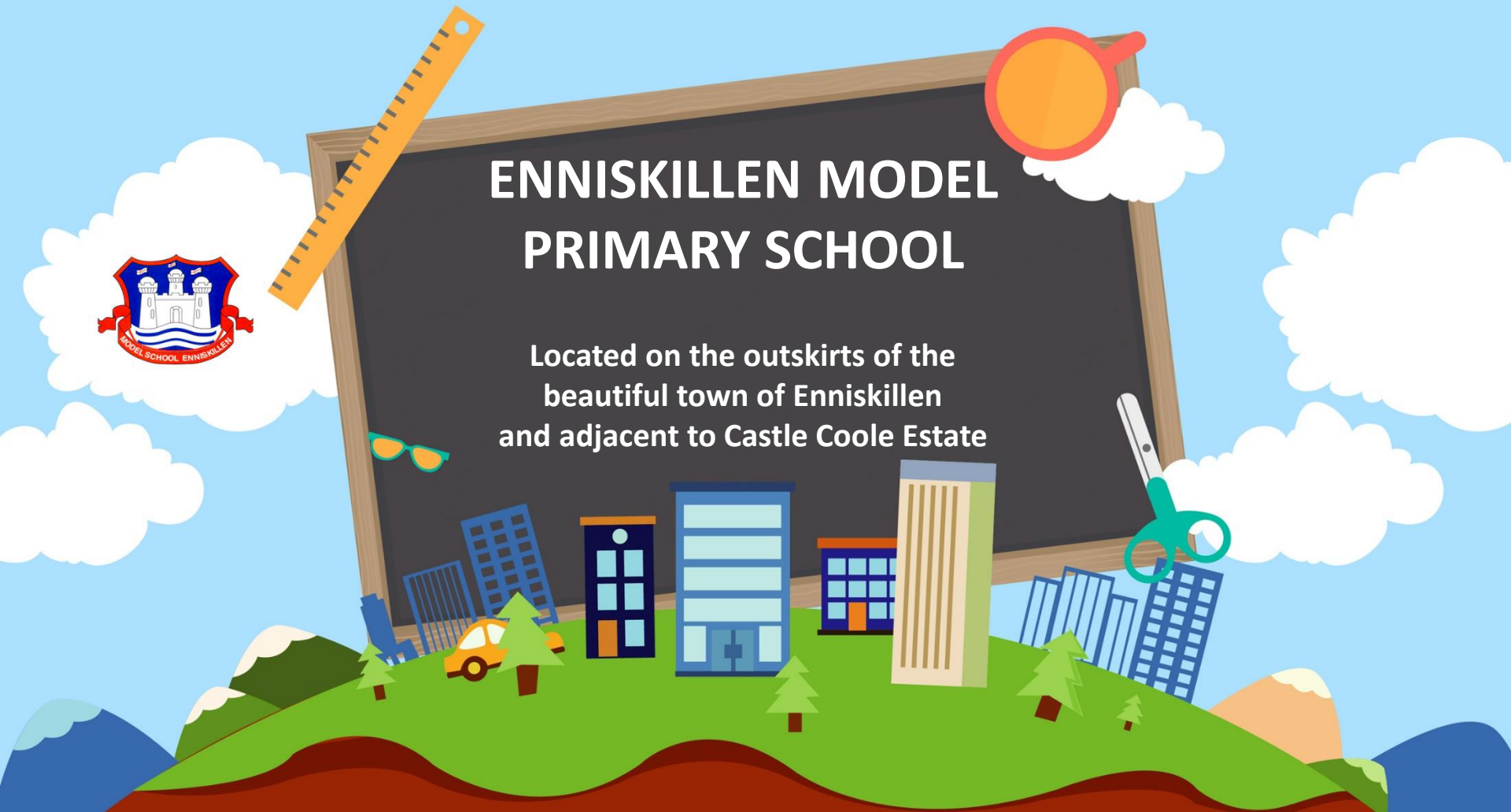




ENNISKILLEN MODEL PRIMARY SCHOOL

Located on the outskirts of the
beautiful town of Enniskillen
and adjacent to Castle Coole Estate





FOREWORD

- As your son/daughter reaches the age for enrolment or if your family has moved to the Enniskillen area, you will want to know about the educational facilities and resources offered in the school of your choice.
- This booklet introduces Enniskillen Model Primary School and I hope that it will answer most of your queries and give an insight into our educational ethos and practice. The Model has a long tradition of dedicated service from teaching and non-teaching staff – they are committed to the education and welfare of the children.
- Several years ago the school was awarded the Department of Education's Derrytrasna Award for demonstrating exceptional pastoral care. We have also been nominated on several occasions for 'Family First' awards.
- This school is very well supported by parents and actively promotes their involvement at all stages.

Address: 3 Castlecoole Road
Enniskillen
Co. Fermanagh
BT74 6HZ

Telephone No: 028 66324865

Email: info@enniskillenmodel.enniskillen.ni.sch.uk

Website: www.enniskillenmodel.enniskillen.ni.sch.uk

The School and Parent Teacher Association have Facebook pages. A School App is also available to download.



**CHAIRPERSON OF THE
BOARD OF GOVERNORS:**
MRS M HICKS

PRINCIPAL:
MR W GLASS

VICE PRINCIPAL:
MRS A KEYS

**HEAD OF FOUNDATION
STAGE:** MRS J MURRAY

**HEAD OF KEY STAGE
ONE:** MRS R COULSON

SCHOOL SECRETARY:
MRS J WHITTON

THE SENIOR LEADERSHIP TEAM
COMPRISES OF THE PRINCIPAL, VICE
PRINCIPAL, HEAD OF KEY STAGE ONE
AND HEAD OF FOUNDATION STAGE. ON
OCCASIONS OTHER REPRESENTATIVES
FROM THE TEACHING STAFF
CONTRIBUTE TO MEETINGS.



THE BOARD OF GOVERNORS:

**Nominated by the Transferors/
Trustees:**

Mrs R Coalter
Mrs Z Crawford
Mr S Crawford
Mr E Wilson

Nominated by the Education Authority:

Mrs M Hicks (Chairperson)
Mr D McCaughey

Mr S Balmer is a co-opted member

Elected by Parents:

Mrs K Duncan
Mr A Elliott (Vice Chairperson)

Elected by the Teaching Staff:
Mrs A Keys





STATUS: CONTROLLED PRIMARY -
BOYS AND GIRLS

AGE RANGE: 4 - 11 YEARS

The school has a self-contained Language Centre catering for primary aged children who present with specific speech and language delay/disorder. Children are offered places in the Centre following advice from an Educational Psychologist.

The school prides itself in that no discrimination is made towards children who come from different pre-school settings, religious backgrounds, ethnic origin or have a disability etc.





Admissions Number: 60

Enrolment Number: 420 (440 including the Language Centre)

Number on roll: September 2025 – 442

Attendance 2024-2025: 96%

The staff work hard to promote a very integrated and inclusive ethos. Consequently, there is a very healthy balance of different religious and ethnic groups evident in our population, for example.

There has been a steady/gradual growth in enrolment in recent years although Department of Education policy has prevented the school from increasing its admissions number to facilitate a three-class intake. There are currently two classes per year group with no mixed age (composite) class arrangements operating.

All classes have at least one full-time classroom assistant assigned to them. Primary One classrooms have a minimum of two full-time assistants per room (sometimes three).

In line with Department of Education guidelines all staff, helpers and placement students have child protection and safeguarding checks carried out through Access N. Ireland/placement provider.

All children should attend school for the 190 days which the law requires unless they are ill. If children must miss school for illness or any other reason, parents should send a note/telephone to explain the absence or respond via the absence tab on the School App. Despite adverse weather, the school endeavours to remain open. Parents are advised to ensure that children are not absent from school unless necessary and to avoid collecting children early. Given that children follow the N. Ireland Curriculum regular, full-time attendance is required and term time holidays should be infrequent – thank you. All our policies and procedures in relation to attendance were reviewed recently in line with revised DE guidance.

Comments from Education and Training Inspection Reports:

ETI visits in April 2015, March 2016, November 2016 and October 2017 commented favourably on the school's engagement with the Shared Education process and praised the leadership, highly inclusive environment, the collegiality and synergy that was evident at different levels. They also commented on the emotionally secure children who displayed very secure relationships.

Since then, an ETI visit verified our sound Safeguarding and Child Protection practices.



Comments from more extensive ETI visits in the past include:



The excellent communication between the principal, the staff and the parents

The school is meeting very effectively the educational and pastoral needs of the learners; and has demonstrated its capacity for sustained self-improvement. No follow up inspection is required.

The children's behaviour is exemplary, they are well-motivated to learn and work well both individually and collaboratively on group activities



The standards attained in mental mathematics are outstanding.



The quality of the arrangements for pastoral care is outstanding. This is evident through the excellent working relationships at all levels and the cognisance taken by the staff of the health and emotional well-being of the children. There is a supportive and inclusive ethos developed in the school especially for the children with special educational needs and the newcomer children.



The teachers are very hard-working and committed to the education and care of the children.



‘Motivating, Supporting, Educating: ‘Together Everyone Achieves More’

We aim to be an ‘Invitational School’ so that everyone can enjoy what we have to offer

Much hard work has gone into the Investors in People process over the years and all personnel in school strive to build on this accolade. The school’s Investors in People status was successfully renewed and more recent developments include the phasing in of parent and staff charters (advocating our values) as well as building on partnerships in the school and local community. These are revisited on occasions.

Parents are welcome to visit the school by appointment or attend the regular ‘Visit the School Afternoons’. These are also referred to as ‘Come and Learn through Play Sessions’ and engage the children in indoor and outdoor play experiences as well as providing parents with an insight into our school environment and breathe the ethos.





Motto:

Motivating ~ Supporting ~ Educating

Vision:

In Enniskillen Model Primary School, we want everyone to feel valued and work together within a caring, secure, child centred and inclusive environment. We seek to provide a broad and balanced curriculum, celebrate achievement, encourage independence and motivate all to become equipped with knowledge, skills and values for life-long learning.

Aims:

We aim . . .

To help pupils acquire knowledge and understanding, fulfil their potential and develop a love for learning by providing a wide variety of learning opportunities and activities and delivering a balanced and relevant curriculum.

To enable our pupils to develop creative, practical, sporting, technological and decision-making skills to become competent and independent contributors to society - prepared for life and work.

To encourage the moral, social and personal development of all our pupils - enabling them to build self-confidence and self-esteem, co-operate with and value others, undertake responsibility and develop positive attitudes and high standards of behaviour.

Our Parent Charter outlines this school's core values and commitments.

“Together Everyone Achieves More”

ENNISKILLEN MODEL PRIMARY SCHOOL IS SET IN ITS OWN GROUNDS BETWEEN THE CASTLECOOLE ROAD AND THE DUBLIN ROAD ON THE EASTERN OUTSKIRTS OF THE TOWN. THE ORIGINAL MODEL SCHOOL OPENED IN 1867, OVER 150 YEARS AGO, AND ENROLLED CHILDREN FROM ALL SOCIAL AND RELIGIOUS BACKGROUNDS. ACCORDING TO LOWE'S DIRECTORY FOR 1880:

NEXT TO PORTORA ROYAL SCHOOL, THE MOST IMPORTANT EDUCATIONAL ESTABLISHMENT IN THE TOWN IS THE DISTRICT MODEL SCHOOL, IN WHICH NEARLY THREE HUNDRED CHILDREN RECEIVE THE BENEFIT OF A THOROUGHLY SOUND ENGLISH, MATHEMATICAL AND SCIENTIFIC EDUCATION.

SOME 157 YEARS LATER THERE ARE OF COURSE MANY OTHER EDUCATIONAL ESTABLISHMENTS IN ENNISKILLEN BUT WE TRUST THAT THE MODEL IS JUST AS IMPORTANT TO THE TOWN AS IN DAYS GONE BY AND ALONG WITH THE NEIGHBOURING SCHOOLS PROVIDES A THOROUGHLY SOUND EDUCATION.

IN MARCH 2021 A NEW SCHOOL BUILDING OPENED (THE THIRD ONE ON THE SAME SITE) AND AT PRESENT THERE ARE 442 CHILDREN ENROLLED. THE SCHOOL HAS TRADITIONALLY CATERED FOR PUPILS FROM THE TOWN OF ENNISKILLEN AND RURAL AREAS EXTENDING TO MULLAGHMEEN, TRORY, CAVANALECK, GARVARY, KILLYHEVLIN AND SILVERHILL. THE CURRENT NEW 'STATE-OF-THE ART' TWO STOREY BUILDING HAS PROVIDED MANY MODERN FACILITIES FOR THE STAFF, PARENTS AND PUPILS TO ENJOY. ITS DESIGN INCORPORATES THE OLD DISTRICT OFFICE WHICH WAS PART OF THE ORIGINAL SCHOOL WHEN FIRST BUILT IN 1867.



The Language Centre is integrated into the main school and enrolls children from all over Fermanagh. The children placed here have been assessed as having pronounced speech and language delay/disorder and many remain in the Centre for the maximum period of two years. The facility has two class teachers, a speech therapist, two classroom assistants and is located close to the P1 to P3 classrooms. An integration and inclusion policy with the main school is active. At present there are 20 pupils enrolled.

The school building has two large halls on the lower level used for Assemblies, Physical Education and Dining. Infant classrooms (P1 to P3) are also on the lower level and are spacious with resource areas and self-contained toilets and cloakrooms. Senior classrooms, resource areas, toilets and cloakrooms are located on the upper level. The school has several specialist rooms - Library, Special Needs (Literacy) and Multi-purpose areas. A Computer Suite with 30+ PC/Laptop computers has been established and is used by all the children; many i-pads are also located here and increasingly used in classrooms to enhance learning opportunities.

Meals are cooked in our kitchen and served daily in the dining room. An updated menu is posted on the home page of our website.

The school operates a Cashless Payment system for school meals and has recently extended this to cover other occasions when money is required e.g. for trips.

The governors and staff, with the support of the parents, are constantly working to improve the resources and the environment of the school. We have two new extensive playground areas - the inner courtyard is for the younger children and the other playground is used by the older pupils. These areas have been enhanced considerably with the construction of new play trails and themed zones, for example. The extended site has also allowed for the development of more green spaces and a recently secured grant from TidyNi for £12,000 has helped expedite the site's development.

The school was very successful in the Health Promotion Scheme for many years (no longer in operation) and has acquired Action Cancer Healthy Eating awards (Gold Status) in recognition of its successful health initiatives. Eco Flags have been awarded on numerous occasions and help enhance the strong community/supporting charity ethos of the school.

A recent initiative has seen the development of a Sensory/Nurture room which is used when a pupil's emotional needs are deemed a priority.

SCHOOL HOURS/PROVISION:



The school day begins at 9.00 a.m. and we encourage children to be in their classrooms by this time. Children will be admitted to the school from **8.30 a.m.** onwards – this is to help parents avoid traffic congestion that can build up in the vicinity after 8.30 a.m. Teachers/Classroom Assistants are on duty to supervise points of entry, corridors and playgrounds from 8.30 a.m. All our pupils are greeted and directed at the entrance doors on arrival – primary one children are escorted to their rooms as required.

Children must stay within the confines of the school if their lift does not appear. Extra staff remain on duty until 3.30p.m. every day to monitor how pupils leave and to supervise gates, bus areas etc. When the bell sounds at the designated home time, any children not collected shortly after this time are directed to the after-school club. If there is any change in routine (e.g. a child going home by different means) a written note should be sent to the class teacher or the secretary telephoned to relay the message.

To ensure the safety of children, parents are advised to be very careful when bringing or collecting children by car. Designated staff are on duty at the beginning and end of the school day to guide pupils and parents.

All children have a supervised playtime in the middle of the morning and lunch break. A policy on **Healthy Breaks** and **Packed Lunches** operates every day for all the children – with crisps, nuts (of any type), chocolates and sweets not being allowed. Instead, children are encouraged to bring fruit etc. All P1 and P2 children have break provided and a small monthly fee operates. Every Friday is designated as ‘FRUIT FRIDAY’ and a healthy tuck shop is made available to all children. This initiative has been very beneficial and well supported.

Break, lunch and home times are staggered and details are relayed separately to the relevant year groups.

After School Clubs operate for P1 to P7 children (separate groups) from 2.15p.m. daily. Each club is fully supervised by qualified staff (who are employees of this school) and the provision is aimed at facilitating the working parent. The younger children are escorted to the clubs; the last club remains open until 5.30p.m. All can be utilised very flexibly – a very small fee is payable monthly and charging is based on attendance. At the beginning of each session a short period of supervision is allowed before charging commences.

For large parts of the year, children can take part in a variety of outdoor and indoor after school activities (covering sport and many other areas). Most activities are funded by school to encourage wider participation. In recent years the younger children have been included in the programmes.



PARENT TEACHER ASSOCIATION (P.T.A.)

A Parent Teacher Association Committee is elected annually to serve for a school year. All members are briefed regularly on Safeguarding & Child Protection procedures. The Association was first formed in 1989 and has organised many social and fund-raising events. Various committees have generated an average of £10,000 annually and much of the income has been directed to the Foundation Stage for play and replenishing Reading/Library material throughout the school.

P.T.A. members and helpers also assist at events held in school. The Committee invites all parents to support the Association, which in turn supports the school for the benefit of the children. The Association issues a Newsletter and Calendar of school events regularly.

We firmly believe that parents should be seen as partners in the education process. The P.T.A. and its work enhance this vision.



ADMISSION ARRANGEMENTS:

The current policy is to admit children into a primary one class over a very short period at the start of September (one week). Children who have reached compulsory school age i.e. those children whose 4th birthday falls on or before 1st July 2026 will be enrolled in September 2026.

Parents considering sending their child to this school are welcome to make a visit to see the school in action and to talk to the principal and teachers. Open Afternoons/Play sessions are held in December/January of each year – as detailed in the local press and Facebook; guidance about the digital application procedure is also explained at these events. Please note that it is irrelevant what pre-school a child attends (either connected to another school or a self-contained pre-school).

The school has an evolving Induction/‘Settling in’ policy which follows D.E. ‘Learning to Learn’ transition guidance. Parents and children are invited to the school in late May/early June to meet the P1 teachers and visit the classrooms. Further information is exchanged between parents and teachers currently and children are reassured by spending some time in their new classroom. A further meeting is scheduled for mid-September to ensure children have settled in well to school.

Individual parent interviews are offered in October and March and parents are invited into school on several occasions during the year to participate in special projects e.g. Play Mornings, Assemblies etc. Parent training sessions are also organised on occasions.

Admissions Criteria for 2026 (see Appendix)



HOME/SCHOOL CONTACT:

Please note our Parent Charter which outlines what our core values and commitments are in relation to parents.

The teaching staff actively encourage parental contacts with the school. The support of parents is essential in working with the school for the child's benefit. The school attempts to foster parental relationships in various ways such as the invitations to morning assemblies, play mornings or parent training etc. More formal contact is made via the two annual progress interviews with the class teacher and end of year report – other appointments are often organised as required and staff are always willing to facilitate these. Parents may contact the principal about any matter, at any time, when the school is open.

We send home important information for the perusal of parents and our website is updated regularly: www.enniskillenmodel.enniskillen.ni.sch.uk

A Text and App messaging service is also used from time to time and these are well received. The School and P.T.A. also regularly communicate through their Facebook pages. We use a Google Classroom platform to celebrate what is happening in school on a regular basis.

THE CURRICULUM: The curriculum is designed to give a broad and balanced education to all and present children with experiences suitable to their current stages of development. Full details are contained in our Learning and Teaching policy (on the website). Enniskillen Model facilitates the N. Ireland Curriculum as dictated by the Department of Education

Religion is an important element of the school's life. The teaching of R.E., in each age group, is based on the new core syllabus for Northern Ireland and is of a non-denominational status. Parents have the right to withdraw their children from R.E. lessons and Assemblies. The school takes great care in trying to ensure that any children in this position are not made to feel excluded from the general life of the school.

PROVISION FOR LEARNING SUPPORT: Care is always taken to match the curricular provision for all children to their stage of development and to take account of any difficulties or special talents that they have. Where provision beyond what can be given by the class teacher is required every attempt will be made to provide help as is dictated by the Code of Practice. In particular, the teachers with responsibility for Learning Support will help those children assessed as being in greatest need. If necessary, the specialist services of the Education Authority and other agencies are requested. At all times parents will be advised when intervention is considered necessary/beneficial. Both withdrawal and in-class support systems are available and reviewed regularly. This school's special educational needs policy is available on request from the school office and is currently under review considering Special Educational Needs and Disability (SEND) legislation.

NEWCOMER PROVISION: Additional help/guidance is available for children who have English as a second language (referred to as Newcomer pupils) – support teacher, classroom assistance, interpreter etc. Close liaison is maintained with the Inclusion and Diversity Service and statutory paperwork is updated periodically.

HOMEWORK: By extending the child's learning from classroom to home, homework forges a powerful link between home and school and between teachers and parents. From Primary 3 up a standardised homework diary is used and parents are encouraged to monitor their child's homework carefully. P1 and P2 operate a home-school liaison record. Parents of children in this school give a high level of support to the meticulous completion of homework. More online homework tasks have been a feature in recent years and the use of Google Classroom is used to help in this regard.



PUPIL WELFARE & PASTORAL CARE:

All the staff work together in consultation with parents to ensure the welfare of children in the school is sound. Parents are urged to discuss any matters of concern with staff whenever they feel this is advisable – approaching the class teacher in the first instance. Often potential problems can be avoided if they are dealt with quickly. The principal will be pleased to see parents to discuss any matters of concern at any time.

The exact procedures for dealing with Safeguarding and Child Protection concerns are on display throughout the school and parents are frequently reminded about such procedures through literature sent home. Our website also helps direct procedures. A comprehensive Safeguarding and Child Protection policy is in place and is based on the Department of Education's circulars – most recently 2017/04 (and including more recent amendments of this document). The school has appointed three designated teachers for Safeguarding and Child Protection (Mrs Keys, Mrs West and Mr Glass) – details are on display throughout the school. All training requirements for staff and governors are up to date.

Following inspections of Safeguarding and Child Protection, Pastoral Care and Emotional Health and Well-being practices, the school was highly commended in these areas (reports available in school).

Following ongoing reviews of security measures there is a tighter control on entry points to the school. Parents also use an electronic signing in/out system when pupils must be taken out of school during the working day. Visitors adhere to the registration system by reporting to the school office.

As well as being awarded the Derrytrasna Award (for demonstrating exceptional pastoral care) the school has been nominated for 'Families First' acknowledgements (for support provided by the school) on several occasions.

Pastoral Care: Information for Parents (leaflet included). This is sent home to all families annually.



PASTORAL/PERSONAL DEVELOPMENT & MUTUAL UNDERSTANDING POLICIES:

Various policies are in place to ensure the safety and well-being of all our children. These encompass guidance to cover a wide variety of areas such as Drugs and Substance Abuse and Relationships and Sexuality, for example. These and other school policies are available on request – some are contained on our website. In more recent years, the school has tapped into resources such as Paths and support provided by Action Mental Health and the NSPCC, for example.



SCHOOL RULES:

The rules are on display and have been taken from our 'Code of Conduct' which states:

- We work hard and always try our best
- We respect the feelings, bodies and property of ourselves and others
- We make wise choices and are responsible for our actions
- We move safely around the school

The teaching and non-teaching staff implement this Code within their classroom/playground at a level appropriate to the age and needs of the pupils in their charge. As part of the Rights Respecting Schools process, class charters have been compiled and these also act as a regular point of reference.

Reports of bullying are dealt with quickly and parents are consulted as a matter of course. The school has an Anti-Bullying Policy in place that promotes proactive whole school approaches and has systems in place to monitor pupil movement and interaction. This policy aligns with Department of Education statutory guidance – a copy of our policy is contained on our website and sits alongside some supporting information that may be of interest.

We believe in having an organised and positive environment where safety, happiness, learning and learning enough prevail.

CLOTHING

School Uniform is practical, economical and attractive and is well supported by parents. To maintain high standards of appearance the school policy requires children to wear the official uniform.

The uniform is:

Boys

Grey trousers

White shirt/polo shirt

Royal blue sweatshirt (with crest)

School tie (with shirt)

Black shoes

Girls

Grey skirt or pinafore

White blouse/polo shirt

Royal blue sweatshirt (with crest)

School tie (with shirt)

White socks/grey tights

Black shoes (no boots)

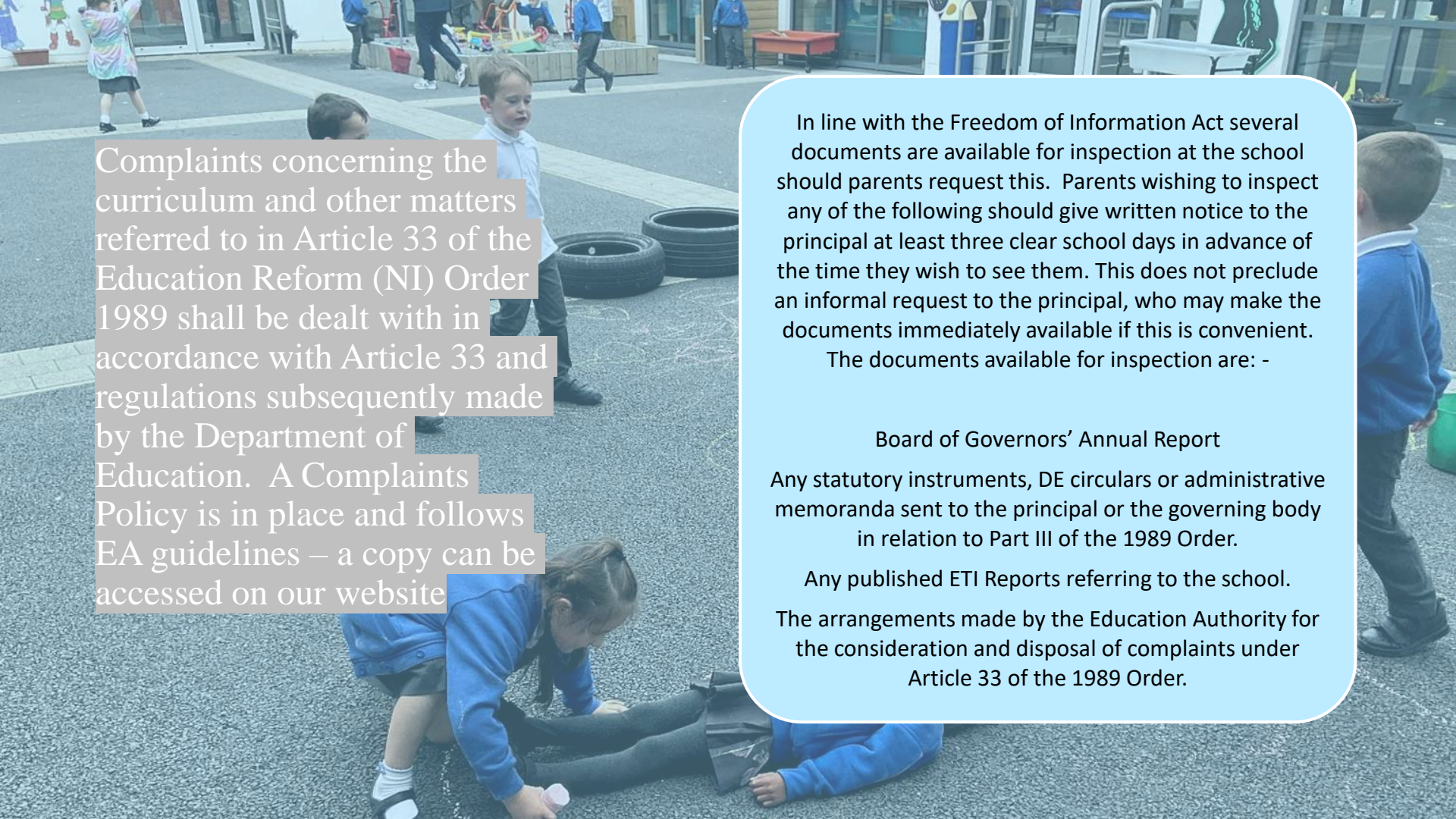
Small and suitably coloured hair bands

Nail varnish is not allowed

Shirts and ties are worn on special occasions only (as directed by the teacher). It is particularly important that children wear black shoes. In summer, royal blue and white checked or striped dresses may be worn (with blue, black, grey or white sandals).

No particular supplier is recommended and parents are advised to shop around the various stores. Model School sweatshirts, fleeces and polo shirts are available with the school's logo and can be purchased from several of the local retailers. It is essential that all items are labelled with the child's name using tabs or indelible ink

The school also sells second-hand uniform on occasions – the money raised is often given to charity. Parents are notified about the arrangements or can ask at the office.

A background image of a school playground. In the foreground, a young girl in a blue school uniform is crouching on the asphalt, looking down at something in her hands. To her right, another child is lying on the ground. In the background, several other children are playing, some near a wooden play structure and others further back. There are some black tires stacked on the ground. The overall scene is a typical schoolyard during playtime.

Complaints concerning the curriculum and other matters referred to in Article 33 of the Education Reform (NI) Order 1989 shall be dealt with in accordance with Article 33 and regulations subsequently made by the Department of Education. A Complaints Policy is in place and follows EA guidelines – a copy can be accessed on our website

In line with the Freedom of Information Act several documents are available for inspection at the school should parents request this. Parents wishing to inspect any of the following should give written notice to the principal at least three clear school days in advance of the time they wish to see them. This does not preclude an informal request to the principal, who may make the documents immediately available if this is convenient.

The documents available for inspection are: -

Board of Governors' Annual Report

Any statutory instruments, DE circulars or administrative memoranda sent to the principal or the governing body in relation to Part III of the 1989 Order.

Any published ETI Reports referring to the school.

The arrangements made by the Education Authority for the consideration and disposal of complaints under Article 33 of the 1989 Order.

APPENDIX

YEAR 1 ADMISSIONS 2026:

In the event of the number of pupils applying for places in Year 1 being greater than the admissions number, the Board of Governors of Enniskillen Model Primary School has determined that the following criteria will be applied successively in the order set down. Priority will be given to children resident in Northern Ireland at the time of their proposed admission over those who will not be so resident.

- 1 Children of compulsory school age who attend/have attended Enniskillen Nursery School.
- 2. Children of compulsory school age who attend/have attended any other reception class, unit or nursery School
- 3. Children of compulsory school age who have or previously had siblings enrolled in the school.
- 4. Children of compulsory school age regarded by the Board of Governors, based on written or other supporting evidence from the parents and/or Statutory Agencies, as having special circumstances (medical, social or security) which would necessitate attendance at this school rather than another school.
- 5. Other children of compulsory school age, giving priority to those living closest to the school measured by shortest walking distance (using Google Maps).

In the event of two address being the same distance from the school, then selection for the last place available will be based on the initial letter of the surname, in order set out below: -

D Q N E P W B Mc A Z Mac O T V F K G Y L S U R H C I J M X

The order was determined by a randomised selection of letters.

In the event of surnames beginning with same letter the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the initials of the forenames will be used.

YEAR 1 ADMISSIONS – AFTER THE BEGINNING OF THE SCHOOL YEAR:

If a place(s) become available after 1 September and there are more applicants than places, then selection of pupils will be made on the application of the Year 1 Admissions Criteria to those pupils seeking admission at the time the place(s) become available.