



## Our Self Evaluation Report and Improvement Plan 2025/'26

### Introduction

This year marked the final year of our current School Self-Evaluation 3-year cycle. During the first year of the cycle, key targets for improvement were identified across teaching and learning, with a particular focus on enhancing students' learning experiences and engagement.

Throughout the three-year period, the school worked towards these targets through ongoing reflection, collaboration, and review of teaching and learning practices. In the final year of the cycle, attention was given to revisiting the original targets and evaluating progress made, particularly in relation to classroom learning experiences and student participation.

As we move towards the next SSE cycle, the school will continue to build on this work, using feedback and reflection to inform future priorities and support high-quality learning experiences for all students.

### Focus of our School Self Evaluation 2025-2026

In the 2025–2026 academic year, we focused specifically on the area of **Learner Experiences** within the *Looking at Our School 2022* framework. Particular attention was given to ensuring that:

- Students engage purposefully in meaningful learning activities,
- Students grow as learners through respectful interactions and experiences that are both challenging and supportive, and
- Students experience opportunities to develop the skills and attitudes necessary for lifelong learning.

Using the *Looking at Our School 2022* quality framework to guide our work, we focused on moving practice from effective to highly effective across these areas. Through ongoing reflection, collaboration, and review of teaching and learning practices, staff worked to further enhance student engagement, participation, and overall learning experiences throughout the school.

**This is what we plan to do now:**

Building on the work undertaken during the 2025–2026 academic year, our next area of focus will be the continued development and embedding of active methodologies across the school in order to further enhance learner experiences.

Using the *Looking at Our School 2022* framework to guide this work, we aim to continue developing highly effective practice in the area of Learner Experiences. Particular emphasis will be placed on supporting meaningful student engagement, collaboration, participation, and opportunities for active learning within the classroom.

To support this process, we will continue to gather feedback and reflect on practice through student focus groups, staff surveys, and ongoing professional dialogue. This collaborative approach will help to identify strengths, inform future planning, and ensure that learner experiences remain central to teaching and learning across the school.

**Our School Improvement Targets 2026/2027**

Over the coming school year, we will continue to build on the work completed during our School Self-Evaluation process, with a particular focus on improving learner experiences across the school.

Our improvement targets for 2026/2027 are to:

- Embed active learning across all subject areas.
- Increase student participation, collaboration, and discussion.
- Develop students' lifelong learning skills.
- Foster supportive and appropriately challenging learning environments.
- Use student and staff voice to inform improvement.
- Strengthen learner experiences in line with the *Looking at Our School 2022* framework.

### **This is what you can do to help:**

- Encourage your daughter to talk about her learning and school experiences.
- Praise effort, participation, and positive attitudes to learning.
- Encourage your daughter to develop a growth mindset by learning from mistakes in tests, homework, and extra-curricular activities.
- Support regular homework, study, reading, and use of the school journal.
- Review your daughter's reports and assessments with her, affirming her progress and improvements.
- Encourage independence, problem-solving, and active participation in learning.
- Support the school in promoting positive attendance and engagement with school life.

### **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 22nd August to 30th May. Our school week is 28 hours.

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

This year we took all our school holidays within the permitted time. **YES / NO**

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

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 / NO**

All teachers know about the *Procedures* and we have told

all parents about them and how we follow them. **YES / NO**

Our Designated Liaison Person (DLP) is **Gráinne Byrne**

and our Deputy DLP is **Stephen Rhatigan**

#### ***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 / NO**

We reviewed (and updated) our admissions policy on: **16th June 2026**

We keep accurate attendance records and report them as required. **YES / NO**

We encourage high attendance in the following ways: **Attendance is monitored by Year Heads and Form Tutors.**

This is how you can help: **Discuss the importance of school attendance with your daughter.**  
**Ensure your daughter attends school.**

***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 / NO**

Our code of behaviour describes and supports positive behaviour. **YES / NO**

We have a very clear and high-profile anti-bullying policy in our school. **YES / NO**