



Scoil an Chlochair
Convent Primary School

Board of Management Self-Evaluation Report and Improvement Plan 2025/2026

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:

In the 2025/2026 school year, we continued to focus on wellbeing as a core element of teaching and have completed a SSE cycle on this. Our focus was on Culture and Environment. Strategies such as listening ear boxes, FUSE anti-bullying programme were implemented. Family, pupil and staff surveys have been given and have been repeated. It is evident that targets have been achieved and the Wellbeing Framework has been a real working plan across the school. Interventions have been a success and the positive impact of this work is visible in pupil and staff wellbeing. Moreover, a staff member won an award from the DES for Bí Cineálta in the area of promotion of staff wellbeing. The Wellbeing Framework is embedded across the school and the school is ready to move onto other areas.

In relation to Wellbeing, the following areas were identified as effective practice in our school:

- Support for pupils' well-being is prioritised and of a very high standard. Our school strives to develop the full potential of all pupils in a happy, secure learning environment.
- Our school is welcoming and inclusive
- We have a very supportive Leadership and Wellbeing team.
- There is a great range of initiatives and activities for Staff and Pupils e.g. Friendship Week.
- We have many committees for children to have their input and voice heard.
- There are frequent wellbeing events for staff and staff feel valued.
- We have ratified our Bí Cineálta Policy.

Our Digital Strategy Plan is in place until 2027. In Digital Strategy, the following areas were identified as effective practice in our school:

- All teaching staff have laptops which are serviced annually. All classes have smartboards and internet access.
- The school broadband is comprised of a combination of wired and wireless service. This has been upgraded recently to a fibre broadband.
- We have successfully introduced Aladdin Connect, and have a school website, Facebook page, Instagram account and Office 365 in Education for staff and students. Pupils have timetable ICT time. Some pupils have subscriptions such as *Reading Eggs*, *Mathletics/Maths Seeds*, *TTRS Typing*. We continue to embed Aladdin Frame.
- We have updated our Acceptable Use Policy and have ratified a Mobile Phone and Devices Policy.
- Technology is used by staff and pupils in line with the available infrastructure in our school.
- Pupils currently use technology to source information and to communicate. A number of SEN students use laptops, communication devices or iPads to support their learning.
- Staff currently use the Office 365 in Education suite of apps to communicate and to work collaboratively. They use *Aladdin* to record student data, attendance, assessment results, reports and their *Cuntais Míosúla*. Staff use Microsoft SharePoint to share resources, policies, meeting agendas and minutes and to record student's profiles on the Continuum of Support.

In relation to Spelling:

- Teachers prioritised and reviewed Spelling and Word Study as their priority SSE area of focus from the PLC in 2025/26
- Targets for were agreed for our Spelling SIP.
- Staff piloted various spelling strategies.
- Dictionaries were purchased for pupils to use from Third to Sixth Classes.
- Focus put on generating a positive attitude around spellings among the children.
- Teachers endeavoured to develop a skillset among the children – developing skills around how to spell a word, recheck it etc.

This is what we did to find out what we were doing well in the areas of Literacy, Numeracy, Digital Strategy and Wellbeing, and what we could do better:

- We reviewed and evaluated our previous SSE Plans.
- We analysed class based assessments, standardised tests, YARK and WIAT results.
- We conducted surveys of pupils, parents/guardians and staff.
- We gathered information through focus groups.
- We discussed our practices at In-School Management and Staff Meetings to evaluate our current practises and gather information from staff.
- We conducted inventories where applicable.
- We worked with an Oide PLL to help us to evaluate our current SSE practice.

This is what we are now going to work on:

Wellbeing

Moving forward with SSE we will continue to implement our Wellbeing Framework initiatives. We are part of a three-year pilot programme on Wellbeing from the Department of Education. The following are our targets for the 2026/27 school year:

- To continue to embed our Wellbeing targets in our Wellbeing Framework
- To implement our Bí Cineálta Policy in the school going forward.
- To review our Code of Behaviour.

Digital Strategy

We will continue to embed our Digital Strategy plan targets. The following are our targets until 2027:

- To continue to focus on student use of digital technologies to foster active engagement, collect evidence and produce digital content.
- To foster a Whole School Approach to Digital Citizenship and Internet Safety
- To encourage online webinars hosted by Webwise for the adults in our school community on safe practice online for children

Spelling

We will finalise our SIP Spelling Plan. The following are our targets until 2030:

- To develop the children's ability to spell accurately and to transfer these skills to written tasks. This will be evidenced from error analysis on dictation. 5% decrease in errors.
- Teachers will use a variety of strategies to effectively teach spelling. Looking to improve the number of strategies that children say they use when spelling (Evidence from pupil questionnaire)
- To increase the Drumcondra Spelling class average percentile by 1 percentile over the next 3 years.

This is what you can do to help:

- Families can continue to support our wellbeing focus by encouraging healthy routines, positive attitudes to learning, and the use of coping strategies at home.
- Talking positively about school and all areas of the curriculum can help build your child's confidence and resilience.
- Become an active participant in our school community and share feedback with our school throughout the year.
- Review and give feedback our draft school policies.
- Supporting your child's participation in school activities will help them feel empowered and included.
- Promoting regular school attendance will continue to strengthen our shared commitment to pupil wellbeing and success
- Join our Parents Association.
- Stay informed about school through our Aladdin and other media platforms.
- Monitor your child's homework to confirm they have completed their assigned homework.
- Support your child to learn and revise their spelling and word study work by:
 - Support and implement the spelling strategies that are being used in school
 - Encourage independence by enabling your child then check if the word is correct or not
 - Always encourage your child to 'have a go' – take away the fear of being wrong
 - Discuss the words prior to learning and look for words within words or parts that are already known
- Encourage your child to read at home and to discuss their reading with you.
- Supporting your child to join the local library.

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.

1. School time and holidays

The Department requires all primary schools to have 182 school days each year.

In the 2025/26 school year we had 180 school days, from 28th August 2025 to 26th June 2026. We closed on 2 days due to the following: 2 days: Primary Curriculum Framework in-service.

In addition, we facilitated the Summer Programme very successfully for two weeks for our 5 special classes and 48 mainstream pupils for two weeks. It ran from 29th June to 10th July 2026.

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 one session of parent/teacher meetings and 6 staff meetings, all in line with the Department's regulations. Additionally, our SEN and SET teachers met with their families regularly.

2. Looking after the children in our school

The Department requires schools to follow the *Child Protection Procedures* it has set down.

	Yes	No
Our Board of Management has agreed in writing to do this	✓	
All teachers know about the <i>Procedures</i> and we have told all parents about them and how we follow them.	✓	

- Our Designated Liaison Person (DLP) is Sheila O'Connor, Principal
- and our Deputy DLP is Jennifer O'Farrell, Deputy Principal

3. 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.

	Yes	No
We have an Admissions Policy and it is published.	✓	
We reviewed and updated our Admissions Policy on 12 th September 2025	✓	
We keep accurate attendance records and report them as required.	✓	

We encourage high attendance in the following ways:

- o The importance of school attendance is promoted throughout the school.
- o Maintaining a warm and welcoming environment where children and their parents/guardians are made feel valued members of the school community.
- o The use of classroom management and organisational skills that see children take on responsibilities on a daily/weekly/ monthly basis and their contribution recognised.
- o A number of student committees are in place i.e. Student Council, Health and Wellbeing Committee, Active Committee and Green School Committee.
- o Provision of a variety of in school activities, lunchtime and after school clubs such as: Homework Club, Chess Club, School Choir, Football Club.
- o Timetabling for fun, for example, 'Golden Time'.
- o Recognition and awards for students who achieve perfect or near perfect attendance each year.

Raising parental awareness.

- Parents/Guardians of new entrants will be informed during the induction process of the importance of good attendance and of the school's obligations in relation to the TUSLA.
- The school calendar will be communicated to parents/guardians to enable them to plan around school closures.
- Parents/Guardians will be notified when their child has missed 10, 15 and 20 days.
- Parents/Guardians will be informed about attendance through end of year reports and parent teacher meetings.

This is how you can help:

- Ensuring regular and punctual school attendance.
- Notifying the School if your children cannot attend for any reason.
- Discussing planned absences with the school.
- Refraining, if at all possible, from taking holidays during school time

4. 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.

	Yes	No
We do this.	✓	
Our Code of Behaviour describes and supports positive behaviour.	✓	
We have a very clear and high-profile Bí Cineálta Policy in our school.	✓	