

## **Governors' Annual Report**

The Annual Report by the Board of Governors for the  
School Year (30<sup>th</sup> August 2023 until 29<sup>th</sup> August 2024)

**2023-2024**

### **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 (Chair), Mrs M Hicks
Representing Parents:	Mr A Elliott (also Mrs S Morrison prior to her recent stepping down)
Representing Teachers:	Mrs A Keys
Representing Transferors:	Mr N Johnston (Vice Chair), Mr A Murray Mr T Whittaker, Mr E Wilson
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 by all has been immense. A reconstitution process is in operation.**

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

## School Organisation: Members of Teaching Staff – September 2023

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
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
Literacy Support:	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 extended her career break for a third year. Mr G Robson secured a longer-term teaching position in the school. Miss Williamson got married in April and became known as Mrs West.

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.

**Enrolment:** September 2023: 443 (figures include the Language Centre – 18 pupils); Primary 1 - 56 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 10 pupils each.

**The school terms and closures for the 2023/2024 year were:**

**Term 1:** 30<sup>th</sup> August – 21<sup>st</sup> December; 30<sup>th</sup> October to 3<sup>rd</sup> November (Half Term); 21<sup>st</sup> December (Christmas Holiday)

**Term 2:** 4<sup>th</sup> January – 27<sup>th</sup> March; 15<sup>th</sup> and 16<sup>th</sup> February (Half Term); 18<sup>th</sup> March; 27<sup>th</sup> March (Easter Holiday)

**Term 3:** 11<sup>th</sup> April – 28<sup>th</sup> June; 6<sup>th</sup> May (Bank Holiday); 28<sup>th</sup> May (Bank Holiday); 28<sup>th</sup> June (Summer Holiday)

Staff Development Days: 5<sup>th</sup> January, 14<sup>th</sup> February, 9<sup>th</sup> April, 10<sup>th</sup> April and 27<sup>th</sup> May.

Industrial Action resulted in minor disruption to the school's working pattern.

The school was forced to close on March, 1<sup>st</sup> due to snow – this was in line with all schools in the area.

The Electoral Office also used the premises to facilitate an Election in July.

For the fourth year running, the school extended its opening times and offered twelve 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:**

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. The Royal British Legion was supported in November through the sale of poppies. The ‘Purple Community Fund’ was also supported through Christmas Show donations and selling of recordings – this charity helps tackle homelessness in The Philippines. New ventures included a Coffee Afternoon to support Diabetes UK and the establishment of a P7 Rota Kids Club who collaborated with members from Enniskillen Rotary Club to raise funds for the N. Ireland Cancer Fund for Children. The school premises were also used by Cancer Connect for three weekends when they organised train rides to and from Castle Coole as part of their Christmas charity event. Sports Day was 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 2023-2024 (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 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 was organised 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 continues to cause much controversy and has led to a very discriminatory situation for this school moving forward, notably being one of very few primary schools that do not have pre-school provision onsite. The current policy has the potential to favour one sector to the detriment of others given that parents send children to the same primary school to which the pre-school is attached to. Despite much petition at various levels our voice remained 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.

The P6 ‘Buddies’ were used well to support various activities in P1 throughout the year.

### **School Finances:**

#### **School Fund:**

Opening Balance: £747.33Cr – September 2023; Balance Carried Forward: £832.74Cr – August 2024.

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, for example.

Mrs Thompson (Executive Officer) plays 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 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, 281,000 (this includes other self-generated income sources of some £60,000 and reflects a deficit carried forward from 2022/2023). The school managed to decrease its deficit from what had been projected in the initial 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 primary 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. 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.

Income includes rent from external users of the premises (notably Sport and Motor Home usage), After School Homework Club profit, Parent Teacher Association funds and an annual Language Centre allowance etc. The summer clubs also generated considerable income. Several parents kindly gave contributions to school funds in June – these were deeply appreciated.

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, Easter Fair and Fun Night proved to be hugely successful this year. A new family Christmas Card design venture went well and generated much income.

The time given by P.T.A. Committee members/other parents when helping at school events was appreciated. Mrs Cheryl Clarke remained as Chairperson and was focused in organising 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, Magenta Principles (developing thinking and promoting active learning) and ICT. All staff participated in the Education

Authority's Trauma and Attachment training which involved several twilight sessions and Mr Rainey used this as a theme to pursue a middle leadership course he has been involved in.

Several members of staff completed the PRSD process (Performance Review and Staff Development) which was allowed despite the restrictions imposed by Industrial Action. Other constructive and important initiatives such as peer observation had to be paused due to this action. Likewise, sanctions were imposed on the number of staff and other meetings a school was allowed to organise.

The school's Designated Teacher for Safeguarding and Child Protection, Mrs Keys, briefed all the staff and governors about the Safeguarding and Child Protection policy (including new procedures and updated training). The new Deputy Designated Teacher (Mrs West) received an induction as well as availed of the necessary Education Authority training. The principal also availed of refresher 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 new Department of Education 'Safer Schools' App was promoted with parents (again) but the uptake remains extremely low. Information was also circulated about a new Internet Safety Hub – now inserted on our website. 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.

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. This complemented a review of record keeping in school with a phased change over to electronic records.

NSPCC resources continued to be used by all classes to address sensitive issues relating to personal safety and mental health matters. Again, this approach was complemented by Action Mental Health and Scripture Union workshops which involved several year groups - these were well received. A new well-being resource (PATHS) was phased in to all P3 and up classes and a positive response from staff was noted. This scheme when fully operational will gradually reduce the need to use other material such as that from the NSPCC. PATHS is being introduced to P1 and P2 classes very soon.

**School Development Plan:** In June/August, the 2023/2024 plan was evaluated and the process of gathering some background information was initiated. Data was also scrutinised for pockets of performance/underperformance. A new transitional plan will evolve in the Autumn of 2024, following more recent Department of Education guidance (June 2024).

**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.

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

Numerous children received support with Literacy. 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 was used as a 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 and 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 70 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 noted – in English language exposure, 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).

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 remains central to the School Development Planning process.

The P7 classes again engaged in a pilot called 'Adaptive Assessments'. This is 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 where they were expected to assign end of key stage levels.

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.

Introductory meetings for parents were reinstated in September. These provided an invaluable initial contact for parents and teachers in addressing pastoral and curricular matters.

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.

**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. 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 June for all our P7 children, Devenish College hosted P7s in their new site for a day and St. Michael's Grammar School invited all to a Robotics Workshop.

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.

Various Reading themed events were promoted and these included a close link with Enniskillen Town Library and Waterstones Bookshop, for example. A Book Fair was hosted in April. The Arts Council 'Poetry in Motion' scheme was availed of by the P5 classes – much benefit and success was noted. Following the process many children had their poetry published in an anthology of poems entitled, 'Write Where We Belong.' One pupil secured the prestigious Seamus Heaney recognition award for her prowess in writing poetry.

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.

'Maths Week Ireland' was promoted in October as well as NSPCC Number Day in February. 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 started to be reviewed.

**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 as well as developing teacher skills in the use of new equipment e.g. Surface Pros. 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.

**Other areas to complement the curriculum:**

An Education Authority organised 'Musical Pathways to Learning' programme operated in the P4, P5 and P6 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 was a big focus for Mrs Johnston (Co-ordinator) in collaboration with the Music Peripatetic staff. A visit by musicians from the Ulster Orchestra entertained the children when they came to the school in November.

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. A new cross community venture called ‘Carol Fest’ was held in St. Macartin’s Cathedral in December and involved our school choir. 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.

Last Christmas the P4 children excelled themselves with their Christmas performance, ‘The Inn Crowd’ 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 the ‘Purple Community Fund’ was generous.

Many of the children attended Fivemiletown College’s pantomime, ‘Cinderella’ and the younger classes attended an Ardhowen Theatre performance.

For the Leavers’ Assembly the P7 children performed ‘Aladdin Trouble’ 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.

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.

Young Enterprise programmes featured and many classes availed of well-targeted lessons. The P7 sale in March 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 glorious 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 and the cost of lessons was covered by school. 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, Gaelic, Netball etc.

A Cycling Proficiency scheme was successfully completed in P7 and the focus was complemented earlier in the year by encouraging participation 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. An uncle did much to enhance the school’s green focus in the garden (working with most classes). The school successfully renewed its Eco Flag status.



Older pupils took part in various STEM (Science and Technology) challenges and much success was noted. 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 and school-based talks enhanced the curriculum.

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.

D-Day80 commemorations were hosted by the school and a huge profile was noted in provincial television stations. The Secretary of State for N. Ireland and many other dignitaries attended a special service in school that day. In preparation for the event, Mrs Coulson skilfully involved the P4 and P7 pupils and staff to produce comic strips, reports and provide entertainment. This entailed engaging with many other parties – Enniskillen Museum, Impartial Reporter, Selwyn Johnston (local historian) as well as various army and air force personnel.

Mrs McCartney worked alongside the Education Authority and her counterpart in St. Patrick's P.S. to keep the Shared Education programme running despite another huge depletion in funding. Many constructive links did feature.

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.

The school photographer visited in October 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.

To celebrate Chinese New Year and the school's approach to welcoming diversity, several Mandarin tutors organised a themed afternoon for P4 to P7 children. The P7 children availed of Mandarin lessons for a large part of the year. Mrs Slowey (grandparent) also delivered some lessons in French to the P6 classes.

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.

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 etc.

This Governors' Report relates specifically to the last school year (2023-2024) 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., Mullanaska and including other partnerships such as local Care Homes, Riding for the Disabled

### **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