



ST ANDREW'S COLLEGE

School Self-Evaluation Report

Evaluation period: August 2013-May 2014

Report issue date: *May 2014*

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 2013 to May 2014. 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 Second Year and Fifth Year student
- Numeracy and how the teaching and learning in all other subjects support the acquisition of numeracy skills were reviewed in 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.

It 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

Three areas evaluated

- Literacy
- Students' engagement in learning
- Numeracy

2.1

Based on First Year and Transition Year student literacy and engagement surveys conducted in May 2013, the Literacy and Numeracy Core Team arrived at the following conclusions for 2013-2014.

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

First Year students

- 46% of students read for more than one hour per week
- 30% of students read fiction for enjoyment
- 13% of students get a chance to learn in class using technology

Transition Year students

- 52% of students read for more than one hour per week
- 28% of students read digital media for enjoyment
- 80% of students visit the College library on a weekly basis

Areas prioritised for improvement over the next three years (2013 – 2015)

All of these students (current Second Years and Fifth Year students) were re-surveyed in May 2014.

The following are survey results:

Second Year students

- 21% of students did not read at all for enjoyment
- Target is to decrease to 18%

- 15% of students get a chance to learn in class in small groups
- Target is to increase to 18%

- 8% of students read non-fiction
- Target is to increase to 10%

- 14% of students visited the library between two to three times per week
- Target is to increase to 20%

Fifth Year students

- 19% of students do not read at all for enjoyment
- Target is to decrease to 15%

- 15% of students get a chance to learn in class in small groups
- Target is to increase to 17%

- 15% of students visit the library between two to three times per week
- Target is to increase to 15%

2.2 Numeracy

The evaluation is based on 1st year survey and competency test. The competency test highlighted many strengths in mathematical reasoning amongst the cohort including:

- Order of operation
- Spatial awareness
- Patterns and sequences.

Areas which showed signs of weakness were:

- Fractions
- Decimals
- Percentages
- Conversion from fraction to decimal/percentage.

The feedback from the survey was predominantly positive with:

- 68% percent of students agreeing with the statement, "I like maths".
- 81% percent of students agreeing that they are good at mental arithmetic.
- 83% of students expecting to take higher level maths at the Junior Certificate.
- 79% percent agreeing that maths is important in everyday life.

Questions pertaining to learner experience suggested that more than one fifth (23%) of students would like to try a new problem by themselves before seeing a method from the teacher while a similar number (22%) 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 (25%)
- In pairs (28%)
- Small groups (20%).

The use of technology appealed to 12% of students and 15% added (in fun ways and real life scenarios).

In the survey it was noted that 66% 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.

The following recommendations are being made;

- Introduction 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.
- Introduction 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.
- Introduction 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.

3. Summary of school self-evaluation findings

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

3.1.1 Literacy

Whole school

- A strong staff commitment to promoting literacy
- A print rich environment
- An excellent ICT structure

Second Year students

- 46 % of students read for more than one hour per week
- 30% of students read fiction for enjoyment

Fifth Year students

- 52% of students read for more than one hour per week
- 80% of students visit the College library on a weekly basis

3.1.2 Numeracy

- Good support 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 mathematics amongst First Year students
- Many extracurricular activities which positively enforce numeracy skills (Sci-Fest, BTYS Maths Olympiad, Applied Maths Competition)

3.2 The following areas are prioritised for improvement:

3.2.1 Literacy

- Promotion of interest in reading among all Junior Cycle students.
- Provide more opportunities for Third Year students to learn in class in small groups
- Encourage pre-teaching of key vocabulary

3.2.2 Numeracy

- Students' performance at fractions, decimals and percentages
- Students' awareness of the importance of numeracy skills across the curriculum
- Promote an interest in solving mathematical problems for fun

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

- Anti-Bullying policy to be updated



OUR SCHOOL IMPROVEMENT PLAN – MAY 2014

<p>Summary of main strengths as identified in last SSE in May 2014:</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>Second Year students</p> <ul style="list-style-type: none"> • 46 % of students read for more than one hour per week • 30% of students read fiction for enjoyment <p>Fifth Year students</p> <ul style="list-style-type: none"> • 52% of students read for more than one hour per week • 80% of students visit the College library on a weekly basis <p>Numeracy</p> <ul style="list-style-type: none"> • Good support 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 mathematics amongst First Year students • Many extracurricular activities which positively enforce numeracy skills (Sci-Fest, BTYS Maths Olympiad, Applied Maths Competition)
<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. • Provide more opportunities for Third Year students to learn in class in small groups • Encourage pre-teaching of key vocabulary <p>Numeracy</p> <ul style="list-style-type: none"> • Students' awareness of the importance of numeracy across curriculum. • Students' proficiency in the area on Number (fraction, decimal, percentage)
<p>Improvement targets (related to students' achievement)</p>	<p>Literacy</p> <p>Second Year students</p> <ul style="list-style-type: none"> • 23% of students did not read at all for enjoyment • Three year target is to decrease to 18% • 2014 survey result: 21% <ul style="list-style-type: none"> • 13% of students got a chance to learn in class in small group • Three year target is to increase to 18% • 2014 survey result: 15% <ul style="list-style-type: none"> • 16% of students visited the library between two to three times per week • Three year target is to increase to 20% • 2014 survey result: 14%

	<ul style="list-style-type: none"> • 7% of students read non-fiction • Three year target is to increase to 10% • 2014 survey result: 8% <p>Numeracy</p> <ul style="list-style-type: none"> • Students to improve in the area of number in mathematics. • Promote awareness of numeracy amongst students and its application across the curriculum
<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 adopt further cross-curricular Literacy strategies e.g Keywords, Book in the Bag, Drop Everything and Read, Group and Pair Work etc. • To further develop Assessment for Learning <p>Numeracy</p> <ul style="list-style-type: none"> • To adapt a common approach across the teaching body to the approved method for addition, subtraction, multiplication and division of fractions. • A common approach to converting between fractions, decimals and percentages. • An introduction of the Estimate-calculate-Check process. Whereby students follow the process in calculating their exam results in class tests. • Numeracy moments and numeracy diary
<p>Persons responsible</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Senior Management • Literacy Link Teacher • Numeracy Link Teacher • College Librarian • Core Team • English department • Maths department • All teaching staff
<p>Timeframe for action</p>	<ul style="list-style-type: none"> • August 2014 - May 2015
<p>Success criteria/measurable outcomes</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Increase number of students who read for enjoyment • Increase number of students who get a chance to learn in class in small group • Increase number of students who visit the library between two to three times per week • Increase number of students who read non-fiction <p>Numeracy</p> <ul style="list-style-type: none"> • Reduce from 68% of students to 50% the number of students who feel numeracy is not important across their subject choices other than maths.

Review date(s)	May 2015
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