



**St Andrew's College**  
School Self-Evaluation Report

**Evaluation period: August 2016-May 2017**

*Report issue date: June 2017*

# **St. Andrew's College**

## **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 we will implement to meet the targets.

#### **1.1 School context**

St Andrew's College is a fee-paying co-educational secondary school under the trusteeship of St Andrew's College, Dublin Ltd.

Founded originally in 1894 by the Presbyterian community as a boys school, it has grown substantially since it moved to Booterstown Avenue in 1973 and began operating as a co-educational school.

The school is currently at maximum capacity with an enrolment of 999 students. The school has a strong international dimension, with twenty-five percent of its students coming from abroad, which creates a unique multi-cultural learning community.

#### **1.2 Outcomes of our last improvement plan from September 2016 to June 2017**

##### **Literacy**

Continued implementation of our previous strategies and initiatives as well as the addition of several new initiatives, such as the Accelerated Reader Programme piloted this year in the library. The main focus was the inception of the student-led literacy committee which has been a great success and student voice will be the cornerstone for our Literacy Programme going forward.

##### **Numeracy**

###### **First Year students**

- 6% of students are using the library as a resource to supplement their progress in areas of numeracy
  - Increase this to 15%
- 72% of students are not using the internet as a valuable resource for numeracy progression (This figure has increased over the academic year)
  - Decrease this to 50%
- 89% of students feel that when receiving help from parents/guardians different methodologies are employed leading to confusion
  - Reduce this to 80%
- Only 14% of students feel that teachers utilise ICT to better numeracy in the classroom (Increase of 4%)
  - Increase this to 20%

## **ICT:**

### Summary of 2016/17

We have:

- Introduced an induction for First Year students on basic skills and using ICT.
- Re-surveyed Second Year students (original focus group) on use of ICT and basic skills.
- Ran an ICT challenge for 2nd year based on the use of basic skills.
- Continued to seek feedback on integration of ICT basic skills through subject departments.
- Conducted a teacher survey on the use of ICT and CPD.

### Plan for 2017 / 18

We plan to:

- Continue the induction for First years on basic skills and using ICT with a possibility of extending this into a digital literacy module.
- Continue to collect feedback from departments on student use of ICT and basic skills of original focus group.
- Provide CPD training for teachers within individual departments in areas of ICT based on the teacher survey.
- Provide informal teach meet sessions to share use of ICT subject specific practice among peers.

## **Assessment**

### Summary of 2016/17

We have:

- Invited staff to volunteer for an Assessment committee
- Committee met with a representative from the PDST who went through the SSE process
- Committee chose to focus on feedback on written work as an area for improvement
- Staff survey created focusing on AFL techniques and feedback in detail
- Data to be collated by end of term

### Plan for 2017/18

We plan to:

- Survey students on AFL techniques and feedback on written work
- Establish a focus group of students to further investigate and provide student perspective on formative feedback
- Use data gathered to set targets for feedback
- Devise strategies to help both teachers and students accomplish this goal
- Collate information on AFL/feedback practices that staff currently use and share with entire staff

Explore possibility of CPD/teach meet sessions on AFL and formative

### **1.3 The focus of this evaluation**

We undertook self-evaluation of teaching and learning during the period *(month/year)* to *(month/year)*. We evaluated the following aspect(s) of teaching and learning:

- The basic skills of both First and Second Year students
- Staff acquisition of basic skills

## **2. Findings**

### **2.1 This is effective / very effective practice in our school**

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

#### Whole School

- Strong commitment by staff to the use of ICT to enhance teaching and learning
- 81% of staff use ICT to a great extent in their teaching.
- Excellent ICT resources in classrooms and access to mobile devices.
- Student access to ICT resources in the library

#### First Year Students

- 86.1% of students are confident and like using ICT if they know what they are doing.

#### Staff

- 52.5% of staff use ICT very frequently
- 92% use Microsoft Word frequently or often
- 75% use PowerPoint frequently or often

### **2.2. This is how we know**

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

- Student survey 2016 / 2017
- Staff Survey 2017
- Increased number of both students and staff using one drive
- Increased number of students using email and other applications
- Feedback from staff through surveys
- Surveys should show increased use of one drive for both communicating with teachers but also collaboration with students.

### **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.*

- The need to increase the frequency of use of ICT among students who say they seldom/never use their school email, one drive and mobile devices.
- The need to increase the competency of use among those students who say they are 'not good/don't know' with regard to what are outlined as basic skills.
- Staff CPD
- Designated activities using basic ICT skills – as determined by departments.

### 3. Our improvement plan

On the next page we have recorded

- 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**

## Our Improvement Plan LITERACY

*Timeframe of this improvement plan is from August 2015 to May 2016*

| Targets  | Actions   | Persons / groups responsible  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Continued promotion of interest in reading among all Junior Cycle students through literacy initiatives.</li> <li>• Provide more opportunities for students to learn in class in small groups</li> <li>• Encourage pre-teaching of key vocabulary</li> <li>• To introduce further Assessment for Learning (AfL) techniques in order to improve levels of motivation, learning and student engagement.</li> <li>• To increase use of the College library</li> <li>• To continue to purchase a wide variety of books, magazines and newspapers as well as e-books.</li> </ul> | <p>To continue to implement cross-curricular Literacy strategies e.g. Keywords, Drop Everything and Read, Guess who's reading, Book of the Year etc.</p> <ul style="list-style-type: none"> <li>• To implement library specific initiatives such as Blind Date with a Book, Reading Challenge, etc.</li> <li>• To link with other events in the school – specifically the History Dept run 1916 celebrations</li> <li>• To further develop AfL strategies</li> <li>• To continue to encourage participation in Book Club, Writing Club, Grapevine, Debate Club, etc.</li> <li>• To continue to share literacy resources with subject coordinators to illustrate examples of good practice and further increase awareness</li> <li>• To utilise the literacy noticeboard in order to raise awareness of current initiatives</li> <li>• Subscription to Accelerated Reader - a progress monitoring tool designed to motivate students to practice their reading through success.</li> </ul> | <ul style="list-style-type: none"> <li>• Headmistress</li> <li>• Deputy Principals</li> <li>• Literacy Link Teacher</li> <li>• Literacy Core Team</li> <li>• Subject Teachers including coordinators of Debate Club, Book Club and Creative Writing Club</li> <li>• College Librarian</li> <li>• PTA</li> </ul>   |
| Criteria for success   | Progress and adjustments  | Targets achieved  |
| <ul style="list-style-type: none"> <li>• Student feedback via survey second year students in May 2016.</li> <li>• Staff feedback.</li> <li>• Increased number of students borrowing in library.</li> <li>• Increased group work utilised in the classroom.</li> <li>• Literacy Noticeboard used in Collen building.</li> <li>• Increased numbers involved in student clubs.</li> </ul>   | <p>Progress overall very positive. Increased awareness of whole school literacy initiatives due to work of Literacy Core team and inclusion of Literacy presentation at incoming parents' evenings.</p> <ul style="list-style-type: none"> <li>• Surveys at end of term had their own ICT challenges but the results were positive:</li> <li>• Students who did not read for enjoyment target of 18% was recorded at 10.1% which was an excellent result.</li> <li>• We felt that the measurement of students visiting the library was inaccurate as they have specific library classes and this did not measure autonomous engagement and instead changed the parameters to positive attitude towards the library</li> </ul>   | <p><b>Reading for enjoyment</b></p> <p><b>2013</b></p> <ul style="list-style-type: none"> <li>• 23% of students did not read at all for enjoyment</li> <li>• Target was to decrease to 18%</li> </ul> <p><b>2016</b></p> <ul style="list-style-type: none"> <li>• 10.1% do not read for enjoyment</li> </ul> <p><b>Group work</b></p> <p><b>2013</b></p> <ul style="list-style-type: none"> <li>• 13% of students get a chance to learn in class in small groups (3 or 4)</li> <li>• Target was to increase to 18%</li> </ul> <p><b>2015</b> – not reassessed in 2016 due to success of previous result</p> <ul style="list-style-type: none"> <li>• 40% of students get a chance to learn in class in small groups (3 or 4)</li> </ul> <p><b>Library</b></p> <p><b>2013</b></p> <ul style="list-style-type: none"> <li>• 16% of students visited the library between two to three times per week</li> <li>• Target was to increase to 20%</li> </ul> <p><b>2016</b></p> <ul style="list-style-type: none"> <li>• 66.2% like the school library</li> <li>• 24.1% are a member of local library</li> <li>• 3.8% are a member of a reading club</li> </ul> <p>Student Club membership remains high.</p> |

## Our Improvement Plan LITERACY

*Timeframe of this improvement plan is from August 2014 to May 2015*

| Targets  | Actions   | Persons / groups responsible   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Promotion of interest in reading among all Junior Cycle students through literacy initiatives.</li> <li>• Provide more opportunities for students to learn in class in small groups</li> <li>• Encourage pre-teaching of key vocabulary</li> <li>• To introduce further Assessment for Learning (AfL) techniques in order to improve levels of motivation, learning and student engagement.</li> <li>• To increase use of the College library</li> <li>• To continue to purchase a wide variety of books, magazines and newspapers as well as e-books.</li> </ul>   | <ul style="list-style-type: none"> <li>• To develop a spelling and grammar teacher pack for each First Year English Teacher</li> <li>• To continue to implement cross-curricular Literacy strategies e.g. Keywords, Drop Everything and Read, Guess who's reading, Book of the Year etc.</li> <li>• To further develop AFL strategies</li> <li>• To encourage participation in Book Club, Writing Club, Grapevine, Debate Club and Spelling Bee Competition</li> <li>• To share literacy resources with subject coordinators to illustrate examples of good practice and further increase awareness</li> <li>• To introduce a literacy noticeboard in order to raise awareness of current initiatives</li> <li>• Subscription to Accelerated Reader - a progress monitoring tool designed to motivate students to practice their reading through success.</li> <li>• Develop an online resource for parents including:               <ul style="list-style-type: none"> <li>• recommended reading list</li> <li>• key First Year vocabulary</li> <li>• links to useful videos, blogs, podcasts, etc.</li> </ul> </li> </ul> <p>Pilot a literacy evening with parents and guardians to outline how best they can support and enhance their child's literacy skills</p> | <ul style="list-style-type: none"> <li>• Headmistress</li> <li>• Deputy Principals</li> <li>• Literacy Link Teacher</li> <li>• Literacy Core Team</li> <li>• Subject Teachers including coordinators of Debate Club, Book Club and Creative Writing Club</li> <li>• College Librarian</li> <li>• PTA.</li> </ul>   |
| Criteria for success   | Progress and adjustments  | Targets achieved   |
| <ul style="list-style-type: none"> <li>• Student feedback via survey second year students in May 2014.</li> <li>• Staff feedback.</li> <li>• Increased number of students borrowing in library.</li> <li>• Increased group work utilised in the classroom.</li> <li>• Literacy Noticeboard created in Collen building.</li> <li>• Increased numbers involved in student clubs.</li> <li>• First Year students to be surveyed in September 2015</li> </ul> <p>⇒ Targets will then be set and communicated to all stakeholders</p> <p>⇒ Targets will relate to</p> <ul style="list-style-type: none"> <li>○ Spelling ability</li> <li>○ Reading expectations</li> <li>○ Learning preferences and styles</li> <li>○ AfL</li> <li>○ Group work and collaboration</li> <li>○ Use of keywords</li> </ul> | <p>Library engagement remained the same. However, survey demonstrated some very positive results:</p> <ul style="list-style-type: none"> <li>• 50.4 % of students read for more than one hour per week</li> <li>• 53.3% of students read fiction for enjoyment</li> <li>• 13% of students get a chance to learn in class using technology</li> <li>• 64.4% of students find the library to be helpful</li> <li>• 20% of students find the library to be very helpful</li> </ul>   | <p><b>Reading for enjoyment</b></p> <p><u>2013</u></p> <ul style="list-style-type: none"> <li>• 23% of students did not read at all for enjoyment</li> <li>• Target was to decrease to 18%</li> </ul> <p><u>2015</u></p> <ul style="list-style-type: none"> <li>• 18.5% do not read for enjoyment</li> </ul> <p><b>Group work</b></p> <p><u>2013</u></p> <ul style="list-style-type: none"> <li>• 13% of students get a chance to learn in class in small groups (3 or 4)</li> <li>• Target was to increase to 18%</li> </ul> <p><u>2015</u></p> <ul style="list-style-type: none"> <li>• 40.7% of students get a chance to learn in class in small groups (3 or 4)</li> </ul> <p><b>Library</b></p> <p><u>2013</u></p> <ul style="list-style-type: none"> <li>• 16% of students visited the library between two to three times per week</li> <li>• Target was to increase to 20%</li> </ul> <p><u>2015</u></p> <ul style="list-style-type: none"> <li>• 14% of students visited the library between two to three times per week</li> </ul> <p><b>Non-fiction</b></p> <p><u>2013</u></p> <ul style="list-style-type: none"> <li>• 7% of students read non-fiction</li> <li>• Target was to increase to 10%</li> </ul> <p><u>2015</u></p> <ul style="list-style-type: none"> <li>• 23% of students read non-fiction</li> </ul> <p>Student Club membership reported by staff to be higher (no official figures).</p> |

## Our Improvement Plan LITERACY

*Timeframe of this improvement plan is from August 2013 to May 2014*

| Targets   | Actions  | Persons / groups responsible  |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Promotion of interest in reading among all Junior Cycle students.</li> <li>• Provide more opportunities for Third Year students to learn in class in small groups</li> <li>• Encourage pre-teaching of key vocabulary</li> <li>• Increase reading of non-fiction</li> <li>• Increased use and awareness of the library for all students</li> </ul> | <ul style="list-style-type: none"> <li>• To implement Drop Everything and Read</li> <li>• To create World Book Day events</li> <li>• To encourage the use of keywords created by departments and shared with students</li> <li>• To reinforce specific library classes timetabled as part of English with librarian for all first year classes</li> <li>• To implement and embed Think, Pair, Share in teaching practice (widespread)</li> <li>• To promote the initiatives through a Literacy Presentation in Staff Conference (August)</li> <li>• To encourage use of ICT via CPD for staff (VLE)</li> <li>• To model reading for pleasure using "I Am Reading" cards (placed on classroom doors )</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Senior Management</li> <li>• Literacy Coordinator</li> <li>• College Librarian</li> <li>• Core Team</li> <li>• English department</li> <li>• All teaching staff</li> </ul>   |
| Criteria for success  | Progress and adjustments   | Targets achieved  |
| <ul style="list-style-type: none"> <li>• Student feedback via surveying second year students in May 2014.</li> <li>• Staff feedback.</li> <li>• Increased number of students borrowing in library.</li> <li>• Increased group work utilised in the classroom.</li> </ul>  | <p>Survey indicated that this area needed continued effort and new initiatives to support its progress:</p> <ul style="list-style-type: none"> <li>• 16% of students visited the library between two to three times per week</li> <li>• Three year target is to increase to 20%</li> <li>• 2014 survey result: 14%</li> </ul> <p>Overall, positive results to initiatives and wider engagement with literacy throughout school visible in teaching and learning.</p> <p>For next academic year:</p> <ul style="list-style-type: none"> <li>• Adopt further cross-curricular Literacy strategies e.g. Keywords, Book in the Bag, Drop Everything and Read, Group and Pair Work etc.</li> <li>• Further develop Assessment for Learning</li> </ul> | <p><b>Second Year students</b></p> <ul style="list-style-type: none"> <li>• 23% of students did not read at all for enjoyment</li> <li>• Three year target is to decrease to 18%</li> <li>• 2014 survey result: 21%</li> <li>• 13% of students got a chance to learn in class in small group</li> <li>• Three year target is to increase to 18%</li> <li>• 2014 survey result: 15%</li> <li>• 7% of students read non-fiction</li> <li>• Three year target is to increase to 10%</li> <li>• 2014 survey result: 8%</li> </ul> |

## Our Improvement Plan Numeracy

*Timeframe of this improvement plan is from August 2016 to May 2017*

| Targets  | Actions  | Persons / groups responsible  |
|--|--|---|
| <p><b>First Year students</b></p> <ul style="list-style-type: none"> <li>• 6% of students are using the library as a resource to supplement their progress in areas of numeracy</li> <li>○ Increase this to 15% <ul style="list-style-type: none"> <li>• 72% of students are not using the internet as a valuable resource for numeracy progression (This figured has increased over the academic year)</li> </ul> </li> <li>○ Decrease this to 50% <ul style="list-style-type: none"> <li>• 89% of students feel that when receiving help from parents/guardians different methodologies are employed leading to confusion</li> </ul> </li> <li>○ Reduce this to 80% <ul style="list-style-type: none"> <li>• Only 14% of students feel that teachers utilise ICT to better numeracy in the classroom (Increase of 4%)</li> </ul> </li> <li>○ Increase this to 20%</li> </ul> | <ul style="list-style-type: none"> <li>• Promotion of library as a valuable resource of number rich content</li> <li>• Demonstration to students of the wealth of resources specifically designed to promote numeracy</li> <li>• Design videos showing best practice methods to help parents assist their children with homework</li> <li>• Encourage teachers to utilise ICT in the classroom to engage pupils with number rich material</li> <li>• Cross curricular numeracy approach adopted and fostered throughout the education and ancillary staff.</li> <li>• All departments adopting numeracy into their scope and sequence planning.</li> <li>• Visual displays of numeracy in action on posters and noticeboards positioned strategically throughout the College campus.</li> <li>• Regular promotion of the use of numeracy through competition such as Math-letes and in-house competition and quizzes.</li> <li>• Surveys to be undertaken of education staff and parents/guardians to establish where specific improvements are required and to form the basis of further action plans for improvement.</li> <li>• Develop an online resource for parents including; scope and sequence for mathematics; links to useful videos showing best practice methods to develop numeracy key skills.</li> <li>• Continue evenings with parents where the key skills which first year pupils will encounter are demonstrated to enable parents to assist their child. Both evenings were well attended and received.</li> <li>• Pilot a "Maths Drop in Clinic" where students from first to third year can ask questions on material that has confused them. Use of CAS students would be favourable with suitable supervision.</li> </ul> <p>Seek to appoint student "Numeracy Leaders" from the student council. The students' responsibility would be to promote numeracy during year specific events (e.g. 2<sup>nd</sup> Year Copper Crawl, etc.)</p> | <ul style="list-style-type: none"> <li>• Headmistress</li> <li>• Deputy Principals</li> <li>• Literacy Link Teacher</li> <li>• Numeracy Link Teacher</li> <li>• Literacy &amp; Numeracy Core Team</li> <li>• Subject Teachers including coordinators of Debate Club, Book Club and Creative Writing Club</li> <li>• College Librarian</li> <li>• PTA</li> </ul> |
| Criteria for success   | Progress and adjustments   | Targets achieved  |
| <ul style="list-style-type: none"> <li>• Increased numbers of students using library / borrowing books for numeracy.</li> <li>• Surveys should demonstrate increased levels of use of numeracy for problem solving in real life situations.</li> <li>• Students, parents and teachers to be surveyed to show effective adoption of methodologies and appreciation of numeracy throughout the school body.</li> </ul>   |  |   |

## Our Improvement Plan Numeracy

*Timeframe of this improvement plan is from August 2015 to May 2016*

| Targets  | Actions   | Persons / groups responsible  |
|--|---|---|
| <p><b>Second Year students</b></p> <ul style="list-style-type: none"> <li>• 4% of students are using the library as a resource to supplement their progress in areas of numeracy</li> <li>○ Increase this to 15%               <ul style="list-style-type: none"> <li>• 63% of students are not using the internet as a valuable resource for numeracy progression</li> </ul> </li> <li>○ Decrease this to 50%               <ul style="list-style-type: none"> <li>• 89% of students feel that when receiving help from parents/guardians different methodologies are employed leading to confusion</li> </ul> </li> <li>○ Reduce this to 80%               <ul style="list-style-type: none"> <li>• Only 10% of students feel that teachers utilise ICT to better numeracy in the classroom</li> </ul> </li> <li>○ Increase this to 20%</li> </ul> | <ul style="list-style-type: none"> <li>• Promotion of library as a valuable resource of number rich content</li> <li>• Demonstration to students of the wealth of resources specifically designed to promote numeracy</li> <li>• Design videos showing best practice methods to help parents assist their children with homework</li> <li>• Encourage teachers to utilise ICT in the classroom to engage pupils with number rich material</li> <li>• Cross curricular numeracy approach adopted and fostered throughout the education and ancillary staff.</li> <li>• All departments adopting numeracy into their scope and sequence planning.</li> <li>• Visual displays of numeracy in action on posters and noticeboards positioned strategically throughout the College campus.</li> <li>• Regular promotion of the use of numeracy through competition such as Math-letes and in-house competition and quizzes.</li> <li>• Surveys to be undertaken of education staff and parents/guardians to establish where specific improvements are required and to form the basis of further action plans for improvement.</li> <li>• Develop an online resource for parents including; scope and sequence for mathematics; links to useful videos showing best practice methods to develop numeracy key skills.</li> </ul> <p>Pilot an evening with parents where the key skills which first year pupils will encounter are demonstrated to enable parents to assist their child.</p> | <ul style="list-style-type: none"> <li>• Headmistress</li> <li>• Deputy Principals</li> <li>• Literacy Link Teacher</li> <li>• Numeracy Link Teacher</li> <li>• Literacy &amp; Numeracy Core Team</li> <li>• Subject Teachers including coordinators of Debate Club, Book Club and Creating Writing Club</li> <li>• College Librarian</li> <li>• PTA</li> </ul> |
| Criteria for success   | Progress and adjustments  | Targets achieved  |
| <ul style="list-style-type: none"> <li>• Increased numbers of students using library / borrowing books for numeracy.</li> <li>• Surveys should demonstrate increased levels of use of numeracy for problem solving in real life situations.</li> <li>• Students, parents and teachers to be surveyed to show effective adoption of methodologies and appreciation of numeracy throughout the school body.</li> </ul>   | <ul style="list-style-type: none"> <li>• Increase of 2% in use of the library as a resource. Students seem reluctant to use the library as a numeracy resource. Specific homework could be given to promote the use of the Library.</li> <li>• From the survey in May students' use of the internet as a resource has decreased by 11% this is despite 3 pilot classes using Khan Academy's LearnStorm maths in class and at home. Students may not have understood the question.</li> <li>• There was no change to the feeling that parents and guardians use methods different to those taught in their maths lessons. It remained at 89%.</li> </ul> <p>There was a 4% increase in the feeling that teachers utilised ICT to better numeracy in the classroom. Increased from 10 to 14%.</p>   | <p>Progress in use of Library and ICT in promoting and improving numeracy in the college.</p>   |

## Our Improvement Plan Numeracy

*Timeframe of this improvement plan is from August 2014 to May 2015*

| Targets  | Actions   | Persons / groups responsible  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• Establish A Numeracy Core Team</li> <li>• Survey First Year students on attitudes towards "maths". The term "Numeracy" will be introduced in course.</li> <li>• Issue a maths competency test to all First Years to see if any strands of maths would require a focus.</li> </ul> | <ul style="list-style-type: none"> <li>• Seek members of the Literacy Core Team to become members of the Numeracy Core Team.</li> <li>• Open the positions to other members of staff through presentation at whole staff meeting.</li> <li>• Explain the concept of Numeracy and how it affects all subjects.</li> <li>• Maths Competency test given to all First Year Students on their Induction Day.</li> <li>• Survey students on attitudes towards Maths.</li> <li>• From the results of the competency test and survey a Numeracy Strategy will be put in place.</li> </ul> | <ul style="list-style-type: none"> <li>• Headmistress</li> <li>• Deputy Principals</li> <li>• Literacy Link Teacher</li> <li>• Numeracy Link Teacher</li> <li>• Literacy &amp; Numeracy Core Team</li> <li>• Subject Teachers including coordinators of Debate Club Book Club and Creating Writing Club</li> <li>• College Librarian</li> <li>• PTA</li> </ul>  |
| Criteria for success   | Progress and adjustments  | Targets achieved  |
| <ul style="list-style-type: none"> <li>• All first year students will be assessed with a maths competency exam, sampled on the one produced by the PDST.</li> <li>• First year students will also have been surveyed.</li> </ul>   | <ul style="list-style-type: none"> <li>• Core team was established</li> <li>• Students were tested</li> <li>• Students were surveyed</li> <li>• Presentation to staff</li> </ul>  | <ul style="list-style-type: none"> <li>• 168 students took the maths competency.</li> </ul> <p>Fractions Ratios and Proportions were highlighted as a possible area for improvement.</p> <ul style="list-style-type: none"> <li>• 158 students were surveyed regarding attitudes towards maths, use of ICT, resources they use when studying maths and people who they would seek help from.</li> <li>• A presentation on numeracy was delivered to all members of staff</li> </ul> |

## Our Improvement Plan ICT

*Timeframe of this improvement plan is from 2015 to 2016*

| Targets   | Actions   | Persons / groups responsible   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• The need to increase the frequency of use of ICT among students who say they seldom/never use their school email, one drive and mobile devices.</li> <li>• The need to increase the competency of use among those students who say they are 'not good/don't know' with regard to what are outlined as basic skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Seek members of the ICT Core Team</li> <li>• Open the positions to other members of staff through presentation at whole staff meeting.</li> <li>• Explain the role of the ICT strategy and how it fits with the SSE strand of the improvement plan.</li> <li>• First Year Students to be surveyed January 2015</li> </ul>  | <ul style="list-style-type: none"> <li>• Headmistress</li> <li>• Deputy Principals</li> <li>• ICT Link Teachers</li> <li>• ICT SSE Team</li> <li>• Subject Department Co-ordinators</li> </ul>   |
| Criteria for success  | Progress and adjustments  | Targets achieved   |
| <ul style="list-style-type: none"> <li>• Increased number of both students and staff using one drive</li> <li>• Increased number of students using email and other applications</li> </ul>  | <p>First Year Students Surveyed January 2015</p> <p>Frequency of use of applications/devices</p> <ul style="list-style-type: none"> <li>• 53% seldom use their email – decrease to 25%</li> <li>• 71% seldom use one drive – decrease to 25%</li> <li>• 55% seldom use mobile devices – decrease to 40%</li> </ul> <p>Competency of use of editing</p> <ul style="list-style-type: none"> <li>• 17% are not good at creating/saving to folders – decrease to 8%</li> <li>• 15% are not good at presentations – decrease to 8%</li> <li>• 8% are not good at using images – decrease to 4%</li> <li>• 54% are not good at using hyperlinks – decrease to 25%</li> <li>• 23% are not good at email – decrease to 11%</li> </ul> <p>First Year students who will now be in second year to be surveyed in October 2016</p> <p>Targets will then be set and communicated to all stakeholders</p> | <p>Delivered an ICT induction to all First Year Students with a focus on the basic key skills</p> <p>Designed an induction programme to be delivered by the librarian to all incoming First Years (2016). This incorporates basic skills, use of the St Andrew's College ICT system and digital wellbeing.</p> |

## Our Improvement Plan ICT

*Timeframe of this improvement plan is from 2016 to 2017*

| Targets   | Actions   | Persons / groups responsible   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• To provide a structured induction for all new First Year students</li> <li>• To re-survey Second Year students following their induction the previous year.</li> <li>• To gather feedback from staff through surveys, aimed at assessing their grasp of basic skills and CPD requirements.</li> </ul>                    | <ul style="list-style-type: none"> <li>• Introduced an induction for First Year students on basic skills and using ICT.</li> <li>• Re-surveyed Second Year students (original focus group) on use of ICT and basic skills.</li> <li>• Ran an ICT challenge for Second Year based on the use of basic skills.</li> <li>• Continued to seek feedback on integration of ICT basic skills through subject departments.</li> <li>• Conducted a teacher survey on the use of ICT and CPD.</li> </ul>  | <ul style="list-style-type: none"> <li>• Headmistress</li> <li>• Deputy Principals</li> <li>• ICT Link Teachers</li> <li>• ICT SSE Team</li> <li>• Subject Department Co-ordinators</li> </ul>   |
| Criteria for success  | Progress and adjustments  | Targets achieved   |
| <ul style="list-style-type: none"> <li>• To increase the extent staff use ICT in their teaching</li> <li>• To increase the use of One Drive for collaborative work.</li> <li>• To increase the provision of CPD available so ICT can be used effectively in teaching and learning?</li> <li>• To continue to improve student's access to basic skills.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue the induction for First Year students on basic skills and using ICT with a possibility of extending this into a digital literacy module.</li> <li>• Continue to collect feedback from departments on student use of ICT and basic skills of original focus group.</li> <li>• Provide CPD training for teachers within individual departments in areas of ICT based on the teacher survey.</li> <li>• Provide informal teach meet sessions to share use of ICT subject specific practice among peers.</li> </ul> | <p>Increased frequency of use of:</p> <ul style="list-style-type: none"> <li>• School Email</li> <li>• One Drive.</li> </ul> <p>Increased competency of use of:</p> <ul style="list-style-type: none"> <li>• Formatting a document</li> <li>• Using images and documents</li> <li>• Creating a presentation</li> <li>• Using hyperlinks</li> <li>• Using an email</li> </ul> |