



An Roinn Oideachais
agus Óige
Department of Education
and Youth

Whole School Evaluation: Management, Leadership and Learning REPORT

Ainm na scoile/School name	Árdscoil Uí Urmoltaigh
Seoladh na scoile/School address	Bandon Co Cork
Uimhir rolla/Roll number	620500
Dáta na cigireachta/ Date of evaluation	07/10/2025
Dáta eisiúna na tuairisce/Date of issue of report	13/04/2026

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.

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.

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

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Bí Cineálta</i>
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	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.

schools 2023 or the updated procedures 2025. 6. The board of management has ensured that arrangements are in place to provide 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	
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The school met the requirements in relation to checks 1, 2, 3, 4, 5, 6 and 8 of the child protection checks, and the requirements in relation to all of the anti-bullying checks above.

At the time of the evaluation, it did not meet the requirements of check 7 of the child protection checks. It is the responsibility of the board of management to ensure compliance with this check.

Whole-school evaluation – management, leadership and learning

Dates of inspection	22/09/2025 - 24/09/2025
Inspection activities undertaken • Meeting with board of management • Meetings with the principal and deputy principal • 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

Hamilton High School is a privately-owned, all-boys voluntary secondary school. At the time of the evaluation, the school had an enrolment of 400 students. The school offered the Junior Cycle programme, a compulsory Transition Year programme (TY), the Leaving Certificate programme and has a special class for students with autism.

Summary of main findings and recommendations:

Findings

- The overall quality of teaching, learning and assessment was very good, and included some excellent learning experiences; classrooms were characterised by mutual respect and a very strong teacher-student rapport.
- Teachers had strong subject knowledge, pedagogical expertise and effective classroom management skills, creating secure, positive and learning-focused environments.
- The overall quality of leadership and management in the school was very good, with a particular strength being the board and senior leadership team's proactive response to emerging student needs: this was best demonstrated in the broadening of the curriculum, the establishment of a special class and the expansion of extracurricular activities.
- Subject departments in the school were very well supported by senior leadership through the timetabling of all subject teachers to meet weekly, providing a space for reflection, collaboration and creation.
- The considerable range of student-led committees and initiatives, as well as the excellent level of student participation across many lessons, bore testimony to the school's ongoing and active promotion of student leadership and agentic learning, all of which contributed to students' visible sense of belonging to its community.
- The quality of support for student wellbeing was very good, and included some exceptionally positive aspects of provision.

Recommendations

- To embed structured student reflection on both learning outcomes and learning processes and to strengthen peer and student self-assessment, a common approach to the use of success criteria should be agreed.
- To enhance the impact of support provided to students with identified special educational needs (SEN), the SEN department should prioritise the development of a school provision plan which records the planning and deployment of support for

students with identified needs and also develop more effective approaches for tracking and monitoring these students' progress.

- To further strengthen school improvement, the school should use school self-evaluation (SSE) to focus on teaching and learning for wellbeing, systematically applying the Looking at Our School framework to embed consistent assessment for learning practices and to ensure agreed priorities and actions are clearly recorded, monitored, and reviewed in the school plan at leadership and board level.
- While the majority of staff agreed that there was a good atmosphere in the school, described communication as effective and felt included in decision making, a significant minority disagreed. The board, senior leadership team and staff should further explore these findings and consider the benefit of accessing relevant advice and support.
- To ensure compliance with the requirements of circular 0028/2023, provision for junior cycle SPHE should be increased to 100 hours and time dedicated to other wellbeing-related learning at junior cycle should increase to 65 hours.

Detailed findings and recommendations

1. The quality of teaching and learning

The quality of teaching, learning and assessment was very good, with several examples of excellent practice.

Learner outcomes and experiences

Students showed clear pride in their school, in both its academic and extra-curricular achievements. Of the students who completed the survey, most stated that they enjoyed their lessons, as evidenced by their positive engagement and willingness to participate fully. Equally, most reported liking being at the school and feeling confident that their teachers supported them in achieving their best. They presented as happy and confident learners, both in lessons and around the school, reflecting their strong sense of wellbeing and belonging.

In lessons, students were highly motivated, enthusiastic and attentive. The majority took pride in their work, and best practices were observed as students demonstrated independence, creativity and critical thinking through questioning and class discussions. Teachers' strong focus on developing analytical and evaluative skills contributed significantly to this high level of engagement. Student achievement was consistently high. Examination results indicated that students were well-prepared for progression to their chosen pathways. Almost all parents who completed the survey agreed that teaching was good.

Classrooms were characterised by mutual respect and inclusion. Strong teacher-student relationships created safe, supportive environments where students felt secure taking risks, listening and persisting when challenged. Almost all teachers who completed the survey agreed that behaviour was good, reflecting the calm and respectful atmosphere observed during the evaluation. Teachers maintained high expectations while making lessons engaging and enjoyable, particularly in Gaeilge and Modern Foreign Languages (MFL), where strategies to promote understanding and spoken fluency led to exceptional participation.

Students were regularly offered voice and choice in their learning through discussion and reflection, and, in the majority of lessons, teachers effectively monitored progress and provided clear guidance. In the best lessons, learning intentions were clearly communicated and there was effective assessment, including provision of feedback. While opportunities for students to reflect on their learning were evident, more consistent use of success criteria to further strengthen peer and self-assessment was recommended.

Students demonstrated well-developed communication, collaboration and problem-solving, all of which was underpinned by strong subject knowledge. Collaborative learning was a strong feature of lessons. Most students in the focus group reported learning how to work effectively in pairs or groups. The use of practical examples to connect learning to real-life contexts supported deeper understanding and relevance.

Teachers individual and collective practice

The quality of teachers' individual practice was consistently very high, reflecting a shared commitment to improving learners' experiences and outcomes, in line with the school's ethos and values. Teachers demonstrated strong subject knowledge, pedagogical expertise and effective classroom management, creating secure, positive, and learning-focused environments. Several teachers explicitly supported students in learning how to learn, a highly effective practice that was commended during the evaluation.

Planning and preparation were highly effective in most lessons. Learning was identified and tasks were well-scaffolded to support all students in achieving success. Teachers' use of clear modelling, precise subject terminology and effective questioning promoted critical thinking and, in the best lessons, fostered an inquiry-based approach to learning.

Lessons were very student-centred, with purposeful demands that ensured high levels of productivity. Teachers were professional, personable and visibly enthusiastic, demonstrating a strong passion for their subjects. Almost all parents who completed the survey agreed that their child was doing well in school, reflecting the consistently positive classroom experiences observed. Teachers made effective use of available resources, and classrooms were stimulating, inclusive and print-rich learning spaces.

There was strong evidence of professional learning and collaboration among teachers. Joint curriculum planning and the introduction of co-teaching supported the provision of high-quality learning experiences, while strategically timetabled junior cycle planning meetings strengthened subject department collaboration. Most parents and teachers agreed that reporting provided a good picture of student progress, and formative written feedback was evident in many lessons observed. To build on this progress, it was recommended that departments use these meetings to agree the implementation of ongoing assessment events, including discussion of relevant success criteria and learning intentions. This would further enhance teachers' capacity to evaluate student learning over time.

Inclusive pedagogical approaches were well embedded across lessons observed, with teachers effectively differentiating learning intentions, resources, methodologies and assessment practices to support the meaningful participation of students with a range of special educational needs (SEN). Planned opportunities for students enrolled in the special class to access learning alongside their peers in mainstream lessons were implemented purposefully and appropriately supported by special needs assistants (SNAs), in accordance with their care and support role. This partial integration contributed positively to students' social inclusion, engagement and holistic development and supported their access to the curriculum at an appropriate level and pace.

2. Quality of school leadership and management

The overall quality of leadership and management was very good.

Leading learning and teaching

Senior leadership communicated high standards and kept teaching and learning central to the school's work. Curriculum development was ongoing and responsive to student needs, informed by consultation with students, parents and staff. Recent additions to subject choice, including Technical Graphics at junior cycle and Agricultural Science at senior cycle, reflected this responsiveness. Most teachers who completed the survey agreed that the curriculum was sufficiently broad to meet students' needs. The progress made to date on the development of a PE hall should continue to be advanced, as its completion would provide students with the opportunity to study PE as a Leaving Certificate examination subject.

The Transition Year (TY) programme was coherently planned and appropriately aligned with the school's broader curricular provision. The programme supported students' personal, social and educational development, with a clear emphasis on fostering maturity, encouraging active engagement in learning, and providing meaningful opportunities for community involvement and career exploration, in line with the TY Programme Statement. To further strengthen this provision, it is recommended that the TY programme be evaluated on an ongoing basis using the National Council for Curriculum and Assessment (NCCA) TY guidance, with findings used to inform future planning and development.

Subject departments in the school were very well supported by management through the timetabling of all subject teachers to meet weekly, providing a space for reflection, collaboration, creation, and innovation. In a small number of departments, records of agreed actions were maintained and shared to support continuity between departmental work and whole-school priorities; this practice is affirmed. Senior leadership engaged constructively with departments and may further support this work by providing agreed planning prompts aligned with school self-evaluation (SSE) priorities. Staff were provided with regular professional learning opportunities aligned with school priorities, including SEN provision, literacy development and formative assessment. This learning was effectively used to address areas identified through SSE and to inform improvements in teaching, learning, and leadership. The introduction of co-teaching was a positive development, supporting students' SEN while fostering collaborative professional learning through shared planning, teaching and reflection. To build on this practice, it was recommended that teachers engage in further professional learning focused on effective co-teaching, including structured peer observation.

The school made commendable progress in digital integration, supported by staff training on the school's online platform. In surveys, a few students reported frequent use of digital devices, while most teachers who completed the survey indicated good access to DLT. Continued whole-staff professional learning was encouraged to enhance the use of digital tools for teaching, learning, and assessment. Extending the sharing of resources between subject departments and the use of digital platforms for assignment submission and teacher feedback would further strengthen practice.

Managing the organisation

The board of management was constituted correctly, with a balanced mix of experienced and new members, many of whom had strong personal ties to the school. Members shared a clear understanding of their role in supporting senior leadership and worked closely with the principal through ongoing communication. They expressed pride in recent developments, particularly under the current principal. The board operated democratically, prioritising students' needs and making very good progress on previous inspection recommendations. It was advised that the board reinstate the practice of sharing agreed reports with the school community and extend presentation opportunities to the student council and staff teams, building on the productive engagement with the parents' association.

Students receiving small-group withdrawal support benefited from targeted interventions addressing academic, social and personal needs, using a structured teaching template that represented very effective practice. In line with the school's inclusive principles and the recent introduction of co-teaching, it was recommended that the extent of student withdrawal be reviewed. The SEN coordinator, in their post of responsibility, coordinated whole-school approaches to the identification of need, intervention planning and monitoring of student progress, and information-sharing at planned whole-staff meetings, supported a shared understanding of inclusive practice.

To support the board in ensuring appropriate use of special education teaching resources and to assist with accurate completion of the Schedule of Deployment of Special Education Teachers, prioritising the preparation of a School Provision Plan outlining interventions is recommended, in line with Circular 0064/2024. In addition, the development and systematic use of individual student support plans requires further attention to clearly identify students' strengths, priority learning needs and agreed targets, thereby supporting subject teachers' planning and strengthening collaborative, evidence-informed practice. Most teachers agreed that students with identified needs received appropriate support.

The senior leadership team, together with a small number of teachers, identified the need for greater consistency in the implementation of the code of behaviour. It was advised that senior leadership and teachers engage in discussion to support a more consistent approach, and that students be considered for involvement in the next review process. While the code outlines student expectations, it was noted that a stronger emphasis on promoting positive behaviour would be beneficial. It was suggested that the updated code reflect the school's strong sense of community, recognise positive teacher-student rapport, promote personal responsibility and address any emerging behavioural concerns.

While many positive features of management were evident, some challenges remained. The majority of staff agreed that there was a good atmosphere, effective communication, and

inclusion in decision-making; however, a significant minority disagreed. It was therefore recommended that the board, senior leadership team and staff jointly explore these findings and consider the value of accessing advisory support. Any future interventions should aim to promote and deepen collaborative practice, strengthen staff relationships, and unite all members of the school community in their shared goal of enhancing learner experiences and outcomes in line with the school's ethos and values.

Leading school development

The senior leadership team, comprising the principal and an acting deputy principal, demonstrated a very good working relationship, with complementary approaches and clear support for one another. Their collective commitment to improving and developing students' experiences and outcomes, with a current focus on enhancing choice, was also acknowledged. This was manifested in the significant changes they have successfully led, managed, and overseen in recent years, all of which were positively informed by a desire to meet the needs of students and to provide an environment that is welcoming of all young people and seeks to promote inclusivity and equality of opportunity.

The board of management and senior leadership provided clear, purposeful direction, with an ambitious vision centred on students' holistic development. The school showed strong commitment to continuous improvement and inclusion, investing in upgraded Wi-Fi, interactive displays, refurbished classrooms and labs, and establishing a special class, with a second planned. These developments reflected a proactive approach to creating high-quality learning environments. Most teachers who completed the survey agreed that the school's core values were evident in daily practice. Building on this progress, it was suggested that the school revisit its mission and ethos statement to reaffirm shared values and set a forward-looking vision.

Parental involvement was a significant strength, with an active parents' association contributing to the school's development through talks, fundraising, and support for facility upgrades. Their positive partnership with the board was exemplary. A joint initiative, whereby the parents' association and student council might work collaboratively to address an identified improvement area, was suggested.

The school demonstrated a sustained and effective commitment to school self-evaluation (SSE) as a key mechanism for school improvement, with clear evidence that SSE informed meaningful developments in digital learning, curriculum provision and student wellbeing. The current SSE focus was well aligned with the requirements of Circular 0056/2022, and wellbeing provision was well advanced, particularly through inclusive initiatives that promoted student voice. The systematic use of SSE to support curriculum development and student voice affirmed its effectiveness in driving improvements in classroom practice. To build on this strong practice, it was suggested that a future SSE focus on teaching and learning for wellbeing would support teachers in reflecting on classroom approaches that enable students to flourish, while embedding assessment for learning and formative feedback more explicitly. In this context, the further development of assessment practices represents an appropriate SSE priority to enhance consistency in monitoring and reporting on students' learning. The next step is to use the Looking at Our School framework more systematically to evaluate impact and to ensure a coherent whole-school approach to improvement planning, including systematic board-level monitoring through the clear recording of priorities and actions in the school plan.

The school maintained creative and purposeful links with local primary schools, including transition activities and sports blitzes, with opportunities for collaboration taking place throughout the school year. Strong partnerships with local clubs and businesses further enriched extracurricular activities, work experience and fundraising, providing meaningful contexts for personal and social development. Collectively, these initiatives supported students' engagement, fostered a sense of responsibility, and reinforced the school's inclusive, community-oriented ethos.

Developing leadership capacity

The senior leadership team demonstrated highly effective, student-centred leadership, combining complementary skills with a strong focus on student wellbeing and achievement. Their reflective and forward-looking approaches included regular review of school priorities and contributed positively to the development of a cohesive and supportive learning environment. To further strengthen their impact, leaders are encouraged to continue reflecting critically on their

practice and ensure that the beneficial outcomes of this process are evaluated and used to inform future developments.

Leadership was effectively distributed, with delegated responsibilities enabling teachers to lead improvement initiatives. Post-holders and non-post-holders contributed through co-curricular and extracurricular coordination, subject planning and tutor roles. Enhanced year head roles, regular coordination meetings and the use of a shared digital document for post-holders were positive developments, supporting effective communication and daily operations, particularly in student support and management. Leadership capacity was further strengthened through increased distributed ownership and responsibility. It was suggested that assistant principals further develop their role in strategic planning and that year heads continue to strengthen their academic monitoring function.

Significant progress was noted in strengthening pastoral structures through weekly year head and student support meetings, the reintroduction of class tutors and year heads progressing with their groups, which enhanced continuity and relationships. Whole-school and parental communication remained a notable strength, supported by effective digital systems. Almost all parents reported that students felt safe and well cared for, and parents and students viewed year heads as approachable and effective.

Engagement with Oide, the support service for teachers and school leaders, including participation in the Forbairt programme, supported the development of leadership capacity across a range of leadership roles within the school, such as those associated with student wellbeing and programme coordination and contributed to the effective implementation of SSE-informed actions. To build on this, the school should establish a formal system to evaluate the impact of professional learning on teaching quality and student outcomes.

Student leadership was actively promoted through Green Schools, Model United Nations (MUN), Young Scientist, Gaelbhratach, sports teams and lunchtime clubs, supporting confidence and belonging. Further pathways were suggested, including reimagining the student council, introducing a prefect system, and expanding mentoring programmes.

Senior leaders engaged in professional dialogue with colleagues from other schools and national networks, and insights from these conversations, along with some insights from internal forums, informed ongoing school improvement and staff development.

3. Quality of support for students' wellbeing

The quality of support for student wellbeing was very good, with some exceptionally positive findings.

In line with the Department of Education's definition of wellbeing, a sense of belonging to a wider community was a significant and clearly evident strength at the school. Students in "Hammies" demonstrated a very strong sense of connection, belonging and security within their school community.

A key finding, both reported and observed, was the exceptionally positive relationships between students and their teachers. Students spoke with pride and affection about these relationships, describing a school culture that balanced mutual respect with warmth and humour. In turn, this supported students' engagement and motivation to learn.

Students' sense of belonging was further enhanced by the school's extensive and inclusive co-curricular and extra-curricular programme, which offered rich opportunities for personal and social growth. Engagement in both sporting and non-sporting activities allowed students to build confidence, develop mastery, and strengthen self-efficacy in areas of individual interest. The breadth and quality of the programme were exemplary, underpinned by strong teacher collaboration and a sustained focus on student wellbeing. Participation in these activities significantly supported students' personal and social development and was highly valued by the whole school community.

While provision for PE and CSPE met the requirements of the Junior Cycle Wellbeing Guidelines and Circular 0028/2023, it was recommended that provision for SPHE and other wellbeing-related learning be increased to 100 and 65 hours, respectively. There was also

scope to enhance PE provision in fifth and sixth year to ensure that all students received the recommended minimum double period per week. Additionally, timetabled provision for guidance-related learning should be made in junior cycle.

There was strong evidence of a whole-staff commitment to promoting and supporting student wellbeing. This was clearly illustrated through graphics and documentation in the Guidance subject plan, which captured the breadth of teacher involvement across wellbeing initiatives and programmes such as the recently introduced and very successful lunchtime clubs.

The school had developed comprehensive systems to enhance wellbeing protective factors and reduce risk factors. This included work to: support transitions; monitor attendance and manage absenteeism; identify barriers to learning and provide targeted support; celebrate achievements; manage behaviour; prevent and address bullying; and promote a positive school climate.

Weekly meetings involving senior leadership and key support staff were identified as contributing positively to the school's wellbeing work. To further enhance communication and overall impact, and in accordance with the *Guidelines for Post-Primary Schools: Supporting Young People with Special Educational Needs in Mainstream Classes (2024)*, it was recommended that these meetings include representation from the SEN team.

Class tutors contributed effectively to student wellbeing. It was noted, however, that a small number of teachers served as tutors for two class groups, which represented a considerable additional workload. It was suggested that the class tutor role be reviewed and clearly defined to encourage broader teacher participation in this pastoral role.

The cumulative effect of these systematic, coordinated approaches was highly significant in promoting and supporting student wellbeing. Ongoing efforts to keep parents and guardians informed and engaged provided an additional protective factor and further strengthened the school's wellbeing framework.

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

Hamilton High School welcomes the findings of the Whole-School Evaluation — Management, Leadership and Learning and is encouraged by the strong affirmation of the school's work. As a school community, we take pride in the inspectors' findings that "the overall quality of teaching, learning and assessment was very good" and that classrooms were marked by "mutual respect and a very strong teacher-student rapport. " These findings reflect the professionalism, commitment and care demonstrated daily by management and staff.

The school also welcomes the recognition of its inclusive culture, high-quality wellbeing supports with evidence of some "exceptional practice ", and the breadth of opportunities provided through co-curricular and extracurricular programmes. A welcome highlight was also the involvement of the parent body in helping shape the school experience for all our students. The commendation of student leadership, agentic learning and the strong sense of belonging within the school community is particularly valued.

Hamilton High School notes the commendations recognising our school's improvement, curriculum expansion and student-centred practice. These findings affirm the leadership of the senior leadership team, the dedication of staff, and the engagement of parents and students, strengthening our shared commitment to continuous, inclusive, and high-quality school development.

Hamilton High School thanks the school community for its engagement with the inspection and looks forward to continuing to provide a unique education to Bandon and its surrounds.

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

Hamilton High School acknowledges the findings of the Whole-School Evaluation — Management, Leadership and Learning and welcomes the opportunity to respond formally. The school has strengthened its Junior Cycle provision through the expansion of CSPE and the planned introduction of a digital literacy programme. In addition, SPHE has been formally incorporated into the timetable from 2026. These measures should ensure full compliance with Circular 0028/2023, from September, and further reinforce the school's commitment to promoting and sustaining student wellbeing.

The school notes the positive staff feedback regarding school climate, communication, and participation in shaping the school's vision and direction. In line with the expectations outlined in Circular 0025/2011, Hamilton High School will remain committed to fostering an inclusive, collaborative, and participative professional culture.

The Board and senior leadership team welcome the constructive recommendations relating to the organisation of additional educational needs provision. A comprehensive review of the SEN department, its structures, and the balance between withdrawal and team-teaching will be undertaken to further strengthen inclusive practice and ensure that provision aligns with best practice and student need.

In accordance with Circular 0056/2022 and the principles of LAOS 2022, the school continues to prioritise digital integration, the promotion of wellbeing through AFL and the PERMA framework, and the ongoing development of curriculum and assessment. Recent curriculum review processes, supported by stakeholder consultation and targeted staff professional development, will continue to guide the school's improvement agenda and ensure high-quality learning experiences for all students.