

# SULLIVAN UPPER PREP DEPARTMENT

## PROSPECTUS 2022-23



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# Welcome

A warm welcome to the Preparatory Department of Sullivan Upper School.

The concept of lifelong learning is of great importance to us. We believe that learning should be a fun, rewarding experience for everyone. Through our teaching, we aim to equip our children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children lead happy and rewarding lives.



The school motto "Lamh foisdineach an uachtar" is in the Irish language and means "the gentle hand foremost". This is a constant reminder about the virtue of "gentleness" in dealing with others.

# Mission Statement

We seek to provide a happy and caring learning environment for each child by helping them to fulfil their potential, by celebrating their achievements, by respecting their differences and by encouraging their mutual respect for others. We aim to foster the development of self-esteem and provide a sound foundation for their future lives. Our overall aims are:

- To encourage children to be confident, independent and responsible learners through the development of a curriculum which is adapted to suit the needs and abilities of all our pupils and which enables them to fulfil their potential;
- To deliver a curriculum which will help our pupils to develop lively, enquiring minds and an ability to apply themselves to the development of mental tasks and physical skills;
- To help our pupils to understand the world in which we live and to appreciate human achievements and aspirations;



- To develop respect for religious and moral values, tolerance of each other and tolerance of other religions, races and ways of life;
- To work in partnership with parents and the wider community;
- To encourage our children to acquire knowledge and skills in preparation for the opportunities and experiences of adult life.

An ETI Report for a General Inspection of the Preparatory Department in May 2012 includes the following information about the Head of the Preparatory Department:

*'She has high expectations for the work of the school and gives high priority to the care and well-being of all of the children and to raising further the standards they attain.'*

In a further Inspection, June 2019, which was carried out in a period involving 'Action Short of Strike', the following was written about the Governors of the Preparatory Department:

*'The governors are highly supportive of the life and work of the school and are well-informed of the strengths and areas for further development...they execute appropriately their support and challenge functions.'*

# Staff

**Headmaster of Sullivan Upper**  
Mr C J D Mairs

**Bursar of Sullivan Upper**  
Dr C Byrnes BSc, ACA

**Head of Preparatory Department**  
Mrs W T Ballard BEd(Hons)



## Part-time staff:

PE/Games	Mrs Hendron
Art (KS2)	Mrs L Feldman BEd(Hons)
Learning Support Co-ordinator & Learning Support Teacher	Ms K Gordon BSSc(Hons), PGCE
Speech & Drama	Mrs C Gardiner LLAM, ALCM, SIE Dip, MALT

## Non Teaching Staff

### Classroom Assistants:

Mrs D Moody :	SEN Classroom Assistant
Mrs R Moroney:	Foundation Stage/KS1; NVQ III (Education & Playwork)
Mrs H Malseed:	Foundation Classroom Assistant; BSc Hons
Ms J Connolly:	SEN Classroom Assistant
Miss E Dennison:	SEN Classroom Assistant; BSc
Mrs C Cronin:	SEN Classroom Assistant
Mrs B Gilmore:	KS2 Assistant

### After School Club Team:

Mrs R Moroney:	Supervisor NVQ III (Education & Playwork)
Mrs D Berry	Deputy Supervisor, NVQ V (Education & Playwork)
Miss E Dennison:	Assistant; BSc

<b>Secretary:</b>	Mrs A Cairns
<b>Caretaker:</b>	Mr R Campbell

<u>Teaching Staff</u>	
Full-time staff:	
Prep 1	Mrs K Callen BA(Hons)
Prep 2	Mrs J Lockhart BEd(Hons), MEd
Prep 3	Miss N Johnson BEd
Prep 4	Mrs A Patterson BEd(Hons)
Prep 5	Mrs C Rowan BA(Mod), PGCE
Prep 6	Mrs K Wilson BA(Hons)
Prep 7	Mrs J Matthews BA(Hons), PGCE, MSc

# Pastoral Care

We promote a child centred approach in our school and provide a stable and caring environment where children can form trusting and secure relationships to help them achieve their full potential.



We encourage the development of a positive ethos in order to enhance pupils' learning and develop a strong sense of self-esteem. Each child is respected for his/her unique qualities.

*'...The staff know the children very well and work hard to promote a caring, family ethos based on mutual respect. The children develop self-awareness and appreciation of others in the school and the wider community through the Personal Development & Mutual Understanding programme.'*

*'...The quality of the arrangements for the pastoral care of the children in the preparatory department is outstanding. The children are friendly and courteous and during the inspection their behaviour was exemplary.'*

It is our belief that in order for effective learning and teaching to take place, good behaviour is very important. We therefore aim:

- To create a caring environment by promoting positive behaviour and discipline;
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions;
- To create an orderly environment in which effective learning can take place to encourage self-respect and respect for adults and other pupils;
- To develop in pupils an appreciation of their school surroundings and a respect for all property;
- To encourage a positive relationship with parents to assist with a shared approach in their child's education.



## Safeguarding/ Child Protection

The staff, both teaching and non-teaching, in exercising pastoral responsibility towards the children in the school, will take all reasonable steps to ensure that their welfare is safeguarded and their safety preserved.

All of our members of staff have a commitment to the protection of our children and receive appropriate training in safeguarding procedures annually. All staff and volunteers in the school are subject to appropriate, stringent background checks through Access NI procedures.

The staff have adopted a Code of Conduct for our behaviour towards pupils and this is reviewed regularly and shared with all new members of staff. A copy is available on request.

Current policies are shared regularly with parents at Class Meetings and are updated as appropriate. Mrs Ballard (Head of Prep) is the Designated Teacher for Child Protection. Mrs Galway (P5 teacher) and Mr Peel (Headmaster) are both trained as Deputy Designated Teachers for Child Protection. The Child Protection/Safeguarding & Anti Bullying Policies are available on the school's website or from the Prep Office.

## Anti-Bullying

In our school we provide a caring and welcoming environment.

We take pride in having a happy and contented body of pupils who know that their opinions and views, alongside their rights as individuals, are respected and valued.

*'The children contribute meaningfully to discussions and decisions that directly affect them through circle time sessions, a comment box and the active school council; there is evidence that their opinions and ideas are acted on and valued. The children value the support given by their teachers.'*

Whilst we do not perceive bullying to be a major problem in our school, we are nevertheless determined to minimise its occurrence. We condemn bullying behaviour of any kind and have a line of procedures and strategies in operation throughout the school to deal with incidents. Parents and children are reminded of these actions on a regular basis.

In June 2019 the children reported the following:

*'they feel safe in school and are aware of what to do if they have concerns about their safety or wellbeing. They know how to stay safe online at school and at home when using a range of mobile technologies.'*

# Homework Policy

- Homework may be planned for Monday to Thursday with some homework given with a longer date to encourage the use of a home computer for research or to give more time to manage it around assorted children's/parents' buy lifestyles.
- The duration and type of homework will depend on the age and ability of each child. Guidance will be given to parents at each year group meeting taken by the class teacher at the beginning of the academic year.
- Homework may be written, oral, learning, IT-based and/or investigative. It will reflect previous class work so as to reinforce skills and knowledge, or for preparation/completion purposes.
- Homework diaries may be used by pupils in KS2 classes in order for them to develop the forward planning skills needed for management of tasks given by different teachers later in their school careers. Details for homework will be given according to each class teacher's practice.



- Parents should encourage homework to be done in a quiet place with a minimum of distraction.
- Parental involvement is strongly encouraged and parents are asked to sign each piece of their child's homework. This action encourages parents to keep up to date with what is being done and how well their child is able cope with class practices.
- Problems may arise with homework and we encourage parents to inform teachers should this occur with their child. This contact may be made in writing or by arranging a suitable time for a meeting.

We aim for our children to spend an appropriate amount of time on homework relative to their age. For written work this ranges from 5-10 minutes in Prep 1 to 40-45 minutes in Prep 7. Teachers will guide parents about individual needs. Parents may wish to sign off on a homework at any time or finish one either orally or at a later date.

Arrangements are in place throughout the school for potential **COVID-19** related school closures. Google Classroom is in use regularly by P3-7 pupils to ensure continuity of practices and for assorted submissions of work. P1 & P2 use Seesaw on a regular basis.

# Life in the Lower Prep

P1, P2 & P3 classes are situated in Dromkeen House and P4 is located in Loughhead House.

Preps 1 & 2 are known as Foundation Stage and Preps 3 & 4 are known as Key Stage 1 (KS1).

School begins at 8.50am with supervision in each classroom and playground available for those pupils who arrive from 8.30. Lessons begin punctually at 8.50am.

In the interest of your child's safety, parents should please note that there is **no** supervision **before 8.30am** and that children **should not be left unattended** for safety reasons.

Each day we have a split break for **Foundation Stage** (P1 & P2) and **KS1** (P3 & P4) children. This is to maximise the two groups' access to the playground in bubbles where they can engage in the assorted meaningful outdoor play activities on offer. We encourage our pupils to eat a healthy snack with no fizzy drinks allowed; chocolate and crisps are discouraged. We encourage our children to drink water throughout the school day.

Preps 1 & 2 finish school at 2pm every day. Preps 3 & 4 finish at 3pm Mondays to Thursdays and at **2pm on Fridays**.

Parents are advised to tell us of an unexpected delay, or change of person to collect their child. We will not release children to people who we do not know without checking.

Please phone the Prep Office (02890 425326) should your child be ill and unable to attend school.

**Lunch time** is from 11.50am - 12.40pm with P1-P3 eating in the Prep Hall and then playing outside.

Food is prepared in the Silver Robin restaurant and Prep 4-7 are served there and then play outside.





# Life in the Upper Prep

P4, P5, P6 & P7 are situated in Loughead House.

The Prep 5-7 age group is also known as Key Stage 2 (KS2).

The school day has the same initial arrangements for supervision in individual classrooms from 8.30am. The school day then starts promptly at 8.50am.

There is a mid-morning break 10.20-10.40am each day. Children are supervised in the area of the Senior School Tennis Courts or other large play areas on the Senior School site.



Lunch is currently between 11.45am and 12.30pm, with children eating in the Silver Robin before going to play in the tennis courts to 12.40pm.

Preps 5 to 7 finish at 3pm each day and are picked up inside the school grounds. Parents wishing their child to walk home must write to the class teacher and we would ask that no children should be collected by a sibling who is under 18 years of age.

Parents are advised to telephone the School Office should they experience an unexpected delay in collecting a child.

Please inform the Prep Secretary, should your child ever be absent from school. This is a further safety measure to ensure your child is registered as being absent or present.



## After School Activities

Whilst we provide opportunities for children to participate in a range of extra-curricular activities and children may "sign up" for these termly and post COVID, we are increasing the choices available.

For your information, previous years' Clubs have included:

### For Lower Prep: (Prep 1-4) :

- |                              |                  |
|------------------------------|------------------|
| ○ Monkeynastix               | ○ Jumping Clay   |
| ○ Multi-sport                | ○ Art Club       |
| ○ JAM Club (Scripture Union) | ○ Games Club     |
| ○ Football                   | ○ Speech & Drama |
| ○ Dance                      | ○ Science Club   |

*"The key strengths of the pastoral provision include the wide range of activities, events and visits, which enhance the quality of learning experiences for the children."*

### For Upper Prep: (P5-7):

- |                              |                  |
|------------------------------|------------------|
| ○ Fencing                    | ○ Cross Country  |
| ○ Drama                      | ○ Hockey         |
| ○ Football                   | ○ Rugby          |
| ○ Multi-sports               | ○ Netball        |
| ○ Art Club                   | ○ Lifesaving     |
| ○ JAM Club (Scripture Union) | ○ Speech & Drama |
| ○ Choir                      | ○ Junior Dragons |

## School Lunches

Packed lunches for children can be sent in daily on a daily basis and the children eating these will sit with their peers, either in the Silver Robin or in the Prep hall.

For Preps 4-7 there would normally be a self-service system in operation with a wide variety of food being offered daily. With an emphasis in our curriculum on eating healthily, children are encouraged to make healthy choices at lunch time.

*'The preparatory department gives very good attention to promoting healthy eating and physical activities. There is a range of strategies and initiatives to encourage the children to adopt healthy lifestyles, including the promotion of healthy snacks and lunches and a wide range of physical and sporting activities.'*

A Dining Hall Supervision team and a Classroom Assistant, along with the Catering staff, are at hand to advise and supervise. The Manager of the Silver Robin endeavours to provide a balanced healthy meal for our pupils and spends a large percentage of the cost of meals on fresh ingredients. She may be contacted to discuss an individual's specific dietary needs. Dinners are currently all booked online through Microsoft forms, shared weekly with parents, on the school Newsletter.

# Curriculum

We provide a broad and balanced curriculum for all children in the school.

We use the Northern Ireland Curriculum document as a foundation for the planning of our school curriculum and we aim to meet the differentiated needs of all of our pupils.

## Structure of the Primary Curriculum:

- Communication: including Talking & Listening, Reading and Writing.
- Using Mathematics: including the development of mathematical concepts and numeracy across the curriculum.
- The Arts, including Art & Design, Drama and Music.
- The World Around Us: including Geography, History and Science & Technology.
- Personal Development and Mutual Understanding: including emotional development, social skills, learning to learn, Health Education etc.
- Physical Education: including development of knowledge, skills and understanding through play and physical activities.

In June 2019, ETI report comments:

*'A group of Year 7 children read fluently, confidently and with high levels of interest. They could explain more complex vocabulary and authors' use of language. They were able to solve problems confidently and use mathematical language accurately.'*

At the heart of our curriculum in the Prep lies an explicit emphasis on the development of skills and capabilities for **lifelong learning** and operating effectively in society. We aim for our children to engage in active learning contexts across all areas of the curriculum developing the following areas:

## Cross Curricular Skills:

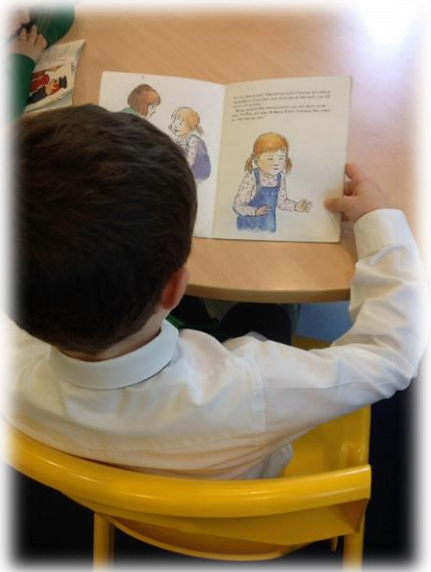
- Communication
- Using Mathematics
- Using Information and Communications Technology

## Thinking Skills and Personal Capabilities:

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

# Differentiation

In our school, we aim to provide effective teaching by matching the level of work to the individual ability of each pupil so that s/he may reach her/his potential in subjects across the curriculum.



To assist us in our school, we employ a Learning Support Co-ordinator/ Learning Support Teacher, previously called a SENCo - Special Educational Needs Co-ordinator, and she teaches individuals or small groups throughout the school according to what teachers feel their needs might be. This person works very closely with teaching staff to support their efforts, assist with the development of children's differentiated needs and liaise with parents and EA's South Eastern Region's training and personnel as required or available.

*'...there is evidence to show that the actions taken have resulted in significant improvement in the children's learning.'*

Children may receive extra support in either individual or small groups, or indeed in class, as needed, to enable them to make appropriate progress in specific areas. These lessons take place in the 'Sunshine Room' in Loughhead House or in the child's classroom. Team teaching also occurs in our classrooms as appropriate. Each classroom has a box of supports for children with dyslexia and also concentration devices for focus during lessons.

Class teachers are responsible for ensuring children's individual needs are met inside the class's curriculum. Staff are diligent in their preparation for this aspect and work closely with the Learning Support Co-ordinator to ensure maximum



# Special Educational Needs

The Special Educational Needs (SEN) policy in our school follows the DENI Code of Practice for the Identification and Assessment of Special Educational Needs.

The policy accepts that there is a wide variety of difficulties which may lead to a child's specific educational needs:

- General/specific learning difficulties
- Emotional and behavioural difficulties
- Medical and or physical difficulties

We, as class teachers, continuously observe and assess our pupils. If a child is identified as having a learning difficulty or a behavioural or emotional problem, the class teacher reports the concern to the Learning Support Co-ordinator. The parents will be informed at this stage and the Code of Practice implemented.

The Learning Support Co-ordinator then works alongside the class teacher in supporting the individual's needs or the needs of a small group. Education Plans (IEPs- soon to be referred to as PLPs) are written with the child's input regarding targets appropriate to their needs. These are reviewed regularly with both the child(ren) and parents.



Should additional help be required, assessment and advice will be sought from the Educational Psychology Service provided by the Education Authority's South-Eastern Region (SER). RISE(NI), a multi-disciplinary team which includes physios, OTs etc, also works with our school to provide additional support in whole class and through small group activities. Past workshops have included the development of children's listening skills.

We will hold Parent interviews to discuss the progress of their child receiving this support after Half Term. Interviews will be a blended approach of face to face, phone or Google classroom.

Communication will then be on-going throughout the year as appropriate, with a mid-year interview also given and an end-of-year report written. Parents may request to speak to a teacher at any time in the school year through the Prep Office. Prep 1 and Prep 2 parents can communicate with the class teacher through the Seesaw app.



# Assessment

A written report called a **Pupil Profile** is completed for each child from Prep 1 to Prep 7 and is given to all parents at the end of the school academic year. Reports are based on the continuous monitoring of both class work and class tests. The report includes information about End of Key Stage Assessment outcomes at P4 and P7 level regarding the individual Levels of Progression in Communication and Understanding Mathematics (this is subject to Union action and Post pandemic currently).

All teachers offer formal interview times for parents to discuss pupil progress in November and March annually. Parents of Foundation Stage and P3 children receive information about how their child is settling and progressing. Parents of P4-P7 children receive updated details re progress in class based work and about academic and social/interaction factors.

In addition, Prep 7 parents are offered interviews in September and also in October as needed, to discuss AQE/Transfer preparation (currently telephone interviews). P7 parents are normally invited to attend Transfer Interviews which take place in the week following the publication of AQE/Transfer grades, in late January, early February 2023, regarding their individual choice of a Y8 school.

*'Effective use is made of a comprehensive range of data to help bring about improvement in the children's attainment. The children's progress is tracked and realistically high targets are set for their future achievement.'*

*'An analysis of the KS2 assessment data over the past 4 years shows that the preparatory department's performance in mathematics and English, when compared with both the Northern Ireland average and schools within the same FSM (Free School Meals) band, are consistently above the average.'*

*'An analysis of the school's internal performance data indicates that almost all of the children in KS2 achieve standards in line with their ability in English and mathematics.'*

Standardised testing is carried out with Prep 3-7 pupils annually. The aim is to monitor and evaluate each child's yearly progress and provide parents with appropriate information.

Dyslexia and Dyscalculia screeners will be carried out with Prep 3 pupils in the second term.

## AQE P7 Transfer Results

Please note that AQE informs us that a score of 100 is 'Average'

AQE results 2021-2 Average class AQE score 115

AQE results - N/A 2020-21

AQE Results in 2019-20: Average AQE Class Score 112

111-123	58%
100-110	31%
99 or below	10%

AQE Results in 2018-19: Average AQE Class Score 115

111-130	73%
100-110	19%
99 or below	8%

AQE Results in 2017-18: Average AQE Class Score 109

111-125	49%
100-110	37%
99 or below	14%

AQE Results in 2016-17: Average AQE Class Score 110

111-123	67%
100-110	15%
99 or below	18%

## End of Key Stage Results

2012-13 was the initial year of reporting to parents regarding P4 & P7 End of Key Stage 1 & 2 results and it was to be used to trial the then 'newly' published CCEA Levels of Progression in Communication and Using Mathematics. Teachers were to familiarise themselves with the new tasks and then report each Key Stage's pupils' end of year progress in their Pupil Profiles.

Since that time, our P1-P7 teachers have worked on the development of tasks for the curriculum areas of Communication, Using Mathematics &, more recently, ICT and have put together whole school portfolios of examples of work throughout the assorted Levels of Progression. There is an ongoing commitment in our school to this work.

For your information, pupils are now expected by CCEA to achieve Level 2 in Communication, Using Mathematics and ICT by the end of Key Stage 1 (P4); and Level 4 in these same curricular areas by the end of Key Stage 2 (P7).

**Sullivan Prep has a record of excellence, achieving the status of being in the top quartile of schools in Northern Ireland each year.**

The majority of our pupils move to Year 8 in the Senior School and, for the last 15+ years, **100%** of our pupils who sat the AQE testing have transferred to a Year 8 Grammar School.

# Specialist Teaching

## MUSIC

In all Prep classes, the music curriculum is led by a music specialist teacher called Mrs Leathem.

Extra-curricular Music Clubs will hopefully be on offer each week throughout the year in the near future.



The Music Department of the Senior School provides tuition through **peripatetic teachers**. This is a private arrangement and payment should be directly to those individual teachers. Tutors must keep their lessons to break and lunch times to allow minimal disruption to the core subjects.

In normal times, pupils avail of tuition in piano, cello, drums, trombone, guitar, clarinet, flute and violin. A full range of instruments is offered. KS2 children are escorted between sites to any lessons held in the Senior School. Tuition for piano may be begin from Prep 3; no more than 2 instruments can be accessed each year in order to minimise any disruption to a pupil's learning. From Prep 5, all instruments listed above become available.

## SPEECH & DRAMA

Lessons in Speech & Drama, taught by Mrs Catherine Gardiner, LGSM, are available currently from Prep 1 to Prep 7.

Fees and availability of places may be advised by contacting Mrs Gardiner or through the Prep Office. Results from pupils accessing this area are always very impressive.

The ability to express oneself, with poise and confidence, is becoming ever more important. Tuition in Speech and Drama provides the skills necessary to give young people "the edge". Lessons span the entire spectrum of Speech and Drama - voice production, reading aloud, mime, improvisation, poetry appreciation, choral speaking and drama.

Currently, Mrs Gardiner's pupils are achieving excellent results in local festivals and examinations.



## SPORTS

A Physical Education specialist teacher teaches from P1-P7.

P1-P2 have three periods of PE a week;

P3 & P4 have three periods

P5-P7 have 2 periods of PE and Games sessions with a series of swimming lessons in a local leisure centre.

*'Of particular note is the importance given to developing the children's musical, creative and sporting abilities, as a means to develop further their personal and social development.'*

A wide variety of sports is normally on offer in class time, as well as after school.

We usually include: swimming, hockey, football, tag rugby, dance, netball, gymnastics, badminton, table tennis, athletics, rounders and cricket. We have also introduced dodgeball, basketball, sports hall athletics and cross-country running.

We normally participate in a wide number of events in the school year thus exposing our pupils with the wider community through sport.

Our teams continue to have great success on the sports field, competing in 5-a-side Football Teams, Hockey Teams, Netball Tournaments, swimming and cross country races.

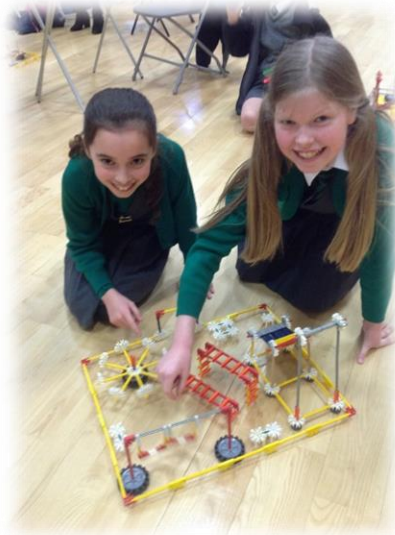
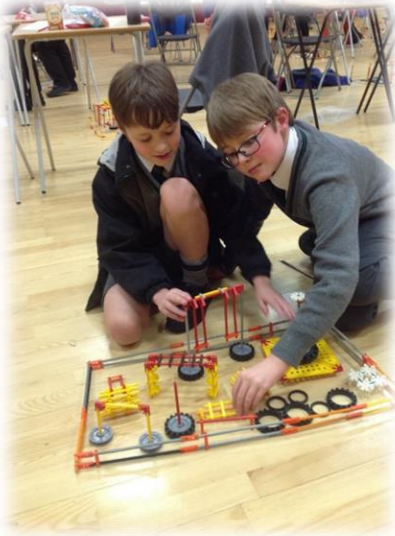
We believe in letting children 'have a go' at representing the school and we value everyone's contributions. We also believe in teaching the children the elements of good sportsmanship, by being able to win and lose graciously.





## ART/DESIGN & TECHNOLOGY

In KS2, we have a part time Art/Design & Technology specialist teacher and the children are inspired by the challenges on offer to them, as illustrated by their regular displays of work throughout the school. We use the curriculum area of the World About Us as a focus for art work and regularly enter pupils' work into local competitions.



In the past we were involved with a Creative Youth Partnership Programme where the Lower Prep classes worked with an artist in the community and the Upper Prep working with ceramicist Diane McCormick.

## ICT

Wide use of ICT is normally apparent throughout the school and we have use of a timetabled computer suite for children from P1-P7. Specialist teaching is given to develop ICT skills.

*'The children demonstrate high levels of ICT skills to research, plan and present their work to a very good standard.'*

In **May 2016** the Prep was awarded the '**Digital School of Distinction Award**' in recognition of excellence in integrating technology in learning and teaching.



We have 48 iPads for use throughout the school. These are used to build on our practices to extend our children's learning in this area. We use iPads alongside regular teaching and learning practices to *enhance* education rather than simply provide 'play' facilities. Staff training is ongoing in this area.



# Educational Visits & Visitors

Educational visits are an integral part of the teaching and learning in our school and they fit very well under the Northern Ireland Curriculum's World Around Us programme.

To normally cater for the range of children's learning styles, we try to include a wide range of experiences for our pupils throughout their time in the Preparatory Department. During the year individual classes and groups may visit many venues throughout Northern Ireland which may include: Belfast City Hall, W5 workshops, Parliament Buildings at Stormont, Belfast Zoo, the Ulster Museum, Science Magic, Clondeboy Estate, Castle Ward, the Aquarium, Armagh Planetarium and Mount Stewart.

Our pupils always enjoy visits to local pantomimes and shows organised by our local community and neighbouring schools.



We like to welcome many visitors to our school to assist in our delivery of the curriculum, either as part of our charity support or as an interested party about subjects through the years. Annually, we raise approximately £6000 for assorted causes.

Our teaching of Health Education is part of pupils' Personal Development programme and is usually enhanced by regular visits from outside bodies. We like to invite practitioners who take science-based experiences for our pupils. Many visitors and some volunteer parents, including radiographers, optometrists, dentists and doctors, visit classes in the Foundation Stage as well as help teach the concepts of the Young Enterprise programme and support various 'real life' topics in assorted classes.

Our annual Book Week provides a focus for us to welcome authors, poets and publishers as an inspiration for our young readers and writers.

North Down Borough Council representatives help to enrich environmental topics in various classes and acting companies help bring to life assorted historical events.



# Assemblies

Prior to COVID 19, the Lower Prep pupils enjoyed participating in seasonal activities in Mount Stewart in October and visits to W5 for interesting science and musical experiences, alongside assorted class trips supporting the World Around Us aspect of the curriculum. P7s thoroughly enjoyed participation in January 2019 at Mount Stewart in their Forest School programme and we hope this will happen again as soon as possible.



A short overnight visit to the Ulster Folk and Transport Museum is normally scheduled annually for Prep 6 pupils. Prep 7 usually enjoy a longer **residential** trip which is based at an activity centre in Greenhill YMCA in Newcastle. Assorted activities may include: canoeing, low level assault courses, mountain walking and team challenges. It is always the highlight of their P7 year!



Prior to COVID 19, pupils in the Lower Prep and the Upper Prep would meet for their own separate assemblies during the week and, on Fridays, we would gather together as a whole school in Dromkeen Hall.

This is a very special weekly occasion where classes meet to welcome representatives from charities and/or visitors or where our pupils put on a class assembly on a chosen theme.



The Headmaster likes to join us in Assembly, along with assorted visitors and speakers. Everyone enjoys each class's efforts to take the assembly. This is the forum where the Head of Prep awards special badges for those children nominated by their teachers each week for extra effort or good work and focus.

We also announce, at the end of each month, which **House** has gained the most points for pupils showing "exceptional" behaviour, or effort or an exceptional personal quality. Assemblies continued throughout COVID through Microsoft Teams and are a great success with the children. There are also weekly singing sessions, usually outdoors in the playground.

# Prep 1 Induction

## UNDER REVIEW- COVID 19

We usually hold an Open Day meeting on the **last Friday in September each year** and all prospective Prep 1 parents are invited to attend. This is an ideal opportunity for prospective parents to hear about the school, visit all the classrooms and talk to the teachers and non teaching staff in attendance in each room. We also arrange a visit at that time to the Senior School site to view the facilities on offer to the Prep regarding their assorted venues. Prep 7 pupils normally help us on this occasion and they love to answer any queries visitors might have!

Normally offers of 26 places are posted on 1 October. Parents who accept a place then pay a non-refundable deposit at a meeting scheduled in October and this reserves their child's place. This deposit is then offset against the child's first term's fees.



In the summer term, we then normally hold Induction Meetings: for Parents called 'Getting Ready for School'; the other is an opportunity for the incoming P1 pupils to meet with their class teacher and future classmates, at the Teddy bears' picnic.

On the first of these afternoons, parents are invited to visit the Prep 1 classroom to meet the Prep 1 teacher, other appropriate members of staff and each other. During this meeting, parents are given general information about the organisation of the school and Prep 1 class in particular, especially with regard to getting children ready for starting school. As it is very important to us that parents and teachers work closely together to ensure that children feel happy and secure about coming to school, there is an opportunity at this meeting for parents to have any concerns addressed.

The Prep 1 intake in September is '**staggered**' over **approximately the first two school weeks** to help establish a routine and address settling-in needs. The class is divided into groups of 4 or 5, with the youngest children starting school first. The children finish at 12 noon for that period and then in the first full week after that, they stay for lunch and a 2pm finish. Clubs start after Half Term for Preps 1 & 2.

Details of individual starting dates and times will be given at the Prep 1 Induction Meeting during the summer term.



## Communication – MEETINGS WILL NOT BE FACE TO FACE AT THIS TIME OF COVID 19 RESTRICTIONS

*'The preparatory department is committed to maintaining and extending communication with the parents.'*

As a staff, we are aware of the need for clear communication with all of our stakeholders. With this in mind, we usually carry out the following:

### PUBLICATIONS:

We make regular use of the 'Parentmail' email system for dissemination of information. All parents are contactable by this system and a weekly Parentmail leaflet goes to all parents on a Friday to summarise events which have occurred during the week and post reminders for future events.

Other publications include:

- Yearly Overview Calendar to inform parents of key dates for the Prep
- Calendar of events on a termly basis
- List of extra-curricular activities on a termly basis
- Posting of policies and pupil activities/work on the school's website and Facebook
- Pupil Reports posted to parents – June

### MEETINGS: subject to restrictions currently

- Class Parent meetings, taken by the individual teacher, are held at the beginning of each academic year for each class in September
- Parent meetings for pupils receiving Learning Support have meetings with the Learning Support Co-ordinator in September & May
- Transfer Meetings for Prep 7 parents in September/October (and as needed)
- P1-P7 Parent/Teacher Interviews Meetings in November & March
- Prospective Prep 1 Parent Open Meeting – the last Friday in September
- Workshops taken by staff for Foundation Stage in Term 1, Key Stage 1 & Key Stage 2 parents in Term 2, biennially
- Prep 7 Parents attend Transfer Results Interviews re school options for Y8 with Head of Prep following publication of results, normally the beginning of February
- Prep 6 parent meeting about transition to P7 & preparation for Transfer – March/ April
- New Prep 1 Parent and pupil Meeting – end of May

## You can assist us by:

- Sending all communications to us enclosed in a clearly labelled envelope
- Forwarding absence letters to your child's class teacher so that we can fulfil our obligations regarding a formal attendance record on our SIMS register which is reviewed termly with the Educational Welfare Officer
- Using the children's homework diaries as a means of communication, especially in KS2 classes

The Prep Department's website operates under the Sullivan School website. We endeavour to keep this updated with news and events of importance to assist with parents' planning needs and share children's activities. Please log on to [www.sullivanupper.co.uk](http://www.sullivanupper.co.uk) or [www.sullivanprep.weebly.com](http://www.sullivanprep.weebly.com) for additional information about class and school activities.

Staff maintain the website and information is kept up to date.

Our school website is updated regularly with a huge variety of information about the school. It also acts as a vehicle for children's work and is a source for activities for them to enjoy. Please visit us regularly!

## Personal Possessions

Pupils should not bring items of value to school. These items include: jewellery, mobile phones, cameras, electronic games, iPads, e-books, or other personal possessions including those of value. The school will not be responsible for the loss or damage of these assorted goods.

Any pupil who loses or finds an article should report this fact to a member of staff immediately. Personal items should not be left in cloakrooms or changing rooms. Once again, Sullivan Upper School will not be responsible for the loss of any valuables.

All clothing, private property and belongings brought to school **must** be clearly marked with the owner's name and kept in the appropriate place when not in use.

Mobile phones **must not** be switched on in the school building or playground or be used during school time for text messages or taking photographs in order to comply with Safeguarding procedures in the school. Mobile phones may be switched on after school hours, outside the school grounds. Parents wishing to update their children's arrangements should contact the Prep Secretary.



# School Rules

Following training of all staff by SER personnel, we developed a set of whole-school 'Golden Rules' for our pupils. Along with class-produced classroom rules, these are designed to encourage our pupils to value and interact well with each other and be a responsible member of our school community.

## School Golden Rules:



## Class Rules:

These will be particular to each class and will be generated by the pupils themselves for their ownership. The pupils will 'sign up' to the rules, as appropriate to their age and the rules will be revised regularly.

## Types of work:

We have different types of work in each classroom and we establish the appropriate voices to go with that work:

- Silent
- Quiet
- Partner
- Group
- Whole class

## Consequences:

- Verbal reminder
- Time out
- Teacher warning 1:1
- Meeting with Head of Prep for repeated inappropriate actions
- Informing parents

## Rewards:

- Class teachers may generate rewards for their class as appropriate (for example an additional playtime in the playground)
- Head Teacher's Award
- Verbal praise
- Recognition in Assembly



# School Events - subject to restrictions currently

## HARVEST SERVICE:

We usually walk to a local Holywood church with parents and other family members and friends and all classes participate through singing, prayers and readings as well as drama activities. We often bring items to forward to a charity, such as Store House.

## CHRISTMAS CELEBRATIONS:

We normally hold Christmas Concerts in December. Preps 1-4 perform a Nativity-based item and Preps 5-7 participate in musical/dramatic activities. The choir performs at KS2 events. The choir also likes to sing at assorted venues, which may include Christmas Fairs or shopping centres.



## SCHOOL PRODUCTION:

Each child is included in a whole school performance in the Lower Prep as well as in an Upper Prep production during his/her time in the Prep. Performances may take place in the Senior School's Drama Theatre or School Hall or in a local church venue. Parents and friends are always invited to attend.



## **PRIZE DAY & PREP 7 LEAVERS' SERVICE:**

This special event normally takes place in the Senior School Hall towards the end of term in June annually and parents are invited to attend. Prep 7 pupils receive a gift presented by SUPPA (the Parents' Association).

Some of the P1-P4 children may also receive a special award or a cup for assorted efforts in the Lower Prep. In the Upper Prep, some pupils receive a special award for subject excellence, expertise or assorted qualities e.g.: cups for Citizenship etc. Some of these awards are nominated by the pupils themselves. Prep 7 collect the Inter-House Awards on Prize Day and receive their separate awards for academic, sports, drama, art, computer, science and music achievements at their Prep 7 Leavers' Service held for their parents and friends on a separate day.

Musical and/or Speech & Drama items often accompany the Prize Day and Leavers' Service events.

## **SWIMMING GALAS: SUBJECT TO COVID RESTRICTIONS**

Each child from Prep 3 to Prep 7 has the opportunity to learn how to swim on a weekly basis. We normally hold an annual swimming gala for each class and points for their individual Houses can be gained. Due to the lack of seating space, parents are unable to attend this event, but it is a greatly anticipated and very noisy occasion!

The swimming pool was refurbished in September 2018 and is a very valuable resource for our Prep pupils' regular use.

## **SPORTS WEEK:**

This is normally an opportunity for our pupils to enjoy a selection of activities and experiences, offered by parents, staff and sporting volunteers, in which they may normally not be able to participate. Activities may include golf, yoga, cricket, hockey drills, rugby skills, hurling, aerobics, discus, javelin and badminton. We ask parents and coaches from many different sources to assist us.



## **SPORTS DAYS:**

Prep 1-3 pupils enjoy assorted games with parents in attendance at the Senior School site. All receive rewards for participation in the activities. Prep 4-7 participate in a programme of events with heats and finals for parents to attend. Certificates are presented at a separate ceremony and points earned are forwarded for the Inter House Cups awarded on Prize Day.

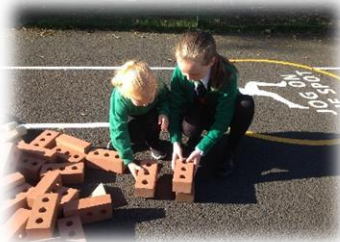


# Sullivan Upper Prep Parents' Association

There is a very active Parents' Association in Sullivan Prep which raises considerable amounts of money each year to purchase equipment which benefits the school and its pupils.

In past years, SUPPA has most generously provided the school with very valuable resources in many areas including: IT equipment such as laptops, PCs and Interactive Whiteboards; the funding of both new reading schemes and the purchase of extension readers; play based learning resources; outside assistance with workshops for all pupils in the school taken by a practitioner in mental health; assistance towards renovation work including the Prep 2 and 3 classrooms and the resourcing of the Foundation Stage's Outdoor Classroom; curriculum focus areas support by funding, for example, Athletics for P1-P7 annually; and helping with transport costs for special events. Staff work alongside parents to hold events for the children and parents to attend and fundraising is fairly balanced across the Key Stages.

We are very appreciative as a staff for all of the Committee's efforts!



SUPPA's programme for the year usually includes enjoyable social events for both parents and children such as Spooky Fun Night and the annual barbecue, as well as a Christmas party, sometimes a dads' Golf Day, and usually a May/June Ball for parents and friends. All those who attend are made to feel very welcome and there is the added satisfaction of knowing that the children will benefit hugely from money raised at these events.

Members of the SUPPA committee and parent volunteers assist at our Sports Days and concerts by providing refreshments. The SUPPA committee is made up of 10 parents and 2 members of staff. Members are elected at the AGM each year and serve on the committee for two years. Volunteers are always welcome!

*"The Parent/Teacher Association has raised significant funds which have been used to help broaden the children's learning experiences."*

# Inspection

In **May 2012** the EDUCATION & TRAINING INSPECTORATE carried out a FOCUSED INSPECTION of the Preparatory Department and here are some more of their comments:

The strengths of the preparatory department include:-

*The outstanding quality of the pastoral provision for the children characterised by the caring, family ethos and their exemplary behaviour;*

*The very good standards attained by the children in literacy and numeracy;*

*The very good and outstanding standard of the teaching observed;*

*The high quality of the special educational needs provision;*

*The breadth and balance of the curriculum;*

*The whole-school commitment to effecting improvement in learning and teaching*

*'In the areas inspected, the quality of education provided by this preparatory department is very good. The preparatory department is meeting very effectively the educational and pastoral needs of the children; and has demonstrated its capacity for sustained self-improvement.'*

## Learning:

*'Children are highly motivated and engage fully in the learning process.'*

## English and Literacy:

*'The children are confident and mature in their responses to questions and in their discussion with each other'*

*'The children enjoy reading...they are fluent, expressive readers...'*

*'The standards attained by the children in writing across all the key stages are very good.'*

*'The teachers make very effective use of ICT to support the development of English and literacy skills. The children demonstrate high levels of ICT to research and plan their work to a very good standard.'*



## Mathematics and Numeracy:

*'... the children responded very well to the teachers questioning and were able to discuss the methods they used to solve problems and **demonstrated clear understanding and enjoyment** of mathematics.'*

*'In KS1 and KS2 teachers use a **very good range of practical resources**, to develop and consolidate the children's learning.'*

*'The planning provides a programme which is broad and balanced, sets the work in **meaningful, real-life situations** and, in best practice, includes appropriate differentiation of tasks.'*

## The Quality of Provision for Learning

*'During the inspection, almost all of the lessons observed were **very good or outstanding**. In the best practice, the teachers share the learning intentions with the children, make very good cross-curricular links, set their teaching in **real-life contexts**, and consolidate and review children's learning throughout the lesson and in the plenary session.'*

*'The **teachers know the children very well** and use a variety of techniques and strategies to meet individual needs and to keep the children focused and on task.'*

*'The teachers' use of questioning is consistently of a **very high standard** and is **differentiated** to make sure children are secure in their knowledge, before progressing with the lesson.'*

We will finish by including a section from a letter from the Department of Education's Director for Curriculum, Qualifications and Standards, Adrian Arbuthnot:

*'On behalf of the Department of Education I would like to congratulate the Governors, the Principal and all the staff for the hard work and commitment which is necessary to obtain this high standard.'... 'Your school's capacity for sustained self-improvement is a successful example of the policy vision set out in "Every School a Good School".'*

*I have noted in particular the ETI's positive comments regarding the very good standards attained by the children in literacy and numeracy and the whole-school commitment to effecting improvement in teaching and learning.'*

# I took his hand and followed

My dishes went unwashed today  
I didn't make my bed.  
I took his hand and followed  
Where his eager footsteps led.

Oh yes, we went adventuring,  
My little child and I.  
Exploring all the great outdoors  
Beneath the sun and sky.

We watched a robin feed her young.  
We climbed a sunlit hill.  
Saw cloud-sheep scamper through the sky,  
We plucked a daffodil.

That my house was so neglected,  
That I didn't brush the stairs,  
In twenty years no one on earth  
Will know or even care.

But that I helped my little child  
To noble adulthood grow.  
In twenty years the whole wide world  
May look and see and know.



# Contact Details



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