



ENNISKILLEN MODEL PRIMARY SCHOOL

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



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 are an Invitational School.




- 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.
- The school was awarded the Department of Education’s Derrytrasna Award in April 2017 for demonstrating exceptional pastoral care (and has been nominated again for this award in 2024). We have also been recommended on several occasions for ‘Family First’ awards.
- 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 ETI visit verified our sound Safeguarding and Child Protection practices. Previous reports included the following phrases:



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 monthly 'Visit the School Afternoons'. These are also referred to as 'Come and Learn through Play Sessions' which engage the children in indoor and outdoor play experiences as well as providing parents with an insight into our school environment and ethos.

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.

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 also have Facebook pages and a School 'App' is available to download.



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.



The Board of Governors:

Elected by Parents –

Mrs K Duncan
Mr A Elliott

Nominated by the Transferors/Trustees –

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

Nominated by the Education Authority –

Mrs M Hicks
Mr D McCaughey

Elected by Teaching Staff –
Mrs A Keys

A reconstitution process has just been completed and office bearers will be elected in January 2025



Admissions Number: 60 (64 applied and 61 were admitted in September 2024)

Enrolment Number: 420 (440 including the Language Centre)

Number on roll: September 2024 – 448 (which includes 19 in the Language Centre)

Attendance 2023-2024: 95%

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).

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:

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.

In March 2021 a new school building opened (the third one on the same site) and at present there are 448 children enrolled. The school has traditionally catered for pupils from the town of Enniskillen and rural areas extending to Mullaghmeen, Trory, Cavanaleck, Garvary, Killyhevlín 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.

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'.

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, nearly 160 years ago, and enrolled children from all social and religious backgrounds.

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.

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. 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 are often 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 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 expediate 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.

SCHOOL HOURS/PROVISION

The school day begins at 9.00a.m. and children should be in their classrooms by this time. Children will be admitted to the school from **8.30a.m.** onwards – this is to help parents avoid traffic congestion that can build up in the vicinity after 8.30a.m.

Teachers/Classroom Assistants are on duty to supervise points of entry, corridors and playgrounds from 8.30a.m. Parents are informed that responsibility cannot be taken by the school staff for any children on the premises before 8.30a.m.

All our pupils are greeted and directed at the entrance doors on arrival. For the Primary 1 pupils, special arrangements are made to ensure they are met by their own teachers and assistants for as long as is considered necessary.

All children have a supervised playtime in the middle of the morning and a longer lunch break. Break, lunch and home times are staggered and details are relayed separately to the relevant year groups.

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.



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.

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.

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.





ATTENDANCE

All children should attend school for the 190 days which the law requires unless they are ill. If children miss school due to illness or any other reason, parents should send a note/telephone to explain the absence.

Despite periods of 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. Termly checks are made in collaboration with the school's Educational Welfare Officer.



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.

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 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. Spanish is being offered in 2024/2025 as the school hosts a British Council funded student from Spain. Support 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 aims 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.

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

Based on 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, Mullanaska and has received funding for various projects from 'The Fermanagh Trust', the 'DSc Signature Project' and Fermanagh & Omagh District Council. A variety of joint activities/visits throughout the year are encouraged and contact is being widened to involve more classes/activities. 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.

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 with a core focus centred around Leadership and Management. A copy of the full plan is available from the school office and a summary is contained on our website. To enhance developments and build competence there is a comprehensive formal and informal staff development policy in place.

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 and we link closely with a local school to ensure that children avail of the necessary lessons.

Senior classes (P4 - P7) have Assembly on Tuesday mornings and junior classes (P1 – P3) 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 a Primary 7 Leavers' Assemblies, for example. Various local and global charities are supported at these events.

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.






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 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.



Learning Knows No Bounds

OTHER CURRICULAR 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, rugby and football championships. 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. In 2022, a choir sang as part of the Queen's Platinum Jubilee celebrations – their performance in Enniskillen Castle was broadcast live across the UK by the BBC. Participation in a 'Peace Proms' event in the SSE Arena in Belfast also took place in 2017, 2019, 2023 and 2024.

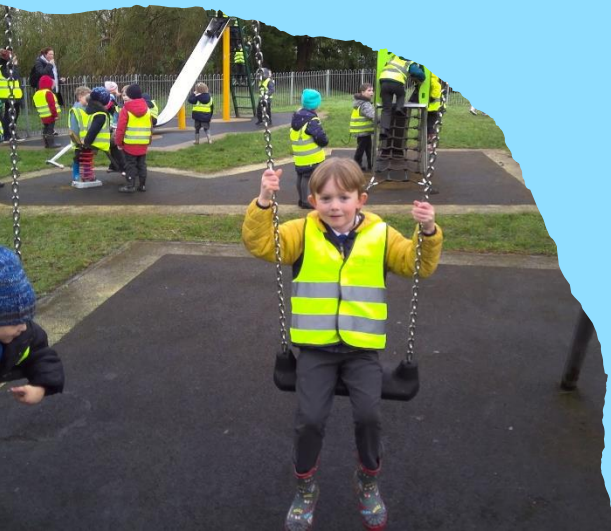
In the spring and summer terms P7 pupils undertake a Cycling Proficiency course to become better cyclists and road users.

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

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, POSITIVE BEHAVIOUR 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.

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). A specific Safeguarding and Child Protection inspection (short of strike action) in June 2017 also ratified our procedures.

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 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 in 2017 (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 every other year.

Positive Behaviour in the school is fostered by encouraging pupils to have a sense of respect for others and their property. The school follows a Code of Conduct and this is applied consistently (see overleaf). 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 considering 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 the playgrounds – 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 activities 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 available to involve children in the life of the school – School Council, Playground Pals, First Aid Helpers, P6 and P1 Buddies and Team Captains etc.

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	Girls
Grey trousers	Grey skirt or pinafore
White shirt/polo shirt	White blouse/polo shirt
Royal blue sweatshirt (with crest)	Royal blue sweatshirt (with crest)
School tie (with shirt)	School tie (with shirt)
Black shoes	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 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.

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.

SPORT

This school invests heavily in P.E. 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 require 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. We aim for a minimum of two hours of physical activity per week.

Classes are encouraged to 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. A new school App is being introduced this year.



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 and support provided by Action Mental Health and the NSPCC, for example. A PATHS programme is used throughout the school and addresses a wide variety of topics.



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 2023/2024 school year.

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.



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 2025 will be enrolled in September 2025.

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 are held in December/January of each year – as detailed in the local press; guidance about it is irrelevant what pre-school a child attends (either connected to another school or a self-contained pre-school). In addition, the school organises regular ‘Come and Learn through Play’ sessions – perspective pupils are welcome to come along and play to help build up familiarity with the P1 environment.

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.

YEAR 1 ADMISSIONS:

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 of compulsory school age who are the eldest in the family
7. 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.
8. Other children of compulsory school age, giving priority to those living closest to the school measured by shortest walking distance (using Google Maps).
9. Children who attend/have attended Enniskillen Nursery School
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 based on the initial letter of the surname, in order set out below: -

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