

Governors' Annual Report

The Annual Report by the Board of Governors for the
School Year (29th August 2024 until 28th August 2025)

2024-2025

ENNISKILLEN MODEL PRIMARY SCHOOL



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

**As part of the ‘Investors in People’ process the school embedded a Parent Charter some years ago – a copy of which is on display, on the website and circulated with induction literature.
The aim of this report is to highlight how we have once again endeavoured to endorse the values contained within our Charter.**

Names and categories of the Board of Governors:

Representing Education Authority:	Mr S Balmer (former Chair) and co-opted member of the newly reconstituted Board; Mrs M Hicks (newly elected Chair)
Representing Parents:	Mrs K Duncan – joined the Board after reconstitution; Mr A Elliott (newly elected Vice Chair)
Representing Teachers:	Mrs A Keys
Representing Transferors:	Mr N Johnston (Vice Chair), Mr A Murray and Mr T Whittaker – all three stepped down when the Board was reconstituted. Mr E Wilson remained on the new Board. Mrs R Coalter (newly elected Designated Governor for Safeguarding & Child Protection), Mr S Crawford, Mrs Z Crawford and Mr D McCaughey – all four joined the Board after reconstitution
Honorary Secretary:	Mr W Glass

The functions of the Board of Governors:

- ◇ Appointing of teaching and non-teaching staff
- ◇ Determining criteria to be applied in the admission of pupils
- ◇ Reviewing and maintaining a statement of school policies
- ◇ Responsibility for the maintenance of the school building
- ◇ Managing the financial resources delegated under Local Management of Schools
- ◇ Expressing the community's interest and promoting mutual understanding

Thank you to all the above governors and particularly to those who are now ending their term of office. The consistent input this year by all of them has been immense. The reconstitution process ended in January 2025.

**To access the full report, go to www.enniskillenmodel.enniskillen.ni.sch.uk
(On the Home page and in the Governors section)**

School Organisation: Members of Teaching Staff – September 2024

Principal:	Mr W Glass
Vice Principal (P5):	Mrs A Keys
Head of Key Stage One (P4):	Mrs R Coulson
Head of Foundation Stage (P1):	Mrs J Murray
P1:	Mrs N McClure
P2:	Mrs S Griffith
P2:	Mr R Breen (Mrs J Nelson)
P3:	Mrs A Johnston
P3:	Mr M Balmer
P4:	Mrs M McCartney
P5:	Mrs T Clifford
P6:	Mr G Robson
P6:	Mrs J Smith
P7:	Mrs A West
P7:	Mr A Rainey
Special Needs Support:	Mrs L Courtney & Mrs J Nelson
Language Centre P1:	Mrs K McGarry
Language Centre P2 and P3:	Mrs P Hurst

Miss V Walker helped with Literacy support as well as organising/promoting the school's Library and Information Literacy Skills programme.

Staff movements: Mrs L Courtney returned from a career break on a part-time basis. Mr G Robson secured a more permanent teaching position in the school and Miss S Johnston was appointed to a one-year contract. Mr R Breen resigned from his teaching post after a long-term sickness and Mr M Balmer decided to proceed with a career break in the period ahead.

All teaching and non-teaching staff continued to give remarkably high support to the school and often despite the ongoing Industrial Action. Many volunteered to assist with after school and summer clubs, for example.

Mrs H Thompson's decision to retire after 33 years of service to this school left a huge void to fill. Mrs J Whitton was kindly granted a secondment by the Board of Governors in Enniskillen Nursery School to take on the secretary's role here until a formal recruitment process is sanctioned.

Enrolment: September 2024: 448 (figures include the Language Centre – 18 pupils); Primary 1 - 60 pupils

Class structures reflect a range of class sizes from 28 to 33 pupils. All classes had at least two classroom assistants. The two Language Centre classes were capped at 9 pupils each.

The school terms and closures for the 2024/2025 year were:

Term 1: 29th August – 20th December; 28th October to 1st November (Half Term); 20th December (Christmas Holiday)

Term 2: 6th January – 11th April; 13th and 14th February (Half Term); 17th March; 11th April (Easter Holiday)

Term 3: 28th April – 27th June; 5th May (Bank Holiday); 26th May (Bank Holiday); 27th June (Summer Holiday)

Staff Development Days: 3rd January, 12th February, 14th and 15th April and 27th May.

Industrial Action resulted in minor disruption to the school's working pattern however periods of school closure were avoided. The staff in this school were highly supportive throughout and put the needs of children and parents first.

For the fifth year running, the school extended its opening times and offered ten Summer Club days in July. The attendance of pupils from this school was high. A wide variety of activities was organised by teaching and non-teaching staff. These were in addition to other clubs, facilitated by external coaches. All helped to generate funds for the school.

Charity events:

A coffee morning raised money for Macmillan Cancer in September. The Royal British Legion was supported in November through the sale of poppies and Food Bank collections for 'The Pantry' and 'Enniskillen Food Bank' were organised to coincide with our Harvest Assemblies – a good response from parents was noted. 'Cancer Focus NI' was also supported through Christmas Show donations – this was to raise funds for the establishment of a new Cancer Therapeutic Centre in Enniskillen. Other ventures included a fundraiser for Mencap on World Down Syndrome Day, Air Ambulance, RNLI and Basking Sharks. Developmental Language Day (DLD) was supported by the Language Centre classes. Sports Day was again used as a fundraiser for the NSPCC – voluntary donations (via the supply of refreshments) were generous. The clothing bank in the school car park was well utilised and generated some income for the N. Ireland Cancer Fund for Children.

Attendance for the year 2024-2025 (P1 - P7): **95%**. The school's attendance rate continued to improve on more recent years and close contact was maintained with the school's Educational Welfare Officer. A monthly track was kept on attendance figures by Mrs West and persistent late arrivals were monitored - with improvements noted.

The Induction/'Settling in' programme for the new intake was modified with effective home - school links being seen as a major priority in settling children into school. A variety of themed events took place e.g. Play Mornings. The P1 staff also organised many 'Play and Learn' afternoons and these were well attended by many pre-school children and parents.

A change in pre-school policy in the area continued to cause much controversy and has led to a very discriminatory situation for this school moving forward, notably being one of very few urban primary schools that do not have affiliated pre-school provision onsite. Consequently, the current policy in Enniskillen favours one sector/two sectors to the detriment of others given that parents (by in large) send children to the same primary school to which the pre-school is part of. Despite much petition at various levels our voice remained unheard. The help of the Controlled Schools' Support Council (CSSC) has been enlisted amidst a declining pre-school population in this area and sentiment that the voice of controlled schools is unheard.

On-going and constructive links were maintained with Enniskillen Nursery School and the other pre-school centres – their support was much appreciated. Mrs Murray played a key role in developing the Induction/'Settling In' programme and received excellent co-operation from her colleagues in P1.

P6 'Buddies' were used to support various activities in P1 throughout the year.

School Finances:

School Fund:

Opening Balance: £832.74 Cr – September 2024; Balance Carried Forward: £1, 191.73Cr – August 2025.

The School Fund turnover includes staff contingency, parental contributions, receipts and payments for school visits, school photographs and miscellaneous items etc. This year once again saw some additional income added – various grants the school secured from Fermanagh and Omagh District Council and Enniskillen Yacht Club, for example.

Mrs Thompson (Executive Officer) played an invaluable role in organising/monitoring financial transactions within the school. This coupled with the wide array of other tasks she completes has, once again, helped immensely with the successful running of the school. She was supported in the office by Mrs McCullagh (part-time secretary).

Mrs Thompson (who retired in August 2025) once again deserves special recognition for the additional tasks required following the persistent and time-consuming change imposed by the Education Authority.

The school operates under a fully delegated status.

Budget Statement:

Total Budget available to work from: £ 1, 578, 978 (this excludes other self-generated income sources of some £76,000 but does reflect a deficit carried forward from 2023/2024). The school did manage to decrease its deficit from what had been projected in the initial 2024/2025 financial plan.

Again, expenditure exceeded income (allocated budget share and other generated sources) and therefore the school, in keeping with many others (well over half of all schools in N. Ireland), will carry a deficit into the next budget year. The budget has been exceedingly difficult to manage given the huge reduction in allocated funding and the situation would be much worse if no effort had been made to supplement income through fundraising (£76,000). This school continues to be a victim of current Department of Education funding formula calculations and despite having a healthy enrolment remains as the least funded school per pupil in all of Fermanagh and Tyrone – the variances in some instances are huge. Repeated complaints about this disparity have once again been unheard.

The Education Authority has again confirmed that the monetary management of this school is sound/fair and acknowledged that nothing further can/should be done to cut expenditure/costs. We are, for example, well below the N. Ireland pupil – teacher ratio and have many less staff than other comparative schools who find themselves in different contexts - often having fewer pupils but much higher funding streams. The policy imposed last year to review our expenditure on general classroom assistants to further cut costs continued as did the redeployment of a support teacher to cover for a teacher on long-term absence.

Income includes rent from external users of the premises (notably Sport and Motor Home usage), After School Homework Club profit and Parent Teacher Association funds. The summer clubs also generated considerable income. Several parents kindly gave contributions to school funds in June – these were deeply appreciated. The recent closure of Fermanagh Lakeland Forum has enabled the school to rent out its hall to an external body (Ju-jitsu) on two evenings per week.

The Board notes the important contribution made by the Parent Teacher Association in providing funds/supporting charities and expresses its appreciation of the work conducted by the Committee throughout the year. The Discos, Sponsored Slide, Christmas Fair, 'Chocolate Bingo' and Fun Night proved to be hugely successful this year. A family Christmas Card design venture was repeated and went well, generated much income.

The time given by P.T.A. Committee members/other parents when helping at school events was appreciated. Mrs Niamh Webb took on the role of Chairperson and was highly focused in organising many events. Consequently, the benefits of having such a supportive and initiative-taking body are immense.

Staff Development: Despite industrial action, staff attended a wide range of in-service courses and participated in school-based support provided by members of staff and external bodies. Courses included additional SEND training (Special Needs and Disability provision), Sounds Write, Mathematics & Numeracy, Play, Pupil Voice and ICT. All staff participated in the Education Authority's Anti-Bullying (ABSIT) training. Several staff were part of an ETi Empowering Improvement project and Mr Rainey took of the role of mentoring staff in other schools (as part of a Leadership Development programme).

Several members of staff completed the PRSD process (Performance Review and Staff Development). Other constructive and important initiatives such as peer observation were disrupted a little due to Industrial Action.

The school's Designated Teachers for Safeguarding and Child Protection (Mrs Keys and Mrs West) briefed all the staff and governors about the Safeguarding and Child Protection policy (including new procedures and training). Parents were given a synopsis of our procedures and policies relating to this area (following the more recent updates of the DE 2017/04 guidance, 'Safeguarding and Child Protection in Schools'). A Department of Education 'Safer Schools' App was promoted with parents (again) but the uptake remained extremely low – too many initiatives coming at the one time. Our website contains supporting information to complement this area.

Staff and parents were periodically reminded about our positive behaviour and anti-bullying policies and some guidance material was also circulated/inserted on our website. The questionnaires circulated in September highlighted no major issues about the school's approach to these areas.

Levels of vulnerability across all classes continued to be reviewed and disseminated, as required. This included details about 'Operation Encompass' calls, social services liaisons and input from external agencies such as Women's Aid etc. The new digital record keeping system which was phased in last year has served as an extremely useful catalogue.

PATHS was introduced to P1 and P2 classes, having previously been phased in to all P3 and up classes and - a positive response from staff was noted. This scheme has reduced the need to use other material such as that from the NSPCC. This approach was complemented by Action Mental Health and Scripture Union workshops which involved several year groups - these were well received. New developments this year saw the infant classes avail of regular play visits to Austin and Annie's Sensory Centre and all the older classes took part in a six-week well-being programme provided by REACH.

School Development Plan: In June/August, the 2024/2025 plan was evaluated and the process of gathering some background information was initiated. This included the issuing of questionnaires to various parties in September 2024. Data was scrutinised again for pockets of performance/underperformance. A new plan will evolve in the Autumn of 2025, following more recent Department of Education guidance (June 2025).

Learning Support: An action plan outlined the development of several key areas.

The school's Special Educational Needs Co-ordinator, Mrs Nelson promoted the implementation of the Code of Practice and the review of provision is on-going in school. Further training was availed of in relation to SEND (Special Educational Needs & Disability) and the decision not to rush into ever changing initiatives was sound. This allowed more of a focus on actual face-to-face provision on the ground. Sadly, the volume of and ever-changing paperwork imposed by the Education Authority, coupled with a lack of external support, budget constraints and uncertainty about policy in general makes things extremely difficult to operate/sustain. In addition, the SENCo had to be re-deployed to cover a long-term absence – the cost of two salaries to the school's delegated budget (absent teacher and a 'sub') was deemed unsustainable.

Several Education Authority outreach support teachers visited the school and worked with individual children, following advice from the Psychology Service. Educational Psychologist, Mrs E Parish, gave an extremely prominent level of support to the school – exceeding expectation and helping with the excessive paperwork that now dominates this area.

Some children received support with Literacy and Numeracy throughout the school but priority was given to P5. These children were normally withdrawn from class for different periods of time during the week although much class-based support also operated and was enhanced by classroom assistant help.

SEN intervention programmes were developed/extended this year and aimed to support children with mild, moderate or specific difficulties. Following various screening approaches, assistants were re-deployed on occasions to provide follow up work with small groups of children – Infant Language Link, for example. Dynamo Maths and the Middle Infant Screening Test (MIST) were used as screening approach for many children and various follow-up and tailored programmes evolved. A Motor Skills group also operated and many children benefited from well-targeted support. These children would normally sit on a lengthy waiting list for external support from RISENi.

Numerous classroom assistants and placement students were deployed to collaborate specifically with individuals or groups of children (P1 to P7). Their help has, once again, enabled support to target more pupils who are presenting with specific literacy need and often do not qualify for/avail of external support from the Education Authority. The planning for many of these children was strengthened as was targeted training, helping to secure constructive and reflective links with teachers and parents.

Mrs Griffith and Mrs Smith continued to provide invaluable support for staff when catering for some 66 Newcomer pupils (when English is a second language) and in a small number of instances the service of interpreters was availed of. The number of Newcomer pupils attending the school remained static and the staff embraced the challenge of accommodating/educating these children with huge improvements/impact noted – in English language exposure as well as socially, emotionally and academically.

Assessment: The school aims to deliver the N. Ireland Curriculum and thereby develop the basic skills of literacy and numeracy within a broad and balanced curriculum. Individual needs are assessed and through differentiated teaching and learning support it is the aim of staff to address these needs.

An internal system of testing (and screening of test results) continued to operate from P1 to P7 and outcomes were analysed using ICT packages. The P1 and P2 classes reinforced their baseline assessments and the formal testing of key words/spelling in all classes was standardised (P1 to P4). The school engaged in EA Data Analysis training which helped review our current approaches.

Literacy (PTE) and Numeracy (PTM) standardised tests were conducted with most P3 to P7 children. Some gains were noted from the previous year's results and addressing dips remained central to the School Development Planning process. Spelling, which had shown a slight dip in scores, initiated a review of teaching approaches and schemes/resources used in the middle school. Consequently, spelling results have improved in recent testing.

The P7 classes again engaged in a pilot called 'Adaptive Assessments'. This was being trialled by a Curriculum body (CEA) to help get a better overview of children's performances in P7. The teachers once again found the system easy to operate and much preferred it to the old system when they were expected to assign end of key stage levels. That said, schools were directed to report on end of key levels in Number and Reading. A fair and balanced report was forwarded.

All parents were engaged in parent discussions. Parents continued to show a prominent level of support for their children's learning with attendance at both sets of parent meetings being extremely high in October and April. Despite pockets of industrial action, time was devoted to the roll-out of parent meetings.

Introductory meetings for parents were organised in September. These provided an invaluable initial contact for parents and teachers in addressing pastoral and curricular matters. The P1 parents were also able to attend training on Phonological Awareness.

The use of Google Classroom throughout the school also helped enhance the links between school and home and provided a lovely snapshot of what is covered during a school year. Increased effort was made to ensure that all classes operated the forum frequently and methodically. The school website was also updated periodically and more information for parents featured. A new school App was phased in and used more extensively to communicate with parents. It also allowed for the operation of a cashless payment system – this being feedback that came out of the last parent questionnaires.

Transfer: With the helpful co-operation of the P6 and P7 staff and the local post-primary schools, the school facilitated the transfer of pupils to various post primary schools – an extremely high proportion of those who sat the SEAG tests secured a place in Enniskillen Royal Grammar School and St. Michael's College. The academic components of all records for P7 pupils were forwarded to the relevant post primary schools along with a selection of pastoral information. Some visits by year 8 staff from several of the local post primary schools were also facilitated. Enniskillen Royal Grammar School organised a mathematical themed workshop in May for all our P7 children and Devenish College hosted all P7s for a taster day in January.

A full transition process operated. This school used the services of Scripture Union Northern Ireland to facilitate the 'It's Your Move' programme with both P7 classes. The FIND Centre, Enniskillen also provided workshops at the end of the year.

The Curriculum: Literacy and Numeracy continued to take priority on the School Development Plan and internal/external staff development was organised (on occasions through webinars etc.)

Literacy: An action plan outlined the development of several key areas – notably Literacy working walls and approaches to spelling.

Various Reading themed events were promoted and these included a close link with Enniskillen Town Library and Waterstones Bookshop, for example. The P6 children engaged in a 'Pushkin Project' which saw them engage creatively with the theme, 'The Spiking Heat of Inspiration'. Their work was displayed in Enniskillen Library in June and July.

Weekly planning was tweaked to ensure that many areas of Language and Literacy were being covered in a more systematic way.

Numeracy: An action plan outlined the development of several key areas – notably Numeracy working walls and approaches to mental maths.

'Maths Week Ireland' was promoted in October. In addition, various other initiatives took place throughout the year – paired mathematics in P2 and P5 and a transition workshop with P7 (local grammar school link), for example.

Weekly planning was tweaked to highlight in more detail the Mathematics and Numeracy topics being covered. The school's Mental Mathematics scheme continued to be reviewed – staff audits were conducted, new resources trialled and many EA webinars tapped into by several staff. This area also served to feed into the Partnership Programme, involving a local cluster of schools.

Information and Communication Technology: This area continued to be well profiled. An action plan outlined the development of several key areas and some in class support/staff development was organised.

The ever-changing hardware specifications has continued to create an air of uncertainty moving forward. Teachers were well supported by C2K personnel and school co-ordinators who facilitated some onsite training opportunities. More i-pads were purchased and it was agreed to timetable the i-pad trolley to maximise its use throughout the school.

Play: This area remained a huge focus for FS and KS1 with outdoor play taking priority. Several indoor and outdoor play mornings featured for younger children and their parents and the evaluations from these helped shape provision. Various EA webinars were viewed by many staff and DE funding was used to buy additional outdoor resources – for the benefit of several year groups.

Other areas to complement the curriculum:

An Education Authority organised ‘Musical Pathways to Learning’ programme operated in the P4 and P7 classes – this entailed weekly visits from a music specialist to deliver lessons in each classroom. School funded the cost of this programme.

Various children availed of EA Music Peripatetic support for woodwind and strings and their skills were harnessed further when a school Orchestra performed at several events. The growth of an Orchestra remained a focus for Mrs Johnston (Co-ordinator) in collaboration with the Music Peripatetic staff. Despite renewed requests to have Brass tuition, in line with many other schools, support was not forthcoming.

Likewise, the profile of Music in the school was heightened and many children took part in various choir events – singing at the Rotary lunch in the Killyhelvin Hotel, in Waterstones Bookstore etc. A Peace Proms Concert in the SSE Arena, Belfast, Ulster Touring Opera Workshops and Choral Workshops by Fermanagh Choral Society all featured throughout the year. Much success was celebrated in various musical categories of the Fermanagh Feis. The school had many children who were acknowledged in the choral and instrumental sections and the school Choir won their choral section again. Mrs Johnston (Co-ordinator for Music) played a major role in preparing the children for each category.

Last Christmas the P4 children excelled themselves with their Christmas performance, ‘Bethlehem Ballroom’ which was recorded for parents. The P1 and P2 sing-a-longs at Christmas were also well received. The children and staff thoroughly enjoyed the experiences and each retiring collection to support ‘Cancer Focus N.I.’ was generous.

Many of the children attended the Devenish College and Fivemiletown College pantomimes and the younger classes visited an Ardhowen Theatre performance.

For the Leavers’ Assembly the P7 children performed ‘Cinderella Rockerfella’ to a high standard for their parents and relatives. This event was also used as our annual prize giving and celebration of success.

School assemblies were consistent and much support was given to the school from Scripture Union and various Bible clubs, for example. A ‘Life Exhibition’ was attended by all P6 and P7 classes and the school hosted several Bible Exhibitions during the year.

Mrs West and Mrs McCartney made a huge effort to engage all classes in the Fermanagh Feis and Fermanagh and County Show – art, craft, Literacy etc. Much acknowledgement of pupils’ work featured.

The school continued with its healthy initiatives and these were complemented by an increased profile/ participation in physical exercise and general well-being. Mrs Clifford (Co-ordinator) again profiled the ‘Eat Them to Defeat Them’ campaign and a Health focus week was organised in May. Surveys were conducted periodically to help improve healthy snacks/breaks and fruit only on Fridays.

Young Enterprise programmes featured and many classes availed of well-targeted lessons. The P7 sale in April was also a highlight and the entrepreneurial skills of the P7 children helped raise funds for various trips in P7.

Mrs Murray and Mr Robson (P.E. co-ordinators) did much throughout the year to heighten the profile of Physical Education and Games. The timetabling for P.E. was refined again and regular participation by all children was noted. Sports Day in May was successful and all events ran very smoothly thanks to very meticulous co-ordination by Mrs Murray, Mrs McGarry and Mr Rainey.

Various tutors/coaches were used to promote the P.E. and Games programmes. P4 to P7 classes availed of swimming. The Multi-Sports activities by Mr Belshaw (coach) excelled and the provision was extended into various holiday clubs. Many teams competed in local and provincial tournaments, achieving much success. A range of after school activities operated for all classes and featured much breadth – Football, Tennis, Cross Country, Rugby, Hockey, Athletics, Gaelic, Netball etc.

A Cycling Proficiency scheme was successfully completed in P7 and the focus was complemented earlier in the year by encouraging participation/learning to ride bicycles in ‘Bike to School’ and ‘The Big Pedal’ themed events. Mrs McGarry (Co-ordinator) kept the momentum going with these events and promoted whole school engagement.

Mrs McClure and Mrs McGarry (World Around Us Co-ordinators) also highlighted many ‘Environmental/Green themed’ events and the children took part in a variety of related tasks to complement their topics – involving the Council and Sentinus. A member of the kitchen staff developed the polytunnel and the P2 classes reworked their garden area with much success.

Older pupils took part in various STEM (Science and Technology) challenges and much success was noted. One team in the K’Nex Challenge, hosted in Craigavon, came 2nd overall in the N. Ireland final. The Young Enterprise programmes were delivered across the school and much benefit was noted.

The staff in Enniskillen Museum were well utilised and several trips/school-based talks enhanced the curriculum throughout the school.

To complement topics, teachers were able to arrange visits to a variety of venues in Fermanagh and elsewhere in the province. The P6 and P7 trips to Magilligan and Chester/Manchester provided experiences that were enjoyed by all.

Many visitors came to the school. The Banyan, West Midlands and Konflux Theatres performed for the children.

School in the Community:

Several very high-profile events were organised during the year.

The P.T.A. set the scene with their Christmas Craft Fair and Chocolate Bingo cross community events. These were well supported.

Through the British Council, the school hosted a student from Spain for four months. Ana Posada provided Spanish lessons to all classes as well as contribute to many areas of school life. The P7 children availed of Mandarin lessons for a large part of the year and Mrs Slowey (grandparent) delivered some lessons in French to the P6 classes.

Mrs McCartney worked alongside the Education Authority and her counterpart in St. Patrick’s P.S. to keep the Shared Education programme running. Many constructive links did feature and complemented the natural diversity this school exudes.

First Holy Communion (P4) classes were organised in the school by Mrs McCartney and another member of staff accompanied a group of P7 children to a local school to prepare for their Confirmation. With the helpful co-operation of the parish priest, parents and staff in local schools, the preparatory lessons were delivered in accordance with the guidelines.

Several events organised by Enniskillen Credit Union featured. One team did very well in the local quiz and went on to represent the area in the final from where they qualified for the National Final in Dublin.

The school photographer visited in September and this included whole class photographs of the P1 and P7 classes.

The School Health Service gave much support throughout the year. Many staff were trained in aspects of First Aid and received refresher training in conditions such as diabetes, nut allergies and epilepsy. The P1 children were screened and all P1 to P7 children were offered the Influenza Vaccination during a morning's clinic.

The Kitchen staff continued to provide an array of lunches for pupils and staff and some themed activities were noted. The staff also well supported the school's Breakfast Mornings.

Various other partnerships and intergenerational links were to the fore. The Play links with Enniskillen Nursery School were enhanced this year and involved P5 children escorting and playing with the younger children. Visits were made to several Care Homes and the P5 children engaged with the older residents through singing and art, for example. The school's Kindness Box functioned as a focal point for these contacts.

Throughout the past year the school hosted several students/parents on work experience and placement for training. In this way the Model continues to perform the role allocated to the Model Schools when they were first established - in the training of young people to become teachers and carers. Two teaching practice students were hosted this year in school (Coventry University and Stranmillis College).

The school premises were used on many occasions during the year for the benefit of the community – occasional Brownies and Guide meetings, Motor Home weekends, Sensory Play, an Indian Cultural Celebration etc. With the closure of the Lakeland Forum, the hall was used by a local Ju-jitsu group to organise its classes.

This Governors' Report relates specifically to the last school year (2024-2025) and attempts to cover most areas of school life.

Clarification can be sought on any of the above points by contacting Mr Glass. Apologies if any key events/names have been omitted from the report or if parts are repetitive/contain errors – this was not intentional. Thank you for your continued support of the school.

Enniskillen Model Primary School

Our Charter

Mission: 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, encourage independence and motivate all to become equipped with knowledge, skills and values for life-long learning.

Values: What you can expect:

We will, for example, endeavour to:

1. Learning and Development

To ensure all realise their full potential and provide opportunities for development

Provide a well ordered and stimulating learning environment

Ensure the school's main purpose focuses on teaching and learning

Facilitate open discussions at various levels about all children, augmented by credible assessment and screening practices

Engage with a variety of professionals and implement appropriate intervention programmes to address low and underachievement

Promote development and training opportunities for staff and parents

2. Leadership and Management

Promoting positive relationships and good employment practices, encompassing a shared purpose

Have competent personnel fulfilling key roles

Visible school leaders who listen to staff, parents and pupils

Engage staff in a variety of professional development opportunities, including local partnership and clustering arrangements

Engage others e.g. parents in helping the work of the school by supporting Parent Teacher Association ventures, attending play mornings etc.

3. Equality and Diversity

Create and sustain an environment that values and supports the diversity of all

Organise newcomer support and provision using a CEFR framework – targeting those whose English is a second language

Develop SEN support for Literacy, Numeracy and Emotional Needs

Facilitate outside agencies to support needs

Adopt a whole school and fair approach to recognition and reward

Engage many children in well-planned shared education activities with St. Patrick's P.S., Mullanaskea and including other partnerships such as local Care Homes, Riding for the Disabled and Enniskillen Nursery School

4. Contribution and Recognition

Support for everyone within/connected to the organisation

Celebrate and acknowledge all of those who help make the school a success – in assemblies, for example

Advertise the excellent work of the Staff, Governors, Parent Teacher Association and Pupils using Google Classroom, Facebook, Website and through Newsletters

5. Health and Well-being

Promote good health and well-being practices for all

Create a safe and secure learning environment for all occupants; risk assess at various levels

Operate a comprehensive, active and developmental personal development and mutual understanding programme

Have an initiative-taking positive behaviour and anti-bullying policy in place
Have several more specific programmes operating to enhance our health and well-being ethos such as Anti-Bullying Week and Safer Internet Day
Organise formal and informal opportunities for staff and parents to engage in health, well-being and social related activities

6. Communication, Listening and Responding

To communicate appropriately, frequently and involving all parties
To treat everyone promptly and with courtesy, respect, empathy and understanding
Operate a controlled 'open door' policy
Distribute a monthly circular to all parents aimed at keeping them well informed about key school events
Periodically circulate additional information that contains more specific details relevant to individual year groups, for example when going on school trips
Update information via the Website and Google Classroom on a regular basis - to inform visitors/parents and celebrate achievement
Facilitate two parent meetings per year / other meetings on request
Forward relevant assessment information to parents and including an end of year report
Support and highlight the work of the Parent Teacher Association in its quest to organise and fundraise
Adhere to the school's complaints policy by acknowledging and responding to written concerns within a stipulated timescale