



# PROSPECTUS

## 2024 – 2025



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You are welcome to St. Brigid's Primary School Mountfield. St. Brigid's provides a high quality education founded on Catholic principles, recognising the needs of each individual and valuing the contribution of the home, parish and the wider community. We respect each other's culture, language and beliefs. A recent inspection by ETI in January 2014, found the school to be providing a 'very good' quality of education for the pupils. It commented on the high quality of teaching with 'the majority of lessons observed to be very good to outstanding'.

As a small, rural school, the children's personal development and self-esteem are paramount to the inclusive ethos of our school. Our children have opportunities to learn and play in a caring, yet challenging and stimulating environment. The Inspectorate commented on the 'Outstanding Pastoral Care' provision within the school. It is essential that we work in partnership with parents and the community. Co-operation between staff, pupils and parents is at the core of our school values.

This prospectus gives an insight into the life and work of the school. However, in order to appreciate the real atmosphere of the school you are cordially invited to visit the school at your convenience or contact the school for further information. Confidence in your child's school comes from seeing, knowing and understanding what happens there.

Rosena Tracey  
PRINCIPAL



# Mission Statement

St Brigid's encourages each individual to develop his/her full potential by being challenged and valued academically, spiritually, physically and emotionally. The school exists to serve the Catholic community through the provision of a caring and effective Catholic Education. By fostering a pleasant and disciplined environment our children will become responsible and contributing members of society, aware of their own self worth.

## Aims For The Pupils

St Brigid's Primary School promotes high achievement and learning for life by encouraging the pupils to:

- Develop spiritually, emotionally, socially, academically and physically to the best of their ability
- Develop self-confidence, self-esteem and independence
- Have respect for themselves, others and the environment
- Develop a spirit of curiosity and enquiry
- Become motivated, life-long learners
- Achieve high standards across the curriculum
- Work independently and collaboratively
- Acquire skills and attitudes which equip them to take their place in modern society

# Aims Of The School

- To promote the Catholic ethos of the school by preparing the children for the sacraments and by helping them develop a sense of fair play, tolerance, respect and responsibility towards others, their views, attitudes and possessions.
- To create a friendly, relaxed, enriching environment in which the child will be happy and as a consequence develop and progress in partnership with both teacher and child.
- To continue to develop good parent/teacher relationships for the benefit of the child, the parent and the teachers.
- In meeting the requirements of the Common Curriculum and using the Cross Curricular Themes, it is our aim:
  - to provide the opportunity to develop each child's full potential
  - to help them to work individually and as a member of a group
  - to develop a satisfactory level of proficiency in English, Mathematics and World Around Us
  - to participate in and enjoy the creative areas of the curriculum so as to derive pleasure and appreciation
  - to develop skills in P.E. and widen their interests in recreational activities
  - to make the children aware of their environment and their society by encouraging responsibility and care for their locality
  - broadening their horizons in focusing their attention on other cultures, climate and geographical locations past and present.
- To encourage the child to improve his/her self-confidence and feel at ease in the company of adults and peers.
- To develop in the child a sense of responsibility as a member of the community.
- To enable the child to develop a set of Christian attitudes and beliefs.
- To encourage Year 7 children to develop confidence, skills and attitudes that are necessary to adapt to post-primary education.

# Board of Governors

The Board of Governors of St. Brigid's play an extremely important role in supporting our school to ensure that pupils have every opportunity to develop to their full potential within a caring and stimulating learning environment. Our governors work in close partnership with Mrs Tracey and the entire school community to monitor and evaluate the effectiveness of our school in providing the best quality education for all our children.

## **Chairperson**

Mrs Marian Bradley

## **EA Representatives**

Mrs Linda Meenan  
Mrs Dana McCullagh

## **Trustees**

Fr Kevin McElhennon  
Mr Finbar Kelly  
Mr Francie Haughey  
Mrs Carmel McCloy

## **Teacher Representative**

Ms Breege McGlinchey

## **Secretary**

Mrs Rosena Tracey

# Staffing

Principal: Years 1-2 Mrs Tracey

Vice-Principal: Years 5-7 Miss McGlinchey

Teacher: Year 3-4 Miss Garry

Job Share/ATP: Mrs McElroy

Foundation Assistant: Mrs O'Neill

SEN Classroom Assistant: Mrs Wilson

SEN Classroom Assistant: Mrs McCrystal

SEN Classroom Assistant Mrs McElhone

Secretary: Mrs McWilliams

School Meals Supervisor: Mrs McCrystal

Supervisory Assistant: Mrs O'Neill

Caretaker: Mr Hawkes

# The Curriculum

The Curriculum aims to promote a child-centred education. There are three stages within the Primary school.

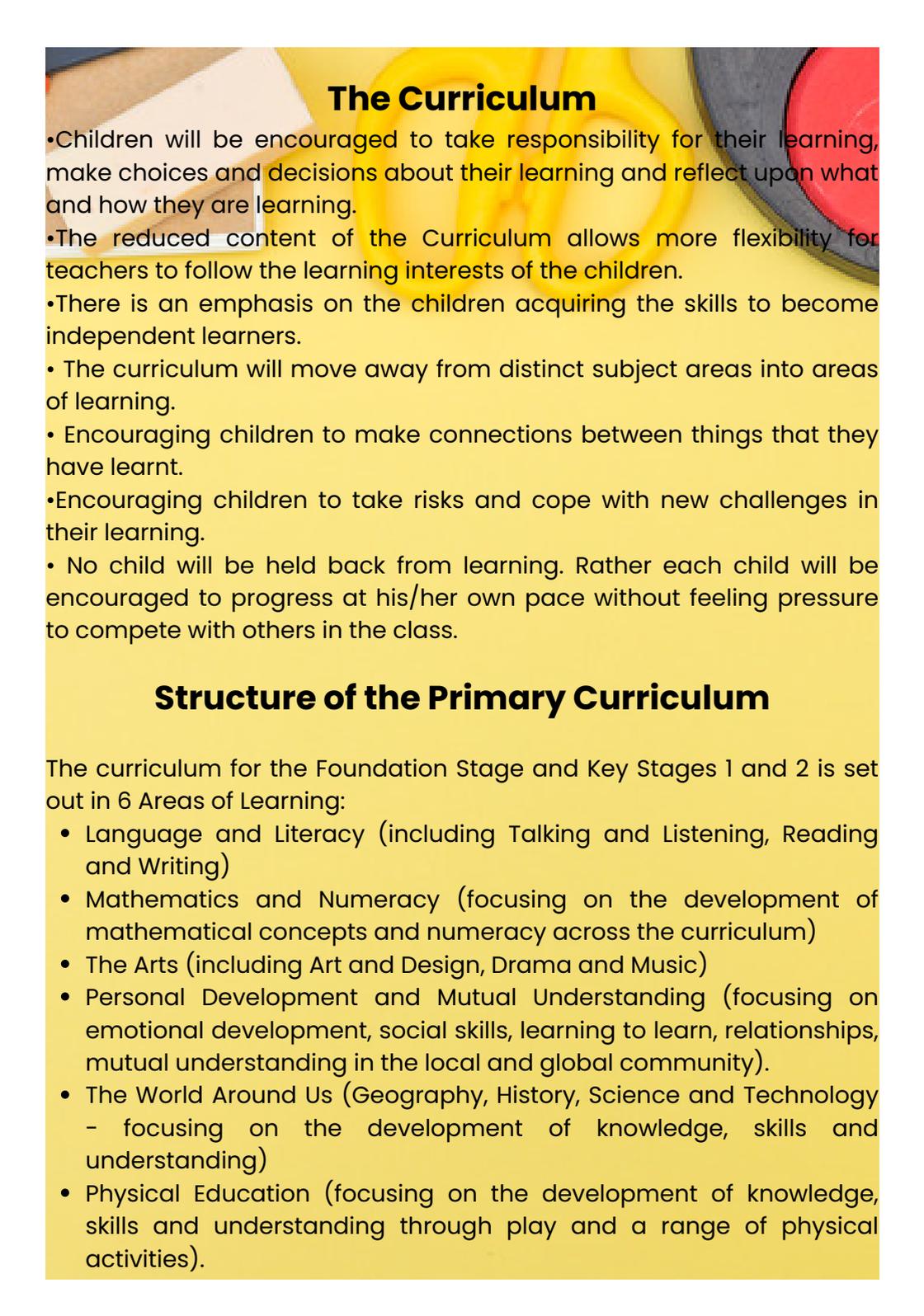
## Foundation Stage

This builds on the valuable work undertaken at preschool. During Foundation Stage teachers will be able to teach at a pace which is developmentally appropriate for very young children. There is a strong emphasis on play based learning as well as personal, social and emotional development.

## Key Stages 1 and 2

Here pupils will be encouraged to make connections in their learning and see the relevance in what they are studying. There is an increased emphasis on Personal Development across the curriculum.





## The Curriculum

- Children will be encouraged to take responsibility for their learning, make choices and decisions about their learning and reflect upon what and how they are learning.
- The reduced content of the Curriculum allows more flexibility for teachers to follow the learning interests of the children.
- There is an emphasis on the children acquiring the skills to become independent learners.
- The curriculum will move away from distinct subject areas into areas of learning.
- Encouraging children to make connections between things that they have learnt.
- Encouraging children to take risks and cope with new challenges in their learning.
- No child will be held back from learning. Rather each child will be encouraged to progress at his/her own pace without feeling pressure to compete with others in the class.

## Structure of the Primary Curriculum

The curriculum for the Foundation Stage and Key Stages 1 and 2 is set out in 6 Areas of Learning:

- Language and Literacy (including Talking and Listening, Reading and Writing)
- Mathematics and Numeracy (focusing on the development of mathematical concepts and numeracy across the curriculum)
- The Arts (including Art and Design, Drama and Music)
- Personal Development and Mutual Understanding (focusing on emotional development, social skills, learning to learn, relationships, mutual understanding in the local and global community).
- The World Around Us (Geography, History, Science and Technology - focusing on the development of knowledge, skills and understanding)
- Physical Education (focusing on the development of knowledge, skills and understanding through play and a range of physical activities).

# Language and Literacy

Language development consists of reading, writing, talking and listening. At Foundation and Key Stage 1 there is active learning through a play programme and a daily literacy hour.

In Years 1 to 4 Rigby Star is the main reading scheme complemented with Oxford Reading Tree and in Year 4 pupils are introduced to novels.

In Key Stage 2 pupils are encouraged to become independent readers. This is supplemented by Literacy World Resources. The school has a wide range of both fiction and non-fiction library books and the children are encouraged to make full use of this extensive range. The pupils celebrate World Book Day through a variety of literacy activities.

Linguistic Phonics is taught throughout the school. The Paired Reading and Reading Partnership Programmes are offered as extra support.

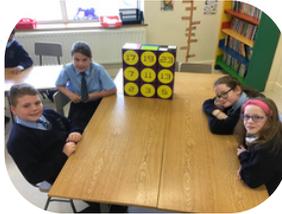
The pupils participate in reading programmes called Lexia and Reading Eggs.



# Numeracy

The children are provided with valuable practical experiences which enable them to develop:

- Processes in Mathematics
- Number
- Measures
- Shape and Space
- Handling Data



Emphasis is placed on mental strategies, processes and learning through experience as well as the other traditional areas of mathematical study. Textbooks in use throughout the school are New Heinemann and Apex Maths. The children are encouraged to learn mathematics through practical methods. A mental maths lesson is an integral feature of each mathematics lesson. Mathletics is a useful vehicle for the pupils to consolidate their mathematical learning and skills. Pupils are eager to complete tasks to achieve Bronze, Silver and Gold certificates. IZAK 9 is a useful practical resource to embed and consolidate maths language and facts as well as focusing on mental maths.

Maths Week provides an opportunity for the children to participate in games and other mathematical activities. We embed an ethos of problem solving and investigations through which children are encouraged to take risks and become independent learners. Good use is made of the school grounds and the local village for the different areas of maths. The Maths Investigations/Problem solving Noticeboard provides an opportunity for the various classes to showcase the great mathematical learning being undertaken by the pupils.



# The World Around Us

The World Around Us scheme of work is being implemented on a rolling programme. The school continues to avail of outside agencies, eg Sentinus and Moving Museums. The Sustrans Active Travel Programme is an exciting initiative which increases the children's physical activity levels by encouraging them to choose an active and healthy journey to school. The school has achieved the Sustrans Silver Active Travel Award.

The Eco School Council has been set up to help our school bring about behaviour change connected with protecting the environment and recycling. Each class elects Eco Council members to bring ideas from their class and give feedback. Recently the school has grown vegetables, planted flowers and participated in the Big Spring Clean. The school has successfully achieved the Eco Schools Green Flag. Other initiatives have included Ditch the Dark, Bike to School Week and various other workshops.



# Physical Education

We strongly value the role of Physical Education in a child's development. We aim to deliver lessons twice per week, covering Dance, Swimming, Athletics, Gymnastics and Games. Through the Physical Education Programme the pupils develop physical and sporting abilities while being provided with the opportunity to develop team skills. We are delighted to offer extra-curricular sporting activities from P1 to P7. Our staff have taken after school clubs in Gaelic, Soccer, Netball and Running club as well as welcoming external providers such as Core NI and Tyrone County Coaching.



We have strong links with Killyclogher, and our Gaelic teams have enjoyed participating in local blitzes.

# The Arts

The Arts is an Area of Learning in the curriculum. It has three strands: Art and Design, Drama, and Music. Mrs Sweeney teaches singing to all classes and tinwhistle to children in Year 3-7. The pupils provide singing and tin whistle accompaniment for assemblies, concerts and Holy Communion.

Pupils also take part in the Musical Pathways Programme delivered by the Education Authority.



# Using ICT

At St. Brigid's we are very aware of the integral role that technology plays in our children's future. We are very proud of our innovative use of technology to enhance our learning and teaching and to improve communication with parents. We are well resourced for ICT with an interactive panel in each classroom. We have a class set of Chromebooks and iPads to help with effective delivery of the ICT curriculum. We have well established links with the Nerve Centre, Amma Centre and more recently one of our local secondary schools to explore microbits. Seesaw is used a home-school communication tool. The school website is regularly updated with the latest news, calendar events, school documents and links to other school information. The SchoolsApp has regular updates and information about school events.



A photograph of two young children, a girl and a boy, standing outdoors in front of a green hedge. They are both wearing school uniforms consisting of blue shirts, blue ties, and dark jackets. The girl is on the left, wearing a red and blue vest over her uniform and white boots. The boy is on the right, wearing a dark jacket and blue boots. The boy is pointing his right hand towards the left. The girl is holding a red clipboard with a worksheet. The worksheet has a red border and contains several rows of text and illustrations. The text on the worksheet includes 'The sun is hot', 'The sun is bright', 'The sun is warm', 'The sun is dry', 'The sun is bright', 'The sun is warm', 'The sun is dry', and 'The sun is bright'. There are also illustrations of a sun, a flower, a leaf, and a person. At the bottom of the worksheet, there is a drawing of a tree and the text 'ST. BRIGID'S PRIMARY SCHOOL'.

## Outdoor Learning

**At St. Brigid's we greatly value the importance of outdoor play. It is one of the best possible environments in which to learn and we have invested significantly in its development.**

**Our Foundation Stage classes avail of a dedicated outdoor play area with timetabled lessons throughout the week.**

# Religious Education

Religious education is taught through the Grow in Love Programme and this is used to prepare the children for the Sacraments of Reconciliation and First Holy Communion in Year 4 and for Confirmation in Year 7. The Year 7 pupils participate in a programme organised by the Derry Catechetical Team. An assembly is held on a daily basis. Parents are invited to the school to take part in the celebration of St Brigid's Day by making crosses and to our school assembly for St Patrick's Day.



The main occasions in the Church year are also given prominence such as: beginning and end of year Masses, Christmas (the children put on a nativity play), Lent and Advent (pupils read at Sunday Mass and prepare the Advent Wreath), Catholic Schools Week including Grandparents/St. Brigid's Day and Easter. Parents are encouraged to become involved in the preparation of their children for the Sacrament of Reconciliation and First Holy Communion through the 'Do This in Memory of Me' Parish Programme. The children are encouraged to help those less fortunate than themselves by contributing to various appeals throughout the year, e.g. coffee morning for Trocaire, Marie Curie, Shoebox Appeal, etc.



AWARDED FOR  
IMPLEMENTATION OF  
**PATHS™**  
The PATHS™ Programme for Schools (UK Version)  
Promoting Alternative Thinking Strategies



IN PARTNERSHIP WITH



Personal Development for Mutual Understanding (PDMU) focuses on encouraging children's emotional and social development, confidence, independence, and health and safety awareness, and on developing their moral thinking, values and actions.

We are delighted to announce that we are a PATHS Model School. The PATHS programme has been implemented at a whole school level and it is very clear to see the positive impact it is having on the holistic development of our children. It truly is a cutting-edge programme and an important part of our PDMU Curriculum. This award is a huge testament to the hard work and dedication shown by our staff, pupils, parents and partnerships.



In St. Brigid's we want our children to be resilient, mindful, and mentally healthy. We are fortunate to have Mrs Tracey trained in Mindfulness. She uses these skills to deliver workshops that give our children valuable tools to support their wellbeing.



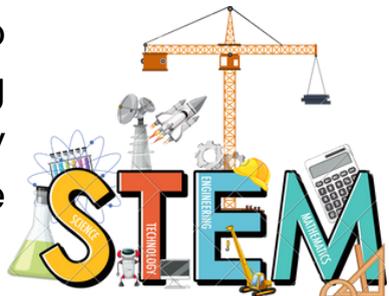


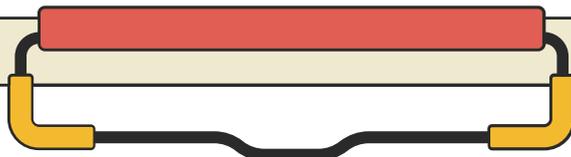
# Extra-Curricular Activities

Our Extra-Curricular programme is based on the interests of our families. Our teaching staff and some external coaches/tutors help facilitate these clubs. Some activities may take place out of school hours. These have involved Cookery, Film Club, Running Club, Gardening Club, Core NI, Yoga, Lego Club, Football and Athletics.



Each class in the school also have the opportunity to extend their learning beyond the classroom by participating in at least one curricular trip per year.



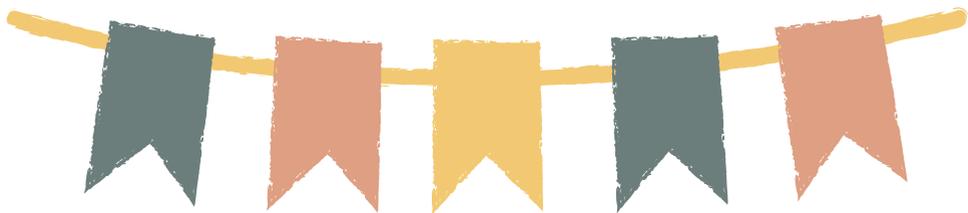


## **Pupil Welfare**

All the staff work closely together in consultation with parents to ensure the welfare of children in the school. Parents are encouraged to discuss any matters of concern with staff whenever they feel this is advisable. Parents are strongly advised to discuss such matters with the class teacher in the first instance. Often potential problems can be avoided if they are dealt with quickly. We would stress the importance of the class teacher dealing with concerns as far as possible. Where it may be necessary to take the matter to the Principal, it may be appropriate to make an appointment.

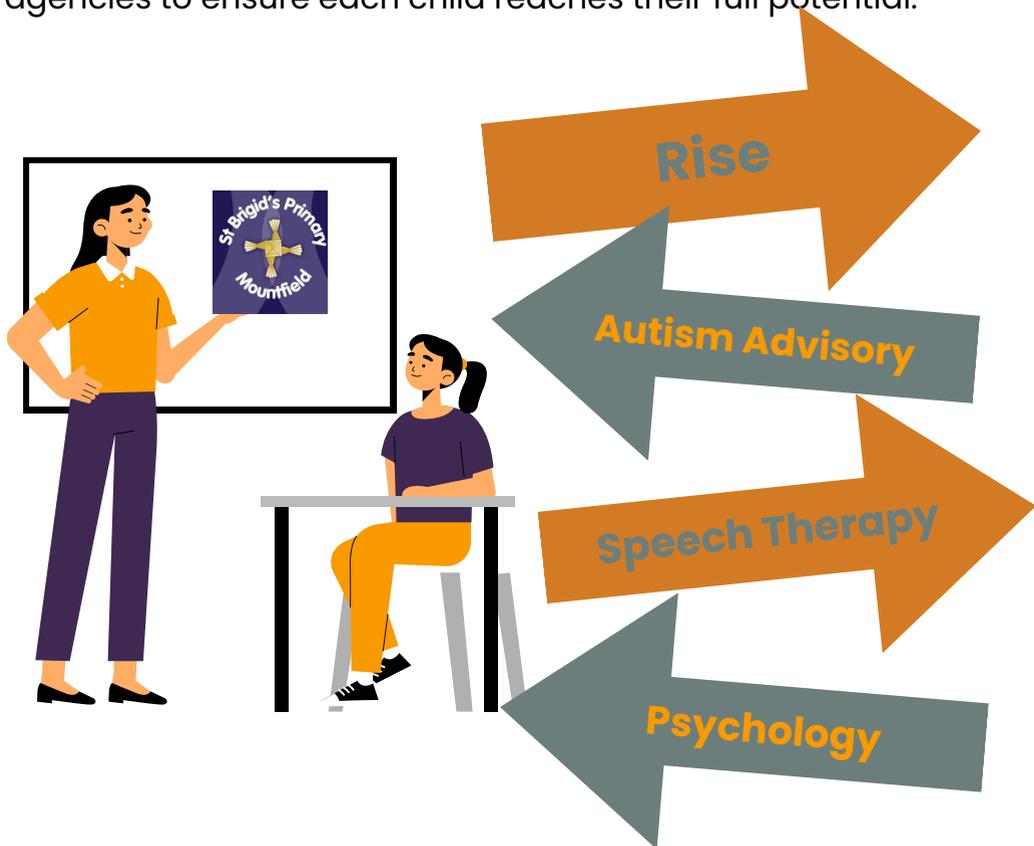
## **Home/School Contact**

The teaching staff actively encourages parental contacts with the school as we recognise that parental support is essential in the development of the child. Parents will be invited to meet their child's teacher on a formal basis in the first term. Throughout the year if they wish to discuss the progress of their child they should make an appointment to discuss their child's progress. Such meetings should take place after class and the parents should contact the class teacher to arrange a suitable time. Parents may contact the Principal about any matter at any time when the school is open. However, this should, as far as possible, be out of teaching time to keep class disruption to a minimum.



# Special Educational Needs

In St. Brigid's we carefully monitor each child from an early age so we can identify any difficulties as soon as possible and put a plan in place to help get the child back on track. By using standardised tests to support their professional knowledge, teachers can identify areas of learning in need of support. The class teacher will work alongside the Special Needs Co-ordinator Ms Garry, to draw up an individualised programme. Where necessary, we can liaise with external agencies to ensure each child reaches their full potential.



# School Uniform

School uniform is compulsory and must be worn. All children are expected to adhere to the school rules regarding uniform and it is hoped for the co-operation of parents in this matter.

(Available in Select Kids)

## Boys

Navy trousers  
School navy jumper  
Light blue shirt  
Navy/sky blue tie  
Dark footwear

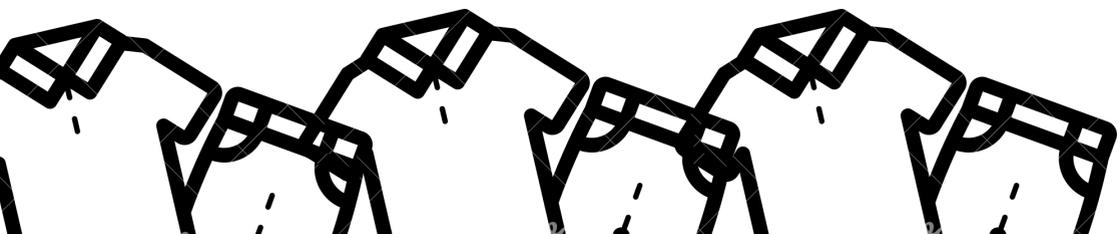
## Girls

Navy skirt/pinafore  
School navy jumper  
Navy/sky blue tie  
Light blue blouse  
Dark footwear

## P.E. Uniform

Light blue t-shirt and navy shorts  
(Available in Select Kids)

A link will be provided from MFC for anyone who wants to purchase half zip and bottoms. This is not compulsory.



# **OUR SCHOOL DAY**

**Breakfast Club**

**8.15am – 8.55 am**

**8.55am – Doors open**

**9.05am – Class begins**

**Snack/Outdoor Play**

**10.30 – 11am**

**12.15 – 1pm Lunch**

**2pm – Home time P1/P2**

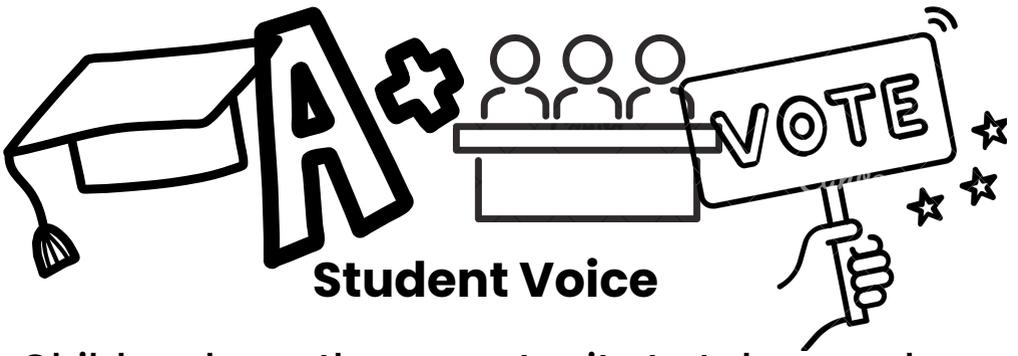
**3.05pm Home time P3-P7**

**Bridging Club P1 & P2 Daily 2-3pm**

**Wrap Around Care P1-P7**

**Monday - Thursday 4.30pm**

**Friday 4pm**



## Student Voice

Children have the opportunity to take on roles of responsibility within the school, to help build confidence and acquire skills for life.



**School Council**



**Eco Councillors**



# Student Voice



**Irish Ambassadors**



**Librarians**



**Digital Leaders**



**Path Pals**

**Be The Best You Can Be!**



# Parental Involvement

Parental involvement with the school is actively encouraged and highly valued. We believe the support of parents is essential in working with the school for the child's benefit and a positive parent/school relationship is sought.

Annual interviews are arranged to give parents the opportunity to learn about pupils' progress. Throughout the year the Principal and staff are available to meet parents, at mutually convenient times, to discuss pupil welfare or curriculum matters. Parents are encouraged to participate in school events.

A variety of programmes designed to enhance parental involvement at various stages of pupils primary career are available. These include:

- Sacramental Preparation Meetings
- Early Years Induction Programme
- Paired Reading/Book Fair
- School Trips
- Assemblies
- Parent/Teacher Association
- School Productions - Christmas/Summer
- Fundraising
- Parent/Teacher Meetings
- School Sports Day
- Liturgical Events
- Monthly newsletters highlighting school events

# Safeguarding

In St. Brigid's, every child matters. Our staff care for all our children and have an obligation to ensure their safety at all times.

In St. Brigid's, Mrs Tracey leads the Safeguarding Team as Designated Teacher.

Mrs Mc Elroy is our Deputy Designated Teacher.

Mrs Marian Bradley and Mrs Carmel McCloy are our designated governors for child protection.

If a child makes a disclosure to an adult, or if an adult has concerns about a child, these will be reported to the Designated Teacher, Mrs Tracey.

The school has a Child Protection Policy which outlines the procedure to be followed should concerns arise.



**Be The Best You Can Be!**



We in St Brigid's Primary School have a primary responsibility for the care, welfare and safety of the pupils in our charge, and we will carry out this duty through our Pastoral Care Policy.

We aim to provide a caring, supportive and safe environment valuing individuals for their unique talents and abilities. We seek to protect our pupils by helping them to learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep safe. Care of the children in our charge influences everything we do.

Pastoral Care is an integral element of our Homework Policy, Marking Policy, Discipline Policy and Assessment Policy. Pastoral Care is a key element in our approach in the delivery of Cross Curricular themes particularly Health Education and EMU.

Our religious Programme 'Grow in Love' highlights the uniqueness of each human being and emphasises the development of self-respect and respect for others.



One of the primary responsibilities of the school is to protect the children in our care from any form of abuse – physical abuse, neglect, sexual and/or emotional abuse. We seek to protect our pupils by helping them to learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep safe.

All staff have been trained in Child Protection issues and have been given clear guidance on the necessary action where abuse or neglect of a child is suspected, i.e. keeping a written record of any concerns they have about a child and discussing these concerns with the **Designated Teacher (Mrs R Tracey) or Deputy Designated Teacher (Mrs C Mc Elroy)** for Child Protection.

All staff, volunteers and parents who work with children are vetted under Education Authority guidelines. Parents are issued with a copy of the school's Child Protection Procedures. If a teacher or any other member of staff suspects that a child is being, or has been abused they are lawfully obliged to report the suspected abuse. In doing so they must follow the procedures set out by the Department of Education.

# HOW A PARENT CAN MAKE A COMPLAINT IN RELATION TO CHILD PROTECTION

**I have a concern about my/a child's safety**



**I can talk to the class teacher**



**If I am still concerned, I can talk to the Designated/  
Deputy Designated Teacher for Child Protection**

**Mrs Tracey (Principal)**

**[rtracey803@c2kni.net](mailto:rtracey803@c2kni.net)**

**Mrs Ciara McElroy**

**[cmcelroy943@c2kni.net](mailto:cmcelroy943@c2kni.net)**



**If I am still concerned, I can talk/write to the  
Chairperson of the Board of Governors,**

**Marian Bradley**



**If I am still concerned I can contact the  
NI Public Services Ombudsman Tel: 0800 343 424**

**At any time a parent can talk to a social worker at the Gateway Team**

**(Western Trust) Tel: 028 71314 090**

**or the PSNI at Central Referral Unit**

**Tel: 999 (Emergency) or 101 (Non-Urgent)**

**PROCEDURE WHERE THE SCHOOL HAS CONCERNS, OR HAS BEEN GIVEN INFORMATION ABOUT POSSIBLE ABUSE BY SOMEONE OTHER THAN A MEMBER OF STAFF**

**Member of staff completes the Note of Concern on what has been observed or shared and must ACT PROMPTLY.**

**Source of concern is notified that the school will follow up appropriately on the issues raised.**

**Staff member discusses concerns with the Designated Teacher or Deputy Designated Teacher in his/her absence and provides note of concern.**

**Designated Teacher should consult with the Principal or other relevant staff before deciding upon action to be taken, always taking care to avoid undue delay. If required advice may be sought from a CPSS officer.**

**Child Protection referral is required**

Designated Teacher seeks consent of the parent/carer and/or the child (if they are competent to give this) unless this would place the child at risk of significant harm then telephones the Children's Services Gateway Team and/or the PSNI if a child is at immediate risk. He/she submits a completed UNOCINI referral form within 24 hours

**Designated Teacher clarify/discuss concern with child/parent/carers and decides if a child protection referral is or is not required.**

**Child Protection referral is not required**

School may consider other options including monitoring the situation within an agreed timescale; signposting or referring the child/parent/carers to appropriate support services such as the Children's Services Gateway Team or local Family Support Hub with parental consent, and child/young person's consent (where appropriate).

**Where appropriate the source of the concern will be informed as to the action taken. The DT will maintain a written record of all decisions and actions taken and ensure that this record is appropriately and securely stored.**

# Admissions Criteria

The Board of Governors of St. Brigid's Primary School has determined that the following criteria shall be applied, in the event of the number of pupils applying for places in Year 1 being greater than the admission number, in the order set down below. Priority will be given to children who normally reside in Northern Ireland.

## **ADMISSIONS CRITERIA – YEAR 1**

During the admissions procedure when applying the criteria punctual applications will be considered before late applications are considered. The application procedure opens on 9 January 2024 at 12noon (GMT) and an application submitted by the closing date of 26 January 2024 at 12noon (GMT) will be treated as a punctual application. An application received after 12noon (GMT) on 26 January 2024 and up to 4 pm on 31 January 2024 will be treated as a late application, this is also the last date and time for processing a change of preference in exceptional circumstances. After 4 pm on 31 January 2024 no applications will be processed until after the close of procedure on 25 April 2024.

Priority will be given to children who will have attained compulsory school age at the time of their proposed admission, including those children whose parents deferred their admission to primary school in September 2023 as defined by the new School Age (NI) Act (both groups to be treated equally).

- Children who reside in the village of Mountfield
- Children who reside in Cappagh Parish
- Children who have brothers/sisters, half-brothers/half-sisters presently enrolled in the school
- Pupils who normally reside in neighbouring parishes

If there are more applicants satisfying the last one of the above criteria that can be applied than there are places remaining, then selection will be made on the basis of proximity of parents/guardians home to school, as measured by the shortest route by public thoroughfare (using google maps), unless there are in the opinion of the Board of Governors, on the basis of appropriate independent evidence supplied, special circumstances (e.g. medical, social or security) applying to a particular application.

## **YEAR 1 ADMISSIONS – AFTER THE BEGINNING OF THE SCHOOL YEAR**

If a place becomes available after 1 September 2024 and there are more applicants than places, then the selection of pupils will be made on the application of the Year 1 Admissions Criteria to those pupils seeking admission at the time the place(s) become available.

### **DUTY TO VERIFY**

The Board of Governors reserves the right to require such supplementary evidence as it may determine to support or verify information on any application. If the requested evidence is not provided to the Board of Governors by the deadline given, this will result in the withdrawal of an offer of a place. Similarly, if information is supplied which appears to be false or misleading in any material way, the offer of a place will be withdrawn.

### **WAITING LIST POLICY**

The school does not operate a Waiting List Policy.

### **ADMISSIONS CRITERIA – YEARS 2-7**

The Board of Governors of St. Brigid's Primary School has determined that the following criteria shall be applied in the order set down below to all pupils seeking admissions to Years 2-7.

1. Pupils will be considered for admission provided that the school does not exceed its enrolment number as determined by the Department of Education.
2. Children will be considered for admission provided that, in the opinion of the Board of Governors, they would not prejudice the efficient use of school's resources.
3. Pupils regarded by the Board of Governors, on the basis of appropriate independent evidence supplied, as having special circumstances, e.g., medical, social or security reasons.

If, at the time of the consideration of the application, there are more eligible applicants than places available then the Admissions Criteria for entry to Year 1 of pupils of compulsory school age will be applied.

### **Applications and Admissions to Primary 1**

Year	Total Applications	Total Admissions
2021/2022	12	12
2022/2023	13	13
2023/2024	8	8

# **COMPLAINTS PROCEDURE – AT A GLANCE**

## **Time Limit**

Please contact the school as soon as possible, unless there are exceptional circumstances, complaints will normally only be considered within 6 months of origin of the complaint to the school.

## **Stage One**

When making a complaint, contact the school Principal who will arrange for the complaint to be investigated. If the complaint is about the Principal, proceed to Stage Two. The school requires complaints to be made in writing, where this may present difficulties, please contact the school which will make reasonable arrangements to support you with this process. (see guidance notes for further information)

Please provide as much information as possible including;

- name and contact details
- what the complaint is about
- what has already been done to try to resolve it and
- what you would like the school to do to resolve the complaint.

The complaint will normally be acknowledged within 5 school working days and a response normally made within 20 school working days of receipt of the complaint. This response will be issued in writing by the Principal and will indicate with reasons whether the complaint has been upheld, partially upheld or not upheld.

These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.

If you remain unhappy with the outcome at Stage 1, the complaint may be progressed to Stage 2 which is overseen by the Board of Governors.

## Stage Two

If the complaint is unresolved after Stage One, write to the Chairperson of the Board of Governors (care of the school and marked 'private and confidential'). Where this may present difficulties, please contact the school which will make reasonable arrangements to support the complainant with this process. The Chairperson will convene a committee to review the complaint. Please provide as much detail as possible as indicated above.

The complaint will normally be acknowledged within 5 school working days and a final response normally made within 20 school working days from date of receipt of the complaint. The response will be issued in writing by the Chairperson of the committee.

**These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.**

**Northern Ireland Public Services Ombudsman (NIPSO)**

If following Stage Two you remain dissatisfied with the outcome of your complaint, you can refer the matter to the Office of the Northern Ireland Public Services Ombudsman (NIPSO).

The Ombudsman provides a free, independent and impartial service for handling complaints about schools in Northern Ireland. You have the right to complain to the Ombudsman if you feel that you have been treated unfairly or have received a poor service from a school and your complaint has not been resolved to your satisfaction. A complaint should normally be referred to NIPSO within six months of the final response from the School. The school must advise in its concluding letter that the complaint may be referred to the NIPSO if you remain dissatisfied.

Contact details for NIPSO are:

Northern Ireland Public Services Ombudsman  
Office of the Northern Ireland Public Services Ombudsman

Progressive House  
33 Wellington Place  
Belfast  
BT1 6HN

Freepost: FREEPOST NIPSO

Telephone: 02890 233821

Freephone: 0800 34 34 24

Email: [nipso@nipso.org.uk](mailto:nipso@nipso.org.uk)



4 Lenagh Road,  
Mountfield  
Omagh  
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BT9 7PT

Telephone: (028) 807 71327

Website: [www.stbrigidsmountfield.com](http://www.stbrigidsmountfield.com)

Email: [info@stbrigidsp.mountfield.ni.sch.uk](mailto:info@stbrigidsp.mountfield.ni.sch.uk)

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