



ST ANDREW'S COLLEGE

School Self-Evaluation Report

Evaluation period: **August 2015 – May 2016**

Report Issue date: **June 2016**

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St Andrew's College was undertaken during the period, August 2015 to May 2016. During the evaluation, teaching and learning in the following subjects and programmes were evaluated:

- Literacy (in L1 English) and how the teaching and learning in all other subjects support the acquisition of literacy skills were reviewed in First Year students.
- Numeracy and how the teaching and learning in all other subjects support the acquisition of numeracy skills were reviewed in First Year students.
- ICT and its use to enhance teaching and learning was reviewed with First Year students.

This is a report on the findings of these evaluations.

1.2 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.

2. The findings

- Literacy
- Numeracy
- IT

2.1 Literacy

The following areas were prioritised for improvement.

Reading for enjoyment

- 10.1% do not enjoy reading for pleasure.
• Target is to decrease to 3.1%
- 36.9% of students read one or less books per month.
• Target is to decrease to 15%
- 18.8% spend zero time reading per month
• Target is to decrease to 3.8%

2.2 Numeracy

The evaluation is based on 1st year survey.

The feedback from the survey was predominantly positive with:

- 88% of students agreeing with the statement, "I like maths".
- 89% of students agreeing that they are good at mental arithmetic.
- 87% of students expecting to take higher level maths at the Junior Certificate.
- 65% agreeing that maths is important in everyday life.

Questions pertaining to learner experience suggested that 17% of students would like to try a new problem by themselves before seeing a method from the teacher while a similar number, this figure was down 6% compared with students surveyed the previous year. Also (28%) would prefer to see the problem done one-to-one with the teacher. When asked their preference to working alone or in groups, the replies varied quite evenly:

- On my own (27%)
- In pairs (28%)
- Small groups (26%).

The use of technology appealed to 17% of students and 19% added "in fun ways and real life scenarios".

In the survey it was noted that 68% of students disagreed with the statement "Maths is important in my other subjects". This would be seen as an area which would require some attention from teachers of all subjects.

Other noteworthy information revealed in the survey included;

- 5% of students are using the library as a resource to supplement their progress in areas of numeracy
- 72% of students are not using the internet as a valuable resource for numeracy progression
- 92% of students feel that when receiving help from parents/guardians different methodologies are employed leading to confusion
- Only 10% of students feel that teachers utilize ICT to better numeracy in the classroom

The following recommendations are being made;

- Strengthen the use of a common approach across all subjects for the treatment of fractions, decimals and percentages. This common approach will be produced by the maths department.
- Widen the use of coversheet for class tests. The sheet will have an area for literacy, numeracy and AfL. With respect to numeracy, the students will be asked to use the Estimate-Calculate-Check method to attain their score in the exam as a percentage. Teachers will aid the process by marking the exam out of a number other than 100.
- Continue use of a numeracy diary, to address the lack of awareness of numeracy. In the diary students will document moments where the skills associated with numeracy were used in their lessons.
- Promotion of the library as a valuable source of materials which can help with numeracy progression.
- Recommendation to students of suitable websites which can be accessed to gain numeracy understanding
- Production of videos showing best practice methods used in maths lessons to help parents assist their children at home

- Develop an on line resource for parents including; scope and sequence for mathematics; links to useful videos showing best practice methods to develop numeracy key skills.
- Continue evenings with parents where the key skills which first year pupils will encounter are demonstrated to enable parents to assist their child/children.
- Encourage students to participate in the Learn Storm maths competition organised by Kahn Academy.
- Pilot a "Maths Drop-in Clinic" where students can ask questions on material they are or have covered. It would be optimal to utilise CAS students under supervision of a Maths teacher.

2.3 IT

The findings were based on a survey carried out with First Year students.

In relation to the frequency of use of applications/devices

- 53% seldom use their email – decrease to 25%
- 71% seldom use one drive – decrease to 25%
- 55% seldom use mobile devices – decrease to 40%

In relation to the competency of use of editing

- 17% are not good at creating/saving to folders – decrease to 8%
- 15% are not good at presentations – decrease to 8%
- 8% are not good at using images – decrease to 4%
- 54% are not good at using hyperlinks – decrease to 25%
- 23% are not good at email – decrease to 11%

3. Summary of school self-evaluation findings

3.1 Our school has **strengths** in the following areas:

3.1.1 Literacy

Our school has **strengths** in the following areas:

Whole school

- A strong staff commitment to promoting literacy
- A committed librarian and excellent library
- A print rich environment
- An excellent ICT structure

First Year students

- 82.5% of students believe that they are good to excellent at reading
- 45.3% of students enjoy reading very much or quite a lot.
- 71.5% of students enjoy reading fiction when they read for enjoyment
- 41.5% of students like to read aloud in class.

3.1.2 Numeracy

- Excellent assistance from the Support for Learning Department
- Good structures to support students
- Students tested showed proficiency in areas such as spatial awareness, order of operation and patterns and sequences.
- A positive attitude towards numeracy amongst First Year students
- Many extracurricular activities which positively enforce numeracy skills (Sci-Fest, BTYS Maths Olympiad, Applied Maths Competition, Learn Storm)
- Positive attitude of parents/guardians towards numeracy.

3.1.3 ICT

Whole School

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

First Year Students

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

3.2 The following areas are prioritised for improvement:

3.2.1 Literacy

- Promotion of interest in reading among all Junior Cycle students through literacy initiatives.
- Development of students' spelling abilities
- To increase use of the College library
- To provide on-going CPD for Literacy Core Team
- To continue to purchase a wide variety of books, magazines and newspapers as well as e-books.

3.2.2 Numeracy

- Increase the number of students using the library as a tool to improve their numeracy from 4% to 15%.
- 72% of students are current not utilising the internet as a means of progressing their numeracy, reduce this to 50%.
- Address the number students who feel parents/guardians use different methodologies to solve problems than those they are taught in school; currently 92% of students are of this opinion.
- Increase use of ICT to immerse students in number rich content from 10% to 15%.
- Adopt a common approach for simple calculations of fractions, decimals and percentages with first year students.
- Develop a number rich environment throughout the school.

3.2.3 ICT

- Increase the number of teachers using One Drive by providing Teacher training on One Drive. This will be delivered at both beginners and intermediate level and will continue as needs into the next academic term.
- Increase student usage by student training on
 - Basic Skills
 - One DriveThis will be done in form class groupings and will be further developed at the start of the year as part of an induction programme for students as they enter the College.
- Ensure integration with subject delivery
 - All subject departments to incorporate a method of using IT into their last term of teaching.
 - This will require the students to either submit, create or collaborate using One Drive.

4.3 The following legislative and regulatory requirements need to be addressed:

- *None*

**St. Andrew's College School Improvement Plan
May 2016**

OUR SCHOOL IMPROVEMENT PLAN	
<p>Summary of main strengths as identified in last SSE in May 2015</p>	<p>Literacy</p> <p>Whole school</p> <ul style="list-style-type: none"> • A strong staff commitment to promoting literacy • A print rich environment • An excellent ICT structure <p>First Year students</p> <ul style="list-style-type: none"> • 82.5% of students believe that they are good to excellent at reading • 45.3% of students enjoy reading very much or quite a lot. • 71.5% of students enjoy reading fiction when they read for enjoyment • 41.5% of students like to read aloud in class. <p>Numeracy</p> <p>Whole School</p> <ul style="list-style-type: none"> • An understanding of the importance of fostering numeracy across curriculum • A numeracy rich environment • An excellent ICT structure • Many extracurricular activities which positively reinforce numeracy skills (including Sci-Fest, BTYS Maths Olympiad, Applied Mathematics Competition, Mathletes, Copper Crawl, Maths Assembly, Learn Storm). <p>First Year students</p> <ul style="list-style-type: none"> • 88% of the student cohort have a positive attitude to numeracy • 92% of the student cohort believe their parents/guardians to have a positive attitude towards numeracy • 81% of the student cohort feel that similar numeracy methodologies are applied across curriculum by all teachers <p>ICT</p> <p>Whole School</p> <ul style="list-style-type: none"> • 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 <p>First Year Students</p> <ul style="list-style-type: none"> • 86.1% of students are confident and like using ICT if they know what they are doing. <ul style="list-style-type: none"> • Key areas of use at home are <ul style="list-style-type: none"> • Watching videos • Using the internet • Chatting on line

<p>Summary of main areas requiring improvement as identified in last SSE:</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Promotion of interest in reading among all Junior Cycle students through literacy initiatives. • Provide more opportunities for students to learn in class in small groups • Encourage pre-teaching of key vocabulary • To increase use of the College library • To continue to purchase a wide variety of books, magazines and newspapers as well as e-books. <p>Numeracy</p> <ul style="list-style-type: none"> • To introduce further Assessment for Learning (AfL) techniques in order to improve levels of motivation, learning and student engagement. • To increase use of the College library • To continue to purchase a wide variety of books, magazines and newspapers as well as e-books. • To increase use of ICT structure by the whole school body. • Whole school numeracy approach extended to include participation of parents and guardians. • Adopt Learn Storm as part of 1st Year Maths plan. <p>Specific survey findings grounding the above assertions:</p> <ul style="list-style-type: none"> • 90% of students are either unaware or positively disengage from the school library facility for numeracy progression. • 72% of students do not use the internet as a resource to supplement numeracy understanding and learning • Only 35% of the students surveyed believe ICT to be a benefit in their numeracy endeavours, whilst only 10% felt this was an avenue explored and encouraged by teachers. • 92% of the students believe their parents' numeracy methodologies differ from their own learning experience at school <p>ICT</p> <ul style="list-style-type: none"> • 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.
<p>Improvement targets (related to students' achievement)</p>	<p>Literacy</p> <p>First Year students</p> <ul style="list-style-type: none"> • 10.1% do not enjoy reading for pleasure. • Target is to decrease to 3.1% • 36.9% of students read one or less books per month. • Target is to decrease to 15% • 18.8% spend zero time reading per month • Target is to decrease to 3.8%

	<p>Numeracy</p> <p>First Year students</p> <ul style="list-style-type: none"> • 4% of students are using the library as a resource to supplement their progress in areas of numeracy <ul style="list-style-type: none"> ◦ Increase this to 15% • 72% of students are not using the internet as a valuable resource for numeracy progression (This figured has increased over the academic year) <ul style="list-style-type: none"> ◦ Decrease this to 50% • 89% of students feel that when receiving help from parents/guardians different methodologies are employed leading to confusion <ul style="list-style-type: none"> ◦ Reduce this to 80% • Only 14% of students feel that teachers utilise ICT to better numeracy in the classroom (Increase of 4%) <ul style="list-style-type: none"> ◦ Increase this to 20% <p>ICT</p> <p>First Year Students</p> <p>Surveyed January 2015</p> <p>Frequency of use of applications/devices</p> <ul style="list-style-type: none"> • 53% seldom use their email – decrease to 25% • 71% seldom use one drive – decrease to 25% • 55% seldom use mobile devices – decrease to 40% <p>Competency of use of editing</p> <ul style="list-style-type: none"> • 17% are not good at creating/saving to folders – decrease to 8% • 15% are not good at presentations – decrease to 8% • 8% are not good at using images – decrease to 4% • 54% are not good at using hyperlinks – decrease to 25% • 23% are not good at email – decrease to 11% <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>Required actions (Related to Teaching and Learning that will help to achieve the targets)</p>	<p>Literacy</p> <ul style="list-style-type: none"> • To continue to implement cross-curricular Literacy strategies • e.g Keywords, • To expand whole school literacy initiatives such as Drop Everything and Read, Guess who's reading, Book of the Year etc. • To encourage participation in Book Club, Writing Club, Grapevine, Debate Club and Spelling Bee Competition • To share literacy resources with subject coordinators to illustrate examples of good practice and further increase awareness <p>Numeracy</p> <ul style="list-style-type: none"> • Promotion of library as a valuable resource of number rich content • Demonstration to students of the wealth of resources specifically designed to promote numeracy • Design videos showing best practice methods to help parents assist their children with homework • Encourage teachers to utilise ICT in the classroom to engage pupils with number rich material • Cross curricular numeracy approach adopted and fostered

	<p>throughout the education and ancillary staff.</p> <ul style="list-style-type: none"> • All departments adopting numeracy into their scope and sequence planning. • Visual displays of numeracy in action on posters and noticeboards positioned strategically throughout the College campus. • Regular promotion of the use of numeracy through competition such as Math-letes and in-house competition and quizzes. • 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. • 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. • 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. • 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. • Seek to appoint student "Numeracy Leaders" from the student council. The students' responsibility would be to promote numeracy during year specific events (e.g. 2nd Year Copper Crawl, etc.) <p>ICT</p> <ul style="list-style-type: none"> • Teacher training on One Drive. This will be delivered at both beginners and intermediate level and will continue as needs into the next academic term. • Student training on <ul style="list-style-type: none"> ○ Basic Skills ○ One Drive <p>This will be done in form class groupings and will be further developed at the start of the year as part of an induction programme for students as they enter the College.</p> <ul style="list-style-type: none"> • Integration with subject delivery <ul style="list-style-type: none"> ○ All subject departments to incorporate a method of using ICT into their last term of teaching. ○ This will require the students to either submit, create or collaborate using One Drive.
<p>Persons responsible</p>	<ul style="list-style-type: none"> • Headmaster, Deputy Principals, Literacy Link Teacher, Numeracy Link Teacher, Literacy & Numeracy Core Team, ICT Link Teacher, Subject Teachers including coordinators of Debate Club, Book Club and Creating Writing Club, College Librarian & PTA.
<p>Timeframe for action</p>	<ul style="list-style-type: none"> • August 2016 – May 2017

<p>Success criteria/measurable outcomes</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Increased numbers of students using library / borrowing books for literacy. • Surveys should show increased membership of relevant clubs promoting literacy in school • More students observed reading for pleasure <p>Numeracy</p> <ul style="list-style-type: none"> • Increased numbers of students using library / borrowing books for numeracy. • Surveys should demonstrate increased levels of use of numeracy for problem solving in real life situations. • Students, parents and teachers to be surveyed to show effective adoption of methodologies and appreciation of numeracy throughout the school body. <p>ICT</p> <ul style="list-style-type: none"> • 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.
<p>Review date(s)</p>	<ul style="list-style-type: none"> • May 2017