

# Our Self- Evaluation School Report 2025 –26

## Scoil Mhuire, Trim



**Introduction:** School self-evaluation is a collaborative, inclusive and reflective process of internal school review, which evaluates on all aspects of the school life, including teaching and learning with the view to improve areas if required. SSE follows a six-step process which is evidence based and to set targets to improve student learning.

School self-evaluation was established in Scoil Mhuire in 2012. The initial focus of SSE was to embed whole school teaching and learning strategies into the school.

### **Target for academic year 2025/26.**

The target for the current academic year is to improve students learning experience and participating in groupwork.

#### Actions will include

- Assign specific roles during group discussions (e.g., facilitator, recorder, timekeeper) and/or use prompt cards to guide contributions.
- Review groups to ensure everyone participates.
- Adjust seating arrangements to support inclusive and focused group discussions.
- Seeking feedback from students on group work dynamics and learning effectiveness

### **Outcomes of school Self -Evaluation plan 2024-25**

We undertook self-evaluation during the period September 2024 to May 2025. In accordance with the third cycle of SSE: Next steps (2022-26), The school used the SSE process and reflect on the following.

- SSE used evidence from research carried out in the academic year 2023 –24 on the evaluation of Form time and the research from the on teaching and learning activities which students enjoyed in the classroom.
- **Target 1:** The first target focussed on improving the student experience and structure of Form Time so that it enhances student wellbeing by allowing students to bond and communicate better with each other and allow the Form teacher to be more efficient when taking the roll and checking student journals.

The target involved mainly three parts.

(1) A Meme with an inspirational picture or message was sent to the Form classes every Monday morning. This was called the Monday Meme. Students had an opportunity to discuss or comment on the meme during Form time.

(2) The second part allowed the student council representative to give a report to the Form class from the whole school student council meetings each week (from Wednesday to Friday) regarding issues concerning the school and students. This allows the students to have a voice in the school community.

(3) The third section involves the Senior Prefects having more engagement with their Form classes and were asked to play motivational music to the Form class each week and discuss any issues which arose from it.

- Target 2: To promote the concept of school self-evaluation in the school and make the entire school community (students, teachers and parents) being aware of the targets set for the academic year and the school self-evaluation process.
- Target 3: To continue to embed the existing SSE whole school teaching & learning targets that have been established since 2012, by putting weekly reminders on VS ware of teaching and learning strategies and reminding staff of SSE strategies at staff meetings

## **Findings**

### **Form Time**

#### Strengths:

- Monday Memes are a creative way to build rapport and engagement.
- Student council representatives and Senior prefect involvement shows an effort to promote student leadership.

#### Areas for Improvement:

- Mixed feedback on Monday Memes suggests it may not be universally applicable—perhaps offer alternative activities.
- Inconsistent reporting by student council reps and Senior prefect visits indicates a need for clearer expectations and scheduling.
- Teachers’ suggestion that senior prefects consult with them is valuable collaboration could improve engagement and planning.

### **Teaching and Learning Strategies**

#### Strengths:

- The use of the VS dashboard to remind teachers of strategies is a good initiative.
- High engagement with literacy (word banks) and numeracy strategies shows strong cross-curricular integration.
- Differentiation and Assessment for Learning (AfL) practices are being implemented by most teachers.

#### Areas for Improvement:

- The VS dashboard being “busy” suggests a need to streamline or prioritize content—perhaps a dedicated section or visual cue for teaching strategies.
- Teachers suggested classroom displays for strategies—this is a practical and visible solution worth exploring.
- While numeracy strategies are used, the disparity between “observing patterns” (48%) and “fractions to percentages” (92%) may indicate a need for more support or training in the former.

## **2. Effectiveness of SSE process of school evaluation since 2012**

The whole school teaching and learning strategies which have been introduced by the SSE process since 2012 were continued to be embedded and included in subject plans during 2023-24.

### Literacy

The classrooms are a literacy rich environment where there is word banks displayed for each subject area. Teachers inform students of key words in relation to topics which are being studied.

- Reading for leisure and independent reading is encouraged in the school, using the little library and whole school initiatives of Drop Everything and Read (DEAR) which occurred twice this year in December and March.
- There was an 1<sup>st</sup> year readathon in April and May, where students were encouraged to read books of their choice. Class prizes were awarded to the students who read the most pages.
- All classrooms have special books shelf installed, and they contain relevant books which have been purchased from a grant.
- A 'Selfie' competition was held in March, where teachers displayed photographs of their book shelves and students had to guess the ownership of the bookshelf. This highlighted the importance of reading throughout the whole school community.
- The use of the READ board is also promoted by teachers allowing students to display literacy works, interesting articles, samples of their written work and recommended reading materials.
- Parents are aware of the literacy initiatives in the school and encourage their daughters to read by purchasing books or visiting the library.
- A weekly lunch time Book club has members from 1<sup>st</sup>-5<sup>th</sup> year and are part of the YA (Young Adult) initiative with books borrowed from the local library.

#### Numeracy

- Test results are handed back to students in fraction form and students have calculated the percentage which they have received. There is evidence that this has helped students understand percentages.
- Teacher and students are aware of the various numeracy initiatives which are implemented in the school. Some students feel that the initiatives helped their numeracy skills.
- There was evidence that there is a cross link between numeracy and patterns in various subjects and Maths.

#### Digital Strategy

- Microsoft Office is the ICT system used in Scoil Mhuire. Most teachers and students have indicated that they are confident using OneDrive and Microsoft Teams in their subject areas. A need to review whether the whole school or individual teachers decide whether they use the Microsoft systems in their classrooms.
- Regarding Cyber security, Scoil Mhuire staff and students understand the importance of creating and using passwords. Staff are aware of the Cybersecurity policy (June 22)
- It has been noted that that there is a need for continued training in ICT skills, particularly One Note for teachers as new digital software improves and changes. An ICT staff mentoring team could be very helpful to staff members to resolve minor ICT issues.
- There is a still a need to use technology to support SEN students and that more training in a variety of ICT methods would be necessary.

#### Assessment for learning

- A variety of Assessment for Learning strategies are used in the classroom throughout the year. Teachers are aware of the variety of AFL strategies which can be used such as the white boards and traffic lights in the journal. Exit tickets, Menti -metre, Padlet and open questions are all whole school strategies that continue to be popular,
- Teachers are aware of the assessment and reporting policy (June 2022)
- Parents are most familiar with written reports and parent /teacher meetings as a means of receiving feedback.

#### Differentiation

Teachers continued to differentiate Learning Intentions at the beginning of class and the survey indicated that over half the teachers allocated homework using the differential Homework coloured boards.

Differentiation of learning intentions and homework is also encouraged in subject plans.

#### **3. Initiation of a wellbeing promotion review**

- A wellbeing team have been established in the school and the initial process of reviewing wellbeing in the school has commenced.
- The feedback from the research on the impact of Covid 19 on students indicated that student's isolation and mixing with other students was an issue, so lunchtime activities were increased, and students were encouraged to join them.
- Wellbeing events throughout the academic year included whole school sports day, Stand up week, Wellbeing week, Healthy Eating and staff activities events.