

MERCY PRIMARY SCHOOL  
BIRR  
03220F

*School self-evaluation summary report for school  
community*

Evaluation period: *September 2021-June2022*

Report issue date: *29/06/2022*

# Summary School Self-Evaluation Report

## 1. Introduction

Our school has its own context. There are 13 teachers and 125 pupils in the school. We have a number of programmes operating in the school including DEIS, HSCL, School Completion Programme, Lift-Off to Literacy, Maths Recovery, music, camogie. Our attendance levels are good and are improving every year. Our pupils' behaviour is excellent and they are a credit to the school and their families. Mercy Primary School is a DEIS Band I school – this change, from DEIS II to DEIS 1 is coming into place in September 2022

### 1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in Mercy Primary School was undertaken during the period September 2021 to June 2022. During the evaluation, teaching and learning in the following areas was evaluated:

- Digital Strategies and Digital Learning Plan
- Wellbeing

This report summarises the strengths that were identified and the areas that have been prioritised for improvement.

## 2. Summary of school self-evaluation findings:

### 2.1

- In our school to date technology is used in line with the available infrastructure. More focus is needed on the student's engagement with digital technology for learning.
- All classroom teachers use digital technology on a daily basis to enhance lessons by accessing various educational websites and using self-created content such as power point presentations.
- Pupils currently use technology to source information, drill and practice activities but not to create their own digital content

### 2.2 We have decided to prioritise the following areas for development:

#### Areas for development

- Teacher and Pupil IT skills – this is laid out in detail in our Digital Strategies Plan, which is on our website.
- Pupil Voice – children do not have a full understanding of pupil voice. This will be prioritised and ways in which pupil voice can be heard will be worked on in school – see Wellbeing Policy available on our website.

#### Wellbeing:

Mercy Primary School was invited to take part in a Wellbeing Pilot by the Department of Education and Skills. This pilot was carried out using the SSE process. Taking part in this pilot was a very positive experience for the school and our work will carry on until 2023. Now more than ever, because of the effects of Covid 19, wellbeing is vital in our school for both children and staff.

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**Appendix to Primary School Self-Evaluation Report:  
legislative and regulatory checklist – reporting to the school community**

Rules and regulations for schools are set out in a number of Education Acts, and in Circulars issued to schools from time to time by the Department of Education and Skills. The list below deals with important areas of school life and tells you what rules and regulations apply to them. You will find the Acts and Circulars mentioned on the Department's website, <a href="http://www.education.ie">www.education.ie</a> .	
Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<b>The school calendar and the school timetable</b> Circular 11/95 sets down the length of the school year - minimum of 183 days	Yes
Circular 11/95 sets down the length of the school day 4 hours 40 minutes (infants); 5 hours 40 minutes (1 <sup>st</sup> -6 <sup>th</sup> classes)	Yes
<b>Parent/ teacher meetings and staff meetings</b> Circular 14/04 sets out the arrangements for these meetings	Yes
<b>Implementation of agreement regarding additional time in school for teachers</b> Circular 0008/2011 requires teachers to do an additional 36 hours of out-of-class work each year, so as not to reduce teaching time	Yes
<b>Standardisation of school year</b> Circular 034/2011 gives the dates for school holidays	Yes
<b>Valid enrolment of pupils</b> Sections of the Education Act 1998 and the Education (Welfare) Act 2000, and the Rules for National Schools set out the conditions for pupils to be validly enrolled in a school	Yes
<b>Pupils repeating a year</b> The circumstances in which pupils may repeat a year are set out in Rules for National Schools, and circulars 11/01 and 32/03	Yes
<b>Development of school plan</b> Section 21, Education Act 1998 requires all schools to have a school plan	Yes
<b>Engagement with SSE process</b> Circular 39/2012 outlines the school self-evaluation process and what it requires of schools	Yes
<b>Time for literacy and numeracy - assessing and reporting literacy and numeracy achievement</b> Circular 56/2011 sets out initial actions required in the implementation of the National Literacy and Numeracy Strategy	Yes
<b>Exemption from Irish</b> Circular 12/96 sets out the circumstances in which children are exempt from studying Irish	Yes
<b>Implementation of child protection procedures</b> Circular 0065/2011 and the Child Protection Guidelines oblige schools to ensure that: liaison persons have been appointed; the procedures have been communicated to the whole school community; and the procedures are being followed	Yes
<b>Implementation of complaints procedure as appropriate</b> Section 28 Education Act 1998 provides for procedures to address complaints about a school.	Yes  Complaints have been resolved or are being resolved N/A

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Which area of school life is involved, and what are the regulations?	Is the school following the regulations fully?
<p><b>Appeals in the case of refusal to enrol students, suspension and expulsion (permanent exclusion)</b>            Section 29 Education Act 1998 provides for appeals procedures in these cases, which are dealt with first of all by the school. Where cases are not resolved at school level, an external appeals committee hears the appeal and makes a decision.</p>	<p>Yes            Appeals have been dealt with or are being dealt with            N/A</p>

**Appendix to Primary School Self-Evaluation Report:  
policy checklist – reporting to the school community**

Schools are required to have certain policies in place as part of their permanent school plan. It is good practice for schools to consult with the school community in forming and reviewing many of these policies. The school board of management has to approve and ratify policies, and should ensure that they are reviewed on a regular basis.	
What area of school life does the policy deal with and what is the aim of the policy?	Has policy been approved by the board of management?
<b>Enrolment policy</b> Section (15)(2)(d) Education Act 1998 obliges schools to have and publish an enrolment policy that respects the principles of equality and parental choice	Yes
<b>Code of behaviour</b> Section 23, Education (Welfare) Act 2000, and the 2008 National Educational Welfare Board Guidelines set out regulations and good practice for schools to follow in drawing up and implementing a code of behaviour	Yes
<b>Anti-bullying policy</b> <i>Anti-bullying Procedures for Primary and Post-primary Schools, 2013</i> sets out regulations and good practice for schools to follow in drawing up and implementing an anti-bullying policy	Yes
<b>Attendance and participation strategy</b> Section 22 Education Welfare Act 2000 requires schools to develop a strategy to support high levels of pupil attendance and participation in school life	Yes
<b>Health and safety statement</b> All schools should have a health and safety statement that is regularly reviewed (see Section 20 Health and Safety Act 2005)	Yes
<b>Data protection</b> School procedures relating to gathering, storing and sharing data on pupils should comply with data protection legislation - Data Protection Act 1988 Data Protection (Amendment Act) 2003	Yes
<b>Internet acceptable use policy</b> Schools should have and implement a policy to instruct pupils on safe and responsible use of the internet. See <a href="http://www.webwise.ie">www.webwise.ie</a> for guidelines	Yes –updated 2021
<b>Special education needs policy</b> Various pieces of equality and education legislation, especially the Education for Persons with Special Education Needs Act (EPSEN) 2004, require schools to be inclusive of pupils with special educational needs and to provide for them appropriately using the resources available	Yes
<b>Relationships and sexuality education (RSE) policy</b> Schools are required to have an RSE policy and to implement it in line with Relationships and Sexuality Education: Policy Guidelines (1997)	Yes
<b>Substance use policy</b> The National Drugs Strategy and Department Guidelines require schools to develop and implement a policy on substance use, in partnership with parents and other agencies	Yes – updated 2021
<b>Child protection policy</b> Circular 0065/2011 sets out requirements (see above for details of policy and implementation)	Yes
<b>Parents as partners</b> Circular 24/91 requests schools to set up a parents' association, and promotes partnership between home and school	Yes
<b>Deployment of special needs assistants</b> Circular 71/11 allows for SNAs to be deployed flexibly to respond to the needs of the school	Yes
<b>Other</b>	