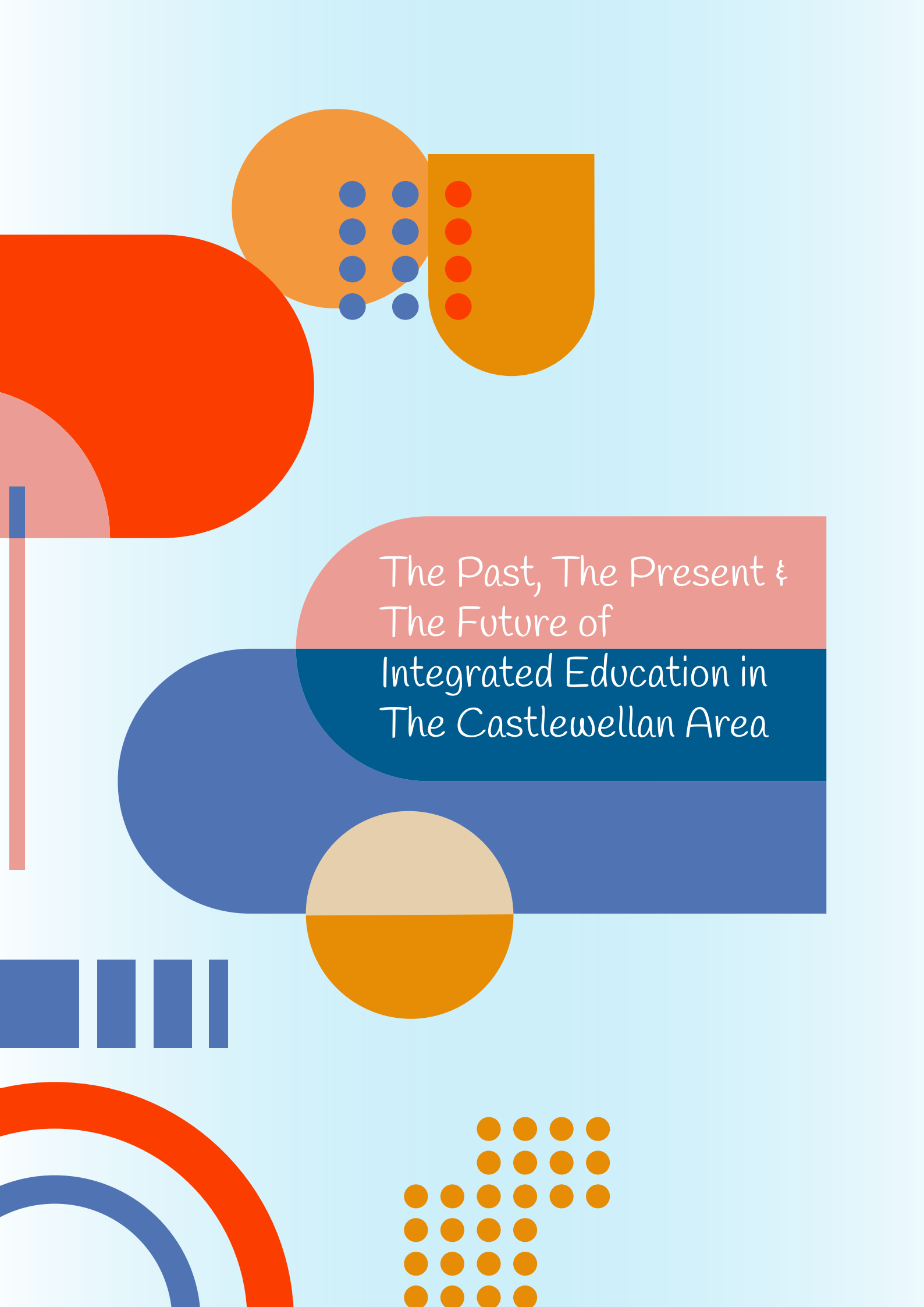




# ANNSBOROUGH INTEGRATED PRIMARY SCHOOL PROSPECTUS



The Past, The Present &  
The Future of  
Integrated Education in  
The Castlewellan Area

# WELCOME

Dear Parent/Guardian

Thank you for taking the time to read more about our very unique school. From the time it was established in 1835 Annsborough Integrated Primary School has provided education for children of all faiths and religious backgrounds. For almost 2 centuries now the school has been a focal point in the community encouraging children to accept each other's traditions and religious beliefs. We recognise the importance of a good relationship between home and school to enable your child to gain the maximum benefit out of their time as a pupil at the school.



Education should not always be about the quantity of pupils admitted to the school but more about the quality of the education received therein. As a teaching principal, here now for more than 3 decades, I can relate to how valuable the impact the continuity and consistency of our experienced and dedicated staff has upon the education of each and every child we welcome through our doors. I have been blessed to have educated many generations of local families and can testify from personal experience that within the walls of this very special and historic building your child's education will get a first class start.

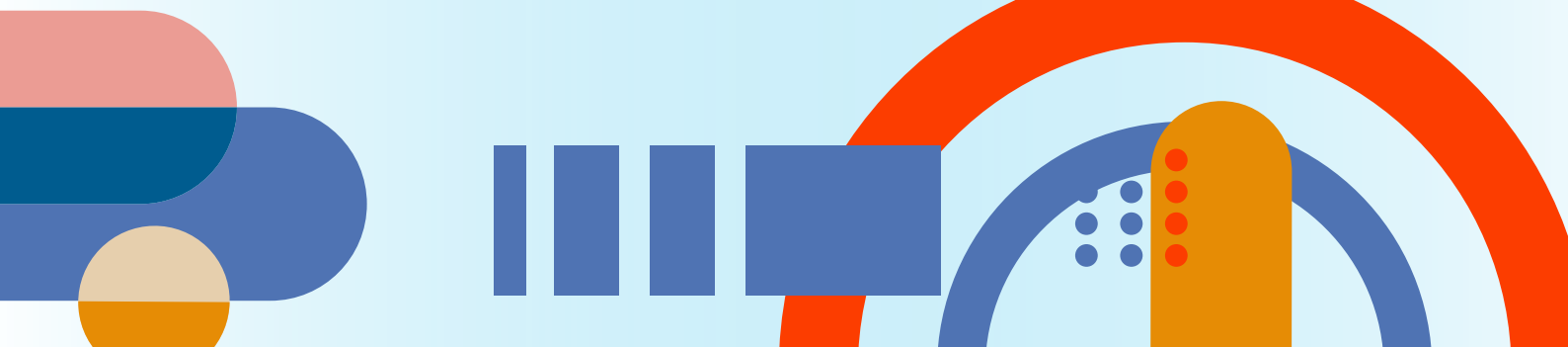
Please feel free to contact me on [lbrown410@c2kni.net](mailto:lbrown410@c2kni.net) if you are interested in arranging a visit for a tour of the school.

Alternatively, you can have a look at our website [annsboroughips.com](http://annsboroughips.com) or follow our Facebook page on social media for current updates.

**Lynda Brown, Principal**

## WHY CHOOSE US?

- Annsborough Integrated Primary School is a great school with a happy, family feel
- We have a strong integrated ethos
- We are the original integrated school having been established in 1835 and therefore really see the huge benefits of educating children together
- Each pupil is valued and benefits from the excellent pupil: teacher ratio with smaller class sizes and well-resourced classrooms
- We have a Reception class (where pupils can start at age 4)
- All pupils benefit from weekly swimming lessons with professional coaches
- Learning is hands on and fun
- We have established great links with parents and the local community
- After school clubs are available for all key stages





# MISSION STATEMENT

The staff of Annsborough Integrated Primary School strive at all times to create a safe, secure and stimulating environment where there is mutual respect for children of all religions, where pupils are valued and where each child can achieve his/her potential intellectually, socially and physically.

The policy of the school is to provide a broad and balanced curriculum for the educational needs of the pupils relevant to the range of abilities and backgrounds of those attending the school.

Our fundamental aim is to ensure that all potential opportunities for teaching and learning are maximised.

Inherent in our policy is the desire that these needs be provided for in an atmosphere which is happy, interesting and satisfying for children from all traditions.

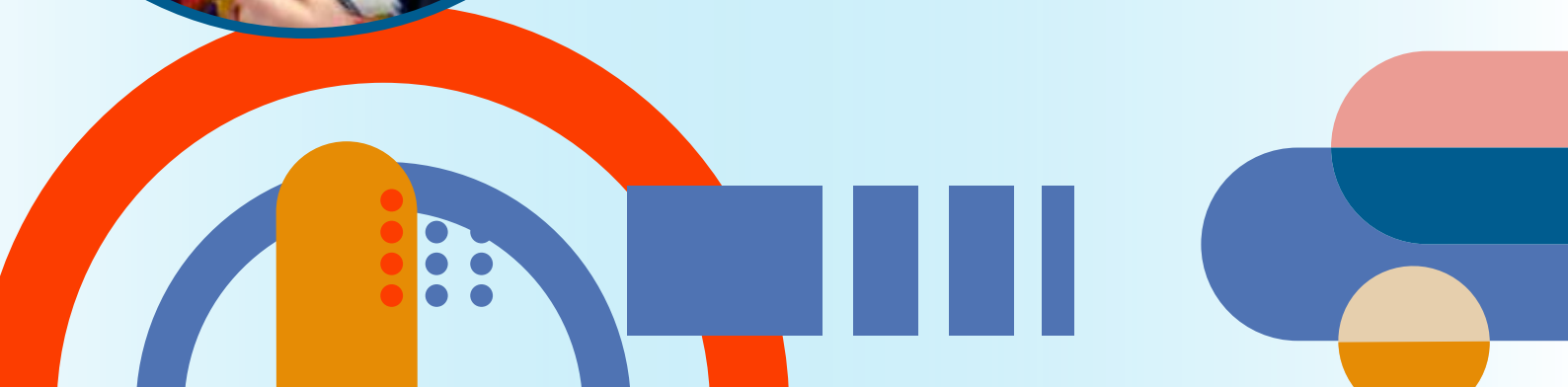
The school hopes to encourage children from all religious communities to accept each other's traditions and religious beliefs. The dedicated teaching team aim to use the stimulating atmosphere to instil a love of learning in each and every child.

We hope to encourage strong and supportive links between school, parents and the community

Staff development is also encouraged to keep up to date with current changes in education in order to facilitate learning for all pupils.

The staff, pupils, parents and governors are fully committed to the aims of the school and have a strong sense of loyalty to the school.

Parents views are sought on important issues and are made welcome in the school. They are given clear information about their child's progress, the school's curriculum and the day to day organisation of the school and can contact their child's teacher via email or through the school office with any issues of concern.



# STAFF

## PERMANENT TEACHING STAFF

Our school has 3 composite classes

PRINCIPAL Key Stage 2

Mrs L Brown



Key Stage 1

Mrs M McGrath



Foundation Stage

Mrs D McCabe



## PART TIME TEACHING STAFF

Principal Release and Special Needs

Mrs Jane Orr



## CLASSROOM ASSISTANTS

Mrs Caroline Cunningham

Mrs Bronagh McGarry



## ANCILLARY STAFF

Secretary

Mrs Caroline Cunningham



Building Supervisor

Mr Damien Rogan



Catering Assistant

Mrs Aisling Gallagher



# ADMISSIONS

The Board of Governors draws up the admissions criteria and delegates to an Admissions Sub-Committee, which includes the Principal, the responsibility for applying these criteria.

## ADMISSIONS CRITERIA

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The

online application procedure opens in early January and remains open until late January.

Please refer to <https://www.eani.org.uk/parents/admissions> for current dates each year.

To fulfil our admissions criteria it is the responsibility of all parents/guardians to provide information regarding their child's perceived community background.

The religious affiliation/community background (Protestant, Catholic or Other/None) of a pupil will be determined by one of the following methods:

a) For parents/guardians applying for a place via the Education Authority's online application you will be prompted to and must select your child's religious affiliation when completing the form;

or

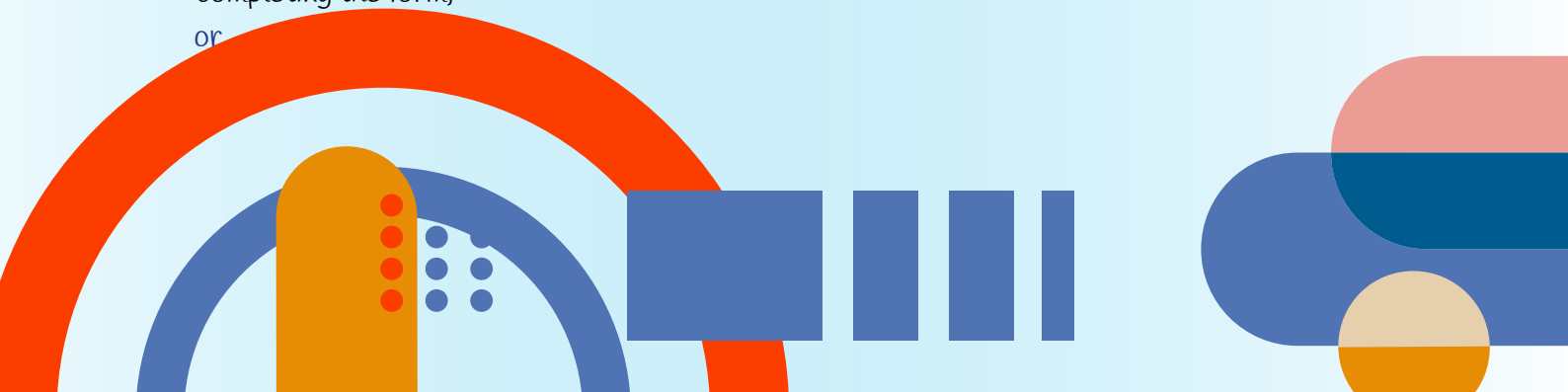
b) For parents/guardians applying using a paper application you must also complete our school Religious Affiliation Form/Pre-Enrolment Form which can be obtained from our school office or you can provide alternative written confirmation to our school. Your Religious Affiliation Form/Pre-Enrolment Form/written confirmation of religion must be sent directly to our school

or

c) If the parents/guardian(s) do not supply this required information then your child's application will be considered with those from the majority category of that year's applicants. The school will apply sub criteria to each group (Protestant, Catholic, Other/None) in order to achieve reasonable balance. In the event that there are insufficient applications from any group, additional places will be considered with those of the majority category of that year's applicants.

## Year 1 Intake

In applying the admissions criteria the Board of Governors will strive to ensure a balance of 40% Catholic, 40% Protestant and 20% other world religions and children of no religious affiliation throughout the school. In the event of any religious or other category not meeting its quota the balance will be divided equally between the other categories. In the event of there being an odd number of places in the excess of places remaining the additional place will be allocated to the category having the greater number of applicants.







1. Children who presently have a brother/sister step-brother/step-sister in attendance at the school.
2. Children whose parent/guardian is presently an employee of the school.
3. Children whose parent guardian/brother/sister is a former pupil of the school.
4. Children who are the eldest of their family.
5. Children who are 4, but have not attained the lower limit of compulsory school age – eldest first.

In the event of over-subscription, in any one of the above criteria, the following sub-criterion will be applied:-

Children who live closest to the school, as measured by the shortest walking distance, by public road or footpath, will be given priority. Where 2 or more children live equidistant from the school final selection will be by lot.

Please refer to the Education Authority's website for any updates to our admissions criteria  
<https://www.eani.org.uk/parents/admissions>.

## **DUTY TO VERIFY**

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any application.

If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

## **WAITING LIST POLICY**

This Policy is available from the school.

Applications for admission to Y1 after the beginning of the school year.

Criteria as above.

Y2-Y7 Intake

Criteria 1 to 4 and the sub-criterion listed above will apply.



# UNIFORM

Available locally from John McKenny's,  
Main Street, Castlewellan

## MAIN UNIFORM

- Navy jumper or cardigan with embroidered school logo
- White polo shirt with embroidered school logo
- Grey skirt, pinafore or trousers

## PE UNIFORM

May be worn each Friday for PE and swimming and if participating in sports after school clubs

- Sweatshirt embroidered school logo
- White polo shirt with embroidered school logo
- Plain navy tracksuit bottoms



## SCHOOL HOURS

CLASS	DAYS	TIME
RECEPTION	Mon - Fri	9:00am - 12:00noon
P1,2 & 3	Mon - Fri	9:00am - 2:00pm
P4 & P5	Mon - Fri	9:00am - 2:45pm
P6 & P7	Mon - Fri	9:00am - 2:45pm
P1-P3 After School Clubs finish at 2:45pm and P4-P7 finish at 3:45pm		

## THE CURRICULUM

Annsborough Integrated follows the Northern Ireland Curriculum which is the statutory requirement for all schools. Through this curriculum pupils receive a broad and balanced education in a family like atmosphere for which our school has become so well renowned.





## Language and Literacy

Literacy focuses on developing each child's ability to understand and use language, both spoken and written, as an integral part of learning in all areas. The development of these skills enables children to interact effectively in the world around them, to express themselves creatively and to communicate confidently, using the four modes of communication (Talking and Listening, Reading and Writing) and a variety of skills and media. Language and Literacy should be considered in a holistic way, taking account of the integral nature of Talking and Listening and Reading and Writing which extend across all Areas of Learning.

Language and Literacy are fundamental prerequisites for thinking, learning and interacting in personal, social and work contexts throughout life. Literacy is therefore a key to learning as well as a key to enjoyment and personal growth.

## Mathematics and Numeracy

Numeracy is the development and application of mathematics across the curriculum and in real life situations. Skills in numeracy should help children to make informed and responsible choices and decisions throughout their lives. Through the teaching of Processes in Mathematics, Number, Shape & Space, Handling Data and Measurement, children should engage in a wide range of purposeful activities which should involve them in different modes of mathematical learning, including playing, exploring and investigating, doing and observing, talking and listening, asking questions, reflecting, drafting, reading and recording.

## ICT

Information and Communications Technology across the curriculum has the potential to transform and enrich pupils' learning experiences and environments. It can empower pupils, develop self-esteem and promote positive attitudes to learning. Additionally, the creative use of ICT has the potential to improve pupils' thinking skills, providing them with opportunities to become independent, self-motivated and flexible learners. Pupils should develop the skills of Using ICT by engaging in meaningful research and purposeful activities set in relevant contexts. They should use ICT to handle and communicate information, solve problems, pose questions and take risks. They should process, present and exchange their ideas and translate their thinking into creative outcomes that show an awareness of audience and purpose. They should also use ICT to collaborate within and beyond the classroom, to share and exchange their work and to exhibit and showcase their learning. Across the curriculum, at a level appropriate to their ability, pupils should develop ICT skills to enable them to:







## Explore

- access and manage data and information;
- research, select, process and interpret information;
- investigate, make predictions and solve problems through interaction with digital tools;
- understand how to keep safe and display acceptable online behaviour.



## Express

- create, develop, present and publish ideas and information using a range of digital media;
- create information and multimedia products using a range of assets.



## Exchange

- communicate using a range of contemporary methods and tools;
- share, collaborate, exchange and develop ideas digitally.

## Evaluate

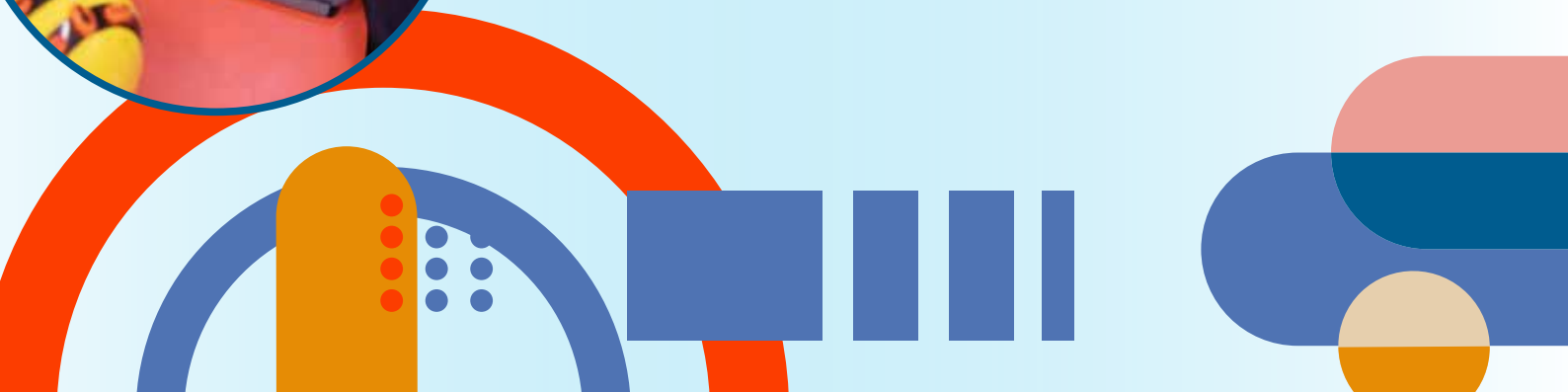
- talk about, review and make improvements to work, reflecting on the process and outcome;
- consider the sources and resources used.

## Exhibit

- manage and present their stored work;
- showcase their learning across the curriculum.



Annsborough Integrated Primary school prides itself on keeping pupils up to date with the latest digital learning. ICT is embedded across all areas of the curriculum in a variety of ways from using green screen technology, photo editing and programming to exchanging and sharing their work and ideas online.





## The World Around Us

This area of the curriculum incorporates History, Geography and Science & Technology. Through topic and project work pupils are given the opportunities to extend their love of learning beyond the walls of the classroom whilst investigating

- Interdependence
- Place
- Movement & energy
- Change over time

## The Arts

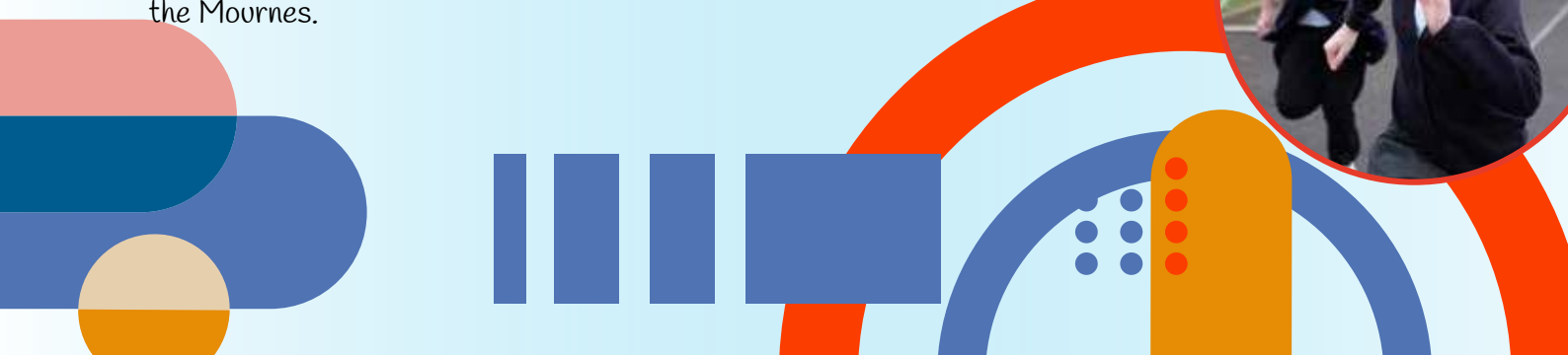
Creativity is developed through every area of the curriculum. Art and Design, Drama and Music provide rich opportunities for developing creativity, allowing children to express their ideas, feelings and interpretations of the world in diverse ways, through pictures, sound, drama and dance.

Our pupil numbers enable us to ensure each and every child has a role in our annual Christmas Play and Harvest Assembly during their time as a pupil at the school.

## Physical Education

Through regular and frequent participation in Physical Education, children should understand the benefits of physical activity and the relationship between physical activity and good health. Pupils develop a range of fundamental movement skills that improve co-ordination, control, balance and manipulation. All pupils in the school attend swimming lessons each Friday in the local leisure centre.

The school's extra-curricular programme provides opportunities for all children to extend and develop skills and interests acquired during the Physical Education programme. Participation in the Daily Mile further enhances opportunities for fresh air and physical exercise in our scenic school grounds with the view of the Mourne.





## Religious Education

Religious Education is a compulsory part of the Northern Ireland Curriculum. It focuses on encouraging children to become informed and inquisitive about their own and others' religious beliefs and practices. The Department of Education and the four main Christian Churches in Northern Ireland define the curriculum for Religious Education in the Core Syllabus.

We provide Religious Education in line with this syllabus giving children an opportunity to learn with each other and from each other in an atmosphere where they can understand shared and differing faiths, beliefs and cultures.

Parents can withdraw their child from part or all of Religious Education or collective worship.

## Personal Development and Mutual Understanding

Personal Development and Mutual Understanding focuses on encouraging each child to become personally, emotionally, socially effective, to lead healthy, safe and fulfilled lives and to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives. The purpose of Personal Development and Mutual Understanding as a separate Area of Learning within the primary curriculum is to provide the opportunity for specific attention to be given to emotional development, health and safety, relationships and the development of moral thinking, values and action. NSPCC Keeping Safe programme is followed as part of our PDMU curriculum.



## Pastoral Care

The Pastoral Care Policy of Annsborough I.P.S emphasises the responsibility of all staff, teaching and non-teaching, to recognise the importance of a caring, supportive and safe environment for children so they can develop their talents and abilities to their full potential with confidence and self-esteem. We aim for all children to be happy and enjoy coming to school.

In our policy, special emphasis is placed on personal safety and the preventative curriculum and we try to ensure that crucial safety messages are imprinted on pupils' memory through a series of well-planned assemblies and circle times covering topics such as Personal and Road Safety, Digital Safeguarding, Safety in the Sun and Dangers of Medicines among many others. We try to link our assemblies with current news to make situations seem more real for children. We hope this ongoing programme will help children to build their confidence and skills at being able to keep themselves safe.

Our Pastoral Care programme in Annsborough Integrated Primary School permeates every aspect of the life of our school – academic, social, physical, moral and religious. We strive to ensure that all members of our school community feel valued and sustained as we grow together.



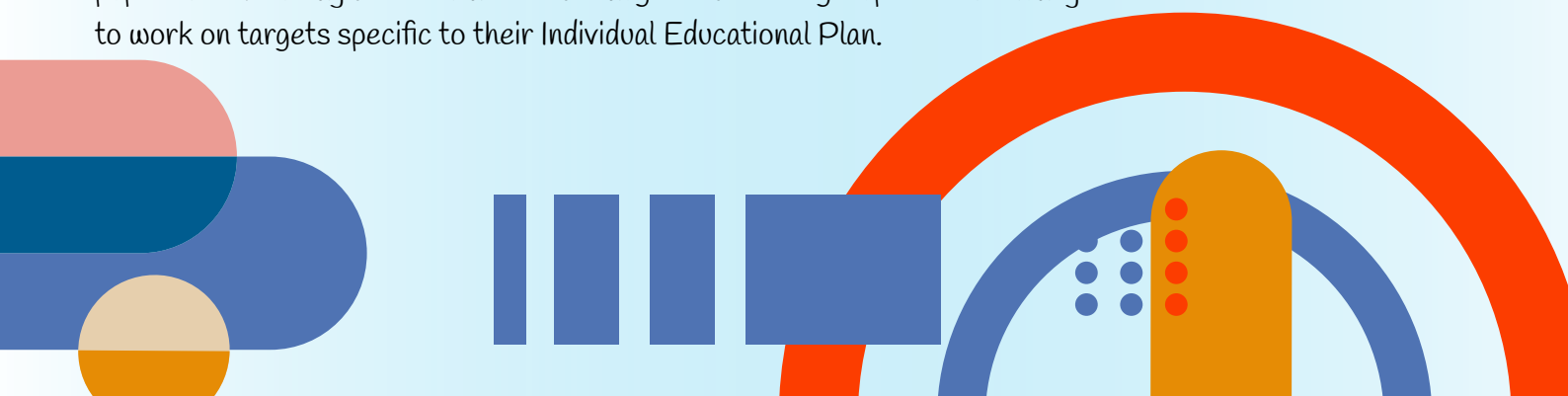




We are an Eco School with a Green Flag and our School, Eco and Road Safety Councils, comprised of P6/7 pupils, are involved in decision making processes in the school through assemblies, fundraisers and competitions. Healthy breaks and the drinking of water are encouraged throughout the school. School meals are available for purchase daily.

### **Special Educational Needs**

At Annsborough Integrated Primary School we operate 3 composite classes where work is differentiated for each particular year group. Every effort is made to ensure pupils are working at an appropriate level so when difficulties arise we aim to identify any special educational needs as early as possible so we may begin to address them. Under the expert guidance of the teaching staff and the Learning Support Co-ordinator any pupils identified may be withdrawn to be taught in booster groups or individually to work on targets specific to their Individual Educational Plan.







## School Policies

Available via our school app or by request from the school office

# EXTRA CURRICULAR ACTIVITIES

Our pupils are very fortunate to avail of a range of activities up to 4 afternoons a week

Throughout the year we offer a range of activities including: -

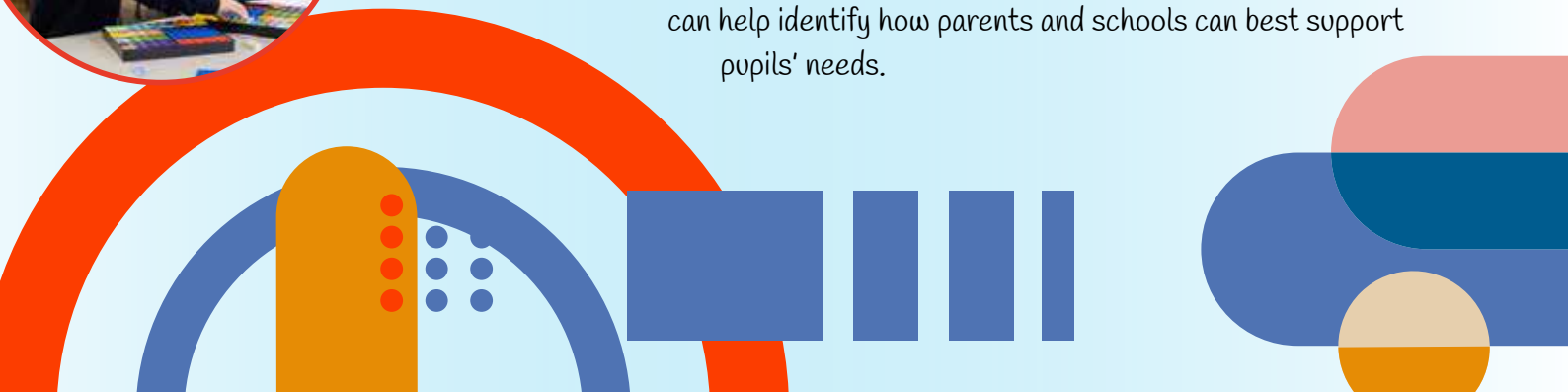
- Soccer
- Basketball
- Hockey
- Gaelic football
- Film club
- Gardening club
- Cycling proficiency
- Homework and activity club
- Craft club

Activities available may be subject to change



## ASSESSMENT

Pupils are continually assessed through observations during the school day in an informal manner. In addition to this formal assessments in Using Communication and Using Mathematics take place at the end of Primary 4 and Primary 7 (Key Stage 1 and Key Stage 2 respectively) Progress Tests in English (PTE) and Progress Tests in Mathematics (PTM) are used in P3 –P7 annually. Results of these are analysed to generate a standardised score which can help identify underachievement when compared against a Non Reading Intelligence Test or Cognitive Ability Test. Group Reading Tests are also administered to ascertain a reading age for each child. Parent Teacher meetings also take place each year in term 1 or 2 and parents receive a written report on each child in June. Dyslexia screeners are carried out in Primary 3 each year or with pupils who may present with literacy difficulties. These screeners can help identify how parents and schools can best support pupils' needs.







## SHARED EDUCATION

Annsborough Integrated Primary is a part of a Shared Education Programme with another local school. The overall aim of the project is to scale up the level of sharing throughout schools in Northern Ireland. It can provide financial support to improve the educational and reconciliation outcomes in schools working collaboratively. The programme is open to all schools who have some experience of working in a cross-community partnership with other schools and we have received some funding for transport, materials and expenses. One of the five Northern Ireland Executive priorities contained within the Programme for Government (PfG) is to build a strong and shared community. Within that priority there is a particular focus on building better relations between communities.





