



EUREKA SECONDARY SCHOOL
NAVAN ROAD KELLS COUNTY MEATH
64410F

School Self-Evaluation Summary Report for the School Community

Evaluation period: *September 2013 to May 2015*

Report issue date: *May 2015*

Summary School Self-Evaluation Report

1. Introduction

We are the only all girls Post Primary School in an urban area, under the trusteeship of CEIST. There are currently 713 students. We have 26 feeder schools in our catchment area, 20 students availing of learning support and 8 students in receipt of resource hours who also have I.E.P.'s. We offer a wide subject choice in both Junior and Leaving Certificate, including the Leaving Certificate Applied Programme. Transition Year and the Links Module Programme are both well-established. There is a very broad curriculum on offer to those who opt for the established Leaving Certificate option.

Our attendance levels are above national averages. Our students' behaviour is excellent. For more information on how we intend to improve our students' learning, please see an outline of our School Improvement Plan which is available on the school website, www.eurekasecondaryschool.ie.

1.1 The focus of the evaluation

We undertook a school self-evaluation of teaching and learning during the period December 2013 to May 2014. We surveyed the attainment levels of First Year students in **Literacy**. We chose this because we felt that our students could improve their Learning Outcomes in this area. We also conducted a Maths-based competency test of all First Years in September 2014 in an attempt to ascertain their proficiency in a broad range of **Numeracy** skills and to identify areas where their Learning Outcomes in this area could be improved.

This report summarises the strengths that were identified and the areas that have been prioritised for improvement. *The focus is to improve student outcomes through improved student engagement and teacher practice.*

2. Summary of school self-evaluation findings

We collected information from parents, students and teachers in preparing this report. We looked at how well our students were doing in **Literacy** and **Numeracy**. We also surveyed both teachers and students; conducted NGRT tests to ascertain average reading ages; used the comparison tool on the www.pdst.ie website to compare School STEN and Junior Certificate Subject (English and Mathematics) results with National Averages.

2.1 We found that our school has **strengths** in the following areas:

Strengths

- First Year NGRT Results are well above National Norms with regards to Reading Ages and SAS scores.
- The Numeracy STEN results conducted on the 2014/15 First Year Group indicated that the 5, 6 and 7 scores achieved were 16% above the National Average.
- The Literacy STEN results conducted on the 2014/15 First Year Group indicated that 5,6 and 7 scores achieved were 14% above the National Average.
- Teachers are of the opinion that the introduction of Key Words has improved both student overall comprehension, 93%, and Spelling 80%, in their own subject area.
- Teachers use a wide range of strategies to promote Digital Literacy in the classroom.
- 75% of pupils read a minimum of one hour per week for pleasure.
- 67% of pupils indicated that working in groups of 3 or more would encourage them to speak in class.
- 69% of students replied that their teachers have a positive attitude to Numeracy.
- 58% of non Maths teachers felt they could recognise Numeracy in their subject area.

We know these are our strengths because these results have been collated from the various surveys conducted.

2.2 We have decided to prioritise the following areas for development:

Areas for development

- To improve student confidence levels in contributing to class discussions without teacher prompting.
- Strategies should be introduced to improve student proficiency in spelling and grammar.
- Teachers should focus more on the development of literacy in addition to the teaching of both knowledge and skills.
- Keyboard skills of students should be improved.
- Improve both the use/understanding of mathematical language, estimation skills in converting fractions to percentages, converting fractions to percentages using a calculator and 'rounding off' decimals to the nearest whole number.
- To ensure a more consistent approach to the teaching of Numeracy throughout the whole school community.

We have decided to prioritise these areas because both the Literacy and Numeracy Surveys of students and staff indicated that these are the areas that we, as a school community need to work on to improve student learning outcomes in both Literacy and Numeracy.