An Roinn Oideachais agus Óige
Department of Education and Youth

Whole-School Evaluation: Management, Leadership and Learning

REPORT

Ainm na scoile/School name	Bremore Educate Together Secondary School
Seoladh na scoile/School address	Stephenstown Campus Naul Road Balbriggan
Uimhir rolla/Roll number	68262N
Dáta na cigireachta/ Date of evaluation	16/10/2025
Dáta eisiúna na tuairisce/Date of issue of report	27/01/2026

What is a whole-school evaluation – management, leadership and learning?

Whole-School Evaluation – Management, Leadership and Learning reports on the quality of teaching and learning and on the quality of management and leadership in a school. It affirms good practice and makes recommendations, where appropriate, to aid the further development of educational provision in the school.

How to read this report

During this inspection, the inspectors evaluated and reported under the following headings or areas of enquiry:

1. Quality of school leadership and management
2. Quality of teaching and learning
3. Quality of support for students' wellbeing

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

Actions of the school to safeguard children and prevent and tackle bullying

<table>
<tr><td colspan="2">During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:</td></tr>
<tr><td>Child Protection</td><td>Bí Cineálta</td></tr>
<tr><td>1. The name of the DLP and the child safeguarding statement (CSS) are prominently displayed near the main door of the school / in the reception area. Following the school's adoption of the updated procedures 2025, it is also required to display a student-friendly version incorporating the name of the DLP beside the CSS.
2. The school's child safeguarding statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited were aware of who to go to if they had a child protection concern.
4. The school's child safeguarding statement meets the requirements of the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025.
5. The minutes of the last three board of management meetings contain a child protection oversight report in line with the requirements of the Child Protection Procedures for Primary and Post-Primary schools 2023 or the updated procedures 2025.
6. The board of management has ensured that arrangements are in place to provide</td><td>1. The school has developed an anti-bullying policy using Appendix A of Bí Cineálta, it is reviewed annually (or earlier if required) and includes a student/pupil friendly version that is displayed where students/pupils and the school community can see it.
2. The school's anti-bullying policy is published on its website and/or is readily accessible to board of management members, staff, parents and pupils/students.
3. The board of management minutes record that the principal provides an update to the board at each ordinary board meeting that meets the requirements of Bí Cineálta.
4. The school has appropriate initiatives in place to promote a positive and inclusive school culture and environment.
5. All staff visited report that they have read the school's Bí Cineálta policy and that they are aware of their roles and responsibilities in preventing and addressing bullying behaviour.</td></tr>
</table>

information to all school personnel on the Child Protection Procedures for Primary and Post-Primary Schools 2023 or the updated procedures 2025. 7. School planning documentation indicates that the school is making full provision for the relevant aspects of the curriculum (SPHE, Stay Safe, RSE) 8. Child protection records are maintained in a secure location	

The school met the requirements in relation to each of the checks above.

Whole-school evaluation – management, leadership and learning

Dates of inspection	14/10/2025 – 16/10/2025
Inspection activities undertaken • Meeting with Board of Management • Meetings with principal and deputy principals • Meetings with key staff • Review of relevant documents • Student focus group	• Meeting with parents • Analysis of parent, student and teacher questionnaires • Observation of teaching and learning • Examination of students' work • Interaction with students • Feedback to senior management team, board of management and teachers

School context

Bremore Educate Together Secondary School is a co-educational school under the patronage of Educate Together. Since its establishment in 2016, the school has grown rapidly to a current enrolment of 820 students. The school provides the full range of curriculum programmes and has three classes for students with Autism.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

Summary of main findings and recommendations:

Findings

- Overall, the quality of teaching and learning in the lessons observed was good. The quality of practice observed varied, and ranged from very good, to lessons which required improvement.
- The quality of school management and leadership was very good overall. Strategic leadership to embed high quality inclusive pedagogy required development.
- A well-balanced and holistic education programme was provided, which was informed by students' needs and interests.
- Management and staff were highly committed to maintaining a welcoming and student-centred school environment, with a culture of reflection supporting school improvement practice.
- The commitment of staff to promoting student voice was a very significant strength; students who interacted with the inspectors were confident communicators and insightful in their perspectives for school development.
- The quality of support for students' wellbeing was very good; aspects of curriculum provision for wellbeing and some whole-school policies required review.

Recommendations

- Inclusive teaching and formative assessment approaches, which provide for high quality differentiation and support all students to critically engage with their learning should be incorporated by teachers into all lessons.
- Senior management should develop a strategic approach to embedding highly effective inclusive pedagogy across the school and strengthen the academic mentoring system for students.
- A curriculum review group should be established to assess the effectiveness of current curriculum provision in facilitating optimal learner outcomes for all students.

- A core special education needs (SEN) team should be established to collectively lead and share responsibility for the creation of streamlined student support plans; a programme of teacher professional learning (TPL) should be implemented to support this work and develop the school's model of team teaching.
- The school self-evaluation (SSE) process should be used further to develop curricular provision for wellbeing and assess the implementation of key policies, which support wellbeing promotion and inclusion.

Detailed findings and recommendations

1. The quality of teaching and learning

Learner outcomes and experiences

Overall, the quality of teaching and learning in the lessons observed was good. The quality of practice varied, and ranged from very good, to lessons which required improvement to reach a good standard. The key areas for improvement included a deepening of student learning through a greater variety of tasks, which aligned effectively to students' needs, and through the use of differentiated teaching approaches.

Interactions between students and their peers as well as students and their teachers were positive and respectful. Many rooms were organised as stimulating learning environments and the physical layout facilitated collaborative learning.

Learning intentions were shared in all lessons. In the best lessons, learning intentions linked clearly to curriculum learning outcomes and were expressed in student-friendly language and revisited to aid students in recognising their progress. In lessons where practice was less effective, learning intentions were perfunctory in nature, setting out a series of tasks for completion. In a few lessons, students transcribed learning intentions. This practice should be reconsidered as it eroded time available for purposeful engagement in lesson tasks.

Where learner experiences were highly effective, teaching approaches promoted deep learning. These approaches included activities that supported students in making explicit connections between lesson concepts and life outside of school and the use of visual and practical examples to illustrate abstract and complex concepts. Starter activities that assessed students' prior knowledge and experiences, and actively linked these to intended learning proved particularly effective.

In all lessons, students used digital devices for a variety of purposes. Engagement was optimal when teachers provided clear and explicit instructions on how to use the devices and applications. In some lessons, students' digital literacy skills were not commensurate with the tasks assigned, or digital devices inhibited their progress. Teachers should explicitly support the continued development of digital literacy. On occasion, students had difficulties using assistive technology or there were missed opportunities to utilise the accessibility features of devices. The suitability and use of applications in supporting inclusive pedagogy should be examined and any issues arising should be addressed.

Despite students having access to teachers' notes on their digital devices, it was observed in several lessons that students spent considerable time transcribing notes or textbook materials into their copybooks. This practice contributed to student passivity and disengagement, and did not facilitate optimal learning experiences.

There was significant variation in the quality of the teaching approaches used to support the students' individual needs in lessons. Student engagement was not always optimal and there was scope to align the teaching and learning approaches more closely to students' strengths, needs, interests and levels of existing knowledge. While differentiated practice was apparent in a few lessons, this was an area for development overall. All lessons should be planned in a manner, which supports incremental progression and the individualised learning needs of students.

Teachers' individual and collective practice

There was evidence of advance planning and preparation for all lessons. In some lessons, well-chosen audio-visual, exemplar models or visual resources were used very effectively to support learning. In other lessons, there was a dominance of text-based content that failed to support all learners effectively. Further consideration should be given to the choice and use of resources so that explanations of new content are sufficiently multi-modal in design.

Most lessons were well-structured, and this ensured sufficient time for students to access prior knowledge, discuss and critically engage with new material, and to apply their learning in a variety of ways with careful monitoring, assessment and feedback from the teacher. Where lesson structure was an area for development, teacher exposition dominated and contributed to student passivity and disengagement. In these lessons, opportunities for students to demonstrate their learning were limited, and teachers failed to use feedback from formative assessment to inform teaching approaches and lesson progress. The good practice observed in most lessons should be extended to all.

In some lessons, the design of tasks required further consideration. Best practice was apparent when the task clearly built on students' prior knowledge and where the time assigned allowed students to complete the task and consolidate their learning.

Where learner experiences were very good, students were provided with opportunities to articulate, discuss and reflect on their learning. In other instances, there were missed opportunities to enhance students' oral literacy, or to meaningfully integrate critical literacy and thinking. Given the plurilingual context of the school, targeted explicit support for language should be adopted through whole-school literacy approaches that support all learners.

Questioning was the main form of formative assessment observed in lessons. Highly effective practice was apparent when teachers used a combination of closed and open differentiated questions to allow students demonstrate a breadth of learning. The quality of oral feedback was sometimes inhibited by lower quality task design and less effective questioning strategies. In the best lessons, students were invited to consider a problem and given time to reflect individually and to discuss with peers before evaluating potential solutions as a group. In these lessons, teachers used effective prompt questions to extend and deepen student responses. This type of assessment practice should be further developed as a means of deepening learning and facilitating differentiation.

Some very good written formative feedback was observed in a selection of student copies. This type of feedback was less evident in other student records in the sample reviewed. Teachers should share effective feedback approaches to develop capacity and support professional learning.

Team-teaching approaches were observed in some lessons; on a few occasions the lesson observed was the first provision of team-teaching support for students in the current academic year despite the pre-existence of student support plans and the identification and review of learning needs in the preceding academic year. Teachers should use all of the available information to make themselves aware of students' needs, strengths and interests and use this understanding to plan for team teaching.

Subject teams used the school's digital platform effectively to facilitate collaboration and some very good reflective practice was evident in the documentation reviewed. The quality of collaborative planning for teaching and learning varied. Highly effective planning demonstrated a keen awareness of learner needs and identified approaches to support these needs. Units of learning, which demonstrate an incremental, integrated, and differentiated approach to learning across strands and elements of subject specifications, as advised at professional learning events, should be further developed on a phased basis by all subject teams.

Subject teams analysed trends in student attainment, as evidenced by outcomes in the Leaving Certificate examinations. However, a deeper level of analysis overall, was required. While a review of trends indicated some positive developments, attainment and the challenge of raising expectations remained an area for development. All subject departments and core programme teams should track and analyse attainment trends over a three-year period to embed the strategies that are working well at whole-school level and to ensure that barriers to success can be identified and strategies put in place so that each student is achieving to their potential in all subjects.

2. Quality of school leadership and management

Leading learning and teaching

The quality of school management and leadership was very good overall.

The openness and the commitment of school leaders and teachers to sharing and developing pedagogical practice was a very significant strength observed during the evaluation. Senior management had established a very good range of in-school structures, which facilitated ongoing development of teaching and learning. The school's SSE process was effectively used to identify targets for development, with some good progress evident. Given the wide diversity of student needs, a more strategic approach to reviewing the effectiveness of practice and implementing agreed actions, aimed at embedding highly effective inclusive teaching and learning practice across the school, was required. Data garnered from a review of the implementation of recommendations from previous inspections, an analysis of assessment data and the outcomes of the highly commendable *Spotlight Project* had significant potential to inform the further development of targets and actions for inclusion in the school's SSE plan.

Students had access to a very broad range of curriculum programmes and subjects, with commendable efforts taken to ensure that subjects offered were informed by students' needs and interests. A strong emphasis was placed on supporting students' heritage languages. The TY programme provided a commendable range of learning experiences and very effective review processes were in operation. Phenomenon-based learning days provided valuable opportunities for students across year groups to work together on multi-disciplinary projects.

The academic calendar should be reviewed to ensure that students in all year groups receive a minimum of 166 full days of tuition. The integrity of tuition time was impacted by the phased start and finish dates for particular year groups and the delayed start of work experience for a small number of LCA students. As work experience is part of tuition time, the school should make alternative arrangements for those students who do not have work placement in time for the scheduled start of work experience. Arrangements for TY work experience in May merited review to ensure that learning can be consolidated prior to the end of term.

At the time of the evaluation, LCVP was compulsory for all Leaving Certificate students. While many students benefited from their participation in the programme, this arrangement did not provide for optimal outcomes for all, and should be reviewed.

LCA was a commendable addition to the curriculum. Vocational specialisms and electives were informed by students' interests and intended progression pathways. At the time of the evaluation, students in fifth year LCA were mostly organised into two class groups; one group of mainstream students and one small class of students who had a special class placement. These arrangements required review, as they were not sustainable or in accordance with the inclusive principles espoused in LCA. In instances where there are sufficient numbers for two classes, the groups could be organised as two mixed-ability groupings.

Given the rapid expansion in curriculum programmes, It was recognised by many that there was a need to review the effectiveness of implementation of the curriculum to ensure that it facilitated optimal learner outcomes and experiences for all students. A curriculum review group should be established to lead this work.

The school was making concerted efforts to maximise student attendance, and some targeted interventions had yielded positive outcomes. The management information system was being further developed to enhance the school's capacity to use attendance and attainment data systematically to optimise student engagement with learning.

Individual student progress was tracked through the school's software programme and students worked with their subject teachers to set targets for improvement. The school reported that this work had impacted positively on overall learner outcomes. The majority of parents surveyed agreed that school reports provided a good picture of their child's progress. Given that the challenge of raising student expectations and attainment remained a priority area for development, consideration should be given to strengthening the academic mentoring system for students.

Some very good progress was made in implementing the school's Digital Learning Plan 2024-2027. As a next step, the effectiveness of the current use of digital technologies in supporting formative assessment should be reviewed, across all ages and student abilities. Any use of digital technology in supporting the assessment and monitoring of student work should be in accordance with the recently published Department guidance on the use of artificial intelligence in schools.

Students with a wide diversity of strengths and needs and from varied backgrounds were welcomed in the school. School management and staff were working hard to develop a model of SEN provision that was aligned to Department guidelines. While some good practice was evident, aspects of practice to support students with additional needs in mainstream settings required improvement. A programme of TPL should be accessed to support this work.

All teachers had access to the SEN register and the SEN coordinators provided advice to subject teachers. SEN provision consisted mainly of small group withdrawal and team teaching. While some good progress was evident in the development of student support files, the system required streamlining. Additionally, of the student support plans (SSPs) reviewed, most were under-developed and as a result, teachers providing additional support were not always aware of the priority learning needs of their students. Senior management should establish a core SEN team with shared responsibility for the creation of streamlined student support plans that include priority learning targets and collaborative target-setting and review procedures. This strengthened process would ensure that the provision of SEN support is sufficiently aligned to students' identified needs.

Team teaching was primarily in English and Mathematics in settings where there was a high level of need. The number of teachers deployed as team teachers should be consolidated to develop a team-teaching model to align more fully with the specific priority needs of the students, as outlined in their SSPs, thus supporting students in developing a set of skills, which could be transferred across all subjects. This will create additional flexibility that the SEN team require to provide for time-bound and targeted interventions.

Students who had special class placements were well supported with a broad curriculum that nurtured their individual needs and interests and celebrated their talents. The admissions policy was updated in accordance with guidelines for special class placements.

Managing the organisation

The quality of school management was very effective overall. As espoused by the *Educate Together Charter,* deliberate efforts were made to ensure that school operations were learner-centred and underpinned by the values of equality, mutual respect and care. Partnerships with parents and students were highly valued. Questionnaire data indicated a high level of satisfaction with how the school was run.

There was a highly commendable level of shared expertise on the board of management. Many members had served on the board since the school was established and remained highly committed to the ongoing development of the school. The principal's report served as a significant strength in enabling evidence-informed decision making. The board had reached the end of its term of office. The new board should be provided with an overview of the work of the previous board to support its strategic leadership function and help establish priorities for its term of office. Questionnaire data indicated a need for the board to strengthen its procedures for reporting on its work to stakeholders.

The school's policy development process facilitated meaningful stakeholder engagement. School management, staff, parents and students are commended for their commitment to this process, as it has been very successful in facilitating shared ownership of new policies. As a number of mandatory whole-school policies required updating, the new board should develop a sufficiently robust policy-review cycle for its term of office.

The principal and two deputy principals were reflective and highly committed to leading a caring and inclusive school. Responsibilities were well distributed, and there was a genuine commitment to enacting a collaborative and distributed model of leadership. High priority was placed on building and maintaining positive working relationships and to leading a learning community where staff were reflective and dynamic in their approach to supporting students. The extensive range of professional learning completed by the senior management team impacted positively on their approach to managing key aspects of school life.

School management had overseen a significant programme of staff recruitment. While this presented challenges for continuity of provision, the efforts taken to establish specialist teaching teams was highly commendable. A structured induction programme operated for new teachers and Droichead was provided for eligible newly qualified teachers. Given the volume of teachers currently availing of Droichead, and the desire to build inclusive pedagogy, consideration should be given to including a member of the SEN core team on the school's professional support team. An audit of TPL needs should also be undertaken to inform a systematic programme of professional learning.

The range of facilities was exemplary, with commendable efforts taken to design communal spaces as vibrant learning environments. Risk assessments were developed for practical rooms. At the time of the evaluation, the board was working hard to resolve outstanding building issues to facilitate the final handover of the facilities to the patron.

Leading school development

Since its establishment, school management and staff, in collaboration with stakeholders worked hard to develop the school as a recognised vibrant centre of learning within the local community.

Given the stage of school development, there was a strong desire among stakeholders to build on and maintain the lived ethos of the school and to establish cyclical review procedures to ensure all aspects of the school's operations were functioning at an optimal level. To this end, a draft Strategic Plan was developed by senior management. The board should lead the development of this plan to streamline the priorities, which will inform the next phase of the school's action-planning processes.

Developing leadership capacity

Senior management made deliberate efforts to distribute leadership and management responsibilities among all staff. There was a very strong level of agreement among staff that their views are valued in the decision-making processes and that they work collaboratively to support many aspects of school development.

The middle management team took responsibility for leading and managing a commendable range of tasks. Duties were revised to meet emerging needs. There was scope to refine the schedule of responsibilities further to support leadership for teaching and learning.

The commitment of staff to promoting student voice in decision making was a very significant strength. Students played an active role in policy development, and most recently in developing pedagogy. Students who interacted with the inspectors were confident communicators who recognised their input was valued by the school, and were reflective and insightful in their perspectives for its development. Student leadership was cultivated through the student leadership team, the Student Council, and students' participation in external student forums and in their leadership of school activities.

The parent association played an active role in contributing to policy development and in organising events for students and parents/guardians, and in establishing Bremore ETSS within the wider community of Balbriggan.

3. Quality of support for students' wellbeing

The quality of support for students' wellbeing was very good overall. High priority was placed on creating a positive school climate where all students felt a sense of identity and belonging. During their focus group meeting students described the school as a place where respect and inclusivity were valued, where they could express themselves, and where staff were empathetic in supporting them to achieve.

Students were well supported at times of transition. A comprehensive induction programme was in operation, with additional supports for students who found transitions challenging. The summer programme proved particularly successful in enabling students reconnect with schooling.

Advice and guidance on curriculum and subject choice were provided to students at key times of transition. Questionnaire data gathered during the evaluation indicated a need to review the effectiveness of the procedures.

The student enrichment programme, which included events led by parents/guardians and students themselves, was a very significant strength in maintaining a sense of belonging for students. The dedication of staff to providing the wide range of co-curricular and extra-curricular activities was exemplary.

Student support teams facilitated coordinated approaches to supporting students accessing a continuum of support. Several valuable targeted interventions were in operation. The further development of a coherent system for developing and reviewing student support plans will support the operation of these interventions.

The SSE process was used to complete a wellbeing promotion review cycle and embed the systems of one good adult and tutorial time. The operation of tutorial time would benefit from further review to facilitate year heads and tutors to have more meaningful engagement with students. The tutor programme should be developed and documented in accordance with the *NCCA Junior Cycle Wellbeing Guidelines.*

Ethical Education was provided for all students while Junior Cycle Wellbeing was provided through Social, Personal and Health Education (SPHE), Physical Education (PE) and Civic, Social and Political Education (CSPE). There was scope to extend the breadth of the additional wellbeing modules provided beyond the Nutrition module to address other emerging needs.

The quality of programme planning for SPHE required improvement. The role of SPHE teacher should be decoupled from the role of tutor and a small core SPHE team established to take collective responsibility for planning and delivering a SPHE programme that is spiral and experiential in its implementation and is of consistently high quality. Plans to support the systematic upskilling of this team in the new SPHE curriculum specifications should be implemented.

While all students had access to a range of Guidance services in the school, only students in LCA and TY had access to regular timetabled Guidance lessons. While Leaving Certificate students could access the Guidance team during SPHE, this arrangement will not be possible with the planned introduction of Senior Cycle SPHE for all students. Commendably, guidance-related learning was integrated into Junior Cycle SPHE. There is a shortfall of hours to Senior Cycle PE and this needs to be addressed in the context of a reconfigured timetable.

Several whole-school policies were implemented to support Wellbeing. Some of these policies required updating while questionnaire data gathered indicated a need to review the effectiveness of implementation of some policies.

The review process, which underpinned the Bí Cineálta policy was thorough and informed the ongoing development of key operations. The draft whole-school guidance plan was awaiting approval. The board should make arrangements for the finalisation and ratification of this plan.

Student-management policies reinforced positive behaviour and promoted restorative approaches, which helped to sustain positive relationships. While student behaviour during the evaluation was very good overall, evidence gathered indicated possible inconsistencies in the implementation of the code of behaviour, and the need to review the effectiveness of current procedures.

School management should use its SSE process to further develop the curricular provision for Wellbeing, as outlined above, and assess the effectiveness of implementation of the key policies, which support wellbeing promotion and Inclusion.

The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
Excellent	**Provision that is excellent** is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
Very good	**Provision that is very good** is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
Good	**Provision that is good** is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
Requires improvement to achieve a good standard	**Provision that requires improvement to achieve a good standard** is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
Requires significant improvement to achieve a good standard	**Provision that requires significant improvement to achieve a good standard** is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective

Appendix

SCHOOL RESPONSE TO THE REPORT

Submitted by the Board of Management

Part A: Observations on the content of the inspection report.

Bremore ETSS Board of Management welcomes the positive findings of the school inspection report and notes the highly commendable level of shared expertise within the Board. It also acknowledges the openness and strong commitment of teachers and school leaders to sharing and developing pedagogical practice.

The Board is pleased that the report recognises the quality of teaching and learning and is encouraged by the finding that senior management has established very effective in-school structures to support ongoing improvement. We welcome the affirmation of the principal and deputy principals as reflective, highly committed leaders of a caring and inclusive school and the acknowledgement of a genuinely collaborative and distributed model of leadership.

The Board welcomes the commendation of management and staff for maintaining a welcoming, student-centred environment, reflecting a strong culture of reflection, continuous improvement, student voice, wellbeing supports and role of students and parents.

Part B: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.

The Board of Management acknowledges the five recommendations outlined in the inspection report and is committed to addressing them as part of our ongoing school development work, aligned with our existing strategic plan. Our school remains committed to continuous improvement for the benefit of all learners. We look forward to building on these strengths as the school continues to develop.

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