School Self-Evaluation Report 2026

Areas of Focus:

1. **Assessment and Feedback**
2. **Wellbeing**

Name of School	Bremore Educate Together Secondary School	**Year Developed**	SSE Cycle 2024-2026

Data gathered

Survey data (quantitative)

1) Parents
2) Students
3) Staff
4) Board of Management

Focus group data (qualitative)

1) Students (2 per year group incl. LCA)
2) Teachers (collaborating in SSE working groups)

Effective practice identified

1. **Success criteria**

Teachers and students reported that success criteria were used effectively and had a positive impact on student learning. Students demonstrated a strong understanding of what success criteria are and what good work looks like. Teachers shared diverse and creative strategies for using success criteria. Several subject departments linked success criteria directly to formal assessments, which improved student understanding of standards and outcomes.

2. **Formative feedback**

Assessment and feedback were identified by teachers as having the greatest positive impact on student learning. Subject departments reported improved consistency in feedback practices within subject areas, particularly through the use of:

- OneNote assessment tabs,
- Comment banks,
- Feedback codes,
- WWW/EBI structures,
- Exemplars and model answers.

Students also highlighted the value of specific and constructive feedback where it was implemented effectively. Both student and teacher feedback indicates that formative assessment practices are becoming more embedded in classroom practice and are supporting improved student outcomes and engagement.

3. **Extra-curricular activities**

Both teachers and students identified extracurricular activities as a major strength within the school. Participation in sports, cultural activities, wellbeing initiatives and language-related extracurricular opportunities contributed positively to student engagement, school belonging and wellbeing. Subject departments such as Irish and PE noted strong participation rates and positive impacts on motivation and connection to school life. The promotion of wellbeing and school belonging through extracurricular activities has become an important feature of the school culture.

4. **Tutorial supports routine**

Tutorial was recognised as beneficial in supporting routine, organisation and peer support. Students and tutors view tutorial as an essential part of the school day. In tutorial, tutors get to know their class through general conversation, and students have the opportunity to set themselves up for the week with the support of their journal. Students appreciate this time for organising themselves and also for catching up with peers.

Areas for improvement identified

1. **Improved consistency needed in Assessment and Feedback practices**

Despite teachers reporting improved consistency in assessment and feedback practices, students reported substantial variation between subjects in:

- the frequency of feedback,
- the quality and specificity of comments,
- homework monitoring,
- expectations regarding assessment.

There was also a strong perception that core subjects lend themselves to more structured and detailed feedback systems than others. As such, this should continue to be an area of focus for the next SSE cycle.

2. **Feedback in student reports needs to be more actionable and specific**

Students expressed that they wanted more specific and constructive guidance in their report comments as to how they might improve their future grades. Teachers noted that it can be challenging to provide meaningful written feedback in a timely fashion and expressed concern about the sustainability of writing detailed report comments. Some teachers requested drop-down comments on Tyro.

3. **Effectiveness of Brain Breaks**

While some teachers and students recognised the benefits of movement-based and structured brain breaks, many staff reported difficulties with implementation, including:

- Challenges re-engaging students,
- Increased distraction or behavioural difficulties,
- Inconsistent use across classrooms.

Students also noted that brain breaks were not implemented consistently. This suggests a need for clearer guidance, shared approaches and staff support regarding effective wellbeing practices in the classroom.

4. **Wellbeing activities in tutorial**

Students expressed that tutorial time is mostly used for writing subjects into their journals, announcements about school activities and initiatives, and socialising with peers. The wellbeing element of tutorial requires attention. The wellbeing themes implemented previously require updating to ensure that they are meaningful, feasible in terms of time, and age/stage appropriate (they need to be adjusted for Junior and Senior Cycle).

** Adapted from O'Brien, S. 2022. ETBI Patrons' Framework on Ethos: A Quality Assurance Process. Dublin: Dublin City University, Centre for Evaluation, Quality and Inspection (EQI).*