



St. Patrick's Classical School

Our Self-Evaluation Report and Improvement Plan

1. Introduction

This document records the outcomes of our last improvement plan, the findings of this self-evaluation, and our current improvement plan, including targets and the actions implemented to meet the targets. As per School Self Evaluation 2023 -2026, our focus is on teaching and learning and wellbeing in our school. [SSE-2022-2026](#)

1.1 Outcomes of our last improvement plan from September 24 to June 25

As per our last SIP, we had several identified targeted areas of focus on the academic year 24/25. These were

- Awareness of effective methods of formative assessment
- Differentiation : best practice in this area
- Maintaining a literacy and numeracy rich environment
- Student voice
- Wellbeing

TL21

A group of 5 teachers and one member of management engaged in a 2 year teaching and learning programme with NUI Maynooth (TL21). The focus of this initiative was to investigate the effectiveness of current teaching and learning practices and to try to develop more **active learning methodologies**.

We carried out student surveys to assess effectiveness and frequency of current practices. We also carried out student focus groups which was in line with our efforts to maximise the inclusion of **student voice** in our planning. The full report, presented at the TL21 final session is available [here](#). presented below are some visual representations of the data collected.



This project also allowed us to investigate elements of **differentiation** and how this is achieved in our classrooms. As part of the TL21 project, we examined various methods of separating students into groups and the scaffolding of group work for various levels.

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *October 2024 to April 2025*. We evaluated the following aspect(s) of teaching and learning:

- Teaching and Learning (Active Learning Methodologies)
- Introduction of Bí Cinealtá Policy

2. Findings

As part of the TL21 project, we investigated the feasibility of a **Peer to Peer Learning Model** to increase **Student Engagement** in one hour lessons. This had been highlighted as a potential area for improvement in recent whole school and subject reports. As mentioned we surveyed students and held a focus group to investigate what were the most effective aspects of teaching and learning in our school. We did this both before and after direct classroom intervention of the Peer to Peer Learning approach.

2.1 This is effective / very effective practice in our school

List the main strengths of the school in teaching and learning.

- Improvement in use of Active learning Methodologies
- Introduction of Bí Cinnealta Policy
- Willingness of staff to get involved in initiatives such as TL21

2.2. This is how we know

List the evidence sources. Refer to pupils' dispositions, attainment, knowledge and skills.

- A follow up inspection of the Maths department noted "Very Good Progress" in 4 out of 5 areas, including the variety and level of engagement of class activities and whole school planning. "Good progress" was also noted in the area of **differentiation** during lessons with praise been given to the increase of SEN teachers with a mathematics degree and the level of communication between the maths and SEN department
- The follow up student survey of the Peer to Peer Learning project found the following
 - 88% of students found P2P Learning was "Very" or "Fairly" Engaging
 - 65% of students scored the P2P learning approach as 7/10 or above in terms of its effectiveness for improving their learning
 - 74% of students who participated in the P2P learning project would like to see more students use this approach
- In the production of the school Bí Cinealtá Policy, the school undertook a survey of Staff, Students and Parents. The full results are available [here](#). In light of the schools focus on wellbeing, the following results are of particular note
 - 96.9% of students feel safe at school
 - 97.2% of students feel that they have an adult they can approach if they witness bullying
 - 100% of parents feel that their son feels safe at school
 - 98.8% of parents feel that the school is committed to dealing with incidents of bullying

2.3 This is what we are going to focus on to improve our practice further

Specify the aspects of teaching and learning the school has identified and prioritised for further improvement.

- Continued focus on Active Teaching and Learning Methodologies, with the intended expansion of this to all subject departments by Christmas 2025
- The formation of a new Teaching and Learning team under the direction of Mr Ciaran Murphy (Newly appointed Teaching, Learning and SSE Coordinator)
- Embedding of the Bi Cinnealta policy and procedures around bullying behaviour.
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Our Improvement Plan

Timeframe of this improvement plan is from [Sept 2025] to [June 2026]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Formation of New Teaching and Learning Team	To form a team at the opening staff meeting of Academic year 2025	Ciaran Murphy	This team will be responsible for informing the direction of teaching and learning in St Pats		
Expansion of Active Learning Methodologies to all Subject Departments	The Teaching and Learning Team will meet to discuss how best to implement active learning in each subject department.	Teaching and Learning Team	All subject departments have produced a report of their plans to implement an active learning methodology in their subject for academic year 25/26		
Further elevation of student voice and feedback in the direction of school policy and goals	SSE posters will be placed around the school to make students more aware of the SSE process and how they can engage in this process	Ciaran Murphy	Student Voice is adequately captured and represented.		
Whole-Staff Training: At the start of each year remind all staff (teachers, SNAs, administrative staff, ancillary staff) of the school Bi Cinealta procedures.	A presentation at the first staff meeting . Teacher guidelines and infographic to be added to teacher journal.	Sinead Bannon	The staff will have an Understanding different forms of bullying. Recognise signs of bullying. Know our Reporting procedures and Intervention strategies. Support victims and perpetrators. Promote a positive school climate in their classrooms..		

Student/parent/staff Voice	Establish formal and informal channels for feedback from students, staff, and parents on the effectiveness of the procedures.	Sinead Bannon Colette O'Brien	Include two student representatives on the school anti bullying committee, Each year head conducts a BI Cinealta survey each term, member of management liaises with the parents council .		
Clear Reporting Pathways:	Reporting pathways shared with and taught to staff, students and parents. Student Friendly 'Bi Cinealta' posters placed in every classroom/corridor.	Sinead Bannon Colette O'Brien	Ensure that students, staff, and parents are fully aware of the clear, accessible, and confidential mechanisms for reporting bullying incidents. This includes designated staff members, reporting forms, and digital platforms e.g. QR code		