



*St. Mary's Holy Faith Secondary School*

*Brookwood Meadow, Killester, Dublin 5*

60791A

# School Self-Evaluation Report

Evaluation period: *September 2015-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. Mary's Holy Faith Secondary School was undertaken during the period September 2015 to June 2016. During the evaluation, teaching and learning were evaluated in the areas of:

- Literacy
- Numeracy: Understanding and using Mathematics
- Feedback

This is a report on the findings of the evaluation.

### 1.2 School context

Our school is an urban, all girls' voluntary secondary school under the trusteeship of The Le Chéile Trust. There are currently 307 students. We offer the Junior Certificate, Transition Year, the established Leaving Certificate and the Leaving Certificate Vocational Programme.

The school had a WSE in 2008. In September 2013, we had an incidental inspection and in January 2014, a Special Education Needs Inspection was conducted. In January 2015 a Mathematics Inspection was carried out and in 2016 a science Inspection took place.

#### **Our Mission Statement:**

**“Our aim is to provide an excellent all-round education in a Christian environment. We strive for academic excellence. We seek to enable each student to reach her full potential; to accept responsibility for her own actions, to respect the rights of others and to be motivated to make a positive contribution to the building of a better world”.**

Our mission statement is based on the philosophy and ethos of the Holy Faith Sisters and aims to ‘provide an excellent all-round education in a Christian environment’.

Our admissions policy is open and inclusive of all students in the community. In addition to the regular curriculum we as a school, have introduced a number of initiatives to target some of the academic, cultural and social needs of students at the school. For example, a homework club, a ‘Maths for Fun’ Programme and as Science Club are provided by teachers. We actively promote a healthy lifestyle by holding a healthy eating week for students and provide supervised time for students to use the school gym outside of the school timetable. We also organise opportunities for our students to engage in fundraising for those less fortunate. These activities show the dedication of the school in identifying and meeting the needs of students to provide an all-round education for the students in their care. At all times, we promote a positive learning environment.

A change in the demographic of the locality has led to a decline in the number of students enrolled from the local area. Hence, the school now has a very broad intake of students from a wide catchment of primary schools.

The present Board of Management was established in 2014 and includes parents' representatives who are also members of the Parents' Association. The Chairperson of the Board is a nominee of the trustees.

The following sources of evidence were used to compile the findings of this report:

- Focus groups and a facilitated session involving teachers was held by the SSE Coordinator exploring the area of feedback based on the parental questionnaire
- Parental Questionnaires regarding their attitude to the quality of feedback provided to parents
- Student Questionnaires –First Year students participated in the survey which focused on the students attitudes vis a vis the feedback they receive from teachers

Parents questionnaire were administered in hard copy. Student questionnaires were administered on-line using a Google

- Students' attitude to Maths has not improved.
- Evaluation of Actions: Plan of action for next year.
- The Numeracy Board has not been a success this year. To try and improve this we will set up a student numeracy group next year, hopefully they will organise the Board from here on out.
- Since percentages has improved maybe we could bring this process forward with decimals next year, by using common approaches across the curriculum.

## **Summary of school self-evaluation findings**

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

- The quality of professional dialogue around teaching and learning continues to improve.
- Literacy awareness has become embedded in teachers' practice.
- Parents are very satisfied with the feedback they receive at parent-teacher meetings, through the school journal and from our school in general.
- Teachers give constructive and regular feedback which demonstrates clearly how the student can improve and is specific to individual students.
- Teachers encourage students to use written and oral feedback effectively to improve their learning.
- Teachers assess written work regularly and return work speedily.
- Literacy initiatives are having a very positive effect.
- Use of mathematical language is becoming more widespread.
- Every subject department has identified ways of incorporating numeracy into their subjects.
- Literacy and numeracy are addressed at all subject department and staff meetings.
- Team Teaching in Junior Cycle Maths is working well.
- SSE practice in our school affirmed by visiting advisory personnel.

### **4.2 The following areas are **prioritised for improvement**:**

- Initiatives are needed to improve parental involvement in student's learning.
- Some literacy initiatives to be dropped or re-modelled to improve effectiveness.
- The School Report needs to be looked at to improve the feedback given through teacher comments.
- More emphasis needs to be place on reading for pleasure to promote literacy.
- More work is needed to embed numeracy awareness within teacher practice.
- Improvement in problem solving in Maths.
- Student involvement in Numeracy development in our school.
- Improving students' attitude to maths.

### **4.3 The following legislative and regulatory requirements need to be addressed.**

**Data Protection Policy to be ratified in September**

# OUR SCHOOL IMPROVEMENT PLAN

Summary of main strengths as identified in last SSE in (specify date):

- The quality of professional dialogue around teaching and learning continues to improve.
- Literacy awareness has become embedded in teacher practice.
- Parents are very satisfied with the feedback they receive at parent-teacher meetings, through the school journal and from our school in general.
- Teachers give constructive and regular feedback which demonstrates clearly how the student can improve and is specific to individual students.
- Teachers encourage students to use written and oral feedback effectively to improve their learning.
- Teachers assess written work regularly and return work speedily.
- Literacy initiatives are having a very positive effect.
- Use of mathematical language is becoming more widespread.
- Every subject department has identified ways of incorporating numeracy into their subjects.
- Literacy and numeracy are addressed at all subject department and staff meetings.
- Team Teaching in Junior Cycle Maths.
- SSE practice in our school affirmed by visiting advisory personnel

Summary of main areas requiring improvement as identified in last SSE:

- Initiatives are needed to improve parental involvement in student's learning.
- Some literacy initiatives to be dropped or re-modelled to improve effectiveness.
- The School Report needs to be looked at to improve the feedback given through teacher comments.
- More emphasis on reading for pleasure to promote literacy.
- More work needed to embed numeracy awareness within teacher practice.
- Improvement in problem solving in Maths.
- Student involvement in Numeracy development in our school.

	<ul style="list-style-type: none"> <li>Improving students' attitude to maths.</li> </ul>
Improvement targets (related to students' achievement)	<ul style="list-style-type: none"> <li>Teachers to move away from giving general comments on written assignments.</li> <li>Reading for pleasure to be promoted through a book club in 2nd and 3rd year English classes. 'Drop Everything and Problem Solve' to be introduced.</li> <li>Student Numeracy Group to be set up. Teachers will continue to emphasise and make explicit, the place of maths in everyday life.</li> </ul>
Required actions (Related to Teaching and Learning that will help to achieve the targets)	<ul style="list-style-type: none"> <li>Decisions to be made in September around initiatives to improve parental involvement.</li> <li>CPD required to support teachers in providing effective feedback.</li> </ul>
Persons responsible	<ul style="list-style-type: none"> <li>Principal</li> <li>Deputy Principal</li> <li>Learning Support Department</li> <li>Subject Departments/Individual Subject Teachers</li> <li>BOM</li> </ul>
Timeframe for action	During the course of the school year 2016/2017
Success criteria/measurable outcomes	<ul style="list-style-type: none"> <li>The students will be reassessed at the end of 2017 to seek their opinions.</li> <li>Improvement in the quality of written comment by teacher</li> <li>Self-reported Improved outcomes by students</li> </ul>
Review date(s)	<b>March 2017</b>