



## Prospectus 2023-24

*Believe, Achieve, Together*



# Contents

**Welcome**

**School Details**

**Mission Statement and Aims of the School**

**Staff**

**Pastoral Care**

**Pupil Voice**

**Child Protection**

**Positive Behaviour**

**Anti-Bullying**

**Health Education**

**Religious Education**

**Assessment and Reporting**

**Parental Complaints Procedure**

**Attendance**

**Homework**

**School Day**

**Uniform**

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## The Curriculum

Language & Literacy

Mathematics & Numeracy

Information, Communication Technology  
(ICT)

The World Around Us

The Arts

Personal Development and Mutual  
Understanding (PDMU)  
Physical Education

Play- Based Learning

Thinking Skills and Personal Capabilities  
(TSPC)

Special Educational Needs (SEN)

Extra- Curricular Activities

Parent Teacher Association – Friends of  
Glendermott

Closing remarks

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## Principal's Welcome

*Dear Parent/ Guardian*

*It is with great pleasure that I present to you the Glendermott Primary school and Nursery Unit prospectus.*

*We pride ourselves on our warm and friendly, family ethos where every child is known individually by all staff. We promote a caring environment where the child is central and parents are active partners in their child's learning journey. We are an inclusive school, welcoming children of all religions, or none.*

*Our staff team is fully committed to ensuring that every pupil achieves to their full potential, whatever their ability. Life at Glendermott is rich and varied, as pupils are encouraged to engage in a wide range of experiences to promote their overall development. Our school website is well developed and we hope that it provides information to parents and children and it shares some of the wonderful experiences and activities that take place in Glendermott. We hope you enjoy reading through our prospectus and that you find it informative.*

*For further information please also visit our school website [www.glendermott.net](http://www.glendermott.net)*

*If there is anything further you would like to know about our school, please contact myself by telephone, email or in person.*

*Conor Duddy*

*Principal*

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## About our school

**SCHOOL NAME:     GLENDERMOTT PRIMARY SCHOOL AND NURSERY UNIT  
                                  ARDMORE**

<b>ADDRESS:</b>	50 Ardmore Road Ardmore Derry
<b>TELEPHONE:</b>	028 71349489
<b>E-MAIL:</b>	<a href="mailto:info@glendermottps.derry.sch.uk">info@glendermottps.derry.sch.uk</a>
<b>WEBSITE</b>	<a href="http://www.glendermott.net">www.glendermott.net</a>
<b>PRINCIPAL:</b>	Mr Conor Duddy
<b>VICE-PRINCIPAL:</b>	Mr Gabriel O’Kane
<b>CHAIRPERSON BOARD OF GOVERNORS:</b>	Mrs Maureen Boyle
<b>TYPE OF SCHOOL:</b>	Catholic Maintained School Boys and Girls 3 -11



Glendermott is located approximately 2 miles from the city of Derry serving the parish of Ardmore. The school is situated in a rural location which benefits from substantial grounds including all weather playgrounds, a courtyard garden, grassed playing area, designated Nursery Outdoor areas and small woodland. The school also benefits from access to the grounds of The Beech Hill Hotel and Ardmore Cricket Field which are adjacent to the school grounds.

In 1912 a school building was built on the site that the school occupies today. The school was named 'Glendermott' because at the time the area was part of the Parish of Glendermott.

In 1974, Ardmore became a parish in its own right taking the school out of the parish it was named after. It was decided that despite this the school name would not be changed. The school currently has 199 pupils from ages 3-11 with a catchment area stretching as far away as Claudy.

An extensive programme of modernisation has been carried out at the school over the years. An infant block, junior block and an extended assembly hall have been added. The Nursery Unit was opened in 1998 and the school accommodation also comprises a library, ICT room, 2 learning support rooms and a designated play room for the Foundation Stage. In September 2016 the school successfully secured a full cooking kitchen when work was carried out to refurbish the previous servery kitchen. The school now operates a thriving school kitchen which provides breakfast, snack and dinner options for the children, all freshly cooked on site.

Our school benefits from close links with the parish as we have the unique position of being the only school located within the parish boundaries. Fr. McGrory is a frequent visitor to the school and alongside the Board of Governors is very supportive of the school and its work.

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As part of the school's 100<sup>th</sup> anniversary celebrations in 2012 the school ran a competition to design a new school crest. The competition was open to the school and parish community and a number of designs were entered. The winning concept was put forward by a past pupil who still lives in the parish.

The new design incorporates many elements which reflect the life of the school.

*The dove is representative of both the Diocese of Derry and the Holy Spirit.*



*The oak leaf represents the Diocese of Derry.*



*The musical treble cleft reflects the importance of music in the life of the school.*



*The Celtic three point knot, or triquetra knot ties all the elements of the design together and reflects the integral role of The Holy Trinity, The Father, Son and Holy Spirit, within the life of the school.*

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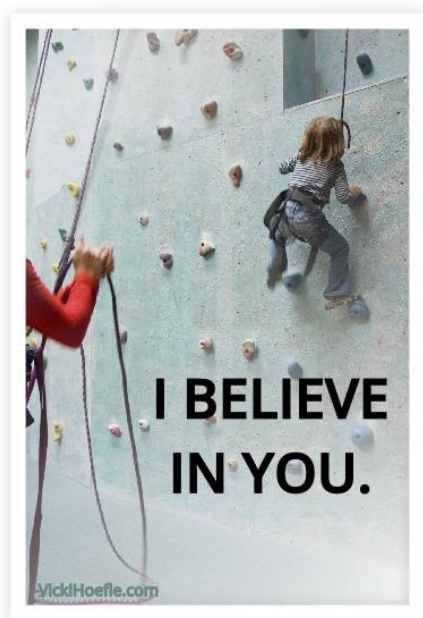


# Mission statement

"Believe, Achieve, Together"

In Glendermott our mission is to work together to provide the highest quality learning and teaching in a happy, safe and secure environment in which the children are central to all of our work.

Staff and governors came together to create our mission statement - the essence of what it is we aim to achieve in Glendermott.



## Believe

Central to the development of every member of the school community is the belief that they are a valued, unique individual with the ability to be the very best version of themselves in order to achieve their full potential. In Glendermott we see the development of pupil confidence and self-belief as central to all areas of achievement and that through this belief in themselves, every child, and adult has the potential to achieve to their fullest.

*We believe in ourselves and in each other. We strive to develop strong, trusting relationships, supporting our pupils and each other in all our endeavours. This belief in the uniqueness of each individual is underpinned by our Catholic faith.*



## Achieve

All achievements are valued and acknowledged and children are encouraged to discuss their own achievements and those of their peers. As a school we believe that everyone can succeed at something and we value the differences in our talents and contributions. We celebrate and reward the work of the children not just by outcome but by effort and dedication to the task. Children are encouraged to succeed at their level and to acknowledge that achievement comes in many forms.

3 A

We see co-operation between pupils and staff as central to learning and we believe that every child has the potential to achieve.





## Together



In Glendermott we believe that our goals are best achieved by working together as a school with parents, the parish and the community.

As parents are the primary educator for their children we seek to forge open relationships with parents to encourage strong links with the school to benefit the work of the children.

We believe that every child in Glendermott is an important person, created by God and entrusted to us by their parents and we endeavour by word and action to help our children experience the Christian way of life.



## *Pastoral Care*

At Glendermott we place a high priority on our pastoral care responsibilities towards the children in our care.

Our children and families are very much at the heart of everything we do and as a school we endeavour to provide a warm, caring environment which permeates all aspects of school life, reflecting the value, attitudes, beliefs and practices of our Catholic faith. This involves all members of our school community, who contribute to the development of the whole child.



Within our school, fostering a nurturing atmosphere based on positive relationships between teachers and their pupils is paramount.

All staff members are dedicated, keen and enthusiastic about their work. Glendermott staff adopt a caring attitude towards all pupils, valuing their opinions and views. We believe that facilitating an atmosphere of care, mutual respect and trust is essential in creating a climate conducive to learning.

If you have any concerns in regard to the emotional health and wellbeing of your child please contact the class teacher in the first instance or the principal. Meetings can be arranged through the school secretary.

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# Pupil voice

## ***Class and School Councils***

Within Glendermott pupils are provided with opportunities to share their views and feelings in regard to decisions that will affect them.

*Each class operates a class council whereby children can come together to discuss issues of concern to each class. Matters can then be raised by class representatives at school council level. It is hoped that through both class and school council pupils will be able to contribute to the decision making process on how to improve life in Glendermott.*



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# Child Protection



The Child Protection Policy in Glendermott seeks to support pupil development in ways which will foster security, confidence and independence. Everyone has a duty to protect children from physical, emotional or sexual abuse and from neglect. Each child's welfare must always be paramount and this overrides all other consideration.

Parental Information booklets in regard to Child Protection are available in the school foyer and on the school website. These booklets will be distributed to all new parents a part of the Induction programme.

Due to Child Protection requirements adults are not permitted to access the school building without accompaniment by a member of the school staff. We would request that any parent who wishes to contact a class teacher arranges this through the school office or via a written note or phone call to the teacher.

Our Safeguarding Team consists of

Mrs S Page Designated Teacher for Child Protection

Mr G O'Kane Deputy Designated Teachers for Child Protection

Mrs M Donnelly Designated Governor for Child Protection

Mrs M Boyle Chair of Governors

Mr C Duddy Principal





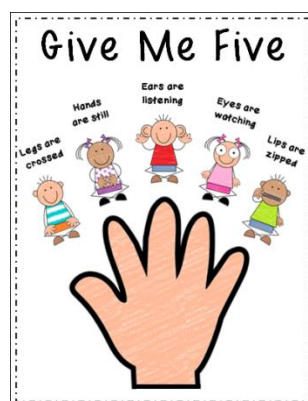
# Positive Behaviour



In Glendermott we pride ourselves on the high quality of behaviour which our pupils display. The school operates a Positive Behaviour Management Programme based on Rules, Rewards and Consequences.

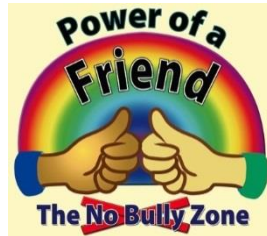
The Positive Behaviour Policy is based on a whole school approach, is disseminated and readily understood by staff, pupils and parents through a process of consultation. It is dependent on a shared understanding of what is acceptable behaviour among members of the school community. It will also have effective links with the school's Pastoral Care, Anti Bullying and Child Protection and SEN Policy.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour and is intrinsically linked our school ethos in building confidence, self-esteem and a positive self-image.





## Anti-Bullying



All forms of bullying behaviour are wholly unacceptable. Consequently, the school has a responsibility to ensure that the whole school community is proactive in the prevention of bullying and where it occurs, adequate steps are taken to deal with the issues. The school records all incidences where bullying behaviours are suspected and takes action to seek a timely resolution to the issue.

## Health Education



Health Education is promoted throughout the school whereby healthy eating and exercise habits are promoted and encouraged. This is taught within the curriculum context of Physical Education, Personal Development and Mutual Understanding and through cross curricular themes. Educational trips and the use of visitors to school are also used to supplement learning opportunities.



# Religious Education



In Glendermott we endeavour to create the atmosphere of a believing community, committed to living out in its daily operation in the Christian way of life. Each child will be encouraged to get to know Christ as a person and follow the way of life he taught by word and example. A carefully structured religious education programme is taught throughout the school.

Children are prepared for the sacraments of Reconciliation, The Eucharist and Confirmation.

Strong links between home, school and parish are encouraged and promoted.

Children in Year 4 and above will have opportunities to attend mass in St. Mary's Ardmore. Parents and family members will be invited to school masses, assemblies and celebrations throughout the year.



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# Assessment and Reporting

Teaching staff continually assess the work that children do in order to inform the planning of the next steps in the learning journey. Children are also encouraged to self and peer assess their work to fully engage in the learning process. This on-going assessment may be informal in nature or may take the format of regular weekly and termly assessments to gauge your child's progress,

From Y3 onwards your child will complete computer assessments in Literacy, Numeracy and Cognitive Ability in Term 3 of each year. The results of these assessments will be reported in the annual report.



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All parents will be invited to attend a parent/ teacher meeting in Term 1 to discuss your child's progress and how you can support at home.

You may contact the class teacher at any time of the year if you would like to discuss an aspect of your child's work. Please contact the school office if you would like to speak with the teacher in regard to your pupil's progress in school.

In Year 4 and Year 7 samples of your child's work in school will be used to assign a Level of attainment in Communication, Using Maths and Information Communication and Technology (ICT).

The expected Level for the end of

Key Stage 1 – Level 2

Key Stage 2 – Level 4

You will be notified of the level that your child achieved in the annual pupil report which is issued at the end of June. This report will detail how your child is doing across the curriculum areas and in their skill development. It will also look at what the focused areas for development should be to help your child achieve their best, and to help you in supporting them. If you have any concerns in regard to the pupil report or your child's progress you are advised to contact the class teacher to discuss.



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# Parental Complaints Procedure



From time to time something may arise which gives cause for concern but may not be classified as a formal complaint. This concern should be made known to the class teacher or school principal as appropriate, either in person, in writing or by telephone. The school will endeavour to deal with complaints in a timely manner.

All formal complaints with regard to the curriculum or any other matters should be made in the first instance to the Principal.

If the matter is still unresolved then the complaint should be made in writing to the Chair of the Board of Governors.

A copy of the Parental complaints procedure is available in the school foyer, online or from the school office on request.

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# Attendance



The Department for Education has provided specific information for parents in regard to pupil attendance in the document 'Every Day Matters', a copy of which is available in the school foyer and also distributed to all Year 1 parents as part of the Induction programme.

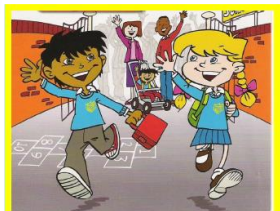
All children should attend school unless they are ill. If children miss school due to illness or any other reason, please notify the school office at the earliest opportunity. Pupil attendance is monitored by the principal and parents will be notified if attendance falls below an acceptable level. All absences must be accounted for otherwise they are recorded as unauthorised.

Glendermott has maintained a very high level of attendance which sits above the NI average and this is indicative of the importance families place on regular attendance at school.

If required, the school will contact the Education and Welfare Officer to support pupils and families where lack of attendance is prominent.



## School Day



### Morning

### Break time

### Lunch time

### Afternoon

Nursery	Foundation Stage & KS1 (P1, P2, P3)	Key stage 1 & 2 (P4 to P7)
8.45 am	9.00 am-10.00am	9.00am- 10.30am
Children receive a snack during their morning play.	10.00am- 10.15am	10.30am - 10.45am
11:45am	11.45am – 12.30pm	12.15 – 1.00pm
1:15pm	12.30 – 2.00pm	1.00 - 3.00pm

### Morning time

Children may arrive in school from 8:10am, the Breakfast Club is very popular with children and parents. We very much appreciate children being **punctual** at all times. Children must be in school in time for 9.00 am. Your child arriving late in school means that he/she is missing the beginning of the lesson or morning prayers. Pupils are often very embarrassed by their late arrival and are always a distraction to the class routine. As morning lessons begin promptly, your child arriving late can often mean that schoolwork is missed.

### Home time

Please ensure that your child is collected promptly as teachers and classroom assistants have other duties in the school. Nursery children should be collected from the Nursery entrance. Parents of Y1 and Y2 must collect their children from the main door, as children will not be permitted to leave the school building, unless an adult accompanies them. A child not being collected from school at the correct time is often an unnecessary source of anxiety to him/her.





## School Uniform



Nursery	Glendermott sweatshirt in a range of colours Glendermott polo shirt Navy jogging bottoms Summer Green & White gingham dress Navy shorts white polo shirt
Foundation Stage (Y1 and 2)	Glendermott V-neck jumper White shirt/blouse Navy jogging bottoms (Navy skirt/pinafore) Black/navy footwear Summer Green & White gingham dress Navy shorts white polo shirt
Key Stage 1 and 2	Glendermott V-neck jumper White shirt/blouse Navy trousers/ Navy skirt/pinafore Black/navy footwear Summer Green & White gingham dress Navy shorts white polo shirt
PE Uniform	Navy school hoodie (optional) White polo shirt Navy tracksuit bottoms/ leggings

The school requests that all children adhere to the school uniform policy. What a child wears to school reflects his/her learning. It also portrays the school's ethos and shared positive values.

It is important to have all items of clothing and footwear labelled clearly with your child's name. Jewellery, other than watches, is not permitted and studs only are permitted as earrings. School uniforms may be purchased at Select Kidz.



# The Curriculum

Our aim is to provide a rich and well-balanced curriculum which develops the whole child. Staff ensure each year group follow a programme which has continuity and progression in line with the NI Curriculum.

The primary stage of the curriculum comprises:

<b>Foundation Stage</b>	<b>Years 1 and 2</b>
<b>Key Stage 1</b>	<b>Years 3 and 4</b>
<b>Key Stage 2</b>	<b>Years 5, 6 and 7</b>

The curriculum for the three stages is set out in seven Areas of Learning.

These include:

1. Language and Literacy
2. Mathematics and Numeracy
3. The Arts
4. The World Around Us
5. Personal Development and Mutual Understanding
6. Physical Education
7. Religious Education

Our dedicated teachers employ a range of different teaching approaches (whole class, group and individual), depending on the needs of the children and the subject being covered. Activities are carefully matched to pupils' individual needs and abilities to ensure effective learning.

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## Language & Literacy

### Reading

Reading is encouraged and celebrated throughout all classes in Glendermott, from Nursery right through to Year 7.

"Children are made readers on the laps of their parents."

Emilie Buchwald

A love of language, stories and books is promoted through the learning environment, use of interesting resources and an emphasis on reading for enjoyment.

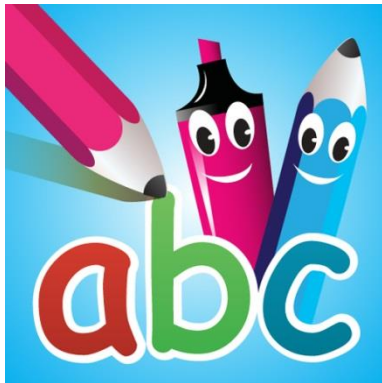
We have a well-stocked library which is used by all classes, including an Accelerated Reading library for Year 3-7 children. Reading is also facilitated by the mobile schools' library and Paired Reading Programme for Key Stage 1 children. Children also participate in book buddy sessions whereby older children share both library texts and self-made books with younger children.

Parents play a vital role in the development of reading skills and we encourage parents to talk, rhyme and read with children every day.

Literacy activities including the visiting book fair and authors contribute to the development of literacy across all year groups.



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### **Jolly Phonics/ Linguistic Phonics**

The Jolly Phonics Programme is used in Year 1 and 2 to teach sounds for use in reading and spelling. From Year 2 onwards the children complete Linguistic phonics activities provide a structured phonics programme encouraging children to actively engage in problem-solving tasks, using a range of multi-sensory approaches.

### **Writing**

Pupils are guided, supported and commended for all their efforts in writing. Pupils are taught how to read and write in a wide range of genres such as letter writing, report writing, persuasive writing etc. In teaching these styles of writing we are giving our pupils real 'life skills'.

We believe that encouraging children to write stories of their own can give them an enormous confidence boost, as well as helping them to consolidate their literacy learning by putting their phonics, grammar and reading skills into practice.

Children are encouraged to write for a range of audiences and to present their work in a range of ways including the use of ICT.





# Talking and Listening

## Talking and Listening

Children will be enabled to develop knowledge, understanding and skills in:

- Attention, listening and responding
- Phonological awareness – responding to steady beat, identifying syllables, words, rhymes and sounds in words
- Social use of language
- Language and thinking, e.g. recounting, naming, sequencing, predicting, questioning, describing, explaining
- Extended vocabulary – and use of increasingly complex sentence structures



Children are encouraged to develop their spoken language and listening skills from their time in Nursery right through to Year 7.

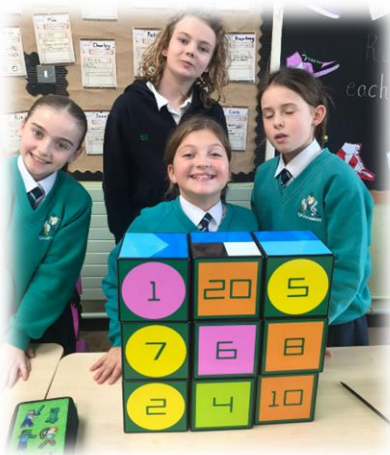
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## Mathematics and Numeracy

Numeracy and Mathematics is an essential element of everyday life. In Glendermott, we aim to give all children a positive and fun experience of Mathematics based firmly around the aims of the Revised Northern Ireland curriculum. Mathematics is taught through the 5 key areas of the Northern Ireland curriculum – Number, Shape and Space, Measures, Data Handling and Processes. All key areas of numeracy interrelate, with processes in mathematics pervading all key areas.

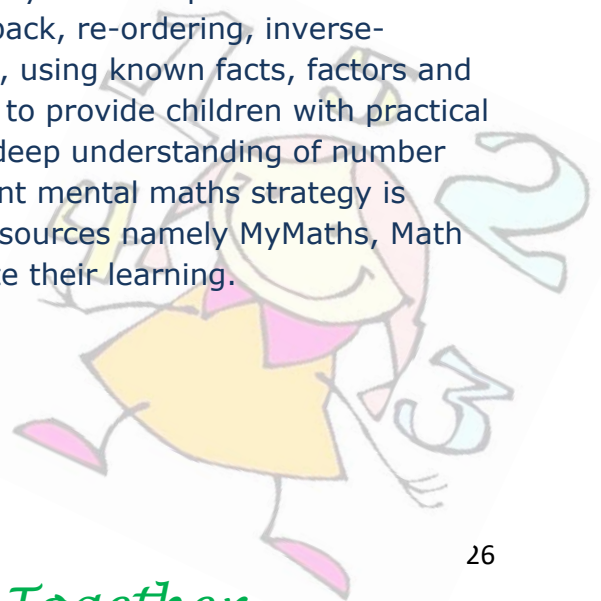
### Mathematics across the curriculum



During play-based learning in the foundation stage, activity-based learning in Key stage 1 and topic based teaching in Key stage 2, children have the opportunity to engage in a wide range of purposeful activities which involves 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. These activities also encourage the development of thinking skills and personal capabilities as well as mathematical skills and mental strategies.

### Mental Maths

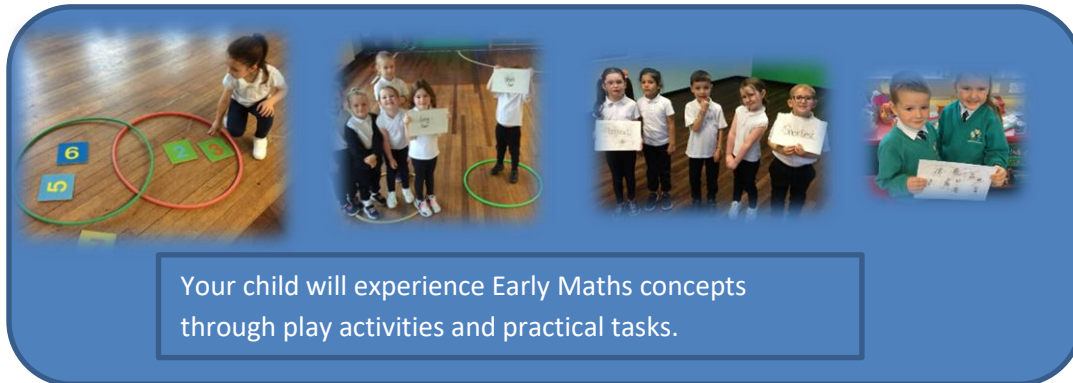
Mental maths is essential because it lays the foundation for more complex maths. In Glendermott, mental maths activities occur daily. During mental maths sessions, children are given the opportunity to develop mental maths strategies. These range from counting on and back, re-ordering, inverse-operations, rounding and adjusting, partitioning, using known facts, factors and equivalence. These mental maths sessions aim to provide children with practical opportunities to learn Maths facts along with a deep understanding of number and the way they relate to each other. A different mental maths strategy is focused on weekly. We also use online Maths resources namely MyMaths, Math Seeds and Mathletics to help children consolidate their learning.



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Numeracy progress is monitored and tracked carefully across the school. Parents are kept informed of progress through parent teaching meetings in October and end of year reports.



### Numeracy and ICT

ICT plays a significant role in Numeracy. Using the Interactive Whiteboards, class PCs, laptops and the school Ipads, we are confident that these latest technologies are enhancing the teaching and learning of Mathematics for all our pupils. We use many websites, programs and apps to facilitate and enhance the teaching of numeracy for our children.



### Maths Week

In October every year the school takes part in Maths Week Ireland activities. We compete in online maths games against other Irish schools. Each class takes part in a maths trail around the school and we finish our celebrations with a Game 24 tournament.

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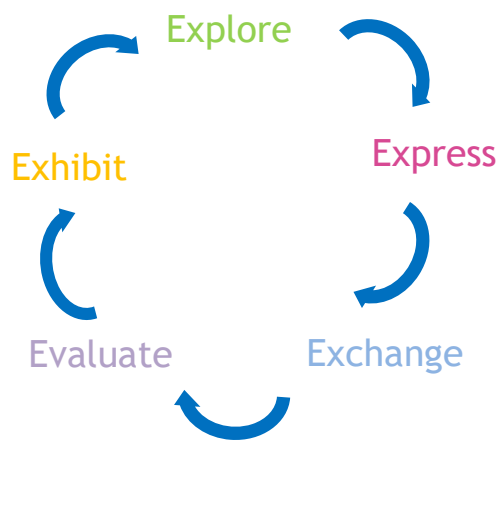


## U ICT

Using ICT (Information and Communications Technology) describes the ability to handle and communicate information, solve problems, pose questions and be creative through the use of technology.

Using ICT is not a stand-alone subject but rather encompasses all areas of learning and as such is known as a Cross Curricular Skill.

At Glendermott our pupils are fortunate to have access to I-pads, PCs, laptops and an interactive whiteboard in every classroom. Our teachers carefully plan for the use of this technology in lessons in order for our pupils to Experience the 5 Es of ICT;



Whilst we embrace the benefit of technology as a tool for learning, we are also acutely aware of the importance of E-safety and aim to empower our pupils to; safely navigate the internet, be aware of the dangers of being online, be responsible internet users and adopt limited screen time.

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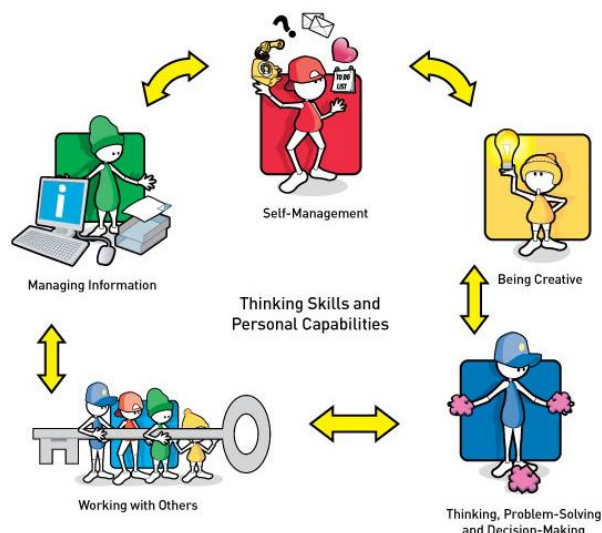


## Thinking Skills

Thinking Skills and Personal Capabilities (TSPCs) are an integral part of our curriculum. TSPCs are divided into 5 areas:

- Managing Information;
- Thinking, Problem-Solving and Decision-Making;
- Being Creative;
- Working with Others; and
- Self-Management.

These skills and capabilities do not stand alone but rather, are infused into all aspects of what we do in school.



The curriculum emphasises the development of pupils' skills and capabilities for lifelong learning and participating in society. We aim to create "A Thinking Classroom" in which we provide pupils with the opportunity to practice their skills, reflect on their achievements and learning, and to recognise strengths and weaknesses.

**At Glendermott, we aim to teach children how to think, not what to think.**

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## The Arts

This area of learning comprises the subjects of Art and Design, Drama and Music, providing rich opportunities for developing creativity.

### Drama

Dramatic activity is already a natural part of most children's lives before they start school in the form of make-believe play. Children love to move and to interact with others. In drama we ask them to do exactly this. In doing so they are developing such skills as critical thinking, problem-solving, decision making, self-awareness, creativity, enquiry, communication, empathy, self-confidence, cooperation, leadership and negotiation.

Most importantly, drama and role-play activities are fun, making learning both enjoyable and memorable.

### Music

Music plays an integral part of life at Glendermott Primary School. Apart from lessons taught in class, the children also experience music through choir and hymn Practice, nativity plays, musical productions and assemblies.

Specialist tutors from the Education Authority visit the school weekly to teach traditional Irish Instruments to Key Stage 2 pupils.

Children also benefit from class lessons from the Musical Pathways programme.

### Art and Design

In Glendermott we promote creativity and regularly share pupils work in displays around the school.

We also incorporate art and craft activities into our After School Clubs.

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## The World Around Us

Children are naturally curious about the world around them; this subject area provides children with opportunities to:

- express and share their thoughts and ideas about the world;
- become aware of themselves and their place in the world, as well as other places, cultures and the environment;



The World Around Us (WAU) consists of three elements: Geography, History, and Science and Technology.

Through the World Around Us we aim to teach Thinking Skills and Personal capabilities by engaging pupils in active learning contexts across all areas of the curriculum.



We also invite visitors to develop STEM (Science, Technology, Engineering and Maths) subjects, including STEM advisors, W5 and local post-primary schools. Key Stage 1 and 2 classes also participate in STEM workshops provided by local agencies both within and outside school.

“And above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places”

Roald Dahl



## Eco Schools

Most young people care deeply about environmental issues and wish to make a positive change in the environment around them. The Eco-Schools programme provides an ideal way of fostering environmental awareness in the entire school in a way that links to many curriculum subjects. Our primary aim regarding the Eco-Schools programme is to combine learning and action for the improvement of the environmental performance of our school.

In Glendermott we encourage our pupils to care for and be responsible for looking after our environment. The children have opportunities to grow vegetables and participate in planting tasks to improve the outdoor environment. The children contribute to recycling responsibilities and reducing energy usage.

The school recently installed solar panels thanks to a grant from SSE Airtricity.

We have recently been awarded the Green Flag award from Eco Schools.





## Personal Development and Mutual Understanding

'...encouraging each child to become personally, emotionally, socially and physically effective, to lead healthy, safe and fulfilled lives; to become confident, independent and responsible citizens, making informed and responsible choices and decisions throughout their lives'.

*CCEA*

PDMU is an area of learning focusing on children's emotional development, health and safety, relationships with others and development of moral thinking, values and actions.

The delivery of PDMU is carefully linked to the needs and interests of all children and gives each child an opportunity to explore;

1. Self-awareness
2. Feelings and Emotions
3. Learning to Learn
4. Health, Growth and Change
5. Safety
6. Relationships
7. Rules, Rights and Responsibilities
8. Managing Conflict
9. Similarities and Differences
10. Learning to live as members of the community.



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## Charity

This year as part of our Christmas preparations families donated items to the **St Vincent de Paul**

Each December we wear our Christmas Jumpers and raise money for **Children in Crossfire**.

Each year staff choose a charity to support as part of their 'Secret Santa' this year we donated to **Foyle Down Syndrome Trust**.







## Physical Education and Movement

### Physical Development & Movement

“Physical growth and development are important as children are still growing and need opportunity to practise developing skills. The most rapid physical development takes place in the first seven years. Brain development and concentration are enhanced by movement.”



*Margaret Edginton*



All classes have timetabled portions of the week that are designated for Physical Education and Movement. This is supplemented by visiting coaches from Derry County GAA, Ardmore GAC, Ardmore Cricket Club, and the Ryan McBride Foundation.

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## Nursery and Foundation Stage Play Based Learning.



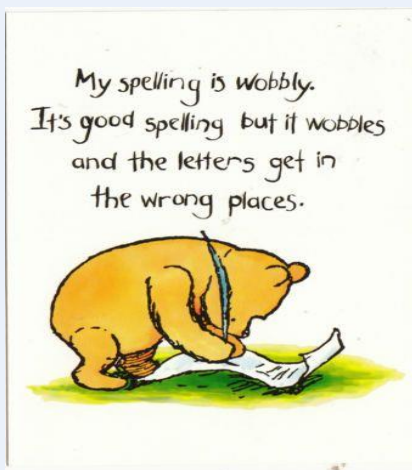
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## Special Education Needs



In line with the Special Educational Needs and Disability (Northern Ireland) Order 2005 (SENDO), Glendermott is committed to an inclusive ethos. We aim to provide access to a broad and balanced curriculum which is suitably differentiated to meet individual needs, to ensure that all children achieve to their full potential.

Under the Code of Practice (1998) Staff seek to identify any difficulties at any early stage and provide initial support and remediation within the classroom. Where provision beyond that provided by the class teacher is required, the school will endeavour to provide this with other staff within the school. Where further support is required the school may request additional guidance and support from the Education Authority. At all times the school will seek to work in partnership with parents to secure the best provision for their child's needs.

The Special Educational Needs Co-Ordinator (SENCo), Mr C Duddy has responsibility for all matters regarding SEN provision and if you have any queries or concerns in regard to your child's needs please speak to the class teacher or the SENCo.

If a parental concern in regard to Special Educational provision is unresolved by the school and no resolution can be reached the Education authority – Western Region offers the following services.

Advice and Information Service  
Dispute Avoidance and Resolution Service (DARS)  
Julie Baldrick DARS Officer – North West Teachers' Centre 02871863520





# Wrap Around Care

The school offers a daily range of activities to extend the school day

<p><b>Early Bird Club</b></p> <p>8:10am – 8:45 am</p> <p>Year 1-7 children</p> <p>Supervision and games, breakfast available if required.</p> <p>*Nursery from 8.30am</p>	<p><b>Busy Bee Club</b></p> <p>2-3pm</p> <p>Year 1-2 children</p> <p>Extension of curricular provision</p>
<p><b>After School Care</b></p> <p>3-4pm</p> <p>Year 1-7</p> <p>Homework club</p>	





## Sporting Success

In recent years our soccer team won the Small Schools' Cup, the Camogie Team won the Roisin Mc Fadden Shield for the 3<sup>rd</sup> year in a row, the Hurlers won the Na Magha Trophy and the Footballers won the Harkin Lawnmower Cup at Owenbeg.





## Extra-Curricular Activities

Hurling

Coding

Gardening

Sewing

Cooking

Art



Lego

Cricket

Music

Soccer

Gaelic

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## Parent Teacher Association

### Friends of Glendermott

*The Friends of Glendermott are an active group of parents, community members and staff who support with school events and fundraising activities. Dates of all meetings and events are available on the school website.*

*This amazing group of volunteers give up their time to provide fun activities for the children in our school and also raise much needed funds to supporting the school in delivering the best possible outcomes for our children.*

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## The Board of Governors

*MRS M. BOYLE*

*MRS C. DUDDY*

*DR S. HUGHES*

*MrS M. DONNELLY*

*MR M. ROBINSON*

*MRS S. PAGE*

*MRS S. MEENAN*

*MR C. DUDDY*

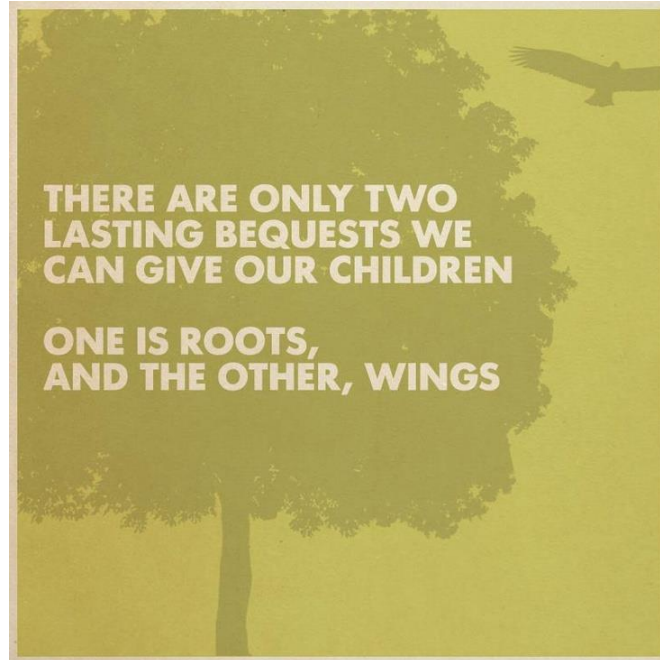
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We hope that you have found the information in this booklet useful. Choosing a school for your child is a very important decision and if you require more information on any aspect of the work we do in school please feel free to contact the principal at the school office to arrange a visit or to clarify any queries you may have.

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