

# Scoil Mhuire agus Íde

## Our Self-Evaluation Report and Improvement Plan 2025/2026

### 1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions we will implement to meet the targets.

#### 1.1 Outcomes of our last improvement plan

- Teaching & Learning - The main objective was to increase peer observation amongst the teaching staff. 10% of staff participated in this during the academic year 24/25 and saw it as a very beneficial way of observing varying teaching methodologies. Teaching and Learning newsletters were presented to staff.
  
- Digital Technology - One of the aims last year was to show staff members how digital technology could be used to give feedback to students, and to aid with reflection. CPD on using Digital Tools to provide feedback and to was presented at two of the Croke Park staff meetings by members of the digital technology team. In terms of management systems for the pilot roll out of 1:1 devices, the digital technology team researched these extensively as well as creating links with schools with existing 1:1 device schemes in place
  
- Retrieval Practice - Staff were presented with a variety of ways to implement retrieval practice in their specific subject areas through CPD provided by the retrieval practice team. The process of embedding retrieval practice continues to develop in the school.
  
- The Wellbeing Team - The team continued to promote the Wellbeing Indicators in all classrooms. Multiple Wellbeing events took place over the course of the year, as well as Positive Reward Cards

## 1.2 The focus of this evaluation

Continuing from 2024/2025 SIP our self evaluation of teaching and learning during the school year 2025/2026 was in consultation with 'LAOS', focusing on all four domains under dimension 1 (Teaching & Learning) and Managing the Organisation under dimension 2 (Leadership & Management).

Domain	Team	Implementation	Outcome
(1)Learner outcomes	Retrieval Practice	Further embedding retrieval practice as a useful way of retaining and recalling information through use of retrieval practice boards	Data on students opinions on whether retrieval practice aided them in their learning
(2) Learner experience	Wellbeing	Positive affirmation week Wellbeing events	Developing students self-esteem
(3)Teachers' individual practice	Teaching & Learning	Peer Observation  Teaching & Learning Newsletter	Teachers have the opportunity to enhance their pedagogical practice through peer observation and professional collaboration  Teachers are more familiar with the latest research and evidence-based approaches to teaching and learning
	Digital Technology	Gather feedback from stakeholders regarding Pilot 1:1 Devices roll out  CPD for staff on use of AI in classroom practice	Staff, Students and Parents Surveyed regarding 1:1 Device pilot scheme  CPD session on AI delivered by Digital Technology Team to staff during CP hours
(4)Teachers' collective / collaborative practice	Teaching & Learning	Peer to peer teacher observation	Teachers have the opportunity to enhance their pedagogical practice through peer observation and

			professional collaboration
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Domain	Team	Implementation	Outcome
(2)Managing the organisation	Senior Management (Principal, Deputy Principals and Year Heads)	<p>Identify students who may require early attendance intervention.</p> <p>Facilitate meetings between Year Heads, school leadership, relevant students and their parents/guardians.</p> <p>Develop and implement a collaborative team-based approach to supporting and improving student attendance.</p>	Improve attendance of the overall student body in comparison with the TUSLA Attendance returns from 24/25.

All teams will construct objectives in their areas to improve their practice in relation to this domain and identify the outcomes at the end of the year.

## 2. Findings

### 2.1 This is effective / very effective practice in our school

*List the main strengths of the school in teaching and learning.*

This section outlines the main strengths in teaching and learning within the school.

- The Teaching and Learning Team publishes a regular staff newsletter highlighting current evidence-informed methodologies for teachers to explore and integrate into their practice.

- Six Chromebook trolleys are available, as well as 1st Year students having their own Chromebooks, providing staff and students with ready access to digital learning tools and supporting the integration of technology across the curriculum.
- Students from 1st to 6th year engage in retrieval practice strategies as a memory and learning enhancement tool, supported and guided by the school's Retrieval Practice Team.
- State examination outcomes and post-Leaving Certificate progression rates remain consistently high, reflecting strong academic attainment and effective preparation for further education and training.
- High participation rates in Transition Year continue to reflect the strong esteem in which the programme is held across the school community.
- Assessment for Learning (AfL) - Teachers consistently use formative assessment strategies (e.g. success criteria, peer/self-assessment, feedback loops) to support student progress. Students are given clear learning intentions and opportunities to reflect on their learning.
- Student Voice and Agency - Students are increasingly involved in evaluating teaching and learning practices through surveys, focus groups, and student leadership structures.
- Collaborative Practice - Teachers engage in regular collaborative planning and peer observation to share effective methodologies and improve practice.
- Digital tools are embedded meaningfully into teaching and learning rather than used solely for presentation purposes. Students develop digital literacy skills progressively across year groups.
- Teaching practices are inclusive, with differentiation strategies supporting learners of varying abilities and needs. Additional supports are targeted effectively for students requiring intervention.
- A community of practice has been established with other schools to further enhance subject knowledge and pedagogy in the areas of LC Chemistry and JC Maths.
- Having focused on improving attendance over the past two years, there has been a 13.29% decrease in Chronic Absenteeism (20+ days) and a 14.12% decrease in overall days lost to absenteeism over the two year period.

## 2.2. This is how we know

List the evidence sources. Refer to students' dispositions, attainment, knowledge and skills.

Area of Focus	What is happening (Practice)	How do we know? (Evidence Sources)
<b>Teaching &amp; Learning Leadership</b>	The Teaching and Learning Team promotes evidence-informed practice through regular staff newsletters, supporting teachers to engage with current pedagogical research and methodologies.	Teaching and Learning Team newsletters; CPD attendance; staff feedback surveys; evidence of methodologies reflected in subject plans and classroom practice; recent Department Subject Inspection Reports
<b>Digital Learning Integration &amp; Access</b>	Six Chromebook trolleys are available, and 1st Year students have individual Chromebooks, ensuring strong access to digital tools and supporting integration of technology across the curriculum.	Chromebook booking/log systems; device allocation records (1st Year); subject plans incorporating digital tools; student/staff feedback.
<b>Retrieval Practice</b>	Students from 1st to 6th year engage in retrieval practice strategies, supported by the Retrieval Practice Team, to strengthen recall and long-term learning.	Subject plans embedding retrieval practice; student work samples (quizzes, recall tasks); student survey feedback; assessment data showing retention and progress; Retrieval Practice Team meeting records.
<b>Academic Achievement &amp; Progression</b>	State examination results and post-Leaving Certificate progression rates remain consistently high, reflecting strong academic attainment and preparation for further education and training.	State examination results analysis; progression data (HE/FE/PLC/apprenticeships); Guidance Counselling records; alumni destination tracking; annual results reports.

<b>Transition Year Programme</b>	High participation rates in Transition Year reflect strong student and community confidence in the programme.	TY enrolment statistics; TY programme evaluations; student and parent feedback surveys; TY portfolio/project work.
<b>Assessment for Learning (AfL)</b>	Teachers use formative assessment strategies, including success criteria, peer and self-assessment, feedback loops, and learning intentions to support student progress and reflection.	Samples of annotated student work; subject plans; student feedback surveys; exit tickets; department meeting minutes
<b>Student Voice and Agency</b>	Students are increasingly involved in evaluating and shaping teaching and learning through surveys and structures such as the Student Council.	Student council minutes; student surveys; evidence of student-led initiatives; TY evaluations.
<b>Collaborative Practice</b>	Teachers engage in collaborative planning and peer observation to share effective methodologies and improve teaching practice.	Subject department minutes; Teaching & Learning Team minutes; CPD records; peer observation documentation; shared planning resources (Google Drive)
<b>Inclusive Practice &amp; Differentiation</b>	Teaching is inclusive, with differentiation strategies supporting diverse learner needs and targeted interventions provided where required.	SSPs and student support files; differentiated lesson plans; learning support/AEN records; NEPS/external agency reports; student attainment and progress data; parent/guardian feedback.

### 2.3 This is what we are going to focus on to improve our practice further

*Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.*

- Promote retrieval practice among staff to enhance teaching and learning.
- Further embed peer observation as a collaborative professional development practice.
- Introduce a homework board to ensure consistency in homework structure across the school.
- Conduct a review of the current assessment structure.
- Implement an Athena Analytics pilot scheme to support academic tracking and attainment monitoring.
- Strengthen the use of positive reinforcement to motivate and encourage students.
- Gather stakeholder feedback on the 1:1 device rollout.
- Improve overall student attendance levels across the school.

### 3. Our improvement plan

On the next page we have recorded:

- The **targets** for improvement we have set
- The **actions** we will implement to achieve these
- **Who is responsible** for implementing, monitoring and reviewing our improvement plan
- How we will measure **progress** and check **outcomes** (criteria for success)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

## Our Improvement Plan

Timeframe of this improvement plan is from Sept to June 2025/26

<b>Targets: Team 1: Retrieval Practice</b>	<b>Actions</b>	<b>Persons / groups responsible</b>	<b>Criteria for success</b>	<b>Progress and adjustments</b>	<b>Targets achieved</b>
<p>Promote retrieval practice among staff as a method of enhancing Teaching &amp; Learning.</p>	<p>A recap on the benefits of retrieval practice and guidance on implementing the retrieval practice whiteboards issued to all students will be presented at a staff meeting.</p>	<p>Retrieval Practice Team</p>	<p>Majority of staff/students see the methodology as beneficial for retaining and recalling information</p>		<p>Almost 90% of staff are now using whiteboards and retrieval practice in the day to day teaching of their subjects. Retrieval Practice is becoming embedded in the Learning &amp; teaching philosophy of the school.</p>
<b>Targets: Team 2: Teaching &amp; Learning</b>	<b>Actions</b>	<b>Persons / groups responsible</b>	<b>Criteria for success</b>	<b>Progress and adjustments</b>	<b>Targets achieved</b>
<p>Further embed the practice of Peer Observation amongst staff</p> <p>Continue publishing a staff newsletter highlighting new and relevant teaching methodologies.</p>	<p>Peer Observation undertaken by staff</p> <p>T&amp;L team research and publish newsletter which is shared with all staff</p>	<p>All Teachers</p> <p>T&amp;L Team</p>	<p>15% of staff would participate in peer observation</p> <p>A termly newsletter highlighting different pedagogical areas for staff to explore.</p>		<p>15% of staff participated this year</p> <p>T&amp;L Newsletter published each term highlighting areas such as Use of Devices in classrooms, benefits of classroom routines and the Harvard Referencing System.</p>

<p>Introduce a homework board to promote consistency in homework structure across the school.</p>	<p>Homework boards to be displayed in all classrooms and used by all teachers</p>	<p>T&amp;L staff</p>	<p>Majority of staff / students find the Homework boards useful</p> <p>Positive impact on Homework Completion</p>		<p>Students like the clarity the Homework boards provide, with a large majority finding them beneficial</p> <p>Teachers feel the boards have improved Homework completion, as well as helping students to focus on the learning outcomes. They feel they also help with recall and retrieval practice.</p>
<p>Carry out an Assessment Structure Review</p>	<p>Review the current assessment structure in the school, based on feedback from staff and students.</p>	<p>All staff</p>	<p>Co-create an assessment structure that is fit for purpose</p>		<p>New Assessment structure created in collaboration with all staff through assessment review committee and student feedback through surveys and focus groups</p>
<p>Athena Analytics Pilot Scheme</p>	<p>Trial Athena Analytics software with a small pilot group of voluntary teachers for Academic Tracking, with a view to rolling out to all staff in the next academic year</p>	<p>DP, Pilot Group</p>	<p>Feedback from staff in pilot group that using the Athena software helped to improve student engagement and motivation</p>		<p>Pilot group surveyed - all involved felt that using the Athena software helped to improve student engagement and motivation</p>

<p>Community of Practice</p> <p>Primary to Secondary Maths - Supporting Transitions</p>	<p>Leaving Certificate Chemistry teacher collaborating with a colleague in another school to support understanding and implementation of the new specification.</p> <p>Create links with/Visit Feeder Primary schools to identify the language of Maths used at Primary Level, e.g. volume as capacity. Ascertain procedural approaches to certain problems to allow Maths teachers to replicate these procedures in secondary school (where possible/relevant);</p>	<p>LC Chemistry Teacher</p> <p>Maths Teacher</p>	<p>Increased teacher confidence in planning and delivering the new specification, as evidenced through reflection and feedback.</p> <p>Success will be evidenced by established links with feeder primary schools, increased awareness among Mathematics teachers of primary-level mathematical language and methodologies, and the incorporation of relevant approaches into classroom practice.</p>		<p>Target achieved as evidenced by teacher reflection and feedback indicating increased confidence in planning and delivering the new specification.</p> <p>Target achieved as evidenced by established collaboration with feeder primary schools, shared understanding of primary Mathematics terminology and methodologies, and the implementation of relevant approaches within Mathematics classes.</p>
<p><b>Targets: Team 3: Wellbeing</b></p>	<p><b>Actions</b></p>	<p><b>Persons / groups responsible</b></p>	<p><b>Criteria for success</b></p>	<p><b>Progress and adjustments</b></p>	<p><b>Targets achieved</b></p>

<p>To promote wellbeing in school</p>	<p>Embed wellbeing events into the school calendar (Christmas Jumper day Fundraiser, World Mental Health Day, Anti Bullying Week, World Book Day etc.)</p>	<p>Wellbeing Co-Ordinator</p>	<p>A planned programme of wellbeing events is integrated into the annual school calendar and successfully implemented. Events promote student wellbeing, inclusion, awareness, and positive school culture, with high levels of participation from students and staff.</p>		<p>Target achieved as evidenced by the successful scheduling and delivery of wellbeing events throughout the school year, strong participation rates, and positive feedback from students and staff indicating enhanced awareness and engagement in wellbeing initiatives.</p>
<p>To use Positive Reinforcement to motivate and Encourage Students</p>	<p>Strengthen positive reinforcement strategies through the use of VShare to send positive notes home, building on the Positive Postcard Initiative.</p> <p>Evaluate the impact of positive reinforcement strategies through staff and student feedback.</p>	<p>All staff</p> <p>Wellbeing Co-Ordinator</p>	<p>Increased use of timely, meaningful positive communication with parents via VShare and other channels to recognise student effort, achievement and behaviour. Evidence of improved student perception that success and effort are recognised and communicated to parents.</p> <p>Feedback indicates that positive communication is valued by students and staff, contributes to motivation, and supports a positive school climate.</p>		<p>Target achieved as evidenced by increased staff engagement with VShare for positive communication (85.7% reporting use, 71.4% using it for praise and encouragement), alongside additional informal positive communication methods reported by 57.1% of staff.</p> <p>Target achieved as evidenced by staff and student survey results showing strong engagement and positive impact: 100% of students reported no negative aspect to receiving positive notes, 82.4% found them motivating, and 88.2% supported continuation of the practice. Staff feedback also indicated high levels of use and engagement with the initiative.</p>

<b>Targets: Team 4: Digital Technology</b>	<b>Actions</b>	<b>Persons / groups responsible</b>	<b>Criteria for success</b>	<b>Progress and adjustments</b>	<b>Targets achieved</b>
To gather feedback from stakeholders regarding the 1:1 Device Pilot Scheme through surveys	Gather feedback from stakeholders regarding the 1:1 Device Pilot Scheme through surveys	DP, Digital Technology Team	Staff, students and parents have an opportunity to provide feedback on the pilot. Survey responses identify strengths, challenges and areas for improvement, informing future decision-making regarding device implementation.		Target achieved as evidenced by the completion and analysis of staff, student and parent surveys, with findings used to inform future planning for the 1:1 device programme.
To deliver a CPD session on AI to staff during CP hours	CPD session on AI delivered by the Digital Technology Team during Croke Park hours.	Digital Technology Team	Staff develop an increased awareness and understanding of AI tools and their potential applications in teaching, learning and assessment. Teachers report increased confidence in the responsible and effective use of AI.		Target achieved as evidenced by staff participation in CPD and feedback indicating increased confidence and understanding of AI applications in educational settings.

<b>Targets: Team 5: Attendance</b>	<b>Actions</b>	<b>Persons / groups responsible</b>	<b>Criteria for success</b>	<b>Progress and adjustments</b>	<b>Targets achieved</b>
To improve attendance levels across the entire student body	Identify students who may require early attendance intervention through regular monitoring of attendance levels.  Facilitate meetings between Year Heads, school leadership, relevant students and their parents/guardians.	YH's, DP, P	A decrease in overall days lost through absenteeism  A decrease in the number of students with Chronic absenteeism (20+ days)		Approx 4% decrease in overall days lost from 24/25 academic year. Approx. 10% decrease in the number of students with Chronic absenteeism (20+ days)

	<p>Develop and implement a collaborative team-based approach to supporting and improving student attendance.</p> <p>Run an “Attendance Month” to highlight the benefits of good attendance to the student body</p>	<p>YH’s, DP, P</p>	<p>Run attendance month with prizes for both Perfect Attendance and Most Improved Attendance</p>		<p>Target achieved as evidenced by the successful implementation of Attendance Month, including the awarding of prizes for Perfect Attendance and Most Improved Attendance. The initiative resulted in increased awareness of attendance, positive student engagement, and improved recognition of consistent and improved attendance patterns.</p>
	<p>Create Attendance Displays</p>	<p>P, DP, Caretaker</p>	<p>Attendance Displays created, printed and located in prominent areas around the school</p>		<p>Target achieved as evidenced by the design, production and installation of attendance displays in key high-traffic areas throughout the school, supporting increased visibility and awareness of the importance of regular attendance among students and staff.</p>