



ABBEY COMMUNITY COLLEGE

School Self-Evaluation Update

May 2026

What is School Self-Evaluation (SSE)?

School Self-Evaluation (SSE) is the name given to the process to help improve our school. All members of our school community work together to critically reflect on current provision and affirm good practice. It allows us to collaboratively identify areas that could be improved to benefit student learning experiences and outcomes.

SSE FOCUS AREA - WELLBEING / ETHOS

KCETB Engagement

Staff at Abbey Community College continue to engage meaningfully with KCETB in the area of Restorative Practice through both the Community of Practice and the Ethos Professional Learning Network. This ongoing collaboration supports the nurturing of a positive and inclusive school culture for all.

Positive Behaviour

Our students consistently demonstrate a commendable attitude and make valuable contributions to school life. Their efforts are recognised and celebrated through a

variety of initiatives, including positive points, postcards, certificates, and rewards. A highlight of the term was the "Easter Eggcellent Behaviour" competition, where all classes worked enthusiastically to achieve the highest number of positive points, with winning classes enjoying well-deserved prizes.

Lunchtime Concert

The school community also benefitted from a fantastic lunchtime performance in The Hub by our talented 5th Year music students, creating an uplifting and enjoyable atmosphere that supported wellbeing across the school.

School Trips

Students across all year groups have enjoyed a wide range of trips, from local outings around Waterford to visits to Wicklow, Emerald Park, and international destinations such as Manchester, Paris, and Italy.

Staff and Student Book Club

Sixth Year students were delighted to join the final staff book club meeting, providing a valuable opportunity for connection and reflection.

LGBTQ+ Allies Group

Our LGBTQ+ Allies Group continues to be a successful initiative within the school,

with students meeting weekly in a safe, supportive, and welcoming space. The group provides an opportunity for all students, whether they identify as part of the LGBTQ+ community or as allies, to connect, share experiences, and promote understanding, respect, and inclusivity across our school community.

Wellbeing Week 2026

Planning is already underway for next year's Wellbeing Week, ensuring continued focus on student and staff wellbeing.

SSE FOCUS AREA – LEARNING & TEACHING

As the final step in our SSE cycle, data was gathered from teaching staff (survey), SNAs (survey) and students (focus group) to evaluate the outcomes of the improvement plan and the overall impact of the cycle.

See key findings from our *Teaching Staff Survey*:

Retrieval Practice

All respondents were familiar with retrieval practice and 93% agreed or strongly agreed that the SSE focus on it has positively impacted teaching and learning. Staff highlighted clear benefits including: stronger classroom routines, improved student recall of prior learning and the successful embedding of strategies such as brain dumps and mind maps. Our Student Learning Leaders received very positive feedback, with staff saying that students benefited

greatly from learning alongside their peers. Their guidance on effective revision strategies and retrieval practice methods was particularly well received, enhancing engagement and supporting improved learning outcomes.

Communication and Process

All staff agreed that the SSE targets were communicated clearly and consistently, with 81% strongly agreeing and 19% agreeing. Additionally, 97% felt they had opportunities to contribute to the SSE

process. Presentations at staff meetings and the sharing of examples on Teams through "Memory Mondays" were consistently identified as the most effective supports for implementation.

Areas for Development

Some staff noted the following areas for improvement: providing more subject-specific examples of retrieval practice, allocating dedicated time and continuing peer-sharing on Teams to maintain momentum.

A comparative analysis of data collected at the beginning and end of the cycle will be shared with the school community in the new academic term, alongside the commencement of our next SSE cycle.



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