



OUR SELF-EVALUATION REPORT AND IMPROVEMENT PLAN 2025-6

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:

- Digital Teaching and Learning
 - Digital tools are embedded in teaching and learning practices across the school, supporting lesson delivery, homework completion and access to learning resources.
 - Students demonstrate a high level of competence in the use of Microsoft 365 applications, including Teams, OneDrive and the Office suite. This is evidenced through effective organisation of subject-specific folders in OneDrive, efficient management of bookmarks for educational resources using the Edge browser, and proficient use of applications such as Word and Excel for academic tasks.
- Student as Independent Learner
 - Students highly effective in managing their online learning on the Teams platform – submission of assignments, downloading notes, creating folders for storage of learning materials, using the platform to catch up due to absence
 - Students are recording homework in the school journals and managing deadlines effectively
 - Students are taking learning opportunities outside of the classroom
 - Students are reflecting regularly on their learning in the classroom
 - Students are reporting higher levels of confidence in asking questions in class (94%)
- Assessment & Reporting
 - Regular communication with parents on their daughters' learning progress facilitates addressing issues as they arise.
 - Reporting more regularly to parents through both formative and summative reporting methods provided clarity to teachers, students and parents on the progress being made.
 - A majority reported having a clear picture of their daughters' progress.
 - Feedback is provided to students by their teacher to help progress their learning.
 - Reports are facilitating conversations between parents/guardians (93%) and students about progress in learning.
- Differentiation
 - Support is in place to allow EAL students and students with additional needs to access the curriculum
 - A majority of students feel challenged to achieve and supported in their learning
- Student Wellbeing
 - High level of parent satisfaction with their child's learning (90%)
 - Parents and students know who to contact if they have a concern (97%)
 - Students report positive relationships with staff (90%)
 - 93.3% of parents stated that their daughter was happy in Loreto College Foxrock

- Literacy
 - Literacy initiatives relating to key terms, spelling and whole-school literacy are embedded in teaching and learning practice.

This is what we did to find out what we were doing well:

- Digital Teaching and Learning

- Monitoring of student progress was primarily undertaken through ongoing, day-to-day classroom assessment, including teacher observation, questioning, classwork, homework and formative feedback.
- Teachers used informal and formal assessment strategies to gauge student understanding, engagement and independence in learning on a continuous basis.
- Staff and student surveys were conducted to gather teacher and learner perspectives on how effectively students are progressing, providing an additional whole-school overview to complement classroom-based evidence.

- SSE survey on teaching and learning- May 2026

- issued to sample student and sample parent groups from 1st, 2nd and 5th Year and whole-staff survey.

- Student Focus groups to discuss SSE targets April 2026

- 2nd Year and 5th Year groups (representative sample of students) met with Leader of T&L and Wellbeing Coordinator to voice their opinions relating to targets

- Staff CPD records

- Deputy Principal sent form to all staff requiring them to fill out CPD record for the year.

- Assessment results from students across the year:

- Class teachers' own records
- Formative and summative reports issued throughout the year

This is what we are now going to work on:
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At the time of writing, the Department of Education and Science has yet to inform schools as regards the next cycle of School Self Evaluation. As a school, on the basis of the feedback we have received, we will prioritise the following area for attention:

- Student as Independent Learner – managing myself – focus group 1st and 2nd Years

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

- Literacy
- Numeracy
- Assessment and Reporting
- Differentiation

As a school we will also actively focus on the national priority of the promotion of wellbeing as advised by the DES inspectorate.

This is what you can do to help:

- 1st- 3rd Year student journals should be checked regularly to ensure homework is being noted and sign once a week
- Check in with your daughter's Teams account to see how they are managing their learning
- Encourage your daughter to ask questions and engage in class
- 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 alone
- Have regular conversations with your daughter about their learning – support and communicate with the school to identify concerns in a timely manner
- Encourage your daughter to take greater ownership and responsibility for her learning.
- Encourage your daughter to plan her own revision, to set targets and to track her own progress.
- Encourage your daughter to pay particular attention to the Formative Feedback (comments) she receives from teachers. 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
- Engage with parent surveys and all communications related to Teaching and Learning received from the school
- Encourage and model reading for pleasure

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, and a **28-hour school week**.

This year we had 166 school days, from 25th August to 29th May. Our school week is 28 hours 50 minutes.

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

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

The Department sets out arrangements for **parent/teacher meetings and staff meetings**. This year we had parent/teacher meetings for all year groups.

There were 4 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: Fionnuala Gleeson
Our Deputy DLP is: Stephen Delahunty

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: Updated 2nd November 2020
Reviewed March 2025

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 students 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

Date: June 2026