

Scoil Bhríde NS

SSE and SIP 2025-26



Roll #18644U

Introduction

Scoil Bhríde, Straffan is a village school located in the heart of Straffan, Co. Kildare. It is a Catholic, co-educational, vertical school under the Patronage of the Archdiocese of Dublin. It has a valid enrollment of 404 pupils. The vast majority of our pupils come from the immediate hinterland of the school with some children travelling from neighbouring towns to attend. Current teaching staff consist of an administrative principal, 17 mainstream teachers, 1 ASD class and 4.5 SEN Teachers. We have 9 SNAs, a secretary and two shared caretakers. This report is a review of the school self evaluation plan for 24/25 with a focus on Literacy, Numeracy and wellbeing.

1. The focus of this evaluation

The primary focus of school self-evaluation (SSE) with an emphasis on literacy, numeracy, and wellbeing is to assess and improve the learning environment and outcomes, particularly in response to the challenges posed by the COVID-19 pandemic. During the pandemic, disruptions to in-person learning created gaps in many of our pupil's academic and social development. We, at Scoil Bhríde Straffan are now prioritising evaluating their literacy and numeracy programs to ensure pupils are meeting learning expectations, addressing any learning losses, and tailoring interventions to support diverse needs.

In addition, wellbeing has become a central focus. The emotional and mental health impacts of COVID-19 are significant, and we are assessing their support systems for pupils' mental health and overall wellbeing. This holistic approach—looking at academic progress alongside emotional and social needs—ensures that we are providing a balanced, responsive education that encourages happy children to attend daily and be ready and able to learn.

2. Gathering Evidence

We gathered evidence from a number of primary sources:

- Standardized test results
- Staff observations and assessment
- Direct teacher engagement with parents/guardians
- Pupil Voice
- Review of data from Aladdin

3. Our improvement plan.

The attached School Improvement Plan outlines the action plan and targets set out by our staff to put in a robust School Improvement Plan across many areas of the curriculum.

Focus on literacy : This year's focus is on targeting 1–2 learning outcomes per strand in fortnightly planning, using engaging activities, and implementing varied assessment methods, including WALT/WILF, Seesaw, conferencing, and the newly introduced self and peer assessment, alongside ongoing development of critical literacy. Key literacy priorities include a stronger emphasis on spelling rules and morphology, continued work on phonological awareness, and preparation for introducing the ULFI programme and heart words from 2025–26. Inclusive methods, disciplinary literacy, transfer of skills, and whole-school thematic planning remain ongoing. The Spellings Action Plan highlights assessment in September and March/April, weekly dictation in both English and Gaeilge (covering current and past rules, syllables, and heart words), and the removal of Friday tests. For Term 1, morphology work in 3rd–6th classes will focus on roots, prefixes, and suffixes such as *tract*, *bio*, *struct*, and *scrib*, supported by flashcards and shared resources from PDST and PLC advisors.

Numeracy: The school is implementing the **Teaching of Tables Plan** developed by the Maths Team, with a whole-school focus on a **hands-on approach to teaching number**, full staff engagement with the **New Primary Maths Curriculum**, and the use of **digital technology** to support teaching and learning, including recommended Maths apps from the DLF.

Gaeilge: This year, there will be a consistent whole-school approach to **Scríbhneoireacht** using *Turas na Scíbhneoireachta* resources, alongside an agreed staff-wide approach to **Grammadachas** and the use of hardback copies from 4th–6th class. The school will also continue to strengthen **Oral Irish** through a unified approach to the *Feidhmeanna Teanga* plan, promotion of **Gaeilge Neamhfhoirmiúil** across the school, and ongoing use of Gaeilge placemats (3rd–6th) created by the Gaeilge Team to support oral language. All planning in Gaeilge will remain closely linked to PLC learning outcomes.

Wellbeing including the Care Schools Programme: This year, the school is continuing the **Bí Cinéalta** initiative, with a student voice poster displayed in the yards and hall, and extending **restorative practices** to 1st–6th classes using the 3 Rs' approach, supported by **morning circles** in all classes. Wellbeing is being enhanced through ongoing monitoring and investment in yard playground equipment, with a focus on reducing yard behaviours as part of the **Bí Cinéalta** plan. A newly elected **Student Council** will strengthen student voice, while the Restorative Team receives coaching and all staff complete refresher training in the 3 Rs. The school also emphasises the **Care Schools plan** in assemblies, will provide **Parent Circle** training, and prioritises the **Dignity at Work Policy** in Term 1.

Attendance: The school is addressing attendance by supporting reluctant attenders with individual intervention plans for children and parents, sending app notices and regular letters (at 10, 15, and 20 days) to emphasize the importance of attendance, and using Aladdin to notify parents. Current attendance tiers (Tier 1: 51%, Tier 2: 10%, Tier 3: 39%) aim to improve by 2%, helping students attend approximately three more days per year.

Teacher planning and Assessment: The school has created a whole-school Padlet with current resources to support staff planning and assessment. Fortnightly planning includes the learning outcome number and label, specific focus, learning activity, and assessment. This year's focus remains on targeting 1–2 learning outcomes per strand, using engaging activities, and implementing varied assessment methods in line with the assessment plan.

This year, the school is introducing **TAF/TAL** alongside WALT and WILF, and implementing **numeracy journaling** in middle and senior classes. Staff will continue providing regular **feedback through self and peer assessment**, embedding **conferencing, WALT, and WILF** across all classes. All classes will maintain **Seesaw portfolios** for termly assessments, **WOW work walls, two stars and a wish**, rubrics for older classes, and may use **GSuite** for older students.

STEM: This year, the school's priorities include developing a sensory musical space in the garden, applying for an Environmental Sustainable Grant to enhance planting, and implementing the school garden plan in spring. Additional focuses are investing in science resources, updating the school website, reviewing and upgrading IT equipment to support the Primary Curriculum Framework, and creating a children-led school blog to improve communication with the school community.

Inclusion: This year, the school is focusing on inclusive practices, using EAL Oide Pedagogies resources, Discovery engagement to build empathy, and reviewing inclusion across the school to fully involve children from the ASD class in whole-school activities. Strategies include peer buddies on the yard, promoting inclusive learning activities across all subjects, embedding sensory circuits to support emotional regulation, and implementing Universal Design for Learning (UDL) principles to accommodate all learning styles in teaching and planning.

4. Conclusion:

In conclusion, our school remains committed to continuous improvement by enhancing teaching and learning, actively listening to and valuing the voice of every child, and working together as a whole school community. Through this collective effort, we will ensure that our shared vision is not only articulated but truly lived out in the daily experiences of our pupils and staff.