

St. Patrick's Primary School, Eskra.



School Prospectus

2018 - 2019

**'The quality of education provided by this school is outstanding.
The quality of pastoral care is also outstanding.'**
Education and Training Inspectorate (June 2014)



St. Patrick's Primary School
171, Newtownsaville Road,
Eskra,
Omagh,
Co. Tyrone.
BT78 2RJ

Tel: 028 82 841067

Email address:

info@stpatrickseskra.omagh.ni.sch.uk

www.stpatrickspeskra.co.uk

Dear Parents,

May I take this opportunity of welcoming your children and yourselves to St. Patrick's Primary School.

As a Catholic school our overriding aim is to establish and foster Christian values for life. To do this it is essential that we work in partnership with all our parents and the parish community. Indeed, the success of our school depends on good co-operation between staff, pupils and parents.

This prospectus is intended to help you know more about the life and work of our school. It outlines what we stand for and what we offer your child– a wide curriculum in line with government legislation for all schools in Northern Ireland.

Of course, no booklet can convey the real atmosphere of a school and therefore we warmly invite you to visit the school and we will be most pleased to see you and show you around. If at any time you feel that your child has a worry or a problem, however small it may seem, please do not hesitate to make an appointment to come and discuss it with us.

With sincere good wishes,

.....
Mrs. Keira McCallan
Principal

**ST. PATRICK'S PRIMARY SCHOOL,
171, NEWTOWNSAVILLE ROAD,
ESKRA,
OMAGH,
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Website: www.stpatrickspeskra.co.uk

**PRIMARY
MAINTAINED
BOYS AND GIRLS**

AGE RANGE: 4 – 11

CHAIRMAN OF BOARD OF GOVERNORS:

REV. FR. TERENCE CONNOLLY

PRINCIPAL: MRS. KEIRA MCCALLAN

NUMBER ON ROLL (1st September 2017– 88)

EXPECTED NUMBER ON ROLL (1st September 2018- 84)

ADMISSION NUMBER - 12

ENROLMENT NUMBER - 86

THE BOARD OF GOVERNORS

Nominated by the Transferors/Trustees

Rev. Terence Connolly (Chairperson)

Mrs. Tonya Cullen

Mr. Frank Hackett

Mrs. Carmel McCarroll

Nominated by Department of Education

Mrs. Maria McKenna

Nominated by the Western Education and Library Board

Mrs. Laura O'Hagan

Mr. Glen Campbell

Elected by the Parents

Mrs. Marcella Kinsella

Elected by Teaching Staff

Mrs. Claire Taggart

Principal (Non-voting)

Mrs. Keira McCallan

The Governors have ultimate responsibility for the overall management of the school.

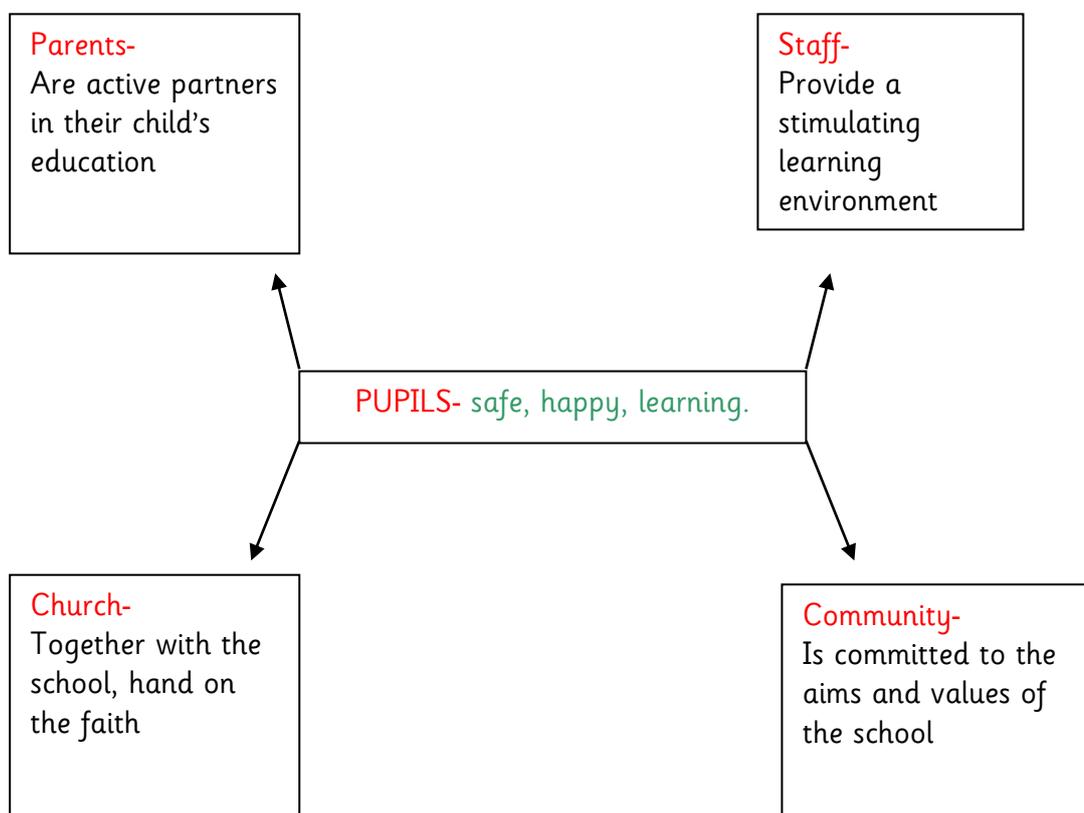
Some of these responsibilities include:

1. The maintenance and promotion of the school's Catholic ethos.
2. The oversight of the curriculum and assessment.
3. Selection and promotion of staff.
4. Agreeing and applying an Admissions Policy.
5. School Maintenance- Premises and grounds.
6. Implementation of new legislation.
7. Fastening links with the local community and pursuing the objectives of mutual understanding.
8. Discipline.
9. Special Educational Needs and Pastoral Care.
10. Making decisions about the school's budget.
11. Preparing information for Parents.

We the Governors and staff of St. Patrick's Primary School believe the school to be a vital part of the Catholic Community.

We are firmly committed to:

- The aims of Catholic Education
- Providing effective education for all our children
- Developing and maintaining positive pastoral care systems in our school
- Establishing close links with home, the parish and the wider community.



SCHOOL STAFF

(September 2017 – June 2018)

Principal:

Mrs. Keira McCallan

Assistant Teachers:

Mr. Stephen Colton (Vice-Principal)
Mrs. Claire Taggart
Mrs. Dympna McConnell
Mrs. Doreen Barrett (ATP)

**General Classroom Assistant
(Foundation Stage and Key Stage One):**

Mrs. Teresa Mulryan

Senior Clerical Officer/Secretary:

Mrs. Caroline Carson

SEN Classroom Assistant:

Mrs. Bronagh Shevlin
Mrs. Veronica McGarvey
Miss. Laura Quinn

Dining Room Supervisors:

Mrs. Teresa Mulryan
Miss. Laura Quinn
Mrs. Bronagh Shevlin
Mrs. Veronica McGarvey

Dining Room Assistant:

Mrs. Josephine Hackett

Building Supervisor:

Mr. Richard McGonigle



GENERAL INFORMATION

St. Patrick's Primary School, Eskra opened in April 1963 replacing the two old schools, Eskra and Newtownsaville. It has four classrooms, a staff-room, the Principal's office, the secretary's office, a meals servory, a dining room, toilets, cloakrooms and a caretaker's store. We also have a wonderful outdoor classroom which enriches the educational and emotional experiences of all pupils. Meals are transported daily from St. Lawrence's Primary School, Fintona, are served from 12.00 pm and are supervised by members of staff. All pupils are encouraged to eat healthily.

All staff aim to promote a friendly, caring atmosphere and parents are always welcome to visit the school.

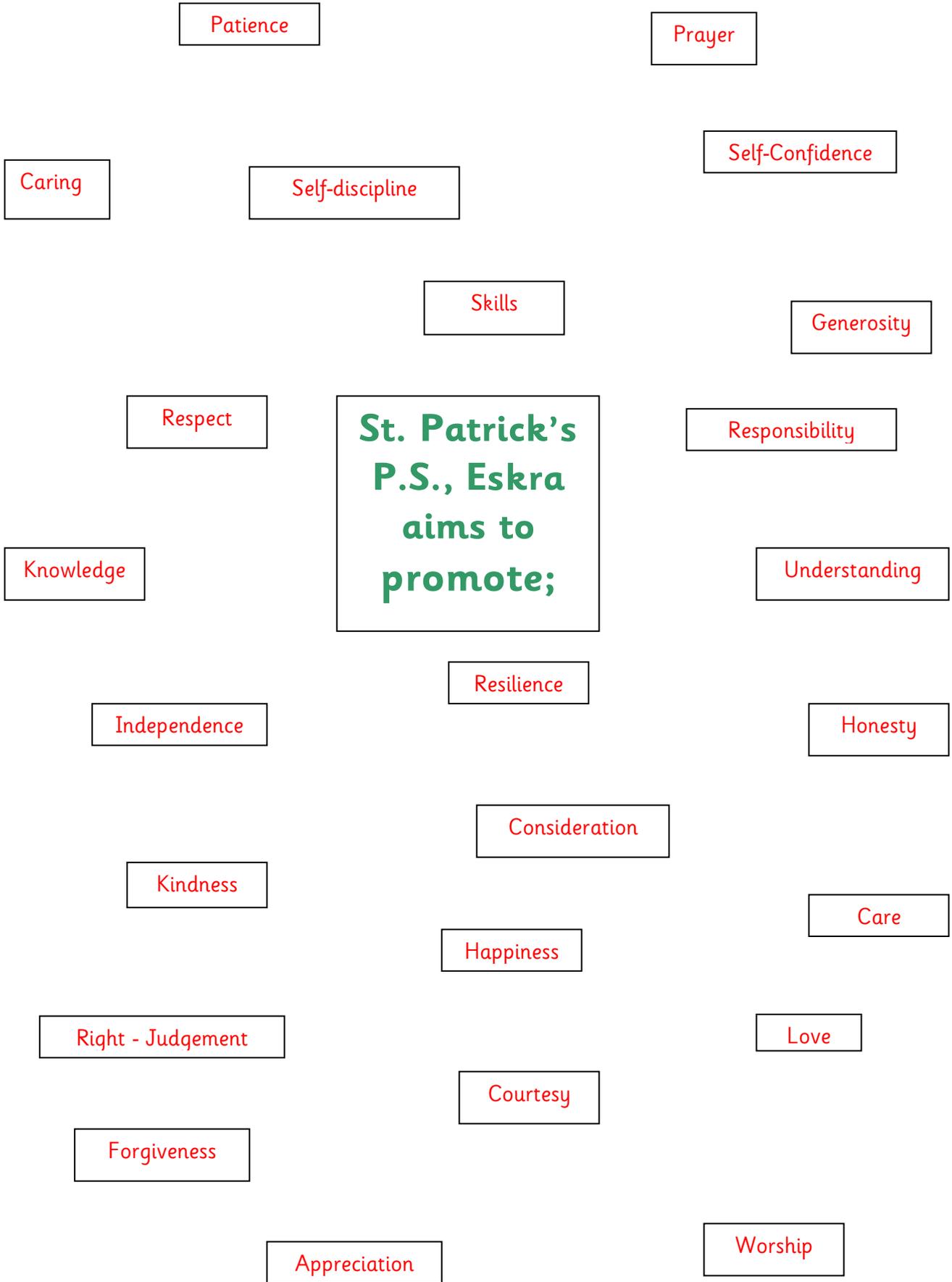
Our enrolment has been increasing steadily in recent years and is set to continue to rise into the future.

	2014-2015	2015-2016	2016-2017	2017-2018
Year 1 Admissions	12	10	18	13
Total Enrolment	88	93	95	87

Ethos

Our school motto is:

'We learn to love and love to learn.'



Mission Statement

At St. Patrick's P.S. we aim to foster a caring, supportive environment within a well ordered school community, where staff and pupils can work together in an atmosphere of mutual respect, so that each and every individual can achieve the highest level of intellectual, personal, physical and social development of which he/she is capable, within the context of the Northern Ireland Curriculum.

Aims

- ✚ To provide a safe, secure, stimulating learning environment.
- ✚ To provide a relevant and balanced curriculum that fulfils the needs of all pupils, in a motivating and meaningful context, taking account of their past experiences and future learning needs.
- ✚ To recognise and acknowledge that all our pupils have talents and to nurture each child's potential.
- ✚ To develop a pupil's self-esteem and self-confidence and to encourage an appreciation of personal achievements and aspirations.
- ✚ To foster, in partnership with parents and pupils, a system of pastoral care which promotes each pupils' respect for themselves, others and the environment and which develops important values such as self-discipline, honesty, kindness and forgiveness so that they can become useful and responsible members of society.
- ✚ To ensure that each pupil leaves our school equipped, as far as he/she is personally capable, with the knowledge, skills, values and attitudes necessary for living in a changing social, political, cultural and technological environment.
- ✚ To promote the development of a positive attitude towards a healthy lifestyle.
- ✚ To create an inclusive environment where diversity among individuals is embraced, celebrated and responded to and equal opportunities are available to all.
- ✚ To establish a creative and secure educational partnership between the school, the home, the parish and the wider community.
- ✚ To develop a love for learning and a motivation to ask questions and to make informed decisions and to prepare pupils to take a positive role in future learning, beyond St. Patrick's P.S.
- ✚ To ensure that each child has a respect for and a commitment to their faith. That they are able to pray and have developed a sense of a relationship with God and a sense of belonging to a faith community.

Vision For The Future

- # To continue to promote the strong Catholic ethos of the school.
- # To ensure that pupils and staff feel safe, happy and successful.
- # To maintain the high standards of pastoral care within the school.
- # To continue to develop provision in SEN in line with new developments and guidance.
- # To maintain the positive, caring environment through continued partnership between the school, home, parish and wider community.
- # To ensure effective methods of consultation with all stakeholders.
- # To ensure high standards in the delivery of the curriculum and pupil achievement.
- # To continue to develop shared leadership through the role of co-ordinators and senior management within the school.
- # To ensure that the school continues to meet the requirements brought about by changes to the curriculum and ICT.
- # To ensure the continued professional development of all staff in order to maintain the high standards of pastoral care and teaching and learning.
- # To continue to incorporate curricular and pastoral changes and initiatives in whole school development.
- # To ensure that staff have an input into school development work.
- # To increase pupil participation in important decisions relating to school life.
- # To continue to develop the use of the outdoor environment to enhance teaching and learning.
- # To maintain an attractive, stimulating, learning environment for pupils and staff.
- # To ensure continuing improvements in provision of curricular resources.
- # To ensure effective transition arrangements at all appropriate stages.
- # To ensure continuing improvements in security, maintenance and resourcing of the premises.
- # To continue to improve standards for all learners through effective self-evaluation.

(Revised August, 2016)

ADMISSION ARRANGEMENTS

The current policy is to admit children into the Year One class on the first day of the autumn term, those children who have reached compulsory school age, i.e. those children whose 4th birthday falls before 1st July, 2018. The admission arrangements as set out on the EA website will be followed. A copy of our Admissions Criteria is under Appendix 1. Application forms are available from the school office or EA.

INDUCTION PROGRAMME FOR YEAR 1

The Induction Programme at St. Patrick's is intended to:

- Help both parents and children in the transition from home to school
- Ease the uncertainty of starting school for children especially those who have not been in a formal pre-school setting.

In May/June the children will be invited to the school for an Induction Morning.

During the Induction we will:

- Introduce the children to their future classroom, the school principal, their teacher and classroom assistant in an informal manner.
- Give parents the opportunity to discuss any worries they may have about their child starting school.
- Help parents in their role as educators of their children by encouraging active participation in their child's learning.
- Give guidance and advice, when required, on how best to prepare children for school.

During September we operate a staggered intake with a shorter day for pupils in Year 1.

This means that the children can gradually adjust to a full day at school.

Information will be given to parents regarding these times and the routines of school and the Curriculum in Year 1 at the Information Evening in August.

SCHOOL HOURS

The school day begins at 9.10 a.m. and the children should be in their classrooms from 9am. Children will be admitted to the school **from 8.45 a.m.** in special circumstances (by special arrangement with the Principal) only, although it is not recommended that children should arrive at the school before 9.00 a.m. and no responsibility can be taken by the school for any children arriving on the premises before this time.

Break-time is from 10.30am to 10.45am for pupils in Years 1–4 and from 10.45am to 11.00am for pupils in Years 5 - 7.

On wet days pupils remain in their classroom, supervised by a member of staff. During this time they play a variety of games from their class' Wet Play Box.

The lunch break is staggered with Yrs. 1-4 having their lunch from 12.00pm to 12.45pm and Yrs. 5-7 having their lunch from 12.30pm to 1.15pm.

School starts at 9.10am and ends at 3.10pm for all children except for Year 1 and Year 2. The Principal finds it necessary to stagger the length of time spent in school according to class. The Year 1 pupils will go home at 12.00pm daily for the first two weeks in September,



at 1.00pm daily for the remainder of September and 2.00pm daily from Monday, 2nd October onwards. The Year 2 pupils will go home at 2.00 p.m. Monday to Friday. Applications for transport assistance should be completed online via the EA website at www.eani.org.uk/transportapp

All pupils should attend school for 185 days less exceptional closures, which the law requires. Should a child be absent from school for any reason, parents should provide a note of explanation in his/her Home-School Messages Book. In the interest of safety, no child is allowed to leave class at any time without permission from the school. All pupils not engaged in school-organised activities should have left the premises by 3.30pm. If you have any queries about these arrangements, please telephone the school and speak to our secretary or to the Principal.

Pupils will not be allowed to leave the premises early during the school day without a **written note from their parent/guardian** or without first receiving **permission from the Principal**. In the interests of safety, if a pupil is required to leave the school early, they must be collected by their parent/guardian from the classroom and will not be permitted to leave the school grounds unaccompanied or wait outside the gate.

After-school Homework classes and sports clubs have proven to be very popular among parents and pupils.

RULES FOR THE COLLECTION OF PUPILS

Parents of all pupils are required to complete a Data Collection Form. One section of this form indicates who is responsible for the collection of the pupil. Alternatives are given and **no-one** other than those named will be able to collect this pupil. If there are any changes in arrangements for the collection of pupils, parents **MUST** contact the school or their child will not be released.

SCHOOL UNIFORM

It is our school policy that all children wear school uniform when attending St. Patrick's Primary School, or when participating in a school-organised event outside normal school hours. Full school uniform must be worn each day Monday to Thursday (inclusive), unless parents have been otherwise informed due to special circumstances.

On a Friday all pupils must wear their full P.E. uniform to school (Unless parents have been otherwise informed due to special circumstances.)

The following is a complete list of the items needed for school uniform in our school.

Girls

Grey skirt or pinafore
 Grey knitted jumper or cardigan with school crest
 White blouse
 Red school tie
 White or grey socks or tights
 Optional red check summer dress.
 Black shoes (not trainers)

Boys

Grey trousers
 Grey knitted jumper with school crest
 White shirt
 Red school tie
 White or grey socks
 Black shoes (not trainers)

A black coat with the school crest is optional.

P.E.

Red sweatshirt with school crest
 White polo shirt.
 Black Tracksuit bottoms
 Trainers

Our school uniform is available to buy at Select Kids in Omagh.
 The school crest is available from the school at the cost of £3.50. It can be sewn to the children's jumper or cardigan.
 Pupils are asked to bring in a pair of Wellingtons at the start of the school year for outdoor activities and field trips and these will be stored in school.

NAME LABELS

It is essential that all children have their items of clothing/property clearly labelled.
 Otherwise items of clothing can get lost – sometimes permanently!

ORGANISATION OF CLASSES

We refer to three stages in the Primary years:

- Foundation – Years 1 and 2
- Key Stage 1 – Years 3 and 4
- Key Stage 2 – Years 5, 6 and 7

CURRICULUM OVERVIEW

The curriculum in St. Patrick's Primary School is all the learning experiences that are present for each child, those planned by staff and those absorbed from our school ethos and environment. Since Christ is the foundation of the whole educational enterprise in a Catholic school, our entire curriculum will attempt to reflect Christ's message. When planning our curriculum we take into account the uniqueness of each child and his/her individual needs. Our aim is to offer each child a broadly based and appropriately balanced curriculum in line with the Northern Ireland Education Order. The curriculum is in a constant state of development and the staff are prepared to meet the relevant challenges. The school is providing worthwhile experiences in all the curriculum areas.

- Language and Literacy
- Mathematics and Numeracy
- Religious Education
- Personal Development and Mutual Understanding (PDMU)

- The World Around Us
- The Arts
- Physical Development

LANGUAGE AND LITERACY (bringing together reading, writing and talking and listening) All our full-time teachers and classroom assistants are certified Sounds-Write reading and spelling therapists. Year 5/6 pupils learn basic Irish and Year 7 pupils learn basic French.

MATHEMATICS AND NUMERACY (emphasising practical and mental mathematics and thinking processes in mathematics as well as the application of numeracy across the curriculum)

RELIGIOUS EDUCATION (as a Catholic School Religious Education forms an integral part of daily teaching and learning)

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING (with clear ideas of how to develop children's emotional, health and safety and community understanding). There is great potential to combine this area with the Religious Education Programme. PDMU is a key element and will have significant importance not only in school but in the wider community.

THE WORLD AROUND US (where Geography, History, Science and Technology have been combined into topics).

THE ARTS (bringing together Art and design, Drama and Music).

PHYSICAL DEVELOPMENT (focusing on the development of knowledge, skills and understanding through play and a range of physical activities)

Whole Curriculum Skills And Capabilities

At the heart of the curriculum lies an explicit emphasis on the development of skills and capabilities for lifelong learning and for operating effectively in society. Through opportunities to engage in active learning contexts across all areas of the curriculum, children should progressively develop:

Cross-Curricular Skills:

- ✚ Communication
- ✚ Using Mathematics
- ✚ Using Information and Communication Technology

Thinking Skills and Personal Capabilities:

- ✚ Thinking, Problem-Solving and Decision-Making
- ✚ Self Management
- ✚ Working With Others
- ✚ Managing Information
- ✚ Being Creative

Policies are available from the school office on request.

Religious Education

The Catholic ethos permeates all aspects of life in St Patrick's

Our Religious Education programme is based on the Grow In Love series. The aim of this programme is to foster and deepen the children's faith. It takes account of the child's age, needs and capacity to learn. It helps to prepare each child for participation in the liturgy and sacraments of the Catholic Church.

Parents have the chief responsibility for the religious development of their children. In fulfilling this responsibility, which is assumed when you presented your child for Baptism, you are assisted by the teachers and priests of your parish. The religion lesson alone is not enough to promote faith. Children are influenced much more by what they hear, see and experience both at home and in school. Most important is an environment where Christian values are actively lived.

The co-operation and support of parents is indispensable at every stage of your children's religious and moral education – handing on Christian values, showing an interest in your child's RE book and what has been done in school, praying with your child and attending meetings when organised.

The school chaplain visits the school regularly and helps with the organisation of school Masses and preparing children for the Sacraments of Reconciliation and The Eucharist in Year 4 and Confirmation in Year 7.

All occasions in the Church's calendar are celebrated for example, Christmas, Lent and Easter and the main Saints Days and Feast Days.

Music And Drama

St. Patrick's has a reputation for staging colourful and very professional musical shows and performances involving children from all age groups. Past performances include 'Joseph and his Amazing Technicolor Dreamcoat', 'The Wind in the Willow', 'The Wizard of Oz', 'The Pied Piper', 'A Trip Down Memory Lane', 'Stars In Their Eyes' and 'Annie'. Children from Years 3- 7 participate in the school choir and are given the opportunity to attend an after-school Music Club.



P.E./Sport

St Patrick's is proud of its long and successful sporting tradition and we put great emphasis on developing the children's physical and sporting abilities while providing opportunities for them to develop team skills.

All children are taught PE (Physical Education) in line with the statutory requirements laid down in The Programme of Study. At St. Patrick's they have experience of Games, Athletics, Dance and Gymnastics.

In addition to this, at St. Patrick's Primary School we encourage participation in a range of curricular and extra-curricular sporting activities and events including:

- Gaelic
- Basketball
- Swimming
- Athletics (including Cross-country running).

We have also secured the services of a number of qualified, professional coaches to complement the work of the teachers in developing the children's skills in Gaelic and Multi-Sports. Children in Key Stage 2 participate in a fifteen-week swimming programme.

Pupils receive Gaelic training each year.

In 2013 we secured approximately £10 000 worth of outdoor gym equipment through the Awards For All Fund.

We have a wide variety of fun activities for pupils to do during outdoor and indoor play-times. We have recently enhanced our outdoor play environment. Please see our Outdoor Play Policy.

Health Education

This school is committed to the health and safety of everyone. We operate a Healthy Break Policy and hope to promote healthy snacking habits among young children, therefore, only milk/water fruit or vegetables are permitted for consumption at this time. We would appreciate it if you did not send fizzy drinks to school with your child at any time. The school provides milk for each child at a cost of approximately £8 per term.

We will work together with parents and the local community to enable pupils to make healthy informed choices and discourage the use/misuse of drugs.

Our programme of study will be based on guidelines provided by the Department of Education and will be sensitive to the age and experiences of our pupils e.g. Our Year 7 boys and girls are given separate talks about 'growing up' as part of the Love For Life Programme.

Throughout the year, pupils participate in a wide variety of workshops that promote Health and Well-being, including;

- ✚ The NSPCC visits the school and provides information on a range of child protection issues through Assemblies, talks, role-plays, puppet shows and resources.
- ✚ Visits from the PSNI.
- ✚ Action Cancer deliver puppet shows, assemblies and workshops based on healthy lifestyles.
- ✚ Primary 5 pupils take part in the Northern Ireland Fire and Rescue Service talks on Fire Safety.
- ✚ Farm Safety Talks.
- ✚ Year 7 pupils participate in the Bee Safe Programme.

- ✚ Key Stage Two pupils complete Farm Safety activities.
- ✚ A local Pharmacist gives an annual talk about the dangers of the misuse of medicines to Key Stage Two pupils.
- ✚ Activities and lessons to promote Kids' Mental Health Week.
- ✚ Year 7 participate in the Cycling Proficiency Programme.
- ✚ Year 7 pupils complete a Heart Start Programme.

EXTRA CURRICULAR ACTIVITIES

Children will also have the opportunity to join in Irish cultural activities through preparation for and participation in the local Féis. School organised participation in Parish devotions and liturgical celebration is also promoted as part of the school's Religious Education programme. Senior pupils are encouraged to become Altar Boys and Altar Girls to assist at school and Parish Masses, including funeral Masses of close family members. Pupils from Year 3-7 can participate in an after-school music club. Year 7 are offered participation in a Cycling Proficiency programme and an after-school Homework Club.

ASSESSMENT, REPORTING TO PARENTS AND RECORD KEEPING

Assessment of children's work is an integral part of school. The main purposes of assessment are to;

- ✚ Impact on learning.
- ✚ Establish through a variety of means what the child knows, understands or is able to do.
- ✚ Assist the teacher in planning the next steps in the child's learning.

As a parent you will want to know how your child is progressing as they move through the school year.

Parents are informed of their child's progress using two methods:

- ✚ A yearly interview in the autumn term, in which the parents will be informed of the teacher's view of the child's progress. This is usually a 15-minute consultation to which both parents are invited to come along.
- ✚ Parents will receive once yearly a written report on each pupil's progress, usually mid-June.

Parents are reminded in school notes that where there are any concerns or worries about their child at any time of the school year, to contact the class teacher or Principal who will be happy to discuss concerns.

Parents of children with special educational needs are encouraged to meet with teachers at the beginning of each new Education Plan to agree targets and discuss how they can help to support their child's learning at home.

Teachers use their professional judgement and their own and agreed standardised tests, to assess the progress of each child. Teachers also benefit from information and concerns shared by the parent in making a judgement about a child.

Where appropriate this information may be supplemented by information available from outside agencies such as EA, etc.

Records of pupil progress in standardised testing are held on a pupil profile which is passed on to the next teacher with samples of pupils' work. These are available for parental perusal.

LINKS WITH OTHER AGENCIES

We see the school as a vital part of the parish of Eskra and take every opportunity to contribute to the life of the parish. In order to do this, we liaise closely with our local priests and church organisations. We have established close links with our local secondary schools in order to ease each child's transition to second level education. Visits for Year 7 children to the new school are arranged throughout the year. Pupils and staff from St. Ciaran's College deliver a Transition Programme with pupils in Year 7. This has included sessions relating to PE, Creative Writing, French, Irish and Faith Friends.

We avail of opportunities presented to us by the Youth Sport NI initiative, for example, football and athletics coaching. We value the Gaelic coaching provided by the Tyrone GAA and Multi-Sports training delivered by Skill School NI. These initiatives provide our pupils with opportunities to meet and interact with pupils from other primary schools in the local area.

We co-operate with and fully support the work carried out by the local health authority personnel and, when necessary, we seek the help and advice of other statutory agencies. Visitors, such as, the school nurse, doctor, dentist, educational psychologist, outreach teachers call at the school in order to cater for the needs of children.

In April 2014 our school was inspected by ETI (the Education and Training Inspectorate)

The inspection focused on:

- The children's achievements and standards in Literacy and Numeracy, in particular, how the school is addressing low attainment and underachievement where applicable;
- The quality of provision in the school; and
- The quality of leadership and management.

OVERALL FINDING

Overall Performance Level

Outstanding

Achievements and Standards

Outstanding

Provision

Outstanding

Leadership and Management

Outstanding

Pastoral Care

Outstanding

KEY FINDINGS OF THE INSPECTION

Achievements and Standards

- The children are enthusiastic and well-motivated learners. They collaborate productively in group learning situations and are able to apply highly developed thinking and self-management skills to solve problems creatively and to express their own ideas.
- An analysis of the end of key stage (KS) 2 assessment data shows that in English and mathematics, the school's performance is above, both the Northern Ireland (NI) average and the average for schools in the same free schools meals (FSM) category. The school's internal performance data shows that most of the children, including those who require additional support with aspects of their learning, make very good progress in English and Mathematics in line with their ability or above expectation.
- The children enjoy reading classic novels, for example, 'Great Expectations' by Charles Dickens, and are able to write comprehensive reviews of a range of novels read across key stage (KS) 2. In mathematics, they are able to apply a wide range of mathematical skills across the curriculum, use accurate mathematical language and complete mental calculations flexibly.
- The children achieve excellent standards in their use of information and communication technology (ICT). By the end of KS2, all of the children entered, achieve the expected level in the Council for the Curriculum, Examinations and Assessment (CCEA), accreditation and enjoy using information and communication technology (ICT) in their learning.

Provision for Learning

- The teachers' planning is comprehensive and guides well a holistic and connected learning experience for the children and is related to the children's interests within the local rural area. The planning for literacy and numeracy is evaluated systematically and robustly giving specific attention to adjustments where appropriate to meet the individual needs of the children.
- The quality of the learning and teaching in the lessons observed was always very good to outstanding; almost three-quarters of the lessons were outstanding. The teachers use assessment for learning strategies very effectively in their teaching to build on the children's prior learning and transitions from one year to the next. Planned and incidental opportunities for the children to talk about what they have learned, and the effective questioning of the teachers, encourage the children to give reflective and extended responses. Creative use is made of ICT to engage the children, to support their learning and to develop their critical thinking and recording skills.
- The school identifies, at an early stage, the children who need additional support with aspects of their learning. The support for literacy and numeracy is planned carefully through a range of effective in-class and booster support programmes and is guided by the children's well-targeted individual education plans. A key strength of the provision is the regular consultations with the parents and the children.

- The quality of the provision for pastoral care is outstanding. The child-centred and welcoming ethos evident throughout the school community is one of nurture, care and mutual respect which helps to develop each child spiritually, emotionally, socially and academically. The children are provided with high quality learning experiences which include, personal development opportunities to investigate and explore the eco-cycle within their local environment which fosters effectively their sense of responsibility and understanding of sustainable living. The school has important cross-community links with local schools which forms an integral part of the Personal Development and Mutual Understanding (PDMU) programme.
- The school has established close pastoral, curricular and extra-curricular links with the local pre-school centre, primary and post primary schools. The learning experiences arising from the links enhance significantly the children's confidence and all-round development.
- The school gives outstanding attention to promoting healthy lifestyles through the curriculum topics and the appropriate emphasis placed on healthy eating and the importance of physical exercise. The use of visitors and sporting role models within the local community stimulates learning about the link between physical health and well-being.

Leadership and Management

- The leadership and management of the school are strategic and clearly focused on innovative learning approaches and the well-being and holistic development of the children within a whole-school community. The principal and vice-principal are leaders of learning, outstanding role models as classroom practitioners and inspire confidence and respect among the children, parents, staff, governors and wider school community.
- The co-ordinators are highly collegiate, well - motivated and work assiduously to continually improve the learning and teaching and to improve the standards and achievements for all the children. They carry out their leadership roles with great diligence and are supported very effectively by the support staff who play an integral role in developing learning and teaching throughout the school.
- The school's rigorous and robust self-evaluation procedures, including consultation with the staff, parents, children and governors, are used well to inform the identification of appropriate improvement priorities for the school development plan³. Highly effective use is made of a wide range of performance data to monitor the children's progress over time and to identify those children who may be underachieving or require additional support with aspects of their learning. The associated action plans are monitored regularly and have a clear focus on improving further the provision for the children and raising the standards they attain.
- The school has an effective partnership with the parents and the local community. The parents are involved fully in their children's learning and an active and valued parent teacher association makes a significant contribution to the life and work of the school.
- Based on the evidence presented at the time of inspection, the parents, staff and school community can have a high degree of confidence in the aspects of governance evaluated; the

governors are very well informed about the school and carry out effectively their support and challenge functions.

- On the basis of the evidence available at the time of the inspection, the school has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the Department of Education. In discussions with the inspectors, the year 6 and 7 children reported that they felt very secure in school and knew what to do if they had any concerns about their well-being.

Conclusion

In the areas inspected, the quality of education provided by this school is outstanding; the quality of pastoral care is also outstanding. The school has demonstrated its capacity for sustained self-improvement.

Copies of this report are available on the ETI website: www.eti.gov.uk

HOMEWORK

St. Patrick's Primary School sees a value in children engaging in homework as a means of revising work done, in involving parents in their children's learning, in informing parents about the type of work done at school and in the development of good 'work' habits from the beginning.

Homework is an integral part of every pupil's learning. Homework encompasses a variety of activities instigated by the parent or the teacher to support the pupils' learning. For example, a parent who spends time reading with a child at bedtime is helping with homework. Homework can play a positive role in raising a child's level of attainment but also we recognise the importance of free time and play for a child's growth and development. While homework is important it should not prevent children from taking part in a wide range of out-of-school clubs and organisations that play an important part in the lives of many children.

The aims of our Homework Policy are to;

- *consolidate, develop and extend work done in school and to allow pupils to practise skills taught in lessons
- *to help pupils develop the skills of independent learning
- *to promote a partnership between home and school to support each pupil's learning
- *to develop in pupils, self-discipline and self-motivation
- *to help pupils to develop good work habits for the future

We increase the amount of homework that we give pupils as they move throughout the school. On average we suggest that the amount of time spent on homework should be:

- Year 1 & 2: Approximately 15-30 minutes per night
- Year 3 & 4: Approximately 30-60 minutes per night.
- Year 5, 6 & 7: At least 60 minutes per night.

In addition, children are encouraged to read books at home and books are available in the school for borrowing. The school would welcome parental support and encouragement in both areas of homework and leisure reading.

If a pupil has special needs, homework tasks will be adapted to meet the needs of the pupil.

PASTORAL CARE/CHILD PROTECTION

Child Protection is everybody's business and the school has a duty and legal responsibility to act where they have reason to believe a child is in danger of abuse. Be that neglect, physical abuse, emotional abuse, sexual abuse.

Our school has a fully operational Child Protection Policy.

The designated teacher in charge of child protection is Mrs. Keira McCallan. The deputy designated teacher is Mr. Stephen Colton. Both Mrs. McCallan and Mr. Colton have recently received training in Child Protection and Safeguarding from EA.

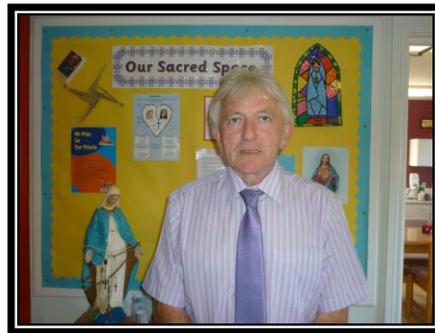
All school staff, teaching and non-teaching, are trained annually by the designated teacher and are aware of appropriate procedures to follow when they have concerns about the welfare/well-being of a child.

An information leaflet for parents regarding the school's policy and procedures will be distributed to parents annually.

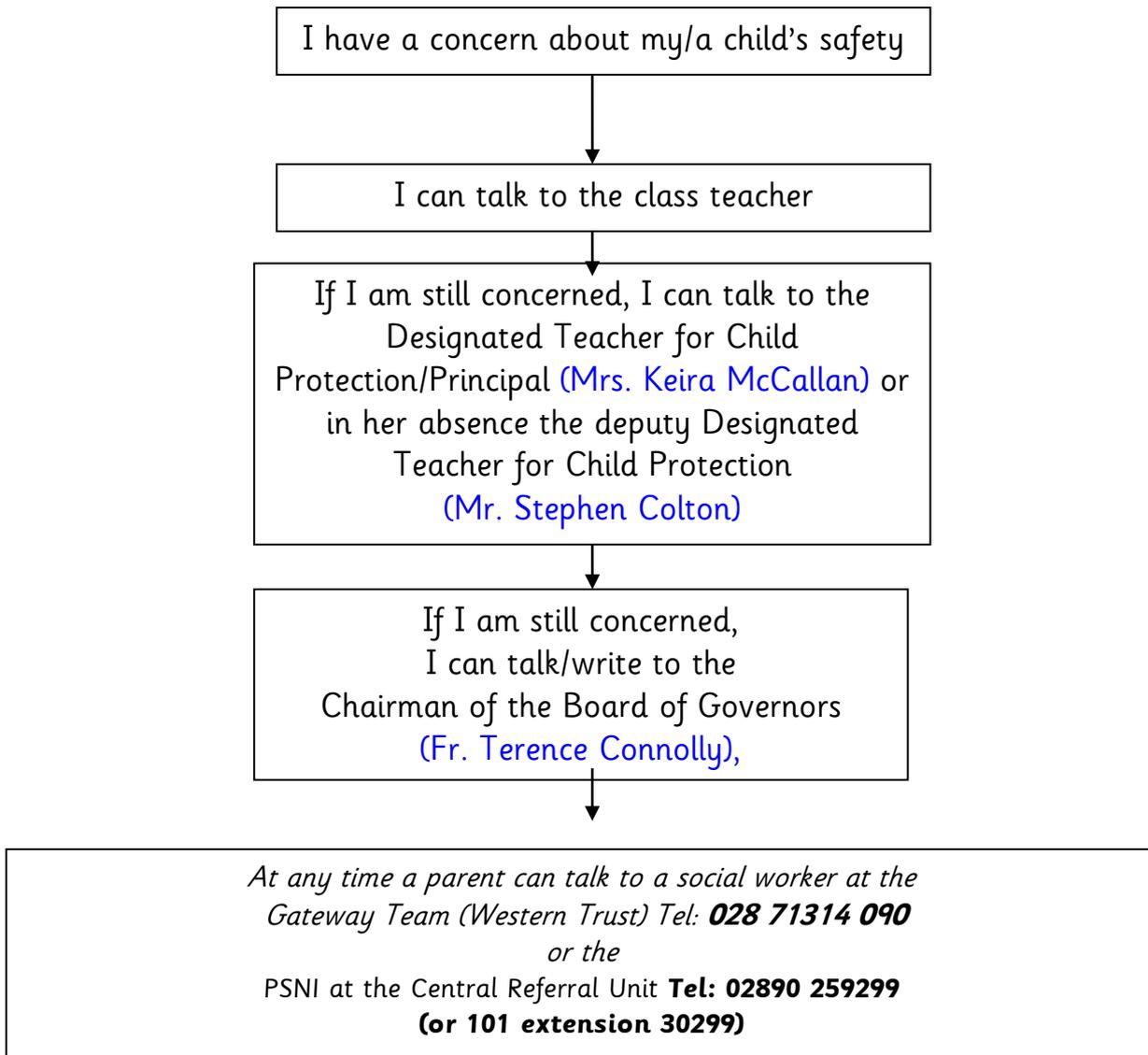
Designated Teacher for Child Protection
Mrs. McCallan



Deputy Designated Teacher for Child Protection
Mr. Colton



How A Parent Can Make A Complaint



Children are expected to behave in a way which shows consideration for other people and their property. We expect them to treat both other children and adults with politeness and kindness and to have a regard for the safety of themselves and of others. To this end we have certain procedures which must be followed and are considered to encourage children to grow in an atmosphere of care and respect.

We follow six whole school Golden Rules which have been agreed by pupils, staff, parents and governors and apply to all members of our school community. (Appendix 2)

POLICY FOR PROMOTING POSITIVE BEHAVIOUR

It is school policy that discipline should be based on respect for self, respect for other pupils and respect for adults. Rules were drawn up in consultation with pupils, are kept to a minimum and children are made aware of the reasons for having them. In those cases, where a child has transgressed the school rules there are a set of consequences in place. In any case involving a serious breach of rules parents will be involved either by receiving a written report or by being invited to come to the school to discuss the matter. Reward

systems to promote positive behaviour are well established and revised regularly. These include homework tokens, the Pupil Of The Week Award, responsibilities and Golden Time every Friday. Please refer to our Promoting Positive Behaviour Policy for further information.

The school's approach to the promotion of the general welfare of its pupils and to discipline, is based on an active concern for the general well-being of each individual child and his/her personal needs.

The school regularly reviews its policy for Promoting Positive Behaviour in which each child is encouraged, acknowledged and rewarded. Copies of the revised policy were issued to all parents in the autumn term, 2016.

SPECIAL NEEDS

St. Patrick's Primary School has a long history of commitment to providing support for all pupils with Special Needs.

In St Patrick's we all believe that all children can learn and have a right to mainstream education.

All children are welcome in our school and a child with Special Needs will be catered for.

The admission arrangements and criteria remain the same for these children.

The school will liaise with parents and the relevant pre-school agencies in order to establish a base-line position and meet the child's needs appropriately.

The school has a Special Educational Needs Policy in place, which reflects practice in the school and is available for the perusal of parents.

The school aims to ensure early identification of children with SEN and to make adequate provision for them within their classroom setting.

We aim to provide a broad and balanced curriculum suitably differentiated to meet the needs of all children. Teachers will monitor, assess and record children's learning and progress regularly using formative and summative means of assessment in order to provide a basis for future learning and keep parents informed. Children on the SEN register are fully integrated into their class group and into the school as a whole. We believe that children should, through appropriate forms of educational provision, reach their full potential. This ideal can best be achieved involving pupils and with collaboration between teachers, parents and outside agencies where necessary.

The SENCo, who is also the Principal, is a registered Sounds-Write spelling and reading therapist and works closely with all class teachers and provides help and advice in the identification and support of pupils with individual needs and meets with staff regularly to discuss Individual Education Plans and to monitor and review the progress made by children with SEN.

We continue to develop our staff expertise in the area of Special Educational Needs.

The school has in place a comprehensive testing system in line with that which is recommended by EA. These tests assist in identifying and monitoring the progress of children with SEN.

When it is considered that outside help is needed because of specific or more complex difficulties, we will seek the permission of parents to enlist the help of outside professionals, such as, the Education Psychology Service.

If a pupil does not make expected progress help, advice or referral will be sought from the appropriate outside agencies. Priority will be given to those pupils assessed as being in greatest need.

The Principal, teachers and classroom assistants have been trained in Sounds-Write.

COMPLAINTS PROCEDURE

In accordance with the school's policy of involving parents in the education of their children in those areas where parents consider that the curriculum provision is not satisfactory they are welcome to express their concerns. This should be done in accordance with the procedure shown below. In the vast majority of cases the problem should be solved at stages one or two.

- Stage 1 Informal- Speaking to the teacher concerned.
- Stage 2 Informal- Speaking with the Principal.
- Stage 3 Formal- Writing to the Principal.
- Stage 4 Formal- In writing to Governor Sub-Committee

*Please refrain from communicating concerns via e-mail.

COMMUNICATION WITH PARENTS

A weekly note is sent home each Monday with each child. Notes are not usually sent home on other days except for exceptional circumstances. Each child is provided with a Notes Folder at the start of each new school year. Please check your child's folder each Monday night. Reply slips and any money sent into school can be put into this folder also. Pupils are also given a Home-School Messages Book to ease effective communication between teacher and parent, if necessary.

Our school has a text messaging service. Additional information, reminders and good news messages are sometimes communicated by school staff to parents through this service.

SCHOOL BAG

Parents are strongly encouraged to check their children's school bags regularly for content and for letters from school. Each pupil is provided with a red folder to keep their books clean and a Notes Folder for carrying notes home and for bringing money and permission/reply slips into school. There is a strong emphasis in school on keeping books clean and showing care for the environment and belongings. Please support us.

LUNCH BAG

Lunches should be well balanced in terms of content. We operate a Healthy Eating Policy which discourages children bringing sweets or very sugary foods for school lunch. Pupils are asked to eat fruit for break and they are encouraged to drink water.

SCHOOL MILK

St. Patrick's Primary School provides children with milk at a small cost (approximately £8.50 termly).

SCHOOL MEALS

Carefully prepared dinners by St Lawrence's staff are available to all children at the cost of **£2.60** per day. Dinners can be paid for weekly (on Mondays). We prefer milk money to be

paid monthly or termly, if possible. It is essential for children to bring money into school in **marked money wallets** (provided by the school). Children are supervised by school staff at lunch, dinner and in the playground.

SICKNESS/ACCIDENT

When a child is sick or injured the school will, in the first instance, attempt to get the child home or bring the parent to school. If this is not possible the child will be brought to hospital. For less severe cases it would be appreciated if parents would nominate an emergency contact person and telephone number. In all cases it will be the school policy to act in the best interests of the child. Accidents at school are recorded in an Accident Report Book. Parents will be informed by letter or phone call if there is cause for concern.

CHILDREN WITH MEDICAL CONDITIONS

If it is necessary for children to take medication during the school day the medicine, with written instructions of the correct dosage and times to be taken, should be given to the class teacher. Parents must also complete a form requesting school staff to administer this medicine. If children are suffering from any ailment which may affect them or their performance in school, then the class teacher or Principal should be informed. Children who use inhalers in school must have their inhalers labelled with their names and they should be handed to the class teacher for safe keeping whilst in school. It is preferable that one inhaler is kept in school for school use as children forget to bring them in on a daily basis. In the event of a child becoming ill while at school, parents will be contacted as soon as possible. In the event of a parent being unavailable, the school will make a decision on action to be taken.

ATTENDANCE POLICY

In accordance with the Attendance Policy for Schools, parents are requested to send in a note of explanation in their child's Home School Messages Book when he/she has missed school due to sickness or for any other reason.

CHARGING AND REMISSIONS POLICY

In line with the requirements of the Northern Ireland Education Reform Order 1990, it is the policy of the Board of Governors to;

- *Maintain the right to free school education for all pupils,
- *Establish that activities organised wholly or mainly during school time should be available to all pupils,
- *Require parents to pay charges for board and lodging for their children, on residential trips, taking account of any relevant remission arrangement,
- *Confirm its right to invite voluntary contributions for the benefit of the school or in support of activities organised by the school,
- *Make charges in respect of optional extras, as determined by the Board of Governors.

The school will, as it has done in the past, appeal to parents from time to time for voluntary donations, but it is stressed that no child will be disadvantaged in any way if parents choose not to make a contribution.

The school may take part in 'optional extras' which are not connected with the school's formal curriculum, such as visits to the theatre or places of interest. Charges will be made

for these but it is again stressed that failure to participate in these will not affect a child's performance in school. Written parental consent **must** be received before a child participates in school trips.

BREAKAGE/LOSSES

The Board of Governors reserves the right to seek to recover from parents the whole or part of the cost of breakages and losses incurred as a result of a pupil's behaviour.

HOLIDAYS/SCHOOL ARRANGEMENTS

A list of holidays will be sent home at the beginning of each school term and any necessary changes will be made known as promptly as possible. Parents should refrain from taking their children on holiday during the school term if at all possible.

Parents are kept fully informed about the life of the school by means of a weekly note, Dates For Your Diary and text messages. Changes occur from time to time in the staffing and organisation of the school and parents will be informed of these by letter or via the Parish Bulletin

It is the aim of St. Patrick's P.S., to involve parents as partners in the education of their children and to inform them as fully as possible about their child's progress.

The initial contact you, as a parent will have with school will be through the Induction Morning when all parents of prospective Year 1 children will be invited to meet with the Principal, the child's teacher and Foundation Stage Classroom Assistant at morning session in the school during the first fortnight in June. Please use this occasion to bring any medical condition affecting your child to the attention of the class teacher. However, informal opportunities will present themselves throughout the year for you as a parent with your child to visit the school, for example, School Book Fair, school shows, assemblies, Sports Day, celebration of the Sacraments.

Once your child commences school there are many opportunities for staff and parents to meet. Some of these will be on a formal basis and you will be notified in due course of these dates.

Year 1 and Year 7 Information Evenings

Year 1 – 7 Parent-Teacher Meetings in the autumn term.

Key Stage 2 (Year 7 leavers) Transfer meeting in the spring term

SEN meetings

Pre-Sacramental preparation

Transition Meetings- Year 6 parents.

Other meetings can be arranged at a mutually agreeable time.

THE PARENT-TEACHERS ASSOCIATION

The Parent/Teacher association has the following aims.

To:

Raise funds to help the school provide extra resources for pupils.

Run social events for parents and children; providing an opportunity for people to meet and get to know each other and have fun.

Provide support for school trips and outings and other special events.
All parents are encouraged to be fully involved in the activities of the association.

Parents will be given the opportunity to join the PTA at the start of each school year, however, parents may join at any time throughout the year by contacting the Mrs. Elsie McGarvey (Secretary of The PTA).

Some of our annual events include Bag Packing in Asda, Raffles and Fun Night.



LINKS WITH THE COMMUNITY

St. Patrick's P.S., has always has strong links with the Church and the community as a whole. Our school is the only school in the parish and as such it forms the hub of the community together with Eskra Community Centre and Eskra Play-time Day Nursery and Playgroup.

We are very fortunate to have an excellent day nursery and playgroup beside us. We work in collaboration with Eskra Community Management Committee to secure many resources and facilities that the Community Centre has to offer, thus enhancing the educational experiences and opportunities of all our pupils.

We have fostered strong links with other local primary and post-primary schools and pupils participate in a variety of joint activities and events throughout the year such as Faith Friends, the K'Nex Challenge, Sentinus Days, French tuition, sporting events, the Love For Life Programme, bi-annual Year 6/7 trip to Edinburgh, Confirmation Retreat, trip to Knock, etc. Pupils in Year 7 participate in the local Credit Union Quiz and the Road Safety Quiz annually.

CHARITABLE WORKS

We believe that it is important the children gain an understanding of the imbalance in society and that there are those who are less fortunate than themselves, both in their own locality and in other parts of the world.

Recent charities we have contributed to include the NSPCC, Care For Cancer, The Michaela Foundation, Barnardos and Trocáire.

CONCLUSION

Now that you have read this prospectus, I hope you have an idea of the rich and varied life your child will have whilst attending St. Patrick's P.S. You can rest assured that his/her wellbeing will be our concern at all times during his/her years here.

Yours sincerely,

Mrs. McCallan
Principal

Appendix 1

St. Patrick's Primary School
171, Newtownsaville Road,
Eskra,
OMAGH,
Co Tyrone.
BT78 2RJ
Tel / Fax No: 028 8284 1067
E-mail: info@stpatrickseskra.omagh.ni.sch.uk

Catholic Maintained
 Co-Educational
 Age Range 4-11
 Roll: 95

Principal: Mrs Keira McCallan
Chairperson: Fr T Connolly
Admissions No: 12

Enrolment No: 86

ADMISSIONS CRITERIA – YEAR 1

The Board of Governors of St Patrick's Primary School, Eskra have decided that the following criteria shall apply in the order set down 1-4 in selecting pupils for admission in Year 1 in September. Priority shall be given to children resident in Northern Ireland. Priority will be given, in the application of each criterion, to pupils regarded by the Board of Governors, on the basis of supporting evidence from parents and/or statutory agencies, as having special circumstances, (i.e. medical, social, security)

- 1 Children of compulsory school age who traditionally reside within the Parish of Eskra.
- 2 Children of compulsory school age from other Parishes.
- 3 Children aged 4 but who have not attained the lower limit of compulsory school age and who traditionally reside in the Parish of Eskra.
- 4 Other children aged 4 who have not attained the lower limit of compulsory school age.

In the event of over-subscription in any one of the criteria, taken in order, the following Sub-Criteria will be applied in the order set down. If over-subscribed in any one of the Sub-Criteria, taken in order, final selection will be on the basis of closeness of the home to the school as measured by the shortest walking distance.

- (a) Children who have brothers/sisters, (half-brothers/sisters) presently enrolled in the school.
 - (b) Children whose parent/guardian, brother/sister, (half-brother/sister) are prior pupils of the school.
 - (c) Children whose parent/guardian is presently a member of the school teaching/ancillary staff.
- If it becomes necessary to apply the criteria, a Sub-Committee consisting of the Principal and at least three other Governors, will select the pupils to be admitted.

YEAR 1 ADMISSIONS – AFTER THE BEGINNING OF THE SCHOOL YEAR

Children who apply to enter the school during the academic year will be considered using the same criteria as for Year 1.

ADMISSIONS CRITERIA – YEARS 2-7

Pupils will be considered for enrolment provided that:

- (i) the school would not exceed its enrolment number; and
- (ii) in the opinion of the Board of Governors their admission would not prejudice the efficient use of the school's resources. If, at the time of the consideration of the application, there are more eligible applicants than places available then the Admissions Criteria for entry to Year 1 of pupils of compulsory school age will be applied.