

Scoil Phádraig

Self-Evaluation Report and Improvement Plan

June 2025

Introduction

This document records the engagement of the teaching staff of Scoil Phádraig with Circular 0056/2022 School Self-Evaluation (SSE): Next Steps (September 2022-June 2026). It documents the steps of this self-evaluation and our current improvement plans, including the targets and actions identified through the process.

SSE STEP 1: The focus of this evaluation

We undertook self-evaluation of teaching and learning during the period (*January 2025 - June 2025*). Prior to beginning this cycle of SSE, senior management met with the School Cigire in December 2024 and the focus of the process was discussed as part of the consultation. Important considerations included the following:

- The current School Self-Evaluation Cycle brings all schools up to June 2026
- Wellbeing is a key area for development - it is mandated in the SSE guidance that the Wellbeing Framework must have at least a 1 year SSE cycle
- The implementation of the new Primary Maths Curriculum is also a key priority

The whole staff met in January 2025 and agreed to use the SSE process to develop improvement plans for Wellbeing and Maths. With the introduction of the new Bí Cineálta Anti-Bullying Procedures, it was also agreed to develop an Anti-Bullying Action Plan to support the introduction of the new procedures.

SSE STEP 2: Data Gathering

The In-School Management (ISM) Team met fortnightly throughout the initial steps of the process. Prior to beginning the data gathering, the ISM engaged in reflective exercises using the Wellbeing in Education Framework for Practice. The ISM team worked in three teams (Wellbeing Team, Maths Team, Anti-Bullying Team) and carefully designed user-friendly online surveys. Data was collected through the various surveys in March/April 2025.

SSE STEP 3: Analyse Data and Make Judgements

The ISM Team analysed the Google Forms data and made judgements at a number of team meetings in May and June 2025. Charts and mind mapping were used by each team to organise the data and discuss the key areas for improvement.

SSE STEP 4 – Write and Share an Improvement Plan

Our Improvement Plans are a result of all the work completed during Steps 1-3 of the School Evaluation Process and are based on the data gathered. Each plan includes:

- 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)

As we implement our improvement plan we will record:

- The **progress** made, and **adjustments** made, and **when**
- **Achievement of targets** (original and modified), and **when**

SSE STEP 5: Put Improvement Plan into Action

The Improvement Plans for Maths and Wellbeing, along with the Action Plan for Bí Cineálta will be implemented from September 2025 and will run for a 1 year cycle. Each plan will be presented to all staff at the first staff meeting of the year, which is scheduled for the 27th August 2025.

SSE STEP 6: Monitor Actions and Evaluate Impact

The In-School Management Team will monitor the implementation of each plan and the roll out of each of the actions. Progress will be discussed monthly at an ISM Meeting. Feedback from teachers, pupils and parents will be sought in order to determine if the targets and actions require adjusting or reframing.

Scoil Phádraig - Maths Improvement Plan - September 2025 to June 2026

Targets	Actions	Persons / groups responsible	Criteria for success	Progress and adjustments	Targets achieved
Teachers' Individual Practice 1. All teachers will incorporate the new Maths planning template in their fortnightly plans by the end of September 2025	Planning template available on Google Drive and email to teachers individually Sample template available for reference	Class Teachers Ms. Shannon Murphy (Maths Coordinator) – email and sample	Evidence of PMC language in teacher Cuntas Míosúla	Systematic review of Maths section of Cuntas Míosúla Regular review of implementation at ISM Team Meetings Discussion with all teachers at Staff Meetings Amend plan based on feedback	
Teachers' Collective Practice 2. Teachers will plan as a year group, including SET teacher, the first Wednesday of every month	Croke Park: 1 hour monthly dedicated to planning	Management Ms. Corley– Croke Park Coordinator	Collaborative Teacher engagement as per Croke Park schedule		
Pupil Learning Experiences 3. Every classroom has a minimum of 4 Maths trays that can be used daily	Maths trays including: lollipop sticks, cubes, hundred squares, whiteboards, blank number lines etc.	Ms. Shannon Murphy and Ailish Class Teachers ISM Team	Tracking availability and use of Maths trays in classrooms Evidence of use of concrete materials in planning and cuntas míosúla		

Scoil Phádraig Whole-School Wellness Improvement Plan September 2025 to June 2026

Targets	Actions	Persons/Groups Responsible	Criteria for Success	Progress and Adjustments	Targets Achieved
Physical Wellness 1. Improve fundamental movement skills 2. Promote healthy eating habits	Implement a PE programme The Daly Exercise Integrate daily movement breaks beyond yard time Promote outdoor games and active learning Include nutrition lessons in SPHE curriculum Organise healthy lunch campaigns Share information packs and tips with parents	Ms Mortimer – Wellbeing Coordinator Mr. Minnock – Sports Coordinator Class Teachers SNAs Parent Body	Observable improvement in physical skills and fitness Increase in healthy snack consumption Positive feedback from students and parents	Termly Review by Sports Coordinator Adjust based on student/parent survey feedback	
Emotional & Mental Wellness 3. Support Emotional Literacy and Resilience 4. Embed mindfulness and stillness	Daily emotional check-ins using simple mood charts Weekly circle time to discuss feelings and friendships Teach calming strategies (breathing, positive self-talk) 5-minute daily mindfulness sessions Create “calm corners” in each classroom	Class Teachers SNAs ISM Team Ms. Mortimer – Wellbeing Coordinator	Students demonstrate increased self-regulation Improved classroom behaviour and transitions	Staff discussions at each staff meeting to refine strategies Include student voice in emotional wellbeing evaluation	

Targets	Actions	Persons/Groups Responsible	Criteria for Success	Progress and Adjustments	Targets Achieved
Social Wellness 5. Foster positive peer relationships 6. Celebrate diversity and inclusion	Set up a buddy system between junior and senior classes Introduce social skills games and collaborative tasks Deliver anti-bullying workshops and assemblies Organise Cultural Celebration Days Use inclusive books and visual displays Highlight different languages and traditions	Ms. Mortimer – Wellbeing Coordinator SET/EAL Teachers Class Teachers SNAs Student Council	Decrease in conflict incidents Enhanced sense of belonging and representation	Review inclusion goals termly Track behaviour and peer interaction reports	
Whole-School Community Wellness 7. Wellness Week (every September) 8. Support Staff Wellbeing	Themed days: “Fuel Your Body”, “Calm Your Mind”, “Kindness Counts” Involve local professionals (eg. Nutritionists, yoga teacher etc. Family wellness challenges and poster competition Improve staffroom environment Organise staff wellness activities (walks, yoga etc.) Encourage shared planning and peer support	ISM Team All Staff Parent Body Principal	High student and staff engagement Continued wellness activities throughout the year Positive feedback in staff and pupil surveys	Annual Wellness Week survey and review Termly staff wellbeing check-ins	

Scoil Phádraig Bí Cineálta Action Plan September 2025 – June 2026

Targets	Actions	Persons/Groups Responsible	Criteria for Success	Progress and Adjustments	Targets Achieved
1.Create a designated safe space for students who would prefer to be in a different environment during break time	Provide a supervised indoor Games Club for all students from 1 st – 6th classes, staffed by at least one adult per break	Designated staff member rostered onto Games Clubs	Children report that they feel happier/safer on break – check this by surveying children attending the Games Clubs	Termly Review by Anti-Bullying Coordinator Staff discussions at each staff meeting to refine strategies	
2.Use structured playground games during yard time to encourage positive social interaction and minimise disruptive behaviour	Teach the children playground games during the month of September. Provide equipment where necessary. Restructure yard space to allow all students to access 4 Squares	Restorative Practice (RP) Buddies (who have been trained by staff). Teacher on yard SNA on yard	Children are more engaged and involved in games on yard – monitor this with teacher observation and RP Teacher Check-Ins during circle time	Adjust targets & actions based on student/parent survey feedback Track incident logs and behaviour reports	
3.Implement consistent rules for the school community to follow across all yards	Agree and inform all of the school community (staff, children, parents) of the yard rules. Yard rules displayed throughout the school. Yard rules and consequences explained to all children at assembly.	Principal Deputy Principal Teachers SNAs	Improved behaviour on yard – monitor with teacher observation Check-in at ISM and Whole-Staff Meetings Survey students each term		