

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 provides an introduction to 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. COVID-19 has impacted on our working practices and we look forward to normality resuming in the not-too-distant future.

The school was awarded the Department of Education's Derrytrasna Award in April 2017 for demonstrating exceptional pastoral care.

This school is very well supported by parents and actively promotes their involvement at all stages.

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.

In June 2017 an Etl visit also verified our Safeguarding and Child Protection practices.

Previous comments from ETI reports include:

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

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

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 standards attained in mental mathematics are outstanding.

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

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.

Should you wish to visit and see around the school, please contact us to arrange an appointment.

W Glass
Principal



Motivating, Supporting, Educating: 'Together Everyone Achieves More'

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

The school has been successful in acquiring 'Investors in People' status (since January 2013). 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 in October 2015 and more recent developments include the phasing in of parent and staff charters (our values).

Parents are welcome to visit the school by appointment or attend the Open Days in December/January of each year (as detailed in the local press). The school also organises several 'Come and Learn through Play Afternoons' for pre-school children. COVID-19 has clearly impacted upon and altered our practices in this regard.

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.

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.

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Fax No: 028 66329626
Email: info@enniskillenmodel.enniskillen.ni.sch.uk
Website: www.enniskillenmodel.enniskillen.ni.sch.uk

The School and Parent Teacher Association also have Facebook pages.

Chairman of the Board of Governors: Mr S. Balmer

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 H. Thompson

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.

Admissions Number: 58
Enrolment Number: 420
Attendance 2020-2021: 96%
Number on roll: 1st September 2021 – 440

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 in order 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.

Holidays for the current school year are on our website.

TEACHING AND NON-TEACHING STAFF AND CLASS ORGANISATION:

Principal	Mr W Glass, B.Sc. (Hons), Dip.Ed.	Assessment/First Aid/ Deputy Designated Teacher for Safeguarding and Child Protection
Vice Principal P6 Teacher	Mrs A Keys, B.Ed. (Hons), PQH N.I.	Key Stage Two and Literacy Co-ordinator/ Designated Teacher for Safeguarding and Child Protection/Magenta Lead.
P1 Teacher P1 Teacher	Mrs N McClure, B.Ed. (Hons) Mrs J Murray, B.Ed. (Hons)	World Around Us Co-ordinator/Induction Head of Foundation Stage/P.E., Games and Play Co-ordinator/Induction
P2 Teacher P2 Teacher	Mrs S Griffith, B.Ed. (Hons) Mr R Breen, B.A. (Hons), MSc., P.G.C.E.	Newcomer pupil support P.E. and Games/Numeracy Team
P3 Teacher P3 Teacher	Mrs A Johnston, M.A. (Hons) P.G.C.E. Mr H Hadnett, B.Ed. (Hons)	Co-ordinator for The Arts (Music Specialist) and Literacy Team Religious Education Co-ordinator
P4 Teacher P4 Teacher	Mrs R Coulson, B.Ed. (Hons) Mrs M McCartney, B.Ed. (Hons)	Key Stage One and Numeracy Co-ordinator Shared Education and CRED Co-ordinator (Community Relations, Equality and Diversity)
P5 Teacher P5 Teacher	Mrs K McGarry, B.A. (Hons) P.G.C.E. Mrs T Clifford, B.Ed. (Hons)	World Around Us/Eco Schools/Eco Council Co-ordinator School Council, Personal Development, Mutual Understanding Co-ordinator
P6 Teacher P7 Teacher	Mrs J Smith, B.Ed. (Hons) Mr A Rainey, B.A. (Hons)	Assessment and Newcomer Co-ordinator Co-ordinator for ICT (Information and Communication Technology)/Games Numeracy Team and Drama specialist
P7 Teacher	Miss A Williamson, B.A. (Hons) P.G.C.E.	
Learning Support Learning Support (part-time)	Mrs J-A Nelson, B.A. (Hons) Miss V Walker, B.A. (Hons) P.G.C.E.	Literacy/Literacy Special Needs Special Needs Support Teacher and Librarian
Language Centre	P1 Miss R King B.A. P2/3 Mrs P Hurst, B.A. (Hons) PQH N.I.	Play/Connected Learning specialist Language Centre and ICT (Information and Communication Technology) Co-ordinator
Speech Therapist Play Therapist/ Counsellor ICT Technician School First Aider	Mrs O McCann, BSc. (Hons) Mrs I Deery Mr J Little Mrs J Abraham	

Classroom Assistants: Mrs J Balfour, Mrs S Benson B.A. (Hons), Mrs G Blair, Mrs D Black, Ms G Bonner, Mrs C Cassells, Mrs C Clarke, Miss C Clancy, Miss A Elliott, Mrs G Farrell, Mrs L Fitzpatrick B.A. (Hons), Mrs L Funston, Mrs V Hassard, Mrs L Hicks, Mrs J Johnston, Miss S Levers, Mrs J Little, Miss M Little, Mrs J Lyttle, Mrs C Livingstone, Mrs A McCaffrey, Mrs A McClintock, Ms J Noble, Mrs K O'Loughlin, Mrs G Parkinson, Mrs J Scollan, Mrs M Saunderson, Mrs A White B.A. (Hons) and Mrs C Woodhouse.

On occasions placement students from the South West College and local post primary schools are used to help provide additional support.

School Secretaries: Mrs H Thompson and Mrs I McCullagh

Cook-in-charge: Mr D Maguire (temporary)

Caretaker: Mrs D Black (temporary)

Supervisory Assistants: Mrs H Allen, Mrs L Fitzpatrick and Mrs L Funston (shared with other teaching and non-teaching staff)

Cleaning Staff: Mrs T Corrigan, Mrs A Grimsley, Mrs J Kelly, Mr C McGowan and Mrs A Walker

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.



THE BOARD OF GOVERNORS:

Nominated by the Transferors/Trustees

Mr N Johnston (Vice Chairman)

Mr A Murray

Mr T Whittaker

Mr E Wilson

Nominated by the Education Authority

Mr S Balmer (Chairman)

Mrs M Hicks (Designated Child Protection/Safeguarding link)

Elected by Parents

Mr A Elliott

Mrs S Morrison (Designated Shared Education link)

Elected by the Teaching Staff

Mrs A Keys

Honorary Secretary: Principal (Non-voting)

All staff, governors and parents play an invaluable role in the success of this school.

The governors meet regularly, engage with and support school activities and take an interest in the personnel, financial, environmental, policy and curricular business of the school. They are regularly briefed on Safeguarding/Child Protection and related matters and relevant training provided by the Education Authority is availed of

(Safeguarding/Child Protection and other). Co-ordinators attend Board of Governor meetings on occasions to relay details about many aspects of the School Development Plan which is on the agenda for all meetings.

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

Our 'Learning and Teaching' policy highlights how the Curriculum is organised in this school and complements the structure of the N. Ireland Curriculum. This policy is on our website.

GENERAL INFORMATION

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 155 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 April 2021 a new school building opened (the third one on the same site) and at present there are 440 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. These children 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. At present there are 20 pupils enrolled.

The school building has two large halls on the lower level used for Assemblies, Physical Education lessons 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 a number of 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 of the children; i-pads are also featuring more to enhance learning opportunities but are used sparingly.



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

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, for example. The extended site has also allowed for the development of more green spaces.

In the past the school has also been very successful in the Health Promotion Scheme (now no longer in operation) and has acquired Action Cancer Healthy Eating awards (currently Gold Status) in recognition of its successful health initiatives.

SCHOOL HOURS/PROVISION

PLEASE NOTE THAT DUE TO COVID-19 RESTRICTIONS THERE ARE SOME TEMPORARY VARIATIONS TO OUR NORMAL WORKING PATTERNS

The school day begins at 9.00 a.m. and children should 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 will be on duty to supervise points of entry, corridors and playgrounds from 8.30 a.m. Parents should be aware that responsibility cannot be taken by the school for any children on the premises before 8.30 a.m.

All of our pupils are greeted and directed at the entrance doors on arrival. For the Primary 1 pupils, special arrangements are made to ensure that they are met by their own teachers and assistants.

All children have a supervised playtime in the middle of the morning and a longer lunch break. A policy on **Healthy Breaks** and **Packed Lunches** operates everyday for all of 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 2.00 p.m. each day. 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.

Change of routine: 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, parents and traffic.

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 in order to monitor how pupils leave and to supervise gates, bus areas etc. When the bell sounds shortly after the designated home time, the children not collected are directed to the after school club (dining area).

ATTENDANCE

All children should attend school for the 190 days which the law requires unless they are ill. If children have to miss school for illness or any other reason, parents should send a note/telephone to explain the absence or respond to a text message. Despite any period of adverse weather, the school endeavours to remain open. Parents are advised to ensure that children are not absent from school unless absolutely 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 of our policies and procedures in relation to attendance were reviewed recently in line with revised DE guidance.

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 Child Protection/Safeguarding procedures. The Association was first formed in 1989 and has organised many social and fund-raising events. As a result, the various committees have provided a wide range of extra resources for the school including computers, Library books and equipment. With an average of £10,000 being collected by the P.T.A. each year a lot of the income has been directed to the Foundation Stage for play etc. Currently, the school is earmarking funds to equip many of the classrooms with additional material for mathematics and reading.

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 2022 will be enrolled in September 2022.

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 Days are held in December/January of each year – as detailed in the local press; guidance about the digital application procedure is also explained. 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 at this time 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 2022 (see Appendix)



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 and includes the following areas of study: -

Language and Literacy, Mathematics and Numeracy, The World Around Us (Geography, History, Science & Technology), The Arts (Music, Art & Design and Drama), Personal Development and Mutual Understanding and Physical Education/Development. Play is an integral and important part of the curriculum in the Foundation Stage and Key Stage One classrooms.

The school has been developing its outdoor play experiences and with the new/expansive grounds and close proximity to Castle Coole many forest and sensory experiences have evolved.

A second language is also taught by a tutor to many pupils on a regular basis - this year Spanish will be the main language promoted. Tuition in **Drama** has also featured a lot in recent years and this is well supported by outside tutors. The school also promotes the teaching of **Religious Education** (from the new Core Syllabus) and the statutory cross-curricular skills of:

Information and Communication Technology, Communication, Using Mathematics and Thinking Skills and Personal Capabilities.

The school will be striving to present children with lively and exciting experiences, which will enable them to fulfil the N. Ireland Curriculum requirements with enthusiasm and to attain the targets that are within their capabilities. Pupil performance is evaluated by using appropriate formal and informal assessment techniques and the outcomes are made available to parents. All results are analysed and disseminated to various staff within school and each Pupil Profile is complemented by a computer based reporting system.

Our **School Development Plan** outlines areas for improvement each year with the embedding of elements of the N. Ireland Curriculum being central – notably the development of Literacy, Numeracy, Play, Special Educational Needs, Assessment for Learning and Information and Communication Technology. Many non-curricular areas are also highlighted on the School Development Plan. A copy of the full plan is available from the school office and is contained on our website. To enhance developments and build competence there is a comprehensive formal and informal staff development policy in place.

The school has a long tradition of promoting music and singing. There are successful junior and senior choirs, a school orchestra, recorder and percussion playing. From P4 the children are encouraged to provide the musical accompaniment to their class assemblies.

On the basis of musical aptitude observations, Education Authority peripatetic tutors, provide instruction in stringed and woodwind instruments. A sizeable number of children in this school avail of tuition every year.

The school has well-established links with St. Patrick's Primary School, Mullanaskea and has received funding for various projects from 'The Fermanagh Trust' and more recently the 'DSc Signature Project'. A variety of joint activities/visits throughout the year are encouraged and contact is being widened to involve more classes/activities. A joint choir performance as part of a province wide 'Amazing the Space' peace initiative was well attended by parents from both schools as were the 'Peace Proms' events in the SSE Arena, Belfast. Four visits by the Education and Training Inspectorate in April 2015, March 2016, November 2016 and October 2017 gave very positive affirmation of this school's approaches (along with our partner school) to the value, planning and delivery of shared education and most notably to the improvement our programmes have in enhancing educational and reconciliation outcomes.

The school has renewed its **Investors in People** accreditation and also an **Eco-Schools Green Flag** status for the third time.

RELIGIOUS 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 should inform the principal, in writing, if they wish to exercise this right. 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.

Parents also have the right to withdraw their children from collective worship. Again, parents wanting to exercise this right should make their wishes known to the principal, in writing. First Holy Communion in P4 is facilitated and a designated member of staff kindly liaises with parents/churches regarding the arrangements for school preparation etc. P7 Confirmation preparation also features.

Senior classes (P5 - P7) have Assembly on Tuesday mornings and junior classes (P1 - P4) have Assembly on Thursday mornings. Class acts of worship also take place on a regular basis. In the junior and senior assemblies each class from P1-P7 takes its turn in presenting the act of worship and parents are invited/encouraged to attend. Events in the year are marked and include the Harvest Assemblies and Sale, Christmas Plays and Carol Services, Easter Assemblies and Primary 7 Leavers' Assemblies, for example. Various charities are supported at these events.

PROVISION FOR LEARNING SUPPORT

Care is taken at all times to match the curricular provision for all children to their stage of development and to take account of any particular 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 in light of 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.

ASSESSMENT OUTCOMES

P4 and P7 teachers carry out the statutory end of Key Stage Assessment and individual levels achieved in Communication, Using Mathematics and Information and Communication Technology are reported at the end of the year.

The revised levels of progression (introduced in 2013) make the attaining of Level 4 and above in both Communication and Using Mathematics (at KS2) much more difficult than in previous years. This advice is adhered to by the teaching staff and a robust internal standardisation system operates – this deemed important given the uncertainty, lack of uniformity and

professionalism that presently clouds this type of assessment. As previously mentioned many other non-statutory forms of assessment are administered/analysed in this school – in a very robust, fair and comprehensive manner.

The School Development Plan also contains a summary of how we perform in relation to the core standardised tests (Literacy and Numeracy). Our results are compared to the N. Ireland averages annually.

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. Our homework policy was last reviewed in 2021 and parents of children in this school give a high level of support in this regard. More online homework tasks have been a feature in recent years and the use of Google Classroom is organised by all classes. This enables the direction of homework tasks as well as sharing and celebrating what is done in school.

The required amount of homework time increases from about 20 minutes at P3 to 45 minutes at P7. If a child spends too long doing homework, parents should use their discretion and sign the child's work after an adequate amount of time has been spent. Some formal homework is set for P1 and P2 children and parents are encouraged to help with reading and writing etc. Homework involves one or more of the following - Reading, Spellings, Tables, written work in English or Mathematics, follow-up to class work or topic research. Children should develop good study habits i.e. to do homework at a set time and in a suitable place without distractions e.g. television.

Children are encouraged to take books home and parents of younger children are asked to find time for paired reading. This means setting aside a short period each day to read together and to discuss the pictures so that reading is enjoyed and the child gains in confidence. Information on formal Paired Reading (P3 and P4) will be available from school. A Paired Mathematics programme also operates in P2 and P5 and again this involves parents working closely with the school.



OUT OF SCHOOL ACTIVITIES

For large parts of the year, children can take part in a variety of outdoor and indoor after school activities. Most are funded by school to support wider participation and in recent years the younger children have been included in the programmes. School teams compete in local hockey, netball and football championships. The senior pupils also play mini-rugby and take part in the local competitions - for many years the Model team has got through to play at the Kingspan finals in Belfast. Cricket coaching takes place in the summer term for P6 and P7 children - again, much success has been acquired at local and N. Ireland finals. Coaching in Tennis has also been a recent addition to the programme – supported by personnel from Enniskillen Tennis Club.

As well as sport the school has established Design and Technology/Science (STEM), Music and Information and Technology clubs. Various choirs also meet occasionally and in recent years have had a particularly successful period. For example, they have been winners of the local Feis Choral Competition, have engaged in different performances with the African Children's Choir in the Waterfront Hall, Belfast and St. Macartin's Cathedral in Enniskillen. Participation in a 'Peace Proms' event in the SSE Arena in Belfast in 2017 and 2019.

In the spring and summer terms P7 pupils undertake a Cycling Proficiency course to become better cyclists and road users.

A successful programme of lunchtime clubs also operates on occasions. All activities are open to both boys and girls.

Many educational visits are organised for classes to places of interest connected with the curriculum e.g. The Ulster American Folk Park, Enniskillen Museum, Ardhowen Theatre, Farms, Fire Station and Library etc. For many years a five-day residential trip to Britain has been organised for the P7 leavers e.g. to York, Chester, Edinburgh and London. Primary 6 children take part in a residential field trip to Magilligan Field Centre, Co Londonderry on an annual basis. This has proved to be a very successful venture.

A detailed risk assessment audit operates and covers all occasions when children and staff leave the premises. Education Authority guidance on Educational Visits (re-issued in October 2017) is adhered to.

PUPIL WELFARE AND 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, although it is advised to make an appointment if a lengthy discussion is needed. 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 the September 2019 amendment of this document). **The school has appointed two designated teachers for Safeguarding and Child Protection (Mrs Keys 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). A specific Safeguarding and Child Protection inspection (short of strike action) in June 2017 also ratified our procedures.

As well as being awarded the Derrytrasna Award in 2017 (for demonstrating exceptional pastoral care) the school was also nominated for a 'Families First' acknowledgement (for support provided by the school) in 2019.

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

POSITIVE BEHAVIOUR

Positive Behaviour in the school is fostered by each child being encouraged to have a sense of respect for others and their property. The school follows a Code of Conduct and this is applied consistently throughout the school – class charters are in place. A Positive Behaviour Policy is in place and this is reviewed periodically. When there are problems a positive approach is employed and various stages 1 to 4 (requiring different types of intervention) are explored. The principal and staff will consult parents in the event of any serious problems arising with a particular child. Punishment for minor lapses in behaviour usually involves the loss of personal time (such as break time) or writing a note of apology. Serious incidents are recorded and, if repeated, parents will then be informed and together home and school will work to improve the behaviour.

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. Again, this policy is reviewed periodically and particularly so in light of the roll-out of training in relation to the 'Bullying in School's Act 2016' – recording mechanisms are currently under review. A successful 'Playground Pals' initiative operates in both playgrounds at lunchtimes – this involves older pupils engaging in the playground with younger children. The playground facilities have been upgraded extensively with the new build and are enhanced by a comprehensive programme of play activities in different zoned areas. These help promote positive emotional health and well-being and extend learning opportunities through the medium of play.

An increased emphasis is being placed on pupil participation and various opportunities are explored in order to involve children in the life of the school – School Council, Playground Pals, First Aid Helpers and Team Captains etc.

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.

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

CLOTHING

School Uniform is practical, economical and attractive and is well supported by parents. In order 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). An elasticated tie for young children is encouraged

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.

SPORT

Children are expected to be provided with suitable clothing for Physical Education and Games. A P.E. kit in school colours is compulsory for primary 3 and up and can be purchased from the local stores. Older children who go swimming should provide a swimming costume, towel and a swimming cap. Children who play football, hockey or netball should have suitable clothing and footwear for these activities. Boys and girls playing football/hockey require shin guards.

Pupils are timetabled for a minimum of two sessions of P.E. per week - which includes games, gymnastics, dance and athletics. As part of school policy, many lessons are supported by coaches. Swimming is provided periodically for all P4 to P7 children, free of charge. Additional time is often spent on sporting activities during the better weather.



All of the classes take part in a 'Weekly Mile' initiative. This involves regular supervised walks around the school - a venture which is proving to be very successful. Similarly, an occasional walking club in Castle Coole has proved very popular and is steadily increasing fitness levels.

HOME/SCHOOL CONTACT

Please note our Parent Charter which outlines what are 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 messaging service is also used from time to time and this is well received. The School and P.T.A. also communicate through their Facebook pages.

PASTORAL/PERSONAL DEVELOPMENT AND 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 and support provided by Action Mental Health and the NSPCC, for example.

The school also operates a free play therapy/counselling service and parental requests for support are facilitated. The service is confidential between the therapist and parents.



INSPECTION OF DOCUMENTS

In line with the Freedom of Information Act a number of 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.

COMPLAINTS PROCEDURE

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.

CHANGES TO SCHOOL ARRANGEMENTS

Changes occur from time to time in staffing and organisation of the school and parents will be informed of these by newsletter. The summary in this booklet gives the present arrangements with effect from the beginning of the 2021/2022 school year.



***Thank you for taking the time to read our prospectus. Should you require clarification on any of the details in this booklet, please do not hesitate in contacting us.
We want to be an Invitational School.***



ADMISSIONS CRITERIA (2022)

ADMISSIONS CRITERIA – YEAR 1:

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 have brothers/sisters (half-brothers/sisters) presently enrolled in the school.
2. Children of compulsory school age whose parents are (or have been) permanent/temporary members of the teaching or non-teaching staff of the school.
3. Children of compulsory school age who have previously had brothers/sisters (half-brothers/sisters) enrolled in the school.
4. Children who have had parents attend the school in the past.
5. Children who have had other family members attend the school in the past (grandparent, aunt, uncle or cousin)
6. Children who attend/have attended Enniskillen Nursery School
7. Children of compulsory school age who are the eldest in the family
8. Children of compulsory school age regarded by the Board of Governors, on the basis of 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.
9. Other children of compulsory school age, giving priority to those living closest to the school measured by shortest walking distance (using Google Maps).
10. In the event of over-subscription in the last criterion which can be applied then selection for all places remaining in this category will be on the basis of the initial letter of the surname, in order set out below: -

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

The order was determined by a randomised selection of letters of the alphabet

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 2 identical surnames the alphabetical order of the initials of the forenames will be used.

If there are more applicants satisfying the last one of the above criteria that can be applied than there are places remaining, then selection will take place on the basis of the chronological order of the ages of the children.

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.

ADMISSIONS CRITERIA - YEARS 2 to 7:

The following criteria will be applied in the order set down below to all pupils seeking admission to Years 2 to 7 providing the school has not exceeded its enrolment number. However, the school shall not cause or admit the number of registered pupils to exceed 30 in each class from P1 to P7 (excluding those who have a stage 5 status). When a space becomes available priority will be given to:

1. Those resident in a permanent address at the time of application
2. Those living closest to the school (walking distance using Google Maps)

The Board of Governors has delegated to an Admissions Sub-Committee the task of selecting pupils for admission. The Sub-Committee consists of the Principal and three other Governors