

Rowandale Integrated Primary School

Prospectus



The school has agreed on nine principles as being integral to the creation of an all-inclusive environment for our children.

75.17% of the children taking the transfer exam in the last 5 years have accessed Grammar school provision.

After the 1st SEAG test last year 89.74% accessed their 1st preference school.

The whole school data for assessment is excellent and we are in the highest category recognised by ETI Inspections for the children's results in both Key Stage 1 and Key Stage 2 – 'almost/ nearly all' children are in line with their ability or above expectation on both Literacy and Numeracy.

Love To Learn & Learn To Love



We are extremely excited to be nearing the completion of our new school build. There has been much planning, consultation and campaigning but the end is now in sight and, in Spring 2025, we will be moving into our state-of-the-art facility which will be home to 14 classrooms, a Nursery and our existing Playgroup.





Rowandale Integrated Nursery

Our brand new Nursery Unit will open its doors in September. We will be offering twenty six funded places to children of pre-school age as well as wraparound care. We are very excited about this new chapter which will allow parents in Moira and the wider area to avail of integrated education from pre-school to age 11.



The school has agreed on nine principles as being integral to the creation of an all – inclusive learning environment for our children.

We are integrated

Our aim is to enrich individual identity through the understanding of other beliefs.

We are child-centred

We base education around the child rather than around the teacher.

We are co-educational

We empower children to fulfil their potential irrespective of gender.

We are anti-bias

We encourage our children to have an unbiased approach to other people.

We are all-ability

We give each child the opportunity to achieve personal excellence.

We are democratic

We will consult with you on all school policies and procedures - our Board of Governors of sixteen members will include six parents – all parents are encouraged to become involved in the Parents Council.

We are eco-friendly

We will involve and educate children about sustainability issues.

We are healthy

We will encourage and enable children to respect their health.

We are a whole school community

We will seek to create a close partnership involving children, parents, staff, governors and the wider community.



Enrolment

Rowandale is the only integrated school in the Moira and wider Moira area as recognised by the Department of Education. Integrated education brings children together to learn and grow in one school. We seek to reflect in the total number enrolled each year, an overall balance amongst all traditions and backgrounds.

To achieve this we aim to enroll 40% Protestant, 40% Roman Catholic and 20% who represent other faiths, world religions or those who have no religious beliefs.

We aim for this balance not only among pupils but also teaching staff, non-teaching staff and Governors. Integrated schools guarantee this commitment to an overall balance amongst all traditions and backgrounds. Rowandale Integrated Primary School and Nursery intentionally support and protect an ethos of diversity, respect and understanding between those of different cultures and religious beliefs and of none, between those of socio-economic backgrounds and between those of different abilities.

We believe that the long lasting relationships between children, staff and parents helps promote mutual understanding and respect within the wider community. At Rowandale we are proud to be a fully integrated school and this ethos permeates through everything we do.

The school accepts enrolments from Year 1 – Year 7.

Our teaching and support staff share our core values of integration and inclusion.



Their caring role is evident in every aspect of the child's school life. With praise and encouragement they ensure that the children are happy and secure in whatever activity they are taking part in. They guide them in acquiring essential life skills in a stimulating learning environment. Respecting the individuality of each child, they encourage all the children to be accepting of others. They provide opportunities for the children to interact confidently with society. We have a friendly family atmosphere in our school which allows teachers to give attention and support which enhances educational attainment.



Curriculum

The curriculum takes into consideration the individual needs, learning styles and personalities of the children. This complements our child-centred approach. In implementing the curriculum we have created an environment in which;

- there is an appreciation among the whole school community that we all learn in different ways,
- learning experiences are wide and varied - appealing to the visual, kinaesthetic and auditory styles of learning,
- there is greater emphasis on learning through play - outdoor and indoor - where children learn through relevant and enjoyable activities
- using a thematic approach which supports the transfer of skills and knowledge across the curriculum the children can see a real purpose to their learning.



Aims

By giving the children high quality learning experiences which are relevant and based where possible on first hand experiences, the curriculum aims:

- To enable young people to achieve their potential and to make informed and responsible decisions throughout their lives
- To develop as effective learners who understand what they are learning, how they are learning and why
- To develop the young person as an individual, and as a contributor to society, the economy and the environment

Language and Literacy

Children develop skills through the areas of Talking and Listening , Reading and Writing.

Reading is taught in a multi-sensory way using a linguistic, synthetic and analytical phonics approach. These approaches significantly reduces the amount of memorising what each child is asked to do, teaching only the information and skills necessary for reading and writing.

We encourage cursive handwriting which enhances fluency, movement and confidence. In the school's inspection report it stated' The quality of the children's written work and, in particular, their handwriting, is a key strength throughout all key stages.

We encourage Spelling Bee competitions on a termly basis to encourage the children's enthusiasm for spelling.

Talking and Listening is developed through Show and Tell scheduled sessions, poetry recitation, drama, public speaking, choral speaking, assemblies.



Reading Partnership

We have a team of volunteers, drawn from our school community and from the wider Moira community, who come to school to read with children who need a little extra support. Reading Partnership consists of reading with a child for ten to fifteen minutes, three times per week, for ten weeks. It is proven to improve a child's reading age by up to two years, improve comprehension and boost self-confidence.

Reading Buddies

Reading Buddies are children from Yrs 6 & 7 who are paired with younger children to give them confidence in their reading and to form friendships.

The older children love the sense of responsibility and the younger children thoroughly enjoy spending time with the older children.

Mathematics and Numeracy

Mathematical ideas are developed in the areas of number, shape and space, measures and data handling. A variety of approaches and methods of investigation are used to develop a sound understanding of these mathematical concepts. In every area of mathematics, including numeracy, practical activities support children to become confident and successful mathematicians who use thinking strategies and problem solving skills.

In Rowandale we aim to provide a rich and varied Numeracy Curriculum which is carefully developed to benefit the 'whole child.' All year groups investigate the key numerical areas of Number, Measures, Shape & Space and Data Handling.

We try to make Numeracy as fun, engaging and investigative as possible for our children. In foundation stage this is achieved through:

- Play based learning
- Outdoor Numeracy activities for example in 'Logan Forest'
- Practical Numicon activities
- BeeBots
- Interactive Maths Seeds activities
- Problem-solving tasks
- Nessy Number

In KS1 and KS2 these basic concepts are enhanced and developed further through:

- Activities that use practical resources
- Collaborative problem-solving tasks
- Mathletics
- Izak9
- Google Classroom ICT tasks
- Nessy Number
- Outdoor practical activities



As a school, we also place a strong emphasis on Mental Maths. Again, it is our hope that making this enjoyable, collaborative and practical will help children to have a stimulating experience. We host a termly 'Rowandale Number Bee Competition,' use many practical and fun games, undertake lots of paired and teamwork and ICT tasks (for example on Times Table Rockstars) to help achieve this goal. Through using these resources, it is our hope that we will give children a strong grounding in key mental mathematical strategies that can be practically used in their daily lives.



Information Communications Technology - ICT

This is a cross-curricular skill that is used to enhance learning and to provide a variety of learning approaches;

Chromebooks provide our children with a range of engaging tools for learning and fostering digital literacy through interactive educational apps, research, and creative projects. The children are able to collaborate on group activities and develop essential 21st century skills.

iPads - used for a range of creative projects, including film and animation and digital music and sound.

Micro:bits - used for computational thinking and coding projects

Interactive Panels in every room

Bee Bots - used by Foundation Stage children to learn how to program a device with simple instructions

Wide of range of software used to cover various digital projects - for example - Google for Education tools, Adobe Express, Garage Band, iMovie, Scratch, Minecraft Education, Chrome Music Lab.



We are... The Only Google Reference Primary School in Northern Ireland

We are delighted to be the ONLY primary school in Northern Ireland to be recognised as a Google for Education Reference School. Over the past 3 years, our teaching and learning has been transformed by using the Google for Education tools. This year, we have invested in a set of Chromebooks to further enhance the children's learning, funded by the Parents Council. "Rowandale Integrated Primary School is doing exemplary things with Google tools and we're excited for you to join this select group of Reference Schools." - Google for Education Team, April 2023. Thanks to Mrs Mc Carragher, ICT coordinator, for leading the school on our journey with Google. We are so proud of her accreditations, Google Certified Trainer and Coach, and acknowledge the hard work she has put into achieving this award on behalf of the school.



Google for Education
Champion

- **Rachel McCarragher**
- Certified Coach
- Certified Trainer
- Certified Innovator



Google for Education
Reference School

Excellence in IT Awards

We were absolutely thrilled to have been named as the ICT Excellence Award Winner 2024 in the Leadership of Teacher Professional Learning category. It was amazing to have our success as the only Google Reference School (primary) in Northern Ireland recognised and to hear such positive praise for our digital transformation journey from the judges.



The World Around Us

This area embraces the traditional areas of History, Geography and Science. Opportunities are presented for children to become aware of themselves in the context of their families their locality and with time, their broader setting with its similarities and differences. National and regional dimensions add realism and the scope to compare and contrast themselves with others.

Science and Technology is also a focus and is about observing , investigating, analysing and bringing coherence to the natural world. Children will acquire scientific skills and concepts which will bring an understanding of physical chemical and biological issues. They will also become aware of the implications for society of technological and environmental change.

They are challenged to ask questions about their own world and to seek answers using a wide range of resources. In this way they come to understand their own world and to seek answers using a wide range of resources. In this way they come to understand the wonders of the natural and physical world they come to understand the wonders of the natural and physical world and how people past and present influence the way it is today. They are helped to understand their role in making the world a better and safer place through working together positively and looking after their environment.

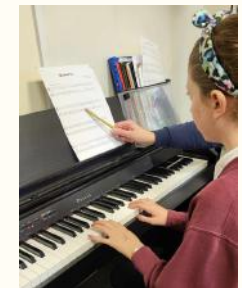


The Arts

Art, Music and Drama enrich and extend our children's experience of each area of the curriculum and will be utilised to assist in the development of creativity. Children are taught a variety of musical styles reflecting many traditions and cultures. They are encouraged to experiment with instruments from a variety of traditions. Similarly, developing children's own artistic skills enables them to appreciate the art of other times, traditions and places. All of these activities are conducive to a spirit of integration. We also have a Senior and a Junior Choir who take part in festivals and competitions, as well as performing for local events and school celebrations.



Children who show particular talents in the area are placed on the Talented Register and given opportunities throughout the school year to perform, compete and display their skills.



Music Tuition

The school offers violin, woodwind, piano, drums, guitar and singing tuition to children who can access private lessons on a weekly basis. The children are encouraged to enter annual examinations in their instruments.



School Shows

Each year, our Year 3 children and our Year 7 children put on a show. A full scale production of a well known tale, the shows are always fun, colourful, entertaining and utterly brilliant!



As well as taking part in the school shows, all the children of Rowandale get an opportunity to showcase their talents in our annual Rowandale's Got Talent. From comedy to singing, dancing to magic, the children entertain the audience with a huge range of talents. Each class participates in a celebratory end of year assembly for their parents and family.



Physical Education

Rowandale Integrated Primary School is committed to the health and well-being of our pupils.

As a staff, we understand how a broad and balanced PE curriculum benefits individuals and the school in general. Our approach to PE focuses very much on developing the holistic child. The curriculum aims to inspire children to learn confidence, perseverance, team spirit and organisation through well-planned and resourced PE lessons. We believe that children must engage in a programme of PE that encourages fitness, improves their strength and stamina and teaches the rules of games.

As a school, we celebrate all cultural traditions throughout our PE lessons and after-schools programme. We have teams entering local leagues and tournaments for football/soccer, Gaelic football, hockey, rugby, netball and cricket throughout the school year.





For the last number of years, we have also tried to expand our networking with local schools through the creation of the Rowandale Integrated Football Cup and Rowandale Integrated Gaelic Cup. These tournaments have been well attended and allowed us to continue to build positive relationships in our local community.

Physical exercise is also promoted in our afterschools schedule including tennis, football, athletics, hip – hop and movement skills.

The school enters teams in football, swimming, hockey and netball competitions in local leagues , swimming galas and tournaments throughout the year. The school hosts Sports Days on an annual basis for all Year Groups 1– 7 inviting family and friends to attend.



Religious Education

Rowandale Integrated Primary School provides Religious Education in accordance with the Department of Education and NICIE guidelines. We aspire to create an environment where those of all faiths and no-faith are respected, acknowledged and accepted as valued members of the school community.

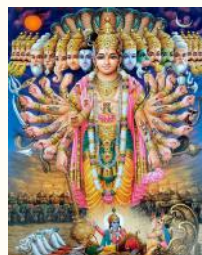
A Religious Education programme has been adopted that reflects the integrated ethos of our school, the needs of our children, the wishes of our parents and the requirements of the curriculum and the whole school community. We nurture each child in the individual values of their own background and affirm them in their own faith.

Provision is made for any children who wish to prepare for the Roman Catholic Sacraments are prepared for the Eucharist, Reconciliation and Confirmation by qualified staff. We are also delighted to welcome children from other schools in the area to join in these preparations.

Rowandale supports and facilitates those pupils whose parents do not wish them to participate in any religious activities and classes, by providing appropriate and agreed alternatives.

Our aim is to enrich individual identity through the understanding of other beliefs. We encourage each child to develop positive attitudes to the beliefs and values of others. We endeavour to observe a range of different celebrations and seek to acknowledge significant religious and cultural events which are representative of other faiths.

Children work together to understand both the similarities and the differences between religious traditions in a thoughtful and inclusive way. All children learn about the main festivals and celebrations of the six major world faiths, therefore by the end of Year 7 our children have developed their knowledge and understanding of many faiths which prepares them for the global world in which we live.



The Anti-Bias Curriculum

The anti-bias curriculum is taught in the school and is about understanding and valuing difference. It aims to influence children's attitudes and behaviour positively by developing an unbiased approach to other people. We encourage our children to have an unbiased approach to other people where they respect and embrace difference. Each child will recognise unfairness, will have language to describe unfairness, and will understand that unfairness hurts.

Each child is empowered to have the skills to act, with others or alone, against prejudice and discrimination.

Research states that this needs to start early because it is from the age of 3 or 4 that children begin to translate experience into attitudes.

At Rowandale we value parental support in advising, helping and reinforcing the anti-bias curriculum work of the school. We ensure parents are made fully aware of our work through invitation to integration focused training and awareness raising events, as well as specific reference to our ethos in all written information provided for parents.



Personal Development and Mutual Understanding

Rowandale offers a safe environment where children learn and play together. In keeping with the integrated status of the school, we place emphasis on Personal Development and Mutual Understanding. This allows children to develop as responsible citizens who adopt inclusive principles in their work and in their play and who value and work towards achieving inclusion and equity in the local and global community.

We facilitate our children in the resolution of conflict in the playground and in the classroom. We develop them to become confident individuals who have a realistic positive self-concept and who are able to acknowledge their own strengths and development needs.

Recognising that self-esteem and self-confidence are essential for the children's emotional well-being we create opportunities for them to explore their feelings and emotions as well as their dispositions and attitudes. They are encouraged to think for themselves and make informed and responsible choices and decisions throughout their lives.



Effective learning can only take place where there is a high standard of behaviour. We follow an assertive behaviour policy within the school which ensures consistency in our approach from Year 1 – Year 7 and with all members of the whole school community. Each week the school focuses on a particular behaviour and reinforces this within the classrooms – success is then celebrated through our Special Award certificates: Behaviour of the Week, Effort, Friendship, Handwriting.

We promote good behaviour through:

- Restorative Practice
- Building relationships between child, parent/carer and adults in school
- Verbal praise
- Table points
- Special Award certificates
- Class Charter (Rights Respecting)
- Circle Time
- Nuture in 5
- Assemblies
- Anti-Bullying Ambassadors
- School Council
- Personal Development for Mutual Understanding curriculum
- SEND policy and procedures
- Roots of Empathy
- Addressing Bullying in Schools policy



Child-Centred Approach

Every child is unique, and the behaviour, attitudes, self-esteem and self-worth of every child are influenced by the attitudes of everyone that he or she comes into contact with. Rowandale, in partnership with parents, aims to develop the child's respect, and confidence in self and others. Using a range of learning styles, children are given opportunities for self-learning, self-expression and self-evaluation.



Learning Through Play in Foundation Stage

Play in the Foundation Stage

We recognise the importance of Play Based Learning as a fundamental part of the process of learning in Foundation Stage.

Play-based learning is the best means of developing the 'whole' child, socially, emotionally, physically, intellectually, morally and culturally.

A play-based approach to learning provides children with an abundance of learning opportunities to create, experiment, imagine and explore. Through play activities, children can be encouraged to use their initiative, explore, be imaginative, creative, develop their confidence and develop positive attitudes to learning. At the same time, they develop negotiation skills, problem-solving skills, self-regulation strategies, social skills, and healthy relationships with their peers and adults.

Children learn best when learning is cross-curricular, we plan play through a topic-based approach. Our children in Rowandale experience all areas of learning during play – arts, language and literacy, mathematics and numeracy, PDMU, PE, WAU and ICT.

The children have access to the following areas:

Indoor Play:

Role play	Water	Painting
Creative/Music	Writing Table	Small World Play
Construction	Small world	Sand
Natural/ Manmade	Dough/Clay	Gardening
Water	Book Area	Roleplay
Games	ICT	

Outdoor Play:

Wheeled Vehicles	Mud Kitchen
Water	Home Corner
Creative/ Music	Forest Schools
Construction	Painting
Sand Tray	Small World (Topic based
Water Tray	Role Play

The school promotes a meaningful balance between free play and structured play - play helps children discover new things about the world, acquire new skills and develop peer relationships. When playing freely, children are using their imagination, developing their social skills and having fun!

We believe a well organised, stimulating and secure environment enables children to become confident, active learners:

- We aim to develop self-esteem, self-confidence, independence and a positive attitude to learning.
- We aim to stimulate curiosity and foster skills of observation, investigation, problem solving and planning in all areas of the curriculum.
- We aim to develop partnerships and community links.
- We aim to involve children in planning their play experiences; progressing to organising and developing their own play spaces.



Language and Literacy in Year 1

Phonics Programme:

Jolly Phonics

A fun and multi - sensory approach to teaching phonics

Mainly focuses on learning the letter sounds but we will also introduce letter names.

For example; S says 'sssss'

Teaches the children an action and a song when learning each of the letters.

In Year One we teach the 26 individual letter sounds as well as the ch, sh, th sounds.

Children are taught two sounds per week.



Core reading Scheme – STORYWORLDS

Storyworlds is a tried and trusted reading resource for learning the English language. Finely-graded stories use a highly supportive see-saw structure that gradually gives the reader more and more control, building confidence and ensuring progress.

Titles are linked to popular themes, like food and the environment, so children can practise high frequency words. Storyworlds fiction is set in four different 'worlds': Once Upon a Time World is full of tall tales and exciting adventures; Our World stories are in familiar settings; Animal World stories will excite and delight; and Fantasy World stories are packed with pirates, magic and more. Each story is finely levelled to ensure children make steady, structured progression in their reading skills. The children avail of an extensive range of other scheme readers to broaden their reading skills.



Pastoral Care

At Rowandale we are a caring community. Our values are built on mutual trust and respect for all. We seek to provide our children with a caring, trusting, open and secure environment in which they enjoy learning and learn to be caring, confident and competent citizens who are willing to contribute to the wider community. Our aim is that every member of the school community feels valued and respected and that each person is treated fairly. Our children explore issues such as citizenship, celebration of difference, mutual understanding, conflict resolution, respect, inclusion and disability awareness. Our Child Protection, Anti-bullying and Pastoral Care policies are designed to support the way in which all members of the school community interact. The aims of these policies are consistent with, and reinforce, our ethos.

Our Year 5 children take part in the Roots of Empathy project. This programme develops the children's emotional intelligence through experiencing the growth and development of the first year of a baby's life.



Anti-Bullying Ambassadors

The school has developed a peer mediation programme as a whole school approach within the playground with the Year 7 children acting as the peer mediators. The school's Anti-Bullying Ambassadors develop anti-bullying campaigns within the school and are working towards achieving a Princess Diana Anti-Bullying Award.

The school currently offers the Helping Hands Programme in Year 6, Time to Talk sessions and counselling.



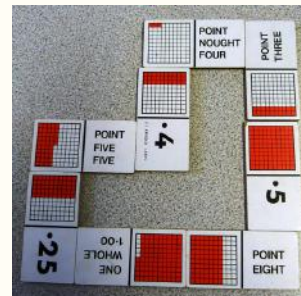
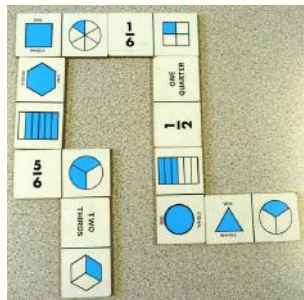
Additional Needs

Each child is an individual with needs and, in some instances, these can be quite specific. Teaching staff are responsible for identifying children with particular needs and for designing and arranging appropriate strategies to address and support the learning process. Progress is monitored on a regular basis and parents are kept informed and closely involved in the process. At Rowandale we believe that every child should have the opportunity to succeed and to achieve personal goals.

Teachers devise programmes of work appropriate to the child's age and stage of development. We aim to identify specific learning difficulties or special talents as early as possible and to cater for them accordingly. These programmes are devised and implemented in close liaison with external agencies.

Support

Literacy Support and Numeracy support is offered to children who require support in either or both of these areas of the curriculum. We offer weekly support to children from Year Groups 1–7.



Autism Award

AutismNI Impact Award for Education

We are an accredited Autism NI Impact Award for Education Champion. This award demonstrates our commitment to ensuring that we are providing an inclusive, supportive and accessible environment for all our children with neurodiversity including Autism. During the award process staff received training to help develop an understanding of Autism and how best to support pupils using the most effective strategies and resources. Our aim is to ensure that all pupils, including those children with neurodiversity are able to access the curriculum to reach their full potential.



'We are so proud to be the recipients of this award - it is testament to the hard work that has been put in by our dedicated staff':- Miss Watson & Mrs Bennett



We are super proud of Noah in Yr 5H who has written a book! The Life And Times Of A Very Special Boy is a fantastic book about Walter Abbot, a boy who is autistic AND has Special Powers.

We are proud to be an



British Dyslexia Association Dyslexia Friendly Award

The BDA Dyslexia Friendly Quality Mark is an external sign of approval widely recognised in the UK and internationally. Holding the award is a positive statement to learners, parents, staff and stakeholders that your setting is a place in which dyslexic individuals can thrive.

The British Dyslexia Association said:

The Principal has cultivated a nurturing and caring ethos at the school. Learners are at the core of all decisions made. All staff are passionate about nurturing life-long learners. Their dedication has resulted in the development of positive relationships with the learners in their care. As the Principal stated, "there is a determined effort" to enable ALL learners to succeed. This has led to an emphasis on providing the correct support mechanisms enabling those with SpLDs including dyslexia to make good to accelerated progress. This is based on supporting learners' basic needs which allows them to access learning.

A parent commented that, "the teachers are unbelievable...their comments (given to their child) are so positive. They take time out of their day to say how much effort (their child) has put into their work such as reading". She explained that this gave her son positive validation and boosted his self-confidence. There is an emphasis on restorative practices enabling learners to modify and regulate behaviour, resulting in greater levels of resilience and engagement. The Principal stated that the SENCo has been instrumental in transforming practice. She has engaged all stakeholders and this has resulted in consistent reviewing and adaption of practice. The Principal noted that at Rowandale, there is a collegiate approach and so, "this dialogue (of review and adaptation) will not stop". In addition, the school plans to actively involve other community schools in order to share best practice.

Therefore, in the light of the evidence presented as part of the verification process, I am pleased to confirm that Rowandale Integrated Primary School has achieved the Dyslexia Friendly Quality Mark.



NSPCC - Keeping Safe Programme

The NSPCC Keeping Safe programme is an integral part of Rowandale's preventative curriculum. We have been delivering the whole school programme (Years 1-7) since October 2018, following our involvement in the pilot questionnaire process.

The Keeping Safe programme was developed specifically for Northern Ireland. It was informed by work undertaken by the NSPCC with schools and parents from 2008-2011. The NSPCC identified the needs of schools, parents and children and developed resources to meet these requirements ensuring they support the current NI Primary Curriculum.

The Keeping Safe programme also helps schools to meet the revised guidance on Relationships and Sexuality Education (RSE), looks at bullying behaviour (Addressing Bullying in Schools Act) and it also addresses the requirements for schools to safeguard and promote the welfare of pupils.

Keeping Safe also addresses many areas of E-Safety and works in collaboration with our Women's Aid - Helping Hands programme. Teachers and assistant staff help deliver key messages to children about keeping safe from all forms of abuse, including bullying and neglect.

The Keeping Safe programme uses a structured approach in the delivery of the lessons which builds on prior knowledge and skills as each theme is revisited annually and progresses through the learning intentions of the curriculum, in each Key Stage.



Forest Schools

We are proud to be a Forest School, as certified by the Northern Ireland Forest Schools Association. We have exclusive use of the Logan Forest, adjacent to the school and we make use of this amazing space in all weathers, all year round.



From athletics practice to storytime, from bushcraft to den-building and much more, the children are given the chance to explore, create, enjoy the outdoors, get mucky and have fun



Daily Club Schedule

Breakfast Club	7.30-8.30am
Clubs: Art & Craft, Athletics, Boxercise, Dance, Drama, Football, Gaelic, Junior Scientists, Multisports, Robotics, Sewing, Tennis,	2pm - 3pm & 3pm - 4pm
After School Care: Snack Homework, Chromebooks, Reading, Art & Craft, Games	4pm - 4.20pm 4.20pm - 6.00pm

We believe that it is important to extend the opportunities for learning for all our children beyond the classroom and the more formal parts of the curriculum.

Extra-curricular activities are very important in the overall development of the child and they also provide opportunities to contribute to the life and work of the school. They allow for the building of relationships, self-esteem and skills.

One of the ways in which we seek to achieve this at Rowandale is by offering a range of activities before and after school. This has added benefit of offering more flexible drop off and collection arrangements for parents trying to achieve a balance of work and family life at a reasonable cost. Parents are able to use their Employers for Childcare Vouchers to pay for Breakfast Club and Afterschool Clubs.

The children benefit from being familiar with the staff, they have access to the school facilities and equipment and no additional pick-up arrangements.

Breakfast Club

Breakfast Club is available every school morning from 7.30 am – 8.30 am. Parents have the flexibility to drop their children off at any time within this window. A healthy breakfast is provided consisting of breakfast cereals and/or toast.

Healthy Eating

We use many initiatives to promote the health of our children and to encourage them to respect their health. We promote healthy eating throughout the school. A professional catering firm supplies the children with a nutritionally balanced meal which is based on Department of Education nutritional standards and which is varied each day. We encourage the children to drink water throughout the day. Milk is provided at break-time and lunch-time.

Our Healthy Snack Policy is part of a broader healthy eating approach within the whole school. The children have snacks or drinks that do not contain sugar during the school week. Children who need to follow a special diet are exempt from the scheme.

The School Day

Breakfast Club	7.30-8.30 am
Children arrive to their classroom	8.30 am
School begins	9.00 am
Finishing Times:	
Years 1 and 2	2.00 pm
Year 3 Mon - Wed	3.00 pm
Thu & Fri 2pm	2.00 pm
Years 4,5,6 & 7	3.00 pm

Kiss and Go

The school operates a 'Kiss & Go' system for all children at morning drop off. We have a team of volunteers who, along with staff members, assist the children safely from the car to the school gates, allowing parents to get off to work as quickly as possible and alleviating build up of traffic.



School Uniform

All school uniforms can be purchased through the school

Children are encouraged to wear the school uniform, which is:

- White shirt/blouse
- Striped tie (available from McCall's Lisburn)
- Burgundy jumper/cardigan with school emblem
- Grey trousers/pinafore/skirt
- Burgundy jacket with school emblem
- Black school shoes or trainers

Summer Option:

Grey shorts or any colour gingham dress/shorts

PE Kit

The children are taught gradually how to change for PE from Year 1. They must wear:

- White t-shirt
- Burgundy shorts or a navy skort
- Black plimsolls or trainers

School Council

The School Council plays a crucial role in representing the voices of children across Years 4 to 7, with representatives selected to ensure that all year groups are heard. One of their current projects involves setting up and running 'Lunchtime Clubs' to help reduce congestion on the playground and support children's overall wellbeing. Before launching the clubs, the School Council members carefully pitched their ideas to the Board of Governors, outlining the benefits of the clubs and how they could positively impact the school community. Their proposal was met with enthusiasm and the council proceeded with careful planning and organisation to ensure everything ran smoothly.

The success of the clubs depends on the collaboration of the Council, staff and children, highlighting the importance of teamwork and effective communication. To fund the necessary resources, the School Council organised a successful 'Break the Rules Day,' where the whole school took part in fun challenges. With such strong support and dedication, there are sure to be even more exciting events to come. Watch this space!



Residential Trips

Each year our Year 6 pupils go on a residential trip to Kilbroney where they enjoy lots of outdoor activities and team building. Our Year 7s go to Corrymeela on the North coast - a beautiful haven where final year friendships are cemented and the children take part in workshops that prepare them for the changes about to happen as they transition to secondary school. Day trips are organised on a termly basis for all year groups to support topic work.



Parental Involvement

Rowandale is the result of parental initiative and parents continue to play a vital role in the education of their children and in the life of the school. Parents are encouraged to talk to staff about any aspect of their child's education or well-being. Interviews with class teachers are held twice each year and parents receive a written report on their child in June.

Parents participate in information evenings, 'open' assemblies, the Saturday Pre-School Club, school outings, productions and musical events. We welcome help from parents during school time for educational visits, extra-curricular activities and transport to sporting events.

We have a large group of volunteer parents who help out on a regular basis - with Reading Partnership, Kiss & Go, pre-loved uniform, labelling and covering reading books and a variety of other vital tasks that keep Rowandale ticking over.



Parents' Council

As a parent or carer of a child attending Rowandale Integrated Primary School, you will automatically become a member of the Parents Council.

- Engage in activities or promote events within the school which will enable us to provide facilities and equipment to advance the education and social wellbeing of our children.
- Develop and strengthen relationships between staff, parents and others associated with the education of our children.

Parents Council is overseen by a committee of seven members who are elected every year in May at the AGM, but there are many others who volunteer. With their support we are able to promote the school and playgroup within our community, strengthening links and developing relationships while raising vital funds which are used to enrich our children's learning experience at Rowandale Integrated Primary School.

Our fundraising has already funded many aspects of school life, from football and netball equipment, Spanish lessons for all years, I Pads, tablets and laptops, musical instruments, staff training for Primary Movement even the outdoor classrooms and the polytunnel.

- To raise funds we hold many events and initiatives throughout the year including:
- Halloween Discos
- Stars in their Eyes
- Pub Quiz
- Teddy Bears Picnic

All parents and carers are welcome to come to our meetings and we hope that you do take the time to call in and get involved, it's a great way to meet other parents and form new friendships.



Board of Governors

The school is managed by a Board of Governors. They have a wealth of experience and expertise and are dedicated to ensuring that Rowandale nurtures a love of learning, shares inclusive values, and achieves the highest possible levels of educational attainment. Within the integrated sector there is a high level of parental representation in management with at least 6 parent representatives on the Board of Governors.

The Board of Governors is made up of 16 members:

6 Foundation Governors (2 of whom will be parents).

4 Representatives appointed by the Department of Education.

2 Assistant teachers elected from the assistant teachers.

4 Parent Governors elected by parents of children at the school. The Principal is a non-voting member of the Board of Governors.



SAMPLE Admissions Criteria

The Board of Governors will seek to reflect in the total number admitted in the current academic year an overall balance amongst all traditions and backgrounds.

In order to achieve this aim the school will:

- reserve a maximum of 20% of places for pupils other than Protestant and Catholic.
- ensure the criteria as set out below will first be applied to members of 'Others' in the order set down and a maximum of 20% of the available places will be awarded to this group.
- ensure the remaining places will be divided equally between Protestant and Catholic applicants.
- In the event of less than 20% of places being awarded to 'others' the balance will be divided equally between Protestant and Catholic applicants.
- In the event of there being an odd number of places in the excess of places remaining from the allocation to 'other' the additional place will be allocated to the category having the greater number of applicants.

The following list of criteria will be used as the selection process in order 1 – 4:

- 1 Children with a 'child of the family' currently enrolled in Rowandale Integrated Primary School.
- 2 Children with a sibling who previously attended Rowandale Integrated Primary School (evidence required).
- 3 Children who are a Looked After Child (LAC)
- 4 Children will be selected for admission on the basis of initial letter of surname (as entered on birth Certificate) in the order set out below.

The order was determined by a randomised selection of letters.

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

In the event of surnames beginning with the same initial letter the subsequent letters of the surnames will be used in alphabetical order. In the event of two identical surnames the alphabetical order of the forenames will be used. Method A: In the event of identical forenames the eldest child will be selected.

Rowandale Community Playgroup

Situated on site is the Rowandale Community Playgroup which facilitates children from 2 Years 10 months until they start school. The playgroup provides an exceptional pre-school curriculum. The playgroup inspection reports have been outstanding to date.

The six areas of learning are as follows:

1. Personal, Social and Emotional Development
2. Language Development
3. Physical Development
4. The Arts
5. Early Mathematical Development
6. The World Around Us

The Playgroup building has been purpose built with spacious outdoor areas for the children to explore. The Playgroup staff are fully trained to above national requirements (NVQ 3) and have an exceptional understanding of and dedication to their profession.

The leader in charge is Mrs Emma Ovadia, ably assisted by Ms Jayne Magowan and Mrs Caoimhe Cinnamond and can be contacted on 028 9261 3946.



Starting School



Each year we hold Open Mornings for prospective parents and children. Both parents and children are always welcome at these events. Prior to school starting in September, Year 1 children spend an afternoon at the school meeting their new friends, teachers and classroom assistants

In addition to reading our prospectus, we would like to invite you and your child to visit us. We will be delighted to meet you and to be able to tell you about our school and about integrated education.

To arrange a visit to the school, please contact the Principal.

Rowandale Integrated Primary School
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BT67 0PB

Principal: Mrs Frances Hughes

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