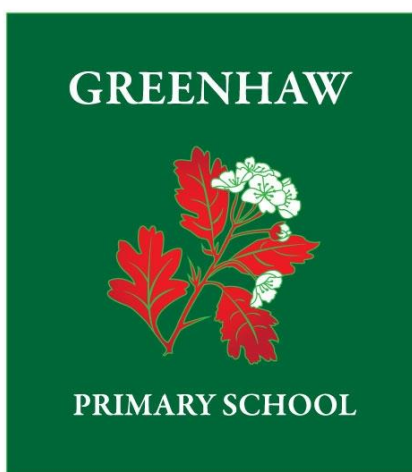


GREENHAW PRIMARY AND NURSERY SCHOOL



Prospectus 2023/2024

Principal: Mr S. McLaughlin

Email: info@greenhaw.londonderry.ni.sch.uk

Tel: +44 (0)28 71351908

Website: www.greenhawps.co.uk



Level 2



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A Letter from the Principal

Dear Parent(s)/Guardian(s),

Choosing a school for your child can be such a challenging time. There are so many questions that race through your mind. However, there is one common goal that everyone wants for their child when they start school - **that they will be happy, safe and well educated, no matter which school they attend.**

We have a school of happy, safe and well-educated children here at Greenhaw Primary and Nursery School. A warm and friendly atmosphere can be felt the moment you walk through the door. All the children know and look out for each other. The children and staff are courteous and respectful towards each other.

We aim for excellence for every child and we believe that together we can achieve this. Our school motto 'Learn together, achieve together' is instilled in all of our children and indeed staff members. We believe in preparing our children for an ever-changing, progressive and technologically advanced society. We aim to develop the concept of active and positive citizenship where our children can contribute to society in a meaningful way both now and in the future.

We place great emphasis on the good relationships between pupils, parents, staff, governors and community as well as the importance of everyone working together to provide the best opportunities for our children.

I am privileged to be principal of Greenhaw Primary and Nursery School. It is a joy and an honour for me to watch the children grow and excel from the minute they join the school until the day they leave.

On a final note, I look forward to working with you and your child in the future.

Kindest regards

Shaun McLaughlin



Level 2



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Aims of Greenhaw Primary and Nursery School

Greenhaw Primary School and Nursery School is a Christian School Community where both staff and students work in the pursuit of all aspects of spiritual, educational and personal excellence.

To achieve this, we have the following aims:



1. To foster a love of learning where children will be stimulated, motivated and challenged to become independent thinkers and learners.
2. To provide a Pastoral Care System where every child feels valued and respected in all that they do and in all that they achieve.
3. To develop an awareness in each child of their skills, talents and abilities and to give children the confidence to try new things and pursue the many windows of opportunity available.
4. To develop a school community that respects the rights and beliefs of others and where good discipline, courtesy and good manners are the very foundation of our relationship with others.
5. To provide a broad and balanced curriculum appropriate to the needs of each child, where high expectations are set and children have the desire and determination to work to the best of their ability.
6. To establish effective relationships between school and home and to utilise the many skills and talents in our community to enrich the provision for all our pupils.

General Information



Greenhaw Primary and Nursery School opened in 1971. The building, with a nursery unit in its grounds, is situated in Carnhill Estate.

This well-resourced school consists of the following accommodation:

- 13 classrooms all with computerised interactive white boards
- resource areas outside each cluster of classrooms to extend and enrich the learning opportunities
- A Multi-Purpose Sports/Assembly Hall/Canteen.
- A Library and ICT interactive suite
- 2 Climbing Frames
- 2 Playgrounds with grassed areas
- A Hygiene Room
- Staff Room and Office Accommodation
- A Fully Equipped Nursery with Outdoor Climbing Frame

Our current staffing is made up of the Principal, Vice-Principal plus 12 teachers. The School Secretary, Buildings Supervisor, Classroom Assistants, Cleaners, Supervisory Assistants and School Meals' Staff complete a team dedicated to the education and welfare of children entrusted to their care.



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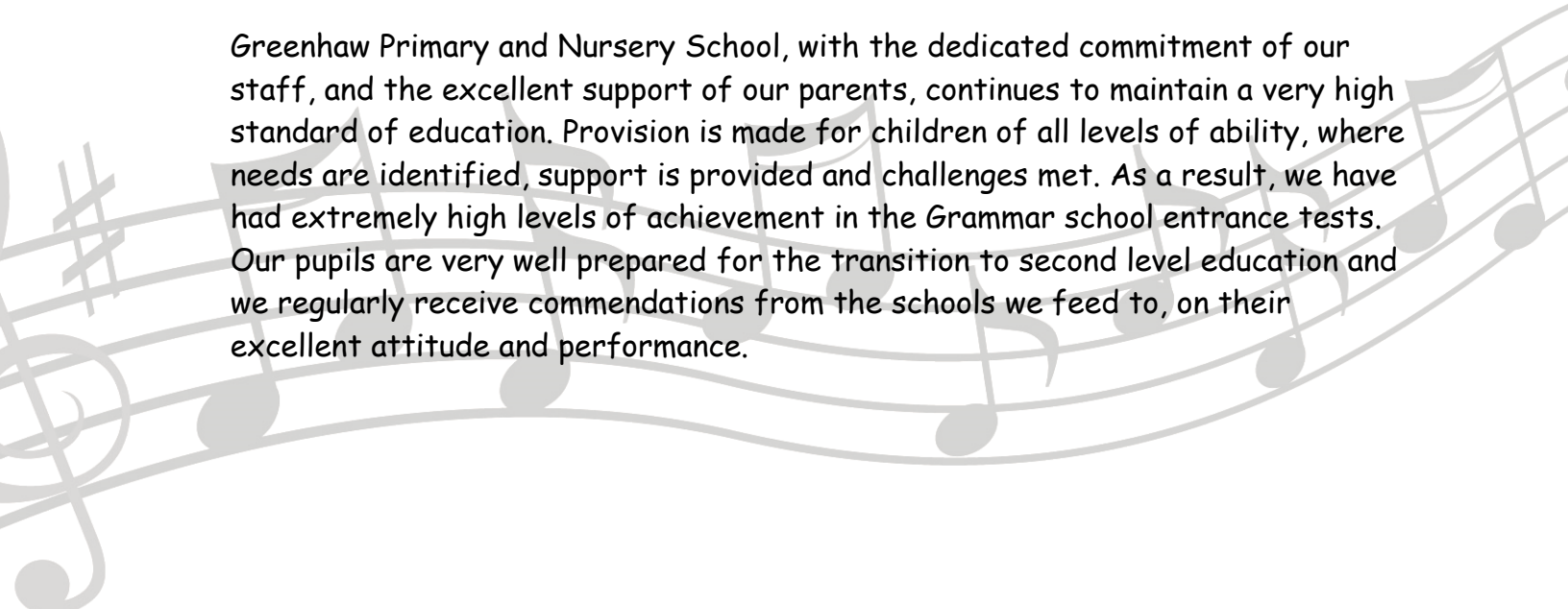
A Family School

Greenhaw Primary and Nursery School is a family orientated school where all pupils are known individually by all members of staff, thus promoting confidence and self-esteem. We put very strong emphasis on the three-way partnership between home, school and our parish community.



An Achieving School

Greenhaw Primary and Nursery School, with the dedicated commitment of our staff, and the excellent support of our parents, continues to maintain a very high standard of education. Provision is made for children of all levels of ability, where needs are identified, support is provided and challenges met. As a result, we have had extremely high levels of achievement in the Grammar school entrance tests. Our pupils are very well prepared for the transition to second level education and we regularly receive commendations from the schools we feed to, on their excellent attitude and performance.



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School Staff

Principal: Mr. S. McLaughlin

Vice-Principal: Mrs F. Gallick (Designated teacher for Child Protection, Numeracy and Assessment Coordinator and SLT)

Teachers: Mr K. Smith (Literacy and Assessment Coordinator and SLT)

Mr C. Martin (UICT and Assessment Coordinator and SLT)

Mrs D. Molloy (Designated teacher for Child Protection in the Nursery, Early Years' Coordinator, PDMU Coordinator and SLT)

Mrs S. McFadden (SENCo. and SLT)

Mrs M. Cunningham (Deputy Designated teacher for Child Protection, World Around Us Coordinator)

Mrs F. O'Donnell (The Arts/Music Coordinator)

Miss C. Gillespie (Extended Schools' Coordinator)

Mrs H. McGrellis

Miss R Wilson

Miss AM McCallion

Mrs R. Concannon

Mrs D. Vance

Ancillary Staff

Executive Officer:

A Coyle

Nursery Assistants:

C. McGonagle

J. McCaul

C. Hegarty (SEN)

Classroom Assistants:

P. Montgomery

N. Barlow

S. Feeney

D. Green (SEN)

S. McCallion (SEN)

L. Wilson (SEN)

L. Davis (SEN)

N. Doherty (SEN)

S. Coyle (SEN)

K. McCann (SEN)

J. Devine (SEN)

K. Dixon (SEN)

J. Hegarty (SEN)

S. Morrison (SEN)

S. McIntyre (SEN)

E. Quigley (SEN)

L. O'Kane (SEN)

T. McLaughlin (SEN)

C. McDermott (SEN)

N. Henry (SEN)

K. Dunlop (SEN)

R. Ward (SEN)



School Caretaker:

Mr T. McGonagle

Supervisory Assistants:

M. Keeney

L. McLaughlin

S. Feeney

L. Davis

S. McCallion

K. McCann



Board of Governors

Rev A. Rosborough (Chair of Governors)
Mr R. Quinn (Vice-Chair)
Mrs B. Cosgrove
Mr M. McCaul
Mr D. Cunningham
Miss R. Wilson
Mr J. Barber
Miss L. Adams (Designated Governor for Child Protection)
Mr R. Thompson



Vision for the future

- To continue promoting the strong Christian ethos of the school;
- To maintain high standards in delivery of the curriculum and pupil achievement;
- To maintain the positive, caring environment, which is a noted strength of the school, through continued partnership of home, school and community;
- To ensure that the school continues to meet the requirements brought about by rapid changes in UICT and the Revised Curriculum;
- To ensure the continued professional development of teachers in order to maintain high standards of staff morale and classroom teaching;
- To incorporate curricular changes and initiatives in whole school development;
- To maintain an attractive, learning environment for pupils;
- To ensure continuing improvements in security, maintenance and resourcing of the premises;
- To ensure continuing improvements in provision of curricular resources.

Curriculum

At Greenhaw Primary and Nursery School, we aim to: -

- recognise the individual needs and talents of each pupil and to provide for development of moral, physical, social and creative capacities;
- to ensure delivery of a broad and balanced curriculum according to the Revised Curriculum and catering for the needs of all pupils;
- provide a stimulating learning environment in which all pupils feel safe and are challenged to achieve their full potential.

The Revised Northern Ireland Curriculum

The revisions to the Curriculum aim to retain the best of the current practice while seeking to give greater emphasis to important elements, such as children's Personal Development and Mutual Understanding and the explicit development of Thinking skills and Personal Capabilities.

We aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible. The teachers aim to prepare our pupils for a rapidly changing world.

Stages in the Primary Curriculum

The primary phases comprise:

The Foundation Stage:	Years 1 and 2
Key Stage 1:	Years 3 and 4
Key Stage 2:	Years 5, 6 and 7

Structure of the Primary Curriculum

The Curriculum for the three stages is set out in six Areas of Learning.

1. Language and Literacy



2. Mathematics and Numeracy

3. The Arts (including Art and Design, Drama and Music)

4. The World Around Us (Geography, History, Science and Technology)

5. Personal Development and Mutual Understanding

6. Physical Education.

7. Religious Education



The Primary One Curriculum

Our Foundation Stage teachers are fully committed to the Northern Ireland curriculum and embrace the importance of the Early Years. Our P.1 teachers work hard to ensure the children experience a smooth transition from pre-school settings.

Learning is fun! Children benefit from challenging play-based learning that encourages important social, emotional and physical skills as well as promoting their early literacy and numeracy development. The children in P.1 and P.2 learn to think, problem solve, share, cooperate and develop self-esteem and confidence; essential tools they need in their toolkits.

Teachers plan together in year groups, Key Stages and as part of curriculum teams. Planning is collaborative, holistic, child focused and informed by previous observations or data.

Pupils are actively involved in the planning and reviewing of work. They are always aware of the learning intentions and success criteria, discuss the learning, evaluate their work and suggest future learning experiences. The children love being a part of the planning process, seeing their ideas grow and are very motivated to learn.

Assessment in the Foundation Stage

Assessment in Primary 1 and Primary 2 is mainly observation based. Adult observations are carried out with the children in an unobtrusive way and inform future planning. Children are made aware of their progress by receiving positive feedback and work together with their teacher to suggest ways to improve.



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Teachers assess pupils' cross curricular skills, thinking skills and personal capabilities, levels of concentration and involvement and emotional development.

Assessment from Primary 3 – Primary 7

Assessment in Greenhaw Primary and Nursery School happens on a daily basis. Teachers plan meticulously to meet the needs of all children and evaluate their learning each week, setting new targets for further development. More formal assessments take place during the year using the digital PTM, NFER MM, PTE, Single Word Spelling Test and Cognitive Abilities Test (CAT). Test results are digitally analysed at individual, class and whole school level.

The Primary Curriculum is set out in Six Areas of Learning:

- Language and Literacy
 - Mathematics and Numeracy
 - The Arts
 - The World Around Us
 - Personal Development and Mutual Understanding
 - Physical Development and Movement
-
- Religious Education

*(Please note, should you wish your child/ren not to be involved in R.E. based lessons, liturgical celebrations – eg. Christmas or preparation with regard to First Communion/Confirmation, please inform the school office or your child/children's class teacher(s).

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

Cross Curricular Skills:



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- Communication
- Using Mathematics
- Using Information and Communications Technology

Thinking Skills and Personal Capabilities:

Thinking, Problem Solving and Decision Making

- Self-Management
- Working with Others
- Managing Information
- Being Creative

Our Approaches to Learning and Teaching in the Foundation Curriculum

- Children learn best when learning is interactive, practical and enjoyable
- Teachers and classroom assistants use 'effective questioning' to promote thinking skills and to embed increased vocabulary
- Children have opportunities to initiate experiences that capitalise on their individual interests and curiosities
- Children work in stimulating environments and have access to a range of resources.

Pastoral Care

PUPIL WELFARE AND PASTORAL CARE

The whole school is involved with the Pastoral Care of your child through daily contact, and in establishing successful links between home and school. Formal parent /teacher interviews are arranged each year but parents are also encouraged to make an appointment to see the class teacher or Principal should the need arise.

School crossing patrols are in place well before the commencement of school and at the end of the school day. Parents are encouraged to train their children to use these personnel properly.

Children are expected to go home straight after school unless they are staying for supervised activities.

No child is allowed to leave the school grounds to go to a shop. It is important that written requests are made if you wish your child to leave school during normal school hours.

The Principal and staff are responsible for the welfare of your child during school hours. If your child is ill or has an accident, the arrangements are as follows: -

- 1 Every effort will be made to contact you by telephone. If this is not possible your child will be cared for in school until a responsible adult calls.
- 2 In the event of a serious accident your child will be taken to hospital. We would like to reassure you that a responsible member of the staff will remain with your child for the duration of his/her attendance at the AE Dept. until he/she can be delivered into the care of the parent or another responsible adult. Accidents requiring

medical attention are reported to the Education Authority.

To ensure that this system works properly it is essential that each child's computer record is kept up to date. The onus is on parents to ensure that new telephone /mobile numbers are given to the office.

If it is necessary to bring inhalers to school, these should be shown to the class teacher with precise instructions for use. Whilst every care will be taken to comply with directions, teachers cannot be held responsible and are under no obligation to administer any form of medication. We would advise that even young children attend asthma clinics to ensure that they are able to use inhalers correctly.

Western Health and Social Services Board Officials carry out yearly inspections through the auspices of the school nurse or doctor.

Parent Meetings

Nov Formal parents' meeting - opportunity for parents to discuss their child/children's progress with class teachers or seek advice/ clarification about work being done and target expectations.

June End of year written report is sent home to be signed and returned to the school. Any parent who wishes to discuss this report is welcome to make an appointment with the teacher concerned.

Termly: SEN review meetings with parent and class teacher to review and set Individual Education Plans.

Other meetings may be arranged to deal with specific problems or activities as they arise.



Eco-Schools



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Eco-Schools

PATHS[®]
The PATHS[®] Programme for Schools (UK Version)
Promoting Alternative Thinking Strategies

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Child Protection

The Child Protection programme of Greenhaw Primary School aims to support every child's development in such a way that it fosters security, confidence and independence. The staff and governors believe that all children have the right to be protected from discrimination, physical and emotional abuse and injustice.

Designated Teachers

All of the staff at Greenhaw Primary and Nursery School work hard to ensure the safety and protection of all of the children in our care. We have a dedicated Safeguarding Team who manage the provision of child protection and safeguarding at the school:

1. Mr. S. McLaughlin - Principal
2. Mrs F. Gallick - Vice-principal and Designated Teacher for Child Protection
3. Mrs M. Cunningham - Deputy Designated teacher for Child Protection
4. Mrs D. Molloy - Designated Teacher for Child Protection in the Nursery
5. Miss L. Adams - Designated Governor for Child Protection

Aims

The school aims to deliver its programme through all aspects of the curriculum. These aims will include opportunities for the children to enhance their:

- ⇒ self esteem
- ⇒ self confidence
- ⇒ assertiveness
- ⇒ communication skills
- ⇒ personal safety

by developing appropriate skills to make reasoned, informed choices, judgements and decisions.

- The school through its discipline policy has developed a whole school policy against Bullying. Through this the children will be encouraged to take responsibility for their own safety and will receive instruction on self-protection measures and techniques.
- Staff will be kept informed of Child Protection issues.
- Staff will be kept informed about the Education Authority Western Region procedures for reporting concerns.
- Staff are aware of their duty of care and their responsibility to report.
- The school will promote co-operation with statutory agencies in the multi-

agency response to child protection.

- The school will provide an effective and appropriate system of communication between children, teachers, parents and other adults working with children.

This policy will be put into effect by:

- Providing an environment within the school and classroom in which every child is valued as a member of the community.
- Allowing a variety of opportunities for class and group discussion of thoughts and feelings in an atmosphere of trust; acceptance and tolerance e.g. Circle Time, The Paths Programme.
- Identifying a range of people to whom the children can turn to share concerns and discuss problems.
- Integrating the key concepts of Child Protection with the existing curriculum and/or developing awareness and skills of personal safety.
- Monitoring children's welfare and physical, emotional; social intellectual and behavioural development.
- Promoting staff awareness of types of indicators of child abuse and neglect, the appropriate response to the child knowledge of procedures for reporting concerns, their statutory responsibility.
- Informing staff of the importance and nature of appropriate record keeping and report writing and the need to make a clear distinction between factual reporting and professional opinion.
- Informing parents of the school's Child Protection Policy.

- Establishing regular contact with other appropriate agencies to promote co-operation to protect children.

Attendance Policy

School Attendance Aims

Through this policy we aim to provide all our pupils with the maximum opportunities our curriculum provides. In order to achieve this, we aim to maximise the attendance of our pupils, therefore they must attend regularly and be punctual.

At Greenhaw Primary and Nursery School we recognise that excellent attendance is the key to achievement at school.

Partnership between Parents and the School

At Greenhaw Primary and Nursery School we recognise that attendance is the responsibility of pupils, parents and all school staff, who will work in partnership to ensure excellent attendance so that pupils reach their potential.

Matters pertaining to attendance will be mentioned and/or agreed upon

- when meeting new parents
- when a concern about attendance should arise
- in the governors' annual report to parents
- in school newsletters

The whole school approach to attendance recognises the important roles of all members of the school community, including support staff and governors.



School Responsibilities to Improve Attendance

In order to achieve an excellent standard, we at Greenhaw Primary and Nursery School will adhere to our role of monitoring, encouraging and rewarding good attendance through: -

- a high-quality curriculum so that pupils enjoy learning and want to come to school
- providing for the needs of all pupils, offering an inclusive environment where all can achieve success
- following up all unexplained or unauthorised absences with parents
- Attendance awards from school and EA.
- A school pastoral system to support pupils experiencing difficulties.

Parents' Responsibilities

In order to achieve excellent attendance at Greenhaw Primary and Nursery School, we ask parents to try to adhere to their role in supporting and encouraging their children.

Parents and carers should let the school know at the start of the school day, by telephone or by sending a note with a sibling, that the child is ill, or give any other reason for the absence. The school should be informed again if absence is likely to continue past 3 days. A note or medical certificate should be sent to confirm the reasons for the absence.

Parents should notify the school as soon as possible of when a pupil will return to school. This will allow for any necessary preparations on the part of the school

and will help to monitor the return of pupils.

Parents are advised that it is not acceptable for pupils to be absent for the following examples and similar occasions:

- to spend a long weekend away from home
- to stay at home for a delivery or similar event
- to go shopping
- to go to the airport
- to visit relatives
- to look after siblings
- to take an unauthorised holiday in term time



Absence from school affects the child's educational, social and personal attainment. The school, therefore, expects family holidays to be taken during school holiday periods.

Children's Responsibilities

Pupils should:

- attend school regularly
- arrive for school on time
- take part in lessons as required by teaching staff
- take full advantage of all opportunities offered
- bring any difficulties such as bullying to the attention of the class teacher or other appropriate member of staff.



Special Educational Needs

In line with SENDO, all staff in Greenhaw Primary and Nursery School believes in an inclusive ethos and that every pupil has an entitlement to develop their full potential while being educated alongside their peers. Educational provision in this school addresses particular learning difficulties/differences/disabilities, as well as facilitating the efficient education for other children with whom they are educated, whilst also ensuring efficient use of resources.

We provide educational experiences which develop all pupils' achievements and recognise individuality. We value diversity and embrace it to support the learning of all.

As an inclusive school we work towards identifying and minimising the barriers to learning and provide equal opportunities for all. We provide a broad, balanced, relevant and appropriately challenging curriculum suitably differentiated to meet individual needs.

PROVISION, MANAGEMENT AND REVIEW

In line with SENDO this school ensures that every child can access all aspects of school life and provision. The school will be directed by EA in planning accessibility to the school building.

The school offers a continuum of provision to meet the diversity of pupils' needs. Although all classes are mixed ability, class teachers have the



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flexibility to set smaller ability groups within their class for Literacy/Numeracy. Work is differentiated in all other areas and teachers consider different learning styles, using a range of strategies including ICT to support provision. Classroom assistants are provided where recommended by EA Special Education Department in children's statements and are fully involved in the child's target setting, provision and review.

After School Programme

Timetable of After School Activities/Clubs

Monday Netball P.4 - P.7
P.1 and P.2 Club (2.15 - 3.00)

Tuesday Judo Club P.4 - P.7
Mathletics P.4
P.1 and P.2 Club (2.15 - 3.00)

Wednesday Choir P4 - P7
P.1 and P.2 Club (2.15 - 3.00)
Football Club P.5-P.7

Thursday Cross-Country P.4 - P.7
Mathletics P.4
P.1 and P.2 Club (2.15 - 3.00)
Gaelic

Friday St. John Ambulance First Aid Training (Badgers) P.3-P.7
Swimming Club P.5 - P.7

BEHAVIOUR MANAGEMENT POLICY

The Behaviour Management Policy, prepared in conjunction with the staff, Governors and Education Authority, is designed to help fulfil our aims for the children and the school. With the continuing support of parents and teachers, it is hoped that the goal of a positive and caring atmosphere will be achieved and maintained throughout Greenhaw Primary School.

The school operates a programme of assertive discipline. At the start of each school year the teachers and their pupils construct a system of rules, rewards and consequences that are appropriate to the age group. This plan is then shared with all parents who are required to discuss it with their child and sign it, a form of contract. At every stage our aim is to develop partnerships between staff, pupils and parents.

The three main rules throughout the school are:

Follow directions from all school adults
Keep hands, feet and objects to yourself
No name calling or swearing

- 1 (a) The teachers are responsible for discipline within their own classroom and collectively throughout the school.

(b) For more serious and persistent breaches of discipline, the child will be brought to the Principal, Vice-principal or Senior Teacher, as deemed appropriate.
- 2 Teachers and parents will continue to co-operate in the implementation of the school's Discipline Policy. Meetings between

parents, teachers and other relevant bodies will be arranged at mutually convenient times.

- 3 Breaches of Discipline: -
- (a) The class teacher will discipline the child as necessary and /or talk to the parent.
 - (b) A child may be removed to another teacher's classroom for a 'Cooling Off' period then returned to own classroom.
 - (c) If the problem persists, a senior member of staff will be called in to assist.
 - (d) Depending on the nature of the problem i.e., non - attendance, truancy, aggressive behaviour, etc., the Educational Welfare Officer, Psychological Service or other agencies may be involved.

Parents will be involved and consulted at each step.

- 4 **Rewards to encourage good discipline will include measures as appropriate within each classroom and throughout the school. Prizes and encouragements will be given for positive endeavour and behaviour. These may include stickers, certificates, homework passes etc.**

Disciplinary measures may involve: -

- (a) Verbal chastisement; withdrawal of minor privileges, e.g. no outdoor play at break-time.
- (b) Verbal chastisement by senior staff and parents together. Withdrawal of more important privileges, e.g. football/netball team membership, swimming, outings, no play after lunch.
- (c) Misbehaviour on school transport will be dealt with initially by the accompanying teacher. If indiscipline persists, banning will be considered.

5 Suspension

The school will implement procedures as outlined in 'The Scheme for the Suspension and Expulsion of Pupils in Controlled Schools'.

These guidelines will be implemented in consultation with parents and only in the case of on-going and persistent misdemeanours including:

- The verbal and physical abuse of staff and/or pupils
- Fighting, physical assaults on staff and/or pupils
- Foul or abusive language

- Theft of school, staff and/or pupil property
- Non-compliance, refusal to work in class

Where a suspended child is to be re-integrated into the school, the parents and child will be invited to the school for talks involving the Educational Welfare Service, the Psychological Service and the child guidance Centre, as appropriate. Gradual integration will be considered.

6 An up-to-date and accurate record keeping system is an important aspect of a child's progress through the school. Where it becomes clear that a child seriously and continually misbehaves, a separate record will be maintained and referred to, parents will be informed and have access to the record.

7. An informal system of communication exists. Where necessary a formal letter will be delivered to parents by post or by hand.

8. All staff and parents will be informed of the discipline policy. Parents of new pupils will be given a copy of the policy.

Healthy Eating

In keeping with EA and DENI recommendations we operate a healthy break system and would ask that all pupils comply with this. Only fruit or water should be provided at break times. Please do not send chocolate bars, crisps or fizzy drinks for break. We ask that you give some thought to the contents of packed lunches from a healthy option perspective and for the sake of those pupils who do bring healthy lunches. High-energy drinks are not appropriate. We are a Healthy Eating school and due to certain children's allergies, we are also a nut free school.

Dinner / Lunch

Hot meals are available daily in the school canteen at a cost of £2.60 per day. Meals for the week should be paid for at the start of each week. Each child is issued with a menu.

Details of free meal entitlement are available from EA School Meals Section - Tel: 028 82411411.

Seating arrangements have been made for pupils who bring a packed lunch.

School Uniform

Boys

Plain white shirt

Plain bottle green V-neck jumper with Greenhaw crest

Greenhaw tie

Grey socks

Plain **regular cut** grey trousers (not 'skinny')

Plain black shoes (not trainers or boots)

Girls

Plain white shirt

Plain bottle green V-neck jumper with Greenhaw crest (or cardigan)

Greenhaw tie

Grey knee-length socks/plain grey tights

Plain grey skirt or box pleat skirt below knee length

Plain black shoes (not trainers or boots)

*When the weather starts to get warmer, it is recommended that the children wear lighter clothing for comfort and personal hygiene reasons. Please see below the uniform for spring/summer months.

Boys

Plain white, short-sleeved shirt

Greenhaw school tie

Plain grey $\frac{3}{4}$ length shorts (regular fit)

White ankle socks

Black shoes (not trainers or boots)

Girls

Red Gingham dress

White ankle socks

Black shoes (not trainers or boots)

*Although the Spring/Summer uniform is recommended, it is not compulsory

P.E Uniform

Boys and Girls

Plain bottle green shorts (no stripes, emblems or logos)

Plain white T- shirt/Polo shirt with Greenhaw school crest

Plain white ankle socks

Black Plimsolls for indoor P.E. (All children)

Black trainers for outdoor P.E (All children)

For safety reasons the school would prefer that jewellery is not worn.

Please remember to put your child's name on all items of clothing.

The uniform is stocked by Max Fashions and Select Kidz as well as local Supermarkets.

All uniform items should be clearly marked with the child's name.

* * * * *

Admissions

ADMISSIONS CRITERIA -YEAR 1

Greenhaw Primary School
Carnhill Estate
Londonderry
BT48 8BA

Controlled Primary School

Enrolment No: 254

Admissions No: 36

Tel No: 028 7135 1908
Fax No: 028 7135 8227
Email:
info@greenhaw.londonderry.ni.sch.uk

PRINCIPAL: Mr S McLaughlin
CHAIR OF BOARD OF GOVERNORS:
Mr A Rosborough

RESPECTIVE FUNCTIONS OF THE BOARD OF GOVERNORS AND PRINCIPAL IN RELATION TO ADMISSIONS

The Principal will apply the criteria in the selection of pupils subject to the final approval of the sub-committee of the Board of Governors.

ADMISSIONS CRITERIA – YEAR 1

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 10 January 2023 at 12noon (GMT) and an application submitted by the closing date of 27 January 2023 at 12noon (GMT) will be treated as a punctual application. An application received after 12noon (GMT) on 27 January 2023 and up to 4 pm on 31 January 2023 will be treated as a late application, this is also the last date and time for processing a change of preference in exceptional circumstances. After 4 pm on 31 January 2023 no applications will be processed until after the close of procedure on 27 April 2023.

The Board of Governors of Greenhaw Controlled Primary School has determined that the following criteria shall be applied, in the event of the number of pupils applying in Year 1 being greater than the admissions number, in the order set down below.



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Priority will be given to children who will have attained compulsory school age at the time of their proposed admission, including those children whose parents deferred their admission to primary school in September 2022 as defined by the new School Age (NI) Act (both groups to be treated equally).

Priority will be given to children resident in Northern Ireland at the time of their proposed admission to the school before those who are not so resident.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on the application or provided directly to the school. 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 or provided directly to the school. Examples of such information include whether the child has brother/half-brother(s) or sister/half-sister(s) attending the school, is transferring from the Nursery Unit etc.

- 1 Children of compulsory school age Remove wording 'Children of compulsory school age'
 - 1
 - (a) transferring from the school's Nursery Unit.
 - (b) the child has a brother/sister half-brother/half-sister (including foster/adopted) enrolled at the main primary school.
 - (c) regarded by the Board of Governors, on the basis of written or other evidence supplied by parents and statutory or other agencies, as having special circumstances, (ie medical, social or security reasons.
 - (d) other children.

If there are more applicants satisfying the last one of the above criteria that can be applied than there are places remaining, then selection will take place on the basis of the chronological order of the ages of the children.

In the event that there are two applicants with the same date of birth the following will apply. Selection will be on the basis of the initial letter of the surname as per the birth certificate, in the order set below.

The order was determined by a randomized selection of letters. In the event of surnames beginning with the same letter the subsequent letters of the surnames as per the birth certificate will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the initials of the forenames will be used.

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

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 applicant's 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.

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.

WAITING LISTS

The school's policy on the consideration of applications after the Open Enrolment Admissions procedures concludes on 27 April 2023 is available directly from the school. Should a vacancy arise, the above criteria will be applied to select pupils from our waiting list.

ADMISSIONS CRITERIA – YEARS 2-7

Children will be admitted, using the criteria for Year 1, provided that the enrolment number for the school is not exceeded and that the admission would not prejudice the efficient use of the school's resources.

The Board of Governors has delegated to an Admissions Sub-Committee the task of selecting children for admission. The Sub-Committee consists of the Principal, the Teacher Governor and two other Governors.

Year	Total Applications	Total Admissions
2020/2021	42	42
2021/2022	40	40
2022/2023	39	39

Admission Criteria - Year 2 - 7

Children will be admitted, using the criteria for Year 1, provided that the enrolment number for the school is not exceeded and that the admission would not prejudice the efficient use of the school's resources.

The Board of Governors has delegated to an Admissions Sub-Committee the task of selecting children for admission. The Sub-Committee consists of the Chairman/Vice-Chairman, The Principal, the Teacher Governor and one other Governor.

CHARGING AND REMISSION POLICY

Education at Greenhaw Primary School is provided free of charge for all lessons and activities connected with the child's entitlement under the Education Reform Order (NI) 1989. The only occasion on which payment may be required is for board and lodging on an overnight trip - though charges will be remitted to those parents on income support or family supplement - if the trip has been planned as a compulsory and integral element of the curriculum.

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 do not make contributions. The school may take part in "optional extras" which are not connected with the school's formal curriculum, such as visits to the theatre. Participation in any such activities is to be made on the basis of parental choice and willingness to meet such charges as are made.

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.

THE NURSERY UNIT

The aim of Nursery Education is to provide pre-school education which will stimulate and promote the physical, intellectual and emotional development of each child. These aims are achieved mainly through structured play in a homely and friendly atmosphere.

There is an induction meeting for pupils who have not attended our Nursery Unit and who are starting Year 1 in September. This programme takes place in the June and August prior to their admission.

Nursery Admissions

The aim of Nursery Education is to provide pre-school education, which will stimulate and promote the physical, intellectual and emotional development of each child. These aims are achieved mainly through play in a homely and friendly atmosphere.

The unit has two classrooms catering for 52 children. The units have recently been refurbished creating a bright attractive environment.

All our staff are fully qualified with many years' experience between them.



Level 2



Model school

ADMISSIONS CRITERIA NURSERY

Greenhaw Primary School Nursery Unit
Carnhill Estate
Londonderry
BT48 8BA

Principal: Mr Shaun McLaughlin
Chair of Board of Governors: Mr A Rosborough

Controlled Nursery Unit
Admissions No: 52 (Full-time)
Nursery Opening Times: 8:45am – 1:15pm

Telephone: 028 7135 1908
Fax: 028 7135 8227
E-mail: info@greenhaw.londonderry.ni.sch.uk

Respective Functions of the Board of Governors and the Principal in relation to admissions.

The principal will apply the criteria in the selection of pupils subject to the final approval of the sub-committee of the Board of Governors.

Children who are not normally resident in Northern Ireland will not be considered for places until all children who live in Northern Ireland have been considered.

When considering which children should be selected for admission, the Board of Governors will only take into account information which is detailed on or provided with the application form. Parents 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 a provided with it. Examples of such information include whether the child is the eldest child/has brothers or sisters attending the school etc.

The Board of Governors have determined that, in the event of there being more applicants than places available the following criteria will be applied, in order set down to select children for the available places:

Admissions Criteria

A timetable of pre-school admissions procedures setting out the dates by which an application is to be submitted is available at www.eani.org.uk/admissions under 'Pre-School Admissions'. During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered.

The application procedure opens on 10 January 2023 at 12noon (GMT) and an application submitted by the closing date of 27 January 2023 at 12noon (GMT) will be treated as a punctual application. An application received after 12noon (GMT) on 27 January 2023 will be treated as a late application.

As the pre-school admissions procedure is in two stages the timetable also specifies the relevant dates at Stage 2 which will determine if an application is to be considered as punctual or late.

Statutory Criteria

1. Children from socially disadvantaged circumstances in their final pre-school year who were born:

- on or between 2 July 2019 and 1 July 2020 (inclusive) and whose parents have not exercised their right to defer their child's entry to primary school; or,
- on or between 1 April 2019 and 1 July 2019 (inclusive) or were due to be born on or between those dates but were born earlier; and,
- have not attended or are not currently attending a funded pre-school setting under the Pre-School Education Programme as a target aged child; and,
- that child's parent has completed a request to defer their child starting P1 until September 2024.

Note: Children from 'socially disadvantaged circumstances' means a child whose parent has an entitlement to (i) Income Support, or (ii) Income-based Jobseeker's Allowance, or (iii) Income related Employment and Support Allowance, or (iv) Universal Credit. When parents apply for places for their child on this basis they must provide Benefit Verification to confirm that they have an entitlement. The application procedure for Pre-School will outline how Benefit Verification can be submitted.

2. Children not from socially disadvantaged circumstances (as defined above) who are in their final pre-school year (as defined by Criterion 1).

Sub-Criteria

If there are more pupils satisfying the last criterion, which can be applied, then selection for the remaining places will be on the basis of:

- a) Children who have a statement of Special Educational Needs or who are in the process of a statutory assessment.
NB: A maximum of 2 places (1 per class) under this sub-criterion.
- b) A child who has completed a year in the unit but who has not yet reached statutory school age. Children who are currently attending as a Penultimate pupil.
- c) The child has a brother/sister half-brother/half-sister (including foster/adopted) enrolled at the main primary school.
- d) Children who have selected Greenhaw Nursery Unit as their first preference.
- e) The child is an only/oldest child in the family.
- f) Other children.

Non-statutory criteria

Note: Applications falling under Criterion 3 are processed only during Stage 2 of the admissions process, after final pre-school year (Statutory 1and 2) applications.

3. Children who were born:

- on or between 1 April 2019 - 1 July 2019 (inclusive), or were due to be born on or between those dates but were born earlier; and,
 - and have attended or are currently attending a funded pre-school setting under the Pre-School Education Programme as a target aged (not penultimate aged) child; and,
 - **that child's parent has completed a request to defer their child starting P1, or**
- on or between 2 July 2020 and 1 July 2021 (inclusive); or,
- on or between 1 April 2020 and 1 July 2020 (inclusive) or were due to be born on or between those dates but were born earlier; and that child's parent has completed a request to defer their child starting P1 until September 2025.

Tie Breaker – Non Statutory Criterion 3

Children within Criterion 3 will be selected in Chronological Order of Age – eldest child first. In the event of two or more children having the same DOB the above random selection of letters will be used.

If there are more applicants satisfying the last one of the above criteria that can be applied than there are places remaining, then selection will take place using the random selection of tie-break letters as listed below:

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

The order was determined by a randomised selection of letters. In the event of surnames beginning with the same letter the subsequent letters of the surnames will be used in alphabetical order. In the event of 2 identical surnames the alphabetical order of the initials of the forenames will be used.

If parents/guardians have any difficulty in completing the form then they should consult the Principal of the school.

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 applicants application form. 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 Lists

The school's policy on the consideration of applications after the Open Enrolment Admissions procedures concludes on 13 June 2023 is available directly from the school. Should a vacancy arise, the above criteria will be applied to select pupils from our waiting list.

Admission Criteria after 1 September 2023

The same criteria will be used for applications after 1 September 2023 for full-time admissions.

Parent(s)/Guardian(s) should note that if their child is seeking nursery provision for the 2nd year they **MUST** reapply.



Level 2



Model school

School Day

We would ask that your child is brought to school on time as access after 9.10am is prohibited to parents.

Children may be dropped off in the main hall from 8.00 am where they are supervised by staff members.

BREAKFAST CLUB

8.00 am - 8.45am every morning in the dining hall.

Classes begin at **9.10 am**

Assembly 9.45am on Friday.

Directed Time

Teachers are required to work 1265 hours per year in addition to 5 Baker days. There are also 5 Staff Development Days to enable School Improvement and Development Planning.

Directed Time is as follows:

Monday-Friday	8.45-9.00am
Monday-Thurs.	3.00-4.00pm

Mid-Morning Break is from 10.45am - 11.00 am and is supervised by teachers and classroom assistants.

Wet Breaks

On wet days P.1-P.3 children remain in the class during break time with their teacher or classroom assistant.

P.4-P.7 children must be brought to the assembly hall.

Illness

Should a child complain of illness he/she should be sent immediately to the school office.

LUNCH TIME	1st sitting	12.00 noon - 12.45 pm
	2nd sitting	12.45 pm - 1.30 pm
	(2 nd sitting is a cash cafeteria system)	

Supervisory assistants monitor the Dining Hall and playground.

Classes end	1.30 p.m.	Nursery Units
	2.15 p.m.	P1 and P2 classes
	3.00 p.m.	P3 - P7 classes.

Pupils who opt for packed lunches are encouraged to bring healthy foods.

e.g sandwiches
yoghurt/cheese
fruit

bottle of water, milk or pure juice.

Sweets are not a healthy option and are not to be sent as part of a packed lunch.

Due to high levels of children with allergies this is a 'nut free' school.

Other Documents Available for Parents

- Pastoral Care Policy: Guidance for Parents
- Anti-Bullying Policy
- Complaints Policy
- Induction Booklet for Nursery Children

Parents will be notified in writing about any changes to any of the information contained within this prospectus.

These documents can all be obtained from the school office or found on our school website: www.greenhawps.co.uk