

Drumahoe Primary School



Prospectus 2022-2023

DRUMAHOE PRIMARY SCHOOL

31 Drumahoe Road
Drumahoe
LONDONDERRY
BT47 3SD

Telephone No: 028 71 302284
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Mission Statement

Our school is about developing the potential of everyone to the full, within a caring and stimulating environment.

www.drumahoeps.org

Principal:

Mrs E Walker

Chair of Governors:

Mrs C McConnell

CONTENTS

Principal's Letter

School Aims

Admissions Criteria

Charging and Remissions Policy

Preparing for School

Curriculum

Pastoral Care

General Information

School Codes

Parent Teacher Association

Assessment Outcomes – N/A due to COVID-19

Copies of any documents which are, for the time being, required to be made available under regulations of the Department of Education may be viewed in the School by appointment made with the School Office.

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PRIMARY CONTROLLED

BOYS & GIRLS AGED 4 - 11 YEARS

Chair of Governors: Mrs C McConnell

Principal: Mrs E Walker

Expected Number on Roll 1 September 2022: 289

Admissions Number: 41 Enrolment Number: 290

THE BOARD OF GOVERNORS

Nominated by the Transferors:
Rev S Hibbert
Mrs A Hyndman
Mr K McClelland
Mrs A Holmes

Nominated by Education Authority:
Mrs H McClintock
Vacant

Elected by the Parents:
Mrs D-M Jarret-Allen
Mrs C McConnell

Elected by the Teaching Staff:
Mrs L Hegarty

Principal (Non-Voting) / Hon Sec: Mrs E Walker

STAFFING LIST

Principal
Vice Principal
Assistant Teachers

Mrs E Walker
Mrs L Hegarty
Mrs C Garden
Mrs J Bryson
Mrs J McKeegan
Mr J Scott
Mrs A Stevenson
Mrs G Cooke
Mrs A Greer
Mrs E Semple
Mrs S Wheeldon
Miss F Dixon (Career Break)
Mrs A Johnston
Mrs C Bratton
Mrs C Toland
Miss A Moore
Miss Z Gregg
Miss A Caldwell
Miss C Harris
Mrs S Thompson
Mrs K Gordon
Miss M Leonard
Mrs T Bogle
Mrs J Whiteside
Mrs W Crothers
Mrs T Lovell
Miss K Long
Mrs M McCandless
Mrs L Kincaid
Mrs E Robinson
Mrs A Doherty
Mrs M Pointon
Mrs A Curry
Mrs E Hulme
Miss E Hunter
Miss F Williamson

ASC Teacher
ASC Classroom Assistants

LSC Teacher
LSC Classroom Assistant
P1 Classroom Assistants

P2 Classroom Assistants

Special Needs Assistants

Clerical Officer

Site Supervisor
Contract Cleaning

Supervisory Assistants

Patrolmen

Mrs H Glenn

Mr R Gardiner
Mrs S Carlisle
Mrs J Hyndman
Miss L Doherty
Mrs M Laird
Mrs H McMonagle
Mrs V McClelland
Mrs S Carlisle

Mr J McLaughlin (Main Entrance)
Mr H Guthrie (Faughan Bridge)



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31 Drumahoe Road

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Londonderry

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2069

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INVESTOR IN PEOPLE

PRINCIPAL'S LETTER

Dear Parent

Thank you for your interest in Drumahoe Primary School. I hope the information contained in this Prospectus will give you an up to date and accurate picture of the school. The new Drumahoe Primary School was opened in November 1999 and replaced the old school which faithfully served the community for over sixty-five years. £1.2 million was spent on the building to provide state-of-the-art facilities that enables us to create an environment conducive to high quality learning.

In April 2016, after the approval by DE of a Development Proposal, we opened the Autism Specific Class (ASC) which is a provision designed for supporting statemented pupils with a diagnosis of ASD who need support with interaction into mainstream. The school also recently opened (September 2017) a new KS2 Learning Support Class (LSC) which will allow for progression and continuity for those pupils in the ASC reaching the age for Years 5-7 in primary school.

Pupils are placed in the ASC/LSC with the agreement of parents and Special Education. Pupils transferring to the class from other schools are, once placed, enrolled into Drumahoe P.S. Placement is reviewed annually and pupils may stay in the facility for Years 1-4 or Years 5-7 as suitable. On leaving the ASC, the normal procedure for amending the statement is followed and the pupil may take a place in the mainstream part of the school, transfer to another school or take a place in the KS2 Learning Support Class (LSC) in the school as suitable.

The current teaching staff in the mainstream school is Principal plus 12 full-time teachers and 4 Foundation Stage Classroom Assistants. The school also currently has the services of 9 Special Needs Classroom Assistants working in the mainstream school.

The ASC has a full-time specialist teacher and 2 Special Needs Assistants whilst the LSC has a full-time specialist teacher as well as 1 Special Needs Assistant.

The combination of experience and expertise in the school together with regular meetings of staff, curriculum co-ordinators and senior management teams contribute to the achievement of the school's development plan. The administrative staff, caretaker, cleaner, lunchtime supervisory assistants, school meals staff and crossing patrol, complete a team dedicated to the education and welfare of the pupils entrusted to its care.

The school building has twelve mainstream classrooms, a two classroom ASD Specific Centre, three learning resource areas, a computer suite, an assembly hall, two offices, a Learning Support room and five cloakroom/toilet areas to serve the classrooms. The construction of a new purpose built School Meals Kitchen and Dining Centre was opened in November 2017 providing state of the art catering facilities and a bright and spacious area for the children to enjoy the social experience of dining together at the mid-day break.

E Walker
Principal

The school aims to provide a broad and balanced curriculum which is flexible, relevant and meaningful to children at Foundation Stage, Key Stage 1 and 2, so as to promote the spiritual, moral, cultural, intellectual and physical development of each pupil in an environment that is happy, caring and disciplined. Allied to the development of excellence in the core subjects, great emphasis is placed upon developing confidence, self-esteem and consideration for others. Pupils are required to adhere to the school's homework, discipline, uniform, attendance and punctuality policies which demand high standards in all areas.

Educational visits form an integral part of the curriculum enrichment programme. Opportunities are provided throughout the year in various extra-curricular activities which support the areas of study in the whole curriculum including: Dance, French, Boys & Girls Football, Netball, Cricket, Hockey, Cross-Country, Swimming, Senior Choir and tuition in String and Woodwind instruments.

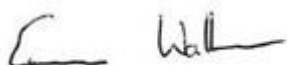
Parents and community involvement is one of the cornerstones of the ethos of the school. The very active P.T.A has had many successes both socially and financially. A number of parents voluntarily assist with educational visits and various sporting activities. Every opportunity is taken to maximise parent/teacher contact which ensures that the school is at the heart of the community and that the community is at the heart of the school.

Drumahoe Primary School has a very active and dedicated Board of Governors. Various committees deal with the greatly increased responsibilities given to the Governors under Educational Reform.

The most important aim of the school is to raise the standards of teaching and learning to improve school effectiveness. The school recognises that staff learning is at the heart of any effective and developing organisation.

Good communications between parents and teachers are to everyone's benefit. If you are worried do come and see us. If you are particularly pleased about some aspect of work do tell us!

Yours sincerely



E Walker – Principal



The school is situated in the picturesque village of Drumahoe which the river Faughan runs through.

Chair - Board of Governors Letter

Dear Parent

It is a great pleasure and privilege to have been elected as the Chair of the Board of Governors of Drumahoe Primary School.

This prospectus provides information about the varied and numerous events which occur in the school throughout the year, as well as highlighting the roles and responsibilities of those within the overall school management structure.

The school continues to grow and develop alongside the expanding nature of the area. The foundation has been laid from which we can build a solid future through the process of continuous improvement and development. In being recognised as an "Investor in People" in the past as well as 'back to back' outstanding E.T.I. Inspection reports, proves that the school has a solid foundation in place. The two most recent inspections carried out by the Department of Education awarded the school an overall effectiveness performance level of "Outstanding." To put this in context, only 8% of primary schools in Northern Ireland achieved this level in the last relevant Chief Inspector's Report.

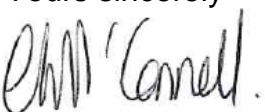
The Board and I are pleased that Mrs Walker and all the teaching and non-teaching staff within the school continue to strive for excellence, in a nurturing environment placing the wellbeing of the children front and centre. The staff provide the children with the skills, knowledge and understanding that will enable them to be thriving lifelong learners.

The school serves the local community of Drumahoe, providing first class education to our pupils. The parental support that the school receives is tremendous, with a proactive P.T.A who arrange wonderful events throughout the school calendar. These events provide parents with the opportunity to be fully involved in their child's school experience. The school is a family network and we welcome parental participation.

The school provides excellent wrap around care, with Breakfast club available from 8.00am and after school Kadet Klub available until 5.30pm. This provides support to parents and is enjoyable for children, who have the opportunity to avail of a variety of activities, including art and crafts, games and the outside play facilities. The extracurricular activities scheduled throughout the week are also available to children who attend Kadet Klub. The extracurricular activities create confidence and expertise and teach children to work well within a team and in a group setting. The school provides a wide range of activities, allowing children to explore their own talents and interests.

As Chair, I thoroughly welcome you to our school and hope that you enjoy viewing our excellent facilities and speaking with our wonderful staff. We look forward to you and your child joining our school family.

Yours sincerely



Caroline McConnell
Chair of the Board of Governors.
29.11.2

GENERAL AIMS OF DRUMAHOE PRIMARY SCHOOL

The following set of Aims for **Drumahoe Primary School** have been worked out co-operatively and have been agreed by the teachers.

1. To create a happy, caring, enriching and stimulating environment where our children may develop as self-confident and independent people.
2. To diagnose each child's potential and provide opportunities to develop this to the full.
3. To ensure that all children experience some degree of success and satisfaction from their school life.
4. To maintain the established links between home and school.
5. To encourage further links with the local community.
6. To promote the religious and moral development of each child by helping them to acquire a reasoned set of Christian values, beliefs and attitudes.
7. To develop the ability to work independently in a responsible manner and at the same time to develop the ability to work as a member of a group or team.
8. To develop a sense of fair play, tolerance, respect and responsibility towards other people, their lives, attitudes and possessions.
9. To develop an inquiring mind and an inquisitive attitude to learning.
10. To encourage a love of reading and develop good reading habits / skills and to help the children to communicate clearly and confidently and listen with understanding.
11. To help the children develop all types of mathematical skills and to be able to apply these to problem solving tasks.
12. To help the children develop their investigative skills and to develop their awareness of the role and importance of science in everyday life.
13. To make the children aware of their environment, and the changes taking place therein. To encourage responsibility and care for their surroundings and to widen their horizons by focusing their attention on other cultures, climates and geographical locations past and present.
14. To give the children the opportunity to widen their interest and experience in Art & Design, Music, Drama, P.E. and Extra-Curricular Activities.

ADMISSIONS CRITERIA FOR ENTRY - SEPTEMBER 2023

Open Day - the school will be holding its **P1 Open Day** on Thursday 1st December 2022 from 5.30 to 7.30 p.m. Parents **and** their prospective P1 children are warmly invited to visit the school on the above date to come and experience our friendly welcoming atmosphere and to meet the staff and children who make Drumahoe Primary School such a special place.

ADMISSIONS CRITERIA – YEAR 1/RECEPTION

The Board of Governors of Drumahoe Primary School has determined that the following criteria will be applied in the order set down below.

- 1 *Children who have brothers/sisters, half-brothers/half-sisters who are presently enrolled in the school.*
- 2 *Children who are the first in the family.*
- 3 *Children whose parents/guardians wish to make a claim for a place in Drumahoe Primary School based on medical, social or security reasons. All such claims, which should be supported by information supplied by parents/guardians or other agencies, will be considered by the Governors.*
- 4 *Other children.*

If there are more applicants than places available for the last criterion (1-4) that can be applied, the final selection will be on the basis of the closeness of the parent/guardian's home to school measured by the shortest walking distance using Google Maps.

- 5 *Pupils who reach their 4th birthday between 2 July 2023 and 31 October 2023 (both dates inclusive) will be admitted by 31st October 2023 into Reception.*
- 6 *Pupils who reach their 4th birthday between 1 November 2023 and 31 December 2023 (both dates inclusive) will be admitted to Reception on the first day of the Spring Term.*
- 7 *Pupils who reach their 4th birthday between 1 January 2024 and 31 March 2024 (both dates inclusive) will be admitted into Reception on 1 April 2024.*
- 8 *Children who reach their 4th birthday thereafter will be admitted into Reception on the Monday after their 4th birthday.*

In the event of over-subscription in criteria 5 – 8, then the following Sub-Criteria will be applied.

- (a) *children who have brother(s)/sister(s), half-brother(s)/half-sister(s) who are presently enrolled in the school;*
- (b) *children who are the first in the family;*
- (c) *children whose parents/guardians wish to make a claim for a place in Drumahoe Primary School based on medical, social or security reasons. All such claims, which should be supported by information supplied by parents/guardians or other agencies, will be considered by the Board of Governors;*
- (d) *other children.*

YEAR 1 ADMISSIONS/RECEPTION – AFTER THE BEGINNING OF THE SCHOOL YEAR

If a place(s) becomes available after 1 September 2023 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) becomes available.

WAITING LIST POLICY

Should a vacancy arise after 28 April 2023 all applicants for admission to Year 1 that were initially

refused, new applications, late applications and applications where new information has been provided will be treated equally and published criteria applied. This waiting list will be in place until 30 June 2023. The school will contact you in writing and/or by telephone if your child gains a place in the school by this method. Your child's name will be added automatically to this waiting list. Please write to the school if you wish your child's name to be removed from this list.

ADMISSIONS CRITERIA – YEARS 2-7

The following criteria will be applied to pupils who are seeking admission to Years 2 to 7. Priority will be given to pupils who are normally resident in Northern Ireland at the time of their proposed admission.

Pupils will only 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.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or attached to the application form. Parents/guardians should therefore ensure that all information pertaining to their child and relevant to the school's admissions criteria is stated on the application form or attached to it. An example of such information includes whether the child is the eldest child, has brother(s)/half-brother(s) or sister(s)/half-sister(s) attending, correct address to determine proximity to the school etc.

Applications and Admissions to Primary 1		
Year	Total Applications	Total Admissions
2020/2021	39	39
2021/2022	33	33
2022/2023	36	36

CHARGING & REMISSIONS POLICY

The Board of Governors has determined its Charging and Remissions policy as follows:

A. CHARGING POLICY: It is the policy of the Governors to charge for:

- (i) board and lodgings on residential trips.
- (ii) costs associated with the provision of individual tuition on a musical instrument whether inside or outside school hours unless it is provided as part of the syllabus for an approved public examination or to meet the requirements of Article 11(1)(b) of the Order.
- (iii) the cost, in cash or in kind, of any ingredients or material used by a pupil if the parents have indicated in advance a wish to own the finished product.
- (iv) optional extra activities which take place wholly or mainly outside school hours and are additional to the education provided by the school for the purposes of preparing pupils for an approved public examination or for the purposes of meeting the statutory requirements imposed by Article 11(1)(a) and (b) of the 1989 Order. Participation in any such activities is to be on the basis of parental choice and a willingness to meet such charges as are made.
- (v) breakages and loss: parents will be asked to pay for the cost of replacing a broken window pane or other damaged property; the cost of replacing a defaced, damaged or lost text book or item of equipment where this is the result of a pupil's behaviour.

B. REMISSION POLICY: Charges will be remitted as follows:

The charge for the board and lodgings costs of a residential visit will be remitted in the case of pupils whose parents are in receipt of income support or family credit if the education provided on that visit must otherwise be provided free, that is, provided as part of the syllabus for an approved public examination or is required in order to fulfil statutory duties in relation to the N.I. Curriculum or religious education.

C. VOLUNTARY CONTRIBUTIONS: The Board of Governors reserves the right to seek voluntary contributions from parents and others in support of any school activity or for the benefit of the school. Pupils whose parents are either unwilling or unable to make such contributions will not be treated differently. However, the school reserves the right to cancel planned activities if the voluntary contributions are insufficient to meet the costs of the planned activity.

D. THIRD PARTY ARRANGEMENTS: This policy statement refers only to charges which may be made up by the Board of Governors and payable by the parents of the pupils concerned. A third party e.g. the Parent / Teacher Association, may levy charges directly on parents in respect of activities for which boards and Boards of Governors may not charge as long as that party makes the necessary arrangements to secure the safety and welfare of the children and the adequacy of Insurance cover.

The term parent(s) wherever used should also be interpreted as also meaning guardian(s)

PREPARING FOR SCHOOL:

"The first school of every child is his home, and his mother is his first teacher. The education which he receives on his own hearth remains with him for the rest of his life."

The most important time in a child's life is the first four or five years. During this time, he learns at the fastest rate and is influenced most by his home environment. What and how he learns during this time prepares him for the more formal atmosphere of his first school. Attitudes and ideas formed in the comfort of his home are the foundations on which the school can build.

Do remember that all learning should be incidentally done in a happy and carefree atmosphere with no formal work at all. Children learn best through their play. Listen to them and encourage them to tell you what they did with friends, the games played, the stories heard. Tell your child stories. Read to him and talk to him about the pictures and stories. An early bedtime and a bedtime story is a good habit to form. Teach nursery rhymes. Talk to him about big things, small things, wide, narrow, full, half-full, hot, cold, fast, slow, heavy, light, colours etc.

Let your child do things - if you say too often to your child **"Don't touch"** you are saying "Don't learn." Let him help in your daily routine - stirring jelly crystals, weighing ingredients for a cake, filling ice container etc. Let him sort things for you, cutlery, laundry, buttons etc. Allow him to set the table for tea. How many people, how many knives and forks, spoons, cups and saucers? Allow him to share biscuits, sweets, a cake. Let him go shopping with you, handle money and buy things.

Let your child see you handle books and observe your interest in them - let him see that you enjoy reading. Let him handle books from as early an age as possible. Buy books and build up a little library starting with picture books. Take him to the library and encourage him to borrow books. Spend time with your child while he selects a book, read it and discuss the pictures. Useful titles include: "Talkabout Books" - Ladybird; "Book of Nursery Rhymes" - Puffin; "This Little Puffin" - Let your child listen to records of nursery rhymes, children's music, classical music as well as pop.

It's okay to watch television but do talk to your child about what they are watching and occasionally switch it off and encourage play or chatting to your child, focusing on talking and listening.

Talk to your child as much as possible, when you cook, wash dishes, clean, go for walks etc. Answer all questions as carefully as you can.

Teach them card games and other games and encourage older brothers, sisters and friends to play alongside your child. Let them play with sand and water from time to time - even washing dishes helps. Let him plant bulbs and seeds and look after them. Play games with balloons, balls and a small bat. Encourage experiments with movement - dancing to the radio or C.D.'s, tumbling and trying handstands etc. Let them paint or draw on large sheets of paper - old newspaper will do. (If your child is left-handed don't try to change that).

Choose toys carefully, for example, blocks to build, construction toys, simple jigsaws, inset trays etc. Give them odd bits and pieces - wood, cardboard and let him use imagination to create their own ideas. (Blunt scissors can be perfectly safe and of course younger children can use small hammers etc.)

Don't feel that you must try to begin reading and writing with your child.

Don't talk about school as an unpleasant place or as a punishment.

Many of the ideas we have suggested you probably already carry out with your child. If this is the case, then so much the better because you are giving your child the start he needs but, it is surprising how many children start school not knowing colours, unable to do the simplest jigsaw and many of the other things suggested.

During the P1 year in school the children are taught to read through the use of synthetic phonics ie. Letter sounds. We use the "Jolly Phonics" range of materials.

The main reading scheme in the first two years is "Oxford Reading Tree" and real books ie. Story Books.

When children have completed the appropriate book on their reading scheme as they progress through the Foundation Stage (P1 & P2), they are allowed free choice of the books which have been selected as being of a similar level.

By providing a relaxed, happy environment, the children will be "ready to read" but more importantly, they will want to read and their reading will mean reading with understanding from the very beginning.

There are of course many other activities which are taking place at the same time as the children are being introduced to books. The following is a small part of what our P1 teachers will be doing with their four and five year olds:

**Talking to them;
Listening to them;
Encouraging the exchange of ideas and experiences;
Developing their powers of observation;
Developing their memories;
Encouraging pretend games;
Doing lots of music and movement activities.**

Emphasis throughout is on enjoyment, success and high motivation.

In Mathematics, juniors begin by forming and developing the concepts of number and establishing a clear understanding of notation. In the early stages the children use all kinds of counting materials.

Throughout our "World Around Us" programme, the children will be encouraged to look at the world scientifically, to build up skills of observation, prediction, recording, analysing, interpretation, reporting and classifying.

The children will be taught to form letters correctly using the "Jolly Phonics" programme.

Stories, rhymes and songs are also included in the curriculum. The majority of these are taught by the teacher, but the children also hear these from multi-media sources.

Collective worship and/or Religious Education occurs each morning and consists of simple Bible stories and some moral training e.g. "People who help us", "How can we help others?"

During the week the following times are devoted to 'Learning Through Play':

P1	-	at least 1 hour each day
P2	-	45 minutes 4 days per week
P3	-	1 hour twice a week

Children can choose from a great variety of constructional toys: painting, sand, water, Wendy House, jigsaws, shop etc. This is an important part of the timetable as the children have the opportunity for experiment and discovery. The happy and relaxed atmosphere promotes imaginative thinking and language development.

The overall emphasis in the curriculum at our school is on basic core work enriched and extended at all levels with the best of modern educational practice.

THE FIRST MORNING:

The Transition from the home environment to school represents a very big change for the young child. The teacher understands this, she handles the situation every year with great skill, and you will find her most sympathetic. There are some things which you can do to help ease the 'ordeal' for the apprehensive child.

Try to keep out of sight after you leave the classroom. The sight of Mum actually going away upsets some children. Before you leave, explain to your child exactly where and when you will meet him. Try not to be late when collecting your child. This is a common source of distress.

Most children make the transition quite easily. Don't be too worried if your child cries. This happens in one or two cases every year, but seldom lasts longer than a few minutes after Mum has gone.

As soon as possible, please arrange to leave and collect your child at the P1 door. This will help your child's confidence and self-reliance.

What do they do all day?

Parents have some difficulty in understanding what goes on in a Foundation classroom. This may be because much of the teaching is done through activities which the child thinks of as play.

Don't be surprised if your child just says that he/she played all day.

Don't be too worried or disappointed if you get the traditional answer to the question -

"What did you do in school today?" - "Nothing!"



CURRICULUM:

The curriculum of the school is designed to be broad and balanced giving all pupils a thorough grounding in the core subjects. A suitable diversity of activities will be matched to the needs of all pupils.

The curriculum is currently in a state of change implementation after a period of review and over the next number of years we aim to provide genuine challenges and excitement, requiring sustained application on the part of the pupils in response to these proposed changes. The Board of Governors and Principal are constantly kept aware of any curriculum changes.

Under the Educational Reform Act, every Primary School must provide worthwhile experiences in the following **Learning Areas**:

The Arts;
Language and Literacy;
Mathematics and Numeracy;
Personal Development;
Physical Education;
The World Around Us;
Religious Education (Optional).

The Curriculum must also infuse the following **Whole Curriculum Skills & Capabilities**:

Thinking Skills & Personal Capabilities

Managing Information;
Being Creative;
Thinking, problem solving and decision-making;
Working with others;
Self-management.

Formally Assessed Skills

Communication;
U.I.C.T.;
Using Mathematics.

Religious Education:

Religion is an important element of the school's life. The teaching of R.E. in each year group is based on the core syllabus for N Ireland. It is Bible based, child centred and of a non-denominational character.

Parents have the right to withdraw their children from R.E. lessons and the daily act of collective worship and should inform the Principal, in writing, of their wishes to exercise this right.

The school takes great care to try to ensure that any children in this position are not made to feel excluded from the general life of the school.

CURRICULUM PROVISION

SUBJECTS ON THE TIMETABLE

Areas of Study Foundation / Key Stage 1 / Key Stage 2

Language & Literacy

Talking & Listening to include:

Stories
Rhymes / Poetry
Drama

Reading to include:

Comprehension
Library Skills

Writing to include:

Grammar
Creative Writing
Handwriting
Spellings



Mathematics & Numeracy

Processes / Progression
Number / Algebra
Measures
Shape & Space
Handling Data



The World Around Us

History
Geography
Science & Technology

Enabling pupils to develop knowledge, understanding and skills in:

- Interdependence;
- Place;
- Movement & Energy;
- Change over Time.

Personal Development & Mutual Understanding

- Personal Understanding & Health
- Mutual Understanding in the Local & Wider Community

Religious Education

The Arts

Art & Design
Music & Drama

Physical Education – Physical Development and Movement



HOMEWORK POLICY



Foundation Stage (P1 & P2)

P1 Reading Parents are asked to discuss and read a selection of books at the appropriate stage during the year. Guidance will be issued to parents in relation to this by the Class Teacher during the first half of the autumn term.

Frequent consultation with your child's teacher is advised.

P2 Reading As the term progresses children will be given a small amount of reading that has already been prepared in school. Guidance will be issued by the Class Teacher to parents in relation to this during the first half of the autumn term.

Tables Once introduced, various tables depending on what is being taught, Monday to Wednesday, revision of these on Thursday with Test on Friday.

Frequent consultation with your child's teacher is advised.

Key Stage 1 (P3 & P4)

P3 Reading Monday - Thursday

Spellings 6 - 8 spellings on Monday, Tuesday, Wednesday, revision of these on Thursday with a Test on Friday.

Tables Monday, Tuesday, Wednesday, revision of these on Thursday with a Test on Friday.

P4 Reading Monday - Thursday

Spellings 10 Spellings Monday - Wednesday, revision of these on Thursday with Test on Friday.

Tables Monday - Wednesday, revision of these on Thursday with a Test on Friday.

Written Homework

Written homework will be based mainly on the core subjects (English, Maths, Science) and occasionally other curriculum areas such as Geography, History etc.

Key Stage 2 (P5 - P7)

P5 Reading Monday - Thursday

Spellings 10 spellings Monday - Wednesday, revision of these on Thursday with a Test on Friday.

Tables Various tables Monday - Wednesday, revision of these on Thursday with a Test on Friday.

Written Homework - as for P4.

P6 Reading Monday - Thursday

Spellings 10 spellings Monday - Wednesday, revision of these on Thursday with a Test on Friday.

Tables Various tables Monday - Wednesday, revision of these on Thursday with a Test on Friday.

Written Homework - as for P4.

P7 Reading Monday - Thursday

Spellings 10 spellings Monday - Wednesday, revision of these on Thursday with a Test on Friday

Various tables Monday - Wednesday, revision of these on Thursday with a Test on Friday.

Written - 4 nights per week various subjects.

N.B. All homework is graded to each child's ability and the number of Spellings and Tables detailed would be for the top groups in each class.

As your child gets older the amount of supervision of written homework will vary according to the maturity of the individual. Please ensure that the work is carefully set out and neatly written. Your child should be allowed to do as much as possible on his own but time spent with him explaining points and encouraging effort is a real investment.

Primary 6 and 7 pupils may have additional homework from time to time at the weekend.

Notes:

- (a) It is the policy of the school to give homework from Monday to Thursday, as we believe it to be a valuable extension to the day's studies and to allow parents to see on a daily basis, progress in the main subject areas of the curriculum
- (b) In the upper school (P4-P7) all homework will be noted in a diary supplied by the school.
- (c) We would ask parents to co-operate with the school in ensuring that homework is satisfactorily completed and that it should take precedence over other activities or organisations. Remember homework is given for the benefit of your child's education. Please sign or initial the homework diary and / or any written homework each evening, Monday - Thursday.
- (d) Spellings are better not learned in isolation. It is important that a child not only knows what a word means, but also how it is used in sentence construction.
- (e) Reading is an integral part of life. It is important that children are given the opportunity to read aloud to parents and to discuss books which they have read.
- (f) All homework will be checked and marked by teachers - if a homework is illegible or untidy it will have to be re-written.
- (g) There will be no homework given on a few occasions throughout the term, at the teacher's discretion.
- (h) When a child is off for a period of time, but is able to work at home - then parents may obtain homework from the child's teacher. This is to ensure that a child does not fall a long way behind their classmates.

Please note: Any query regarding either the content or duration of homework can be addressed to either the Principal or the class teacher involved.

ASSESSMENT & REPORTING:



Internal Assessment:

The following is the current pupil assessment policy used in Drumahoe Primary School. Pupils with learning difficulties will be referred to the Additional Needs Co-Ordinator (A.E.N.C.O.) by the class teacher as soon as an area of concern arises.

Foundation Stage

Primary 1

Continual assessment in core subjects by the teachers. During the first term, screening of pre-reading skills, visual and auditory memory skills, to identify any possible learning difficulties. Written end of year report in June.

Primary 2

Continual assessment in core subjects by the teacher. Weekly and half-termly tests once spellings and tables are introduced.

Performance indicator tests in English, Spellings, Mathematics and Mental Mathematics (April/May). Written end of year report in June.

Key Stage 1

Primary 3

Continual assessment in core subjects by the teacher. Daily, weekly and half-termly Spellings and Tables will also be given. Performance indicator tests in Reading, English, Spellings, Mathematics and Mental Mathematics (April/May). Written end of year report in June.

Primary 4

Continual assessment in core subjects by the teacher. Daily, weekly and half-termly Spelling and Table tests will also be given. Performance indicator tests in IQ (CAT), Reading, English, Spellings, Mathematics, Mental Mathematics (April/May) and IQ test (first term – NRIT) Written end of year report in June.

Key Stage 2

Primary 5

Continual assessment in core subjects by the teacher. Daily, weekly and half-termly Spelling and Table tests. Weekly mental arithmetic tests. Performance indicator tests in Spellings, Reading English, Mathematics and Mental Mathematics (April). Written end of year report in June.

Primary 6

Continual assessment in core subjects by the teacher. Daily, weekly and half-termly Spelling and Table tests. Weekly mental arithmetic tests. Performance indicator tests in IQ (CAT), Spellings, Reading, English, Mathematics and Mental Mathematics (April/May). IQ test (1st term – NRIT). Written end of year report in June

Primary 7

Continual assessment in core subjects by the teacher. Daily, weekly and half-termly Spelling tests. Weekly mental arithmetic test. Performance indicator tests in Spellings, Reading, English, Mathematics and Mental Mathematics (April). Written end of year report in June

COMPLAINTS PROCEDURE.

Curriculum Complaints:

Complaints concerning the Curriculum and other matters referred to in Article 33 of the Education Reform Order (N.I.) 1989 will be dealt with in accordance with Article 33 and regulations subsequently made by the Department of Education.

In accordance with the school's policy of involving parents in the education of their children, a parent, who considers that the curriculum provision is unsatisfactory, may express his / her concern to the Principal. Every effort will be made at this stage to bring the matter to a satisfactory conclusion. If this proves to be impossible, the complaint will then be forwarded to the Chair of the Board of Governors who in turn will attempt to resolve the issue.

If matters remain unsolved, it will then be referred to the Complaints Tribunal set up by the Education Authority.

Raising Other Concerns and Resolving Complaints:

From time to time parents, and others connected with the school may become aware of matters which cause them concern. To encourage resolution of such situations the Board of Governors has a "School Complaints Procedure" which is seldom implemented but nonetheless in place if the issue cannot be resolved at school level. A copy of this is available from the school office at your request and is also obtainable on our website.

SPORT:

The school aims to provide a balanced sporting programme for all pupils. Each class is timetabled for Physical Education in the Assembly Hall twice a week. P5, P6 and P7 are offered swimming at Foyle Arena. The following sports are offered at various times during the year: football, cricket, netball, athletics, hockey and mini-rugby.

Sporting facilities include: the Assembly Hall, MUGA playground as a 2G area marked for football, netball and hockey, grass area for cricket and mini-rugby and the use of the Hall for various sports. We are also fortunate to have the use of the Drumahoe District Walking Park for various events.

ORGANISATION OF CLASSES.

P1 pupils are allocated to classes determined by a combination of the date of birth, pre-school setting, and gender balance.

Some class changes are made in Key Stage 1 & 2 to expand social contacts.

TIMETABLES.

As the Northern Ireland Curriculum encourages a holistic approach to most subjects, our timetables do not quantify the amount of time spent on each individual subject. Blocks of time are allocated to basic skills and Topic Work etc. Class timetables are available in the Principal's office.

PARENT / TEACHER CONSULTATION.

The formal annual parent / teacher interviews take place once a year. Parents are given a date and time for these interviews. This gives an opportunity for a detailed interview with the teacher about the child's achievements or lack of progress. Parents whose children are receiving additional support may also wish to avail of an interview with either of the Additional Needs Co-Ordinators (A.E.N.C.O.) which can be arranged by contacting the Principal.

If you have any queries about your child or wish to see your child's teacher for any reason, then do not hesitate to contact the school when a mutually convenient time can be arranged for a meeting to take place.

In connection with the Transfer Procedure, a meeting will take place in the "Spring/Summer Term" of P6 to outline the school's programme of preparation and also in January/February of the P7 year to outline the procedures involved in the transfer from primary education to secondary / grammar education.

It should also be noted that with parents openly invited into school and the many social events organised by the P. T. A., many ad hoc occasions arise for parents and teachers to have informal discussions.

PASTORAL CARE

Introduction:

Because of the structure of the Primary School, each teacher at Drumahoe has a very important pastoral role to perform through the responsibility for his or her own class. The class teacher guides and counsels each child in his or her care.

One of our main aims at Drumahoe Primary School is to ensure that each child is happy, contented and working to full potential throughout his or her time at Drumahoe. This is best achieved where child, parents and teacher work in co-operation and harmony.

Parents are most welcome to discuss their child's progress at any time. In the 1st Term, all parents of Primary One children are given an interview at the beginning of the school year with the class teacher. At the beginning of the 2nd Term 2, all parents of children in the school are invited to meet the class teacher to discuss their child's progress. In addition to these interviews parents and friends are invited to attend Open Days, Concerts and other events which are on a rolling programme.

It is always preferable to make contact before a real problem arises. If something prevents a child being happy, contented and successful, then school and home must co-operate to achieve a solution to this as soon as possible. We will contact you if we identify a problem. We would ask you to contact us if you are concerned about any matter.

If your child becomes ill or has an accident at school, you will be contacted by the school. It is therefore, essential that any changes to Personal Data concerning you or your child are given to the school.

It might help to remember that the child who gets most from home gets most from school; and that the child who gets least from home gets least from school.

Positive Behaviour Policy:

Good discipline in school is necessary to ensure the smooth running of the school and is essential in the creation of an environment in which children are both happy and productive. Good behaviour is a necessary condition for effective teaching and learning to take place. Here at Drumahoe Primary School we expect high standards of behaviour both within the classroom and in the playground.

Classroom Rules - acceptable standards of behaviour.

Every pupil is expected to behave in a responsible way, both to themselves and others, showing consideration, courtesy and respect at all times. Every pupil is expected to help take care of the property, buildings and grounds of the school. School uniform is expected to be worn at all times.

Communication:

We talk quietly so that others can get on with their work.

We are quiet / silent when we are asked to be so.

We put our hands up to answer questions or volunteer information in class.

We listen carefully when we are being spoken to.

We speak politely.

Learning:

We remember we are here to learn and our teachers are here to teach.

We work sensibly on our own or with others.

We do our work as well as we can.
We pay attention when our teacher is talking.
We complete our homework / assignments to the best of our ability.
We bring our homework in on time.

Respect:

We treat all adults in our school with respect.
We treat each other with consideration.
We try to help one another.
We stand aside and open doors for adults.
We take good care of all books and equipment.
We put all litter in the bins provided.

Safety:

We take care of equipment and use it carefully.
We do not touch equipment unless asked to do so.
We must wait at the kerb until our Patrolman is in the middle of the road and tells us to cross.
We then walk in front of the Patrolman to the other side. We must never run or go behind.

Movement:

We go into all areas quietly, slowly and in an orderly manner.
We must always knock before going into a room.
We move around our classroom when we really need to, quietly without disturbing others.
We walk in the corridors.
We stay in our seats unless told otherwise.
We wheel our bicycles on school property.

Conflict:

We try to sort out our problems by talking to each other or asking for adult help.
We do not deliberately hurt others by word or deed.

Playground Rules:**Lining Up**

We must line up quickly and quietly when the bells sound.
We must stand still and quietly in the line until taken to the classroom by our teacher.
We must always walk around the school quietly and in an orderly manner.

Break and Lunch Time Play

We must always watch carefully when we are running so that we can avoid bumping into others.
We must only play games which will not hurt others.
We try to sort out our problems by talking to each other or by asking for help from an adult.
We do not deliberately hurt others by word or deed.
We treat Supervisory Assistants with the same respect as teachers.
We must show respect for our school environment at all times.

PATHS

The school has recently embarked on using the PATHS (Promoting Alternative Thinking Strategies) to enhance the PDMU curriculum. This programme is designed to facilitate the development of self-control, emotional awareness, peer relations and interpersonal problem-solving skills. This is

carried out in an age-appropriate way and allows pupils to explore ways to effectively manage their emotions and be sensitive to the needs of others.

ROOTS OF EMPATHY

Another method of enhancing our Pastoral provision is through the Roots of Empathy programme. There is one teacher in the school who is trained to deliver this programme to a class in the school. This is an evidence-based classroom programme that has been shown to reduce levels of aggression among school children, while also improving social and emotional competence and increasing empathy.

At the heart of the programme are a baby and parent from the local community, who visit the classroom monthly throughout the year. A trained instructor coaches the children to observe the baby's development and label the baby's feelings. This 'emotional literacy' lays the foundations for more safe and caring classrooms.

This is the first year the school has used the programme and we are very enthusiastic about its use throughout the school and the benefits it will have for our children now and in the future.

ADDITIONAL NEEDS PROVISION:

Children with learning difficulties have many needs in common with other children in respect of their learning and personal development. Care is taken at all times to match the curricular provision for all children to their particular stage of development. Through our Additional Needs Co-Ordinators (Mrs A Johnston & Mr J Scott), we in Drumahoe work closely together to ensure that each and every child reaches their potential whatever their needs. Through our policy we try to:

1. Increase teacher awareness of children with additional needs in order to provide a broad, balanced and differentiated curriculum which allows children to progress.
2. Identify children with additional needs as early as possible. This will be done by observing/assessing all P1's in the 1st term and other children as identified by their class teachers.
3. Diagnose as accurately as possible the nature of the child's needs.
4. Draw up a suitable programme of remediation, which will be carried out by the class teacher and if appropriate the Learning Support teacher.
5. Liaise with parents and the class teacher.
6. Link where necessary with outside agencies e.g. Educational Psychologists, medical professionals, social workers, support teachers, etc.
7. Monitor child's progress on a regular basis.
8. Keep records of individual pupils' progress.

If any child's difficulty is to be successfully remediated it requires the co-operation and consistent support of the three groups of people most closely involved with them i.e. the parents, the class teacher and the A.E.N.C.O. In order to ensure this, every effort will be made to keep all those involved with the child informed about progress, problems or any changes in approach which may be required.

HOME LIAISON INFORMATION:

Drumahoe Primary School has always encouraged Parent/Teacher communication and the Home Liaison programme seeks to develop and facilitate this important aspect of school life. **Mrs Hegarty** as our Home Liaison Teacher is the link person in this process. This ensures that a parent with a query or a problem can be given information quickly to prevent misunderstandings developing and so foster the helpful, caring atmosphere we wish to maintain in our school.

We wish to create a partnership between home and the school which should result in parents understanding what the school is attempting to accomplish for their children and how they as parents, may support these efforts.

Contact from Home to School:

If a parent has a concern of any kind about their children's experience in school, they should contact the Office where an appointment can be made with the class teacher or Principal.

Contact from School to Home:

If a teacher has a concern about a pupil's work or any aspect of his / her school experience he / she will contact the Home Liaison Teacher and an appointment is made with the parents. More general contact is made using the Seesaw app in P1 – P5 and via Google Classroom in P6 and P7. This can be about work your child has completed, relaying information about school trips, uniform changes, homeworks etc. Your child's teacher will communicate how to access these platforms at the beginning of each school year.

The school aims to be paperless as much as possible therefore most of the information regarding school events is sent via the school app / Facebook / Twitter or our website. Parents should regularly check the school app to ensure important messages are not missed.

Inter- School Communication:

Relevant information is passed from teacher to teacher, via the Home Liaison Teacher regarding any aspect of a child's condition e.g. medical, educational or personal.

This programme is designed to make communication between school and home easy and pleasant for all concerned and make each child's time at Drumahoe happy and profitable.

GENERAL INFORMATION:

CLASS	COMMENCE	FINISH
P1	08.55 hours	14.00 hours
P2	08.55	14.00
P3	08.55	14.15 (Term 1)
P4 - P7	08.55	15.00 (also P3 Term 2 & 3)
Morning Break	1 st Break - 10.30 2 nd Break - 10.45	10.45 11.00
Lunch Break	12.10 12.40	12.50 (1 st Sitting) 13.20 (2 nd Sitting)

All pupils should be in attendance 5-10 minutes before the 08.55 bell.

N.B. All children in P1 finish each day at 12.00 for the first two full weeks in September.

Any parent seeking permission for their child to come to school before 8.45 a.m. (except pupils attending "Breakfast Club") must put their request in writing to the Principal. Children on the school premises before this time are still their parents' responsibility.

Parents of P1, P2 & P3 children may drop off and collect their children from the classroom exit door. Whilst we warmly welcome parents into the school, they should refrain from entering the classrooms and also maintain an acceptable noise level at 2.00/2.15 p.m. acknowledging the fact that the senior classes are still in progress. We would ask parents not to enter the school premises before 1.55 p.m.

School ends - P1 & P2 @ 2.00 p.m. and P3 @ 2.15 p.m. (3.00 p.m. Term 2 & 3)

Parents should ensure that their child is collected promptly @ 2.00/2.15 p.m. as teachers are required for other duties from 2.00/2.15 p.m.

The school operates an "After-Schools Club"— details can be obtained from the "Kadet Klub" for interested parents.

School ends @ 3.00 p.m. for P4, P5, P6 & P7.

Children should be picked up from the path at the front of the school @ 3.00 p.m. Those children going home by car **must** be collected from the class line and supervised by an adult whilst in the car park. Those children walking home will be escorted to the pedestrian path at the entrance to the school.

ATTENDANCES / ABSENCES:

If children have to miss school for illness or **any** other reason, then parents **must** send in the appropriate "Absence or Exeat slip."

Parents should try to arrange doctor or dentist's appointments for outside school hours whenever possible – if that is not possible then an "Exeat Slip" must be sent into the school requesting permission to attend such appointments. If you require your child out of school early, an "Exeat Slip" should also be sent to the class teacher.

Children are encouraged to play outside at break and lunch times, except in bad weather. If your child is not feeling well and you would prefer him / her to stay in the classroom, then a note **must** be sent to the class teacher explaining this. An indication of the duration would be appropriate and helpful.

MEDICATION:

As parents, you are responsible for the administration of medicine to your children. If a dose of medicine is required during school hours, you or another responsible adult should come to school at the necessary time to administer the medicine. If this is not feasible, then the medicine should be self-administered, if possible, under the supervision of the teacher or the Principal.

Any request for the school to administer medication will only be considered if the appropriate forms (available from Office) are completed and signed.

Parents should make teachers aware of their arrangements concerning children suffering from asthma on the appropriate form.

School Holidays

These are arranged to include the months of July and August and breaks at Hallowe'en, Christmas and Easter. You are notified well in advance of all holidays and I respectfully request that you try and arrange your vacation within these dates, as prolonged absences from school often lead to interruption of work and consequent lack of progress. It is not practical to provide school work for children when on holiday.

School Meals:

The construction of a new purpose built School Meals Kitchen and Dining Centre was opened in November 2017 providing state of the art catering facilities and a bright and spacious area for the children to enjoy the social experience of dining together. The cashless system allows parents to order and pay for meals online at home for the week or days in the week on which dinner is required. For parents in receipt of limited income, there is a special scheme available. For further information on this please contact the Education Authority or the Office.

Packed Lunches:

Children bringing packed lunches are supervised at lunchtime. Only children going home for lunch are allowed to leave the school premises. Parents are asked not to send drinks in glass bottles as these can be very dangerous if a breakage were to occur.

Property:

All articles brought to school must be clearly marked with the child's name. Whilst every care is taken of pupils' property, no responsibility can be accepted for loss or damage. It is advisable to have name tags on **all** garments.

Jewellery:

Children are discouraged from wearing jewellery to school because of the safety factors. If children have their ears pierced, then they should wear studs and not earrings. If children do come to school with inappropriate jewellery, then their teacher may require that they remove the items, or that they do not take part in activities where the teacher feels that the jewellery constitutes a safety hazard.

Breakfast Club:

The school offers a "Breakfast Club" from 8.00 a.m. - 8.45 a.m. daily, in the new Dining Hall. Children can come and purchase a "Breakfast Special" – choice of cereal, toast and tea/juice. Supervision will also be provided as well as a selection of educational activities which is built into the cost.

Charity Collections:

Money is collected at various times of the year for certain charities - e.g. Save the Children, Autism NI., Vets for Pets, Plan UK etc.

Swimming Lessons:

Swimming instruction at Foyle Arena is offered to P5, P6 & P7 from September to June.

School Uniform:

(all items should be named)

Boys	Red & white school tie (<i>available in School - £4.50</i>) Grey trousers Grey socks Grey pullover - <i>Drumahoe sweatshirt is acceptable</i> White shirt Black shoes
P E Uniform - 2 days per week	Drumahoe Sweatshirt (<i>available in school £13.00.</i>) White polo shirt (<i>available in school £8.50</i>) White or black shorts Black / white gym shoes Black jogging pants
Girls	Red & white school tie (<i>available in School - £4.50</i>) Grey skirt / pinafore Grey socks Grey pullover/cardigan - <i>Drumahoe sweatshirt is acceptable</i> White shirt Black shoes
Summer uniform - optional	Red gingham dresses may be worn with official Drumahoe sweatshirt or the standard grey cardigan / jumper
P E Uniform - 2 days per week	Drumahoe sweatshirt (<i>available in school £13.00</i>) White polo shirt (<i>available in school £8.50</i>) White or black shorts - cycling shorts are acceptable Black / white gym shoes Black jogging pants

SCHOOL RULES:

While specific rules are kept to a minimum, it is hoped that all pupils will assist with the maintenance of discipline and with the orderly running of the school.

Enrolment at our school implies that you accept our Aims and the School Rules.

Behaviour:

Pupils are expected to behave in a courteous, orderly fashion and to be considerate to others both in school and when travelling to and from school. We also expect this type of behaviour on the buses to and from school.

Uniform and Appearance:

Pupils are expected to maintain a high standard of personal appearance and to wear school uniform in school and when travelling to and from school.

N.B. Multi coloured trainers / boots are not considered to be in keeping with this aim.

Jewellery:

No earrings other than studs may be worn for safety reasons.

N.B. No jewellery should be worn on P E days, swimming days or during any sporting activities.

Property:

Pupils are expected to act in such a way as to avoid damaging school property. Individual pupils and groups of pupils are liable to pay for damage they may have caused.

Bounds and Traffic Regulations:

1. Pupils must keep within the school grounds during the morning break. At lunchtime no pupil may leave the grounds unless written permission has been given, except if going home for lunch.
 - a) We must not play in front of the main school or in the car park.
 - b) We must only play football in the designated areas.
 - c) We are not allowed in the grass area to the front of the school.
 - d) We are not allowed to step on the flower beds.
2. The car park is out of bounds except to parents / guardians collecting pupils or persons authorised by the Board of Governors.
3. Bicycles/scooters should be wheeled in the school grounds.
4. Supervision is provided on the school campus from 8.45 a.m. Monday to Friday **Only children in the Breakfast Club should arrive before this time.**

For insurance purposes, all children who are not legitimately engaged in supervised school activities should not remain on the premises after the normal school day ends.

Absence:

No pupil is permitted to leave school before the regular time unless with the Principal's permission. Parents are asked not to ask for such permission except in special circumstances. When a pupil returns after absence he / she must bring an "Absence Slip" stating the reason for the absence.

Parent Teacher Association:

The Parent Teacher Association has been in existence within the school since 1975 and since that date has grown both numerically and in the manner in which it has given support to the Principal and Staff.

The P.T.A. year begins at the Annual General Meeting in the Spring Term. Here members are elected by you, the parents, to form a committee after which office-bearers are then elected.

The success of the P.T.A. is always dependent on the tremendous support given by you the parents. As our school grows so does its needs and so must our Association!

Changes in School Arrangements:

Changes occur from time to time in the staffing and organisation of the school and parents will be informed of these by Newsletter. The summaries in this booklet give the present arrangements with effect from September 2022.



Many thanks for taking the time to read our school prospectus. If you have any other questions or queries, please do not hesitate

to contact us on:

028 71302284