



St Kieran's College
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School Self Evaluation Report and Improvement Plan

2025 - 2028

Introduction

School Self Evaluation (SSE) is a process that schools all over the country are currently engaged in. It is a “collaborative, inclusive, and reflective process of internal school review”.

The process of School Self Evaluation involves gathering information from a range of sources about the quality of teaching and learning in our school, and then making decisions. It culminates in the development of a School Improvement Plan which sets targets for improvement in certain areas.

This school self evaluation report is based on findings at the end of the academic year 2025-2026, into continuous improvement of teaching and learning.

School Context

St Kieran’s College, as Ireland's oldest all-boys Catholic Secondary School, continues its founding aim of the pursuit of real excellence in education and formation, in the light of the Gospel, so as to allow all our students to realise the fullness of their potential. Academically, spiritually, physically and emotionally our students are encouraged to strive for all that is possible in the relentless pursuit of perfecting their individual gifts and talents. In so doing they bring to life the joy intended by our motto, “Hiems Transiit”, for themselves, those they love and the community where they will live, serve and lead.

Outcomes of our last Improvement Plan 2022-2025

Target Areas Identified in SIP 2025

- We conducted surveys to identify strengths and target areas for improvement within the four key areas of Wellbeing Promotion. One area identified was the timetabling of exams and the effects it had on wellbeing. The timetabling of exams was reviewed and adjusted accordingly.
- Identify one key area for improvement, and subsequently use the indicators of success to highlight areas of 'effective practice for all' and 'effective practice for some and few' in the key area.
- Use quantitative and qualitative feedback to set targets for improvement and inform our school improvement plan.
- To set up a wellbeing team.
- To encourage use of formative feedback in setting goals for improvement amongst students.
- To involve students in the creation of success criteria as a class group.
- To further embed reflection in learning and teaching.

Methodology used in School Self-Evaluation Report and School Improvement Plan

This School Self-Evaluation Report and School Improvement Plan is based on data gathered through both qualitative and quantitative methods. This included:

- Parents' online survey
- Student online surveys
- Student questionnaires
- Focus group discussions with students
- Focus group discussions with Students' Council members
- Teachers' online surveys
- Staff discussion.

Summary of the main strengths

The following actions have taken place in the last three year period:

- Teachers involved students in the creation of visual displays of the wellbeing indicators.
- Staff engaged in a workshop on 'Wellbeing in the school community'.
- The timing and scheduling of in-house exams was revised.
- Teachers were surveyed and students engaged in focus group discussions to gauge progress in meeting the goals and targets of the 2022-2025 SSE cycle.
- Further evaluation of progress within the school in the area of formative feedback and formative assessment strategies was carried out.
- A whole school approach has been adopted in encouraging students to use formative feedback to set themselves goals.
- Teachers are involving students more in the creation of success criteria.
- Reflective practice strategies have become a more integral part of teaching and learning.
- A whole school approach has been adopted in increasing awareness of the wellbeing indicators.
- An investigation of the promotion and review of wellbeing was initiated - stakeholders were surveyed and feedback used to set targets for improvement.
- Feedback on assessment strategies within our school was gathered from stakeholders.

AFL/Assessment and Reporting

Learning intentions.

- Recent surveys highlight that the majority of students are familiar with the term and understand the purpose of learning intentions.
- Following a staff survey in May 2025, it was noted that most teachers would like to have a specific space in the classroom to make it easier to share learning intentions with students.

Formative feedback

- Formative Feedback on termly reports has significantly improved as per management and teacher observations.

Flipped Classroom

- Two members of staff have been trained in the "flipped classroom" approach to teaching and learning. These staff members will share their learnings with staff and the approach will be piloted and reviewed by the PLG.

Reflection

As observed by teachers and members of the PLG, reflection is becoming a more regular part of teaching and learning, particularly in the case of class groups completing CBA's. The addition of the reflective log (academic year 2025-26) will hopefully encourage more reflection among students.

Remote/Online learning and teaching strategies

Google classroom has become an integral part of teaching and learning across the school community, with most teachers using it on a regular basis to communicate with students regarding classwork, homework and extra - curricular activities. Online surveys, questionnaires and projects are regularly used amongst teachers and students.

Homework

A collaborative approach amongst subject departments in relation to homework distribution and frequency was adopted in the review of the homework policy. Parents, students and staff were consulted in carrying out the review and feedback received informed the updated policy.

Summary of main areas requiring improvement

- Wellbeing wheels will be introduced in all classrooms following a successful trial period (2025-2026).
- Subject Departments will implement the use of AI strategies into their plans and will review their effectiveness. (May 2026)
- Students will take part in activities/workshops to help familiarise themselves better with the wellbeing indicators.
- Students and parents would like a school tracksuit in addition to school uniform for day trips/sports events etc (student council survey April 2025 and third year parent survey May 2025).
- All school stakeholders were last surveyed on wellbeing in 2022. This data should be updated to reflect the current school community. All stakeholders should be surveyed in the next 12 months (from May 2025).
- Teachers would like an area (small whiteboard) in the classroom specific for the sharing of learning intentions and are open to new ideas to encourage student wellbeing in the classroom (teacher wellbeing survey May 2025).
- The addition of ping pong tables will hopefully benefit student wellbeing (student council discussions 2025).
- In an effort to improve school wellbeing, student toilets will be renovated.
- Teachers believe that the addition of a reflective log in homework journals would help encourage more reflection among students (teacher wellbeing survey May 2025).
- Both first year students and staff members feel first years would benefit from a digital strategies module (1st year student survey May 2025 and teacher wellbeing survey May 2025).

Part Two: School Improvement Plan

Actions and Targets for the School Improvement Plan 2025-2028:

Teaching and Learning - Assessment for Learning

- To encourage use of new “learning intention” whiteboards in classrooms.
- To include a reflective log in students’ journals.
- To explore a first year I.T. class specifically targeting digital awareness.
- To pilot the “Flipped Classroom” approach to teaching and learning with PLG.
- To express our interest in being a pilot school for the “Digital Portfolios: Activating Learner Agency” initiative coordinated by Oide.

Timeframe for action

2025-2027

Review Date

March / April 2027

Wellbeing

Actions Required

- Survey all stakeholders in relation to wellbeing.
- Introduce a school tracksuit for transition year students. If successful, this will become a whole-school uniform for matches/school trips.
- Position ping pong tables in student social areas that can be used at breaks and lunchtimes.
- Encourage the use of reflection logs in students journals.
- Explore the possible introduction of a Wellbeing Wheel in every classroom.
- Improve school social areas, bathroom facilities and pitches.
- Meet standards required by NEART to receive “Wellbeing Champion” award.

Timeframe for action

2025-2027

Review Date

March / April 2027