



St. Kevin's College

Ballygall Road East, Dublin 11

ST KEVIN'S COLLEGE
BALLYGALL ROAD EAST
DUBLIN 11
SCHOOL ROLL NUMBER: 60581M

School Self-Evaluation Report

Examination Attainment

Evaluation period: **January 2016** to **May 2016**

Report issue date:

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in St Kevin's College was undertaken during the period January 2016 to May 2016. During the evaluation, teaching and learning in the following areas were evaluated:

- Examination Attainment

This is a report on the findings of the evaluation.

1.2 School context

St Kevin's College is an all-boys voluntary secondary school under the patronage of the Edmund Rice Schools Trust. We currently have an enrolment of 525 students and are Designated DEIS 2 by the Department of Education and Skills. St Kevin's College offers Junior Certificate and Leaving Certificate programmes and also the Leaving Certificate Vocational Programme (LCVP) and Leaving Certificate Applied (LCA). An optional Transition Year programme is also offered. All of our classes are offered in a mixed ability setting with some higher level and ordinary level banding introduced in 2nd year.

2. The findings

Learner Outcomes:

- A review of attainment figures for Junior and Leaving Certificate examinations was carried out by each Subject Department.
- Students are encouraged in all subjects to take examinations at the highest level where possible.

Learning Experience:

A student survey on learner experiences was carried out with almost 100 first and second year students. Additionally, appreciative focus group interviews with both Junior & Senior Cycle students were conducted. This comprehensive investigation lead to very rich data. A parent survey was also conducted in 2014. Findings:

- 89% of parents described 'Caring Teachers'
- 83% of students surveyed felt proud to be in St Kevin's College
- 62% of students surveyed enjoy going to classes with 79% describing a positive atmosphere.
- 70% of students surveyed said classes are sometimes interesting.
- 79% of students surveyed felt they are doing well in their school work.
- 49% of students surveyed said 'some of their teachers' explain things clearly for them, 36% said 'Most of them do',
- 88% of students surveyed said Teachers encouraged them to the best of their abilities.
- 76% of students surveyed said that Teachers listened to them & took notice of what they had to say.
- 35% of students felt they worked best alone, 35% felt they worked best in pairs, and 29% felt they worked best in small groups.
- 80% of students felt they learned better when given the chance to talk to their peers.

Teacher's Practice:

A teacher survey was administered to all staff with a 89% completion rate. Additionally, individual and group feedback was recorded during a staff CPD session on Examination Attainment. The Findings:

- High majority of teachers felt enthusiastic & prepared for developments in Collaborative learning & AFL.
- 25% of teachers allow students to engage in collaborative work daily, 47% weekly.
- 38% of Teachers always engage in encouraging student's personal and creative response to their subject.
- 88% of Teachers felt they had a clear understanding of Higher & Lower order questioning with 69% stating they always ask a sufficient balance.
- 41% of Teachers say questioning in their classroom is always equitably distributed among the students, 53% say often.
- 91% of Teachers say that they use the analysis of student's exam results to better inform their teaching.
- 43% of Teachers say they share learning intentions with students at the start of each class, 47% at the start of each topic.
- 90% of Teachers use these learning intentions at a later stage to assess if they have been achieved.
- 31% of Teachers always provide oral/written feedback to students that is clear & focused for the student, 63% often do this.
- 41% of Teachers say students actively engage in self-assessment in their class regularly. 42% of Teachers say students engage in peer assessment in their class regularly.

3. Progress made on previously-identified improvement targets

During the review of our DEIS plan in 2015 the following was identified:

- The targets written in the old plan were not SMART. The Examination Attainment team reported that the targets were too vague, broad & general and as such it was difficult to measure impacts.
- Prior to the review a meeting was held with key members from the PDST. This provided us with the necessary information & skills to write SMART targets going forward.
- The monitoring & evaluation of targets in the old DEIS plan proved difficult due to the fact that targets were not measureable.
- Many of the actions used demonstrated good practice. However, their impact in improving Examination Attainment was difficult to assess due to targets not being SMART.

4. Summary of school self-evaluation findings

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

- 72% of Teachers use collaborate approaches to Teaching & Learning at least once per week.
- 81% of Subject plans include an analysis of State Examination results for Junior & Leaving Certificate students.
- 91% of teachers use the analysis of examination results to better inform their Teaching.
- 90% of teachers share learning intentions with students at the start of each class or topic
- 82% of Students surveyed are proud to be in St Kevin's College
- 79% of Students surveyed feel there is a good atmosphere in St Kevin's College, 79% also feel safe & secure at school
- 79% of students surveyed describe themselves as 'doing well' in their school work
- 88% of students surveyed say that Teachers encourage them to work to the best of their ability

4.2 The following areas are prioritised for improvement:

- 28% of Teachers say they rarely allow students to students to engage in investigative approaches to Learning. Work on collaborative learning practice to improve student engagement in lessons is now a priority.
- 22% of Teachers say they are unsure if they ask a sufficient balance of Higher & Lower order questions in class. CPD on questioning and the use of higher & lower order questioning is now a priority.
- 10% of teachers say they rarely or never share learning intentions. 22% of Teachers say they rarely or never establish/share success criteria with students. 49% of students say only very few teachers share learning intentions with them. The use of peer/self-assessment and CPD on teaching and learning strategies/assessment for learning is now a priority.
- Student self & peer assessment is not occurring on a regular enough basis in class (60% say Sometimes).
- 47% of students surveyed sometimes feel afraid to answer questions out loud in case they are wrong. 23% of students surveyed said very few of their teachers ask interesting or challenging questions. We will investigate alternative questioning techniques in order to engage all students and create a safe environment to express answers.
- 72% of students would like to get results given to them as a grade and oral or written feedback to accompany this. We will look at formative feedback techniques and address this area of concern.

4.3 *The following legislative and regulatory requirements need to be addressed.
(Specify the aspects that need to be addressed)*