



St. Patrick's Classical School

Our Self-Evaluation Report (2025/26) and Improvement Plan (2026/27)

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 2025 to June 2026

As per our last SIP, we had several identified targeted areas of focus on the academic year 25/26. These were

- Reformation of T&L Team → achieved
- Expansion of Active Learning Methodologies → achieved partially/strong progress
- Increased student voice → achieved through surveys but SSE Posters not put up. Methods of achieving greater student input into SSE will be reviewed and **potentially included in next Years Student Journal**
- Staff collaboration → achieved through TeachMeets
- Department planning → achieved through sharing
- Share Bí Cinnealta Policy and Practices with Staff → Achieved
- Establish formal and informal channels for feedback from students, staff, and parents on the effectiveness of the procedures-achieved

1.2 The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period *August 25 to May 2026* We evaluated the following aspect(s) of teaching and learning:

- T&L Review of Year
- Departmental Collaboration and Ownership
- SSE evidence gathering through student, parent, and teacher feedback
- ADHD Essentials Training and its impact on inclusive classroom practice
- Differentiated Learning approaches highlighted through the French Subject Department Inspection

2. Findings

Throughout the 2025–2026 academic year, the school continued to build on the Teaching and Learning priorities identified in the previous School Improvement Plan. A particular focus was placed on the further embedding of Active Learning Methodologies across subject departments through a collaborative departmental and bottom-up approach to school improvement.

The formation of the Teaching and Learning Team allowed for increased collaboration, professional dialogue, and sharing of classroom practice throughout the school. Departments engaged in reflective discussion around teaching methodologies and were supported in selecting and implementing Active Learning approaches appropriate to their own subject contexts.

As part of this process:

- Active Learning Methodologies such as Hot Seating and Peer-to-Peer Learning were demonstrated during staff Teaching and Learning presentations.
- Subject departments engaged in collaborative planning and reflection around the implementation of Active Learning strategies.
- Interdepartmental TeachMeet sessions provided opportunities for staff to share examples of successful practice and discuss challenges relating to implementation.
- Student, parent, and teacher surveys were conducted to gather SSE evidence regarding teaching and learning practices across the school. (Full Details in teaching and learning report)
- A Professional Learning Group explored Peer-to-Peer Learning in greater detail and subsequently shared their experiences with colleagues through TeachMeet sessions and professional discussion.

2.1 This is effective / very effective practice in our school

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

- Increased use and visibility of Active Learning Methodologies across subject departments.
- Strong staff collaboration, professional dialogue, and sharing of classroom practice through departmental meetings and TeachMeet sessions.
- Positive student engagement and response to methodologies such as Peer-to-Peer Learning, group work, discussion, and Hot Seating.
- A successful bottom-up approach to school improvement which encouraged departmental ownership, teacher leadership, and reflective practice.
- Continued focus on inclusive teaching practices, differentiation, student voice, and whole-school Teaching and Learning development.

2.2. This is how we know

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

Evidence from Student, teacher and student feedback

- Teachers rated their own use of Active Learning Methodologies as increasing from **6.3/10 in November to 7.6/10 in April**.
- Approximately **71% of teachers** reported either a small or large increase in their own use of Active Learning Methodologies throughout the year.
- Approximately **two-thirds of students** reported noticing either a small or significant increase in the use of Active Learning within lessons.
- **88% of departments** discussed Peer-to-Peer Learning during TeachMeet sessions.
- Student feedback indicated positive responses towards methodologies such as Hot Seating and Peer-to-Peer Learning, particularly in relation to student engagement and understanding of lesson content.
- Survey analysis identified Peer-to-Peer Learning and group work as dominant factors contributing to successful Active Learning experiences.
- Student open-response feedback identified Active Learning, Peer-to-Peer Learning, reduced note-taking, and greater classroom engagement as key areas students would like the school to continue developing
- Parents rated their satisfaction with the standard of teaching and learning at an average of **8.1/10**.
- Approximately **72% of parents** rated teaching and learning in the school as **8/10 or higher**.
- Parents identified:
 - positive classroom atmosphere,
 - teacher feedback,
 - clear learning intentions,
 - and Active Learning approaches
 - trust in teachers' professional judgement when trialling new teaching methodologies
- 13 Staff members completed the ADHD essentials training which was undertaken to make our school an ADHD friendly school this year. This programme is designed to help schools build a greater understanding

and acceptance of ADHD and provides practical strategies for supporting students – whether diagnosed or suspected.

- [French Subject Inspection Report](#)

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.

- Further Embed Active Learning Practices across the school
- Increased Student Voice in SSE Process.

Recommendations from French Inspection Report that can be applied to wider subject departments

- Teachers should communicate clear and concise differentiated learning intentions and success criteria, and include strategies to review students' understanding and facilitate reflection.
- Teachers should develop more detailed units of learning that include targeted activities for each language skill, specific assessment strategies, and differentiated approaches to address diverse student strengths and needs

Our Improvement Plan

Timeframe of this improvement plan is from [Sept 2026] to [June 2027]

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Increasing Student Voice in SSE	Including a QR code to a Google Form in student Journal which will allow any student to feedback suggestions on how to improve school life	Mr Ciaran Murphy	Student feedback mechanism available throughout the year; feedback reviewed termly; evidence of student suggestions informing SSE or school improvement where appropriate.	Form Included in Student Journal for academic year 26/27.	Yes
Build on Teaching and Learning initiative to again promote use of active learning methodologies	-Demonstrate a further 1 or 2 active learning methodologies for staff at the outset of the school year. Ongoing Support and asking teachers to share evidence of practice at staff meetings.	Teaching and Learning Team	Teachers increase their use and range of Active Learning Methodologies, evidenced through further student/teacher surveys and examples of classroom practice.	“Think Connect Reflect” Active Learning Methodology Presented to staff and suggested as whole school initiative Posters Place in classrooms around School	
Improve Subject Department Planning	Teachers should develop detailed units of learning that contain learning outcomes, differentiation, assessment strategies, and embedded links to resources. Additionally, each unit should contain reflections from individual teachers to facilitate an annual review and to allow for targeted planning in line with the particular needs of each teaching group	Shared with Subject departments to Implement in their subject plans	Agreed planning approach implemented across departments; completed units demonstrate learning outcomes, differentiation, assessment, resources and reflection.		
Sharing of Differentiated Learning Intentions from all lessons	Teachers should communicate clear and concise differentiated learning intentions and success criteria, and include strategies to review students’ understanding and facilitate reflection.	Communicated by T&L coordinator and applied by individual teachers	Evidence of differentiated learning intentions and success criteria across subjects, with increased consistency identified through review and feedback.	Shared by T&L Coordinator in Carousel Style Workshops at the outset of the year.	

Achieve a whole school ADHD Champions status and become an ADHD Champion School	Train all teachers in the essential ADHD Friendly Schools Programme in 2026/27	Ms Sarah Crosby Ms Sinead Bannon	Students experience an inclusive, supportive, and understanding learning environment Students feel understood, regulated, and supported in their learning Teachers to use inclusive methodologies and differentiated strategies	Strengthen whole-school consistency by reviewing behaviour systems and routines through an ADHD lens, replacing punitive loops with skill-building, restorative support.	11 teachers completed the ADHD Friendly Schools Programme to date.
Child Safeguarding		Ms Sinead Bannon		Create a Student Friendly Document	School Policy and Practice to reflect the new 2025 Guidelines

Introduce 1:1 Device <i>Learners are central to this Strategy. No one should be left behind and it is critical that all learners are provided with meaningful opportunities to benefit from new technologies to support their education in an environment that supports and delivers modern teaching practices. The Digital Strategy for Schools to 2027</i>	● Improve Educational goals such as digital literacy, blended learning, L.C reform research. ● Device ownership model- parent purchase and school controlled ● Sustainability timeline (minimum 3–4 years)	Ms Sinead Bannon Mr John Kenny Mr Paul Byrne		Surveys sent to all stakeholders Results analysed and project delayed based on feedback from parents Providers Wriggle and Olive consulted.	Re-visit the proposal in 2026/2027
Targeted Intervention to Achieve Higher School Attendance	Full Plan Outlined Below	Senior Management Year Heads Class Tutors SEN and Guidance Dept Student Council			

School Improvement Plan- Attendance

Period *Dec 2025 to May 2026.*

TARGETS

- The targets for improvement we have set
- The actions we will implement to achieve these
- Who is responsible for implementing, monitoring and reviewing our improvement plan
 - How we will measure progress and check outcomes (criteria for success)

Strategy/ Targets	Persons/ Groups responsible	Action to achieve	Targets Achieved
Whole School Positive Message	Management Year heads Tutors Subject teachers, Student Council	Intercom announcements Newsletters App messages to parents Regular reminders to students from year heads/tutors/subject teachers	Practiced all year Achieved
Attendance Certs	Ms Bridget Hogan Mr Eddie Murphy Senior Management	Notify students and parents of the reward for 90% Perfect attendance Attendance reset after Christmas	Easter Awards & May Awards Achieved
Parent/teacher meetings	Ms Claire Brady Mr Mark Donnelly	Booklet provided to parents 1st and 5th year PT's	Achieved
Parent Reminders by App/other-focus on Parent Responsibility	Management , Year heads, Student Council New Term reminders - Ms Sinead Bannon	Create awareness across the school community	Achieved

Newsletter	Ms Sinead Bannon	Simple reminder in newsletter	Achieved each term
EWO School visit	Mr Fergal Monaghan, Mary O Brien	Invite EWO in to speak with staff/parents	To be reviewed in upcoming Year
Updated Attendance Policy and School Strategy	Management	New additions added to school policy in Nov 25	Completed
Expanding TY numbers	Discussed at meeting		TY numbers expanded to 100 in May 2026