



Loreto College Foxrock

OUR SELF-EVALUATION REPORT 24/25 AND IMPROVEMENT PLAN 25/26

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

- **Student as Independent Learner**
 - Students are highly effective in managing their homework and school work
 - Students are recording homework in the school journals
 - Students are reflecting regularly on their learning in the classroom and are using these reflections to engage in discussions about their learning both in school and at home
 - Students are engaging regularly in peer and self-assessment
- **Differentiation**
 - Support is in place to allow EAL students and students with additional needs to access the curriculum
 - 79.8% of students feel challenged to achieve
 - Students feel supported in their learning both in the classroom and for assignments set for completion outside of the classroom.
- **Collaboration**
 - Staff actively engage in collaboration within subject departments through in-person meetings, Teachmeets and sharing of teaching and learning resources in the digital spaces of Teams and through email.
 - Collaborative practice is also supported through the school's in-house peer observation and Open Door initiatives.
- **Assessment**
 - Regular communication with parents on their daughters' learning progress facilitates addressing issues as they arise in a timely manner
 - Reporting more regularly to parents through both formative and summative reporting methods provided clarity to teachers, students and parents on the progress being made
 - Reports are facilitating conversations between parents/guardians and students about progress in learning
- **Wellbeing**
 - The SPHE curriculum is strong and well planned, it is taught to every class including senior cycle with the required time allocations.
 - There is an integrated curriculum planning approach to the provision of CSPE, PE and SPHE at Junior Cycle.
 - Universal, evidence-based programmes are chosen to teach core social and emotional competence to help children and young people develop coping skills to manage challenges.
 - 94.3% of second years surveyed said they felt that the school encourages them to respect and accept people.
 - 92.3% of fifth years surveyed said they learned about accepting and valuing people's uniqueness and differences.
 - 100% of parents who responded to our survey said they agreed that the school sees health and wellbeing as important.

- The staff survey on wellbeing highlighted that the school has an ethos of respect and acceptance of difference, where all people are valued. They also affirmed that there is a positive approach to behaviour management where issues are resolved with respect, fairness and consistency.

This is what we did to find out what we were doing well, and what we could do better:

- Teaching and Learning Student and Teacher Focus Groups on SSE Target Student as Independent Learner – December 2024
 - Sample student groups from 2nd and 5th Year shared their responses on
 - Questioning
 - Whole School Reflection practices on learning
 - Teacher Focus Group shared responses on the above two areas
- SSE survey on teaching and learning – May 2025
 - issued to sample student and sample parent groups from 1st, 2nd and 5th Year and whole-staff survey.
- Teachmeet Surveys sent to staff in advance of November meeting 2024 and after November meeting 2024 to determine areas of interest for further staff CPD
- Staff CPD records
- Teaching and Learning Group meetings during the academic year
- Student Focus Groups on Wellbeing (specifically on “Belonging” and “Relationships” – December 2024).
- SSE digital survey on Wellbeing – issued to sample student and sample parent groups from 1st, 2nd and 5th Year and whole-staff survey – May 2025.
- Wellbeing modules digital survey to all first and second years and Wellbeing module teachers – April 2025.
- SPHE planning and policy documents.
- Consultation with the Wellbeing Coordinator, Transition from Primary Coordinator and SST Team.

This is what we are now going to work on:

2025-26 will be the third and final year of the current School Self-Evaluation Cycle. We will focus on

- Student as Independent Learner
- Differentiation
- Wellbeing

We will also continue to monitor our progress in the areas of:

- Collaboration
- Literacy
- Numeracy
- Assessment and Reporting
- Digital Teaching and Learning

This is what you can do to help:

- 1st- 3rd Year student journals should be checked regularly to ensure homework is being noted and signed once a week.

- Encourage your daughter to speak to the subject teachers or relevant member of the student support team if there are concerns or difficulties related to learning or any matter related to school life
- Contact the school if you have any concerns relating to your daughter's learning that cannot be dealt with by the student herself.
- Have regular conversations with your daughter about their learning and wellbeing.
- Encourage your daughter to take greater ownership and responsibility for her learning – encouraging her to actively ask questions in class.
- Encourage your daughter to plan her own revision, to set targets and to track her own progress (using the Student Journal).
- Encourage your daughter to pay particular attention to the comments she receives from teachers (formative feedback). Your daughter should be clear on where she is achieving in a subject and what the steps are that she should take to reach her full potential.
- Discuss the value of comment-only feedback with your daughter.
- Discuss reports with your daughter.
- Encourage your daughter to take greater ownership of having a fully charged digital device ready for use in school each day and of taking good care of the device to ensure it is in good working order.
- Encourage your daughter to take learning opportunities outside of the classroom (eg enter competitions in subject areas of interest)
- Engage with parent surveys and all communications related to Teaching and Learning and Wellbeing received from the school.
- Encourage and model reading for pleasure.
- Emphasise with your daughter the importance of having a balanced lifestyle with plenty of exercise, rest and outdoor activities built in.
- Encourage your daughter to get involved with 'Connections Week'. Attend the school to get involved yourself also.
- Discuss the events of 'Connections Week' at home with your daughter and why learning about other cultures is important and worthwhile.
- Ask your daughter about any speakers who visit the school and what they discussed with them. Try to get them to link the presentations and ideas with their everyday struggles. For example: study skills, friendship and kindness and having additional needs.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do:

School time and holidays

The Department requires all post- primary schools to have 166 school days each year.

This year we had 165 school days, from 26th August to 30th May.

The Department sets out a standardised school year and school holidays.

This year we took all our school holidays within the permitted time.

The Department sets out arrangements for parent/teacher meetings and staff meetings. This year we had 6 parent/teacher meetings and 5 staff meetings, all in line with the Department's regulations.

Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down. Our board of management has agreed in writing to do this.

YES

All teachers know about the *Procedures* and we have told all parents about them and how we follow them.

YES

Our Designated Liaison Person (DLP) is Mrs Bernadette Prendiville and our Deputy DLP is Ms Fionnuala Gleeson

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published.

YES

We reviewed (and updated) our admissions policy on:

May 2024

We keep accurate attendance records and report them as required.

YES

We encourage high attendance in the following ways:

- through Pastoral Care System
- clear and regular communication with parents

This is how you can help:

- encourage your daughter to attend school punctually.
- where possible, please arrange dental and medical appointments outside of school hours.
- encourage your daughter to become an active participant in school life both in her learning and in co-curricular activities.

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and children about it. We do this.

YES

Our code of behaviour describes and supports positive behaviour.

YES

We have a very clear and high-profile anti-bullying policy in our school.

YES