

**Coláiste Phobail Leamhcáin**  
**Lucan Community College**



**etb**

Bord Oideachais agus Oiliúna  
Átha Cliath agus Dhún Laoghaire  
*Dublin and Dún Laoghaire*  
Education and Training Board

LUCAN COMMUNITY COLLEGE  
ESKER DRIVE, LUCAN, CO DUBLIN  
SCHOOL ROLL NUMBER: 70080T

# School Self-Evaluation Report

Evaluation period: *September 2013 to June 2014*

Report issue date: *16 June 2014*  
*Approved by Board of Management 16 June 2014*

## School Self-Evaluation Report

### 1. Introduction

#### 1.1 The focus of the evaluation

A school self-evaluation of how a whole school focus and the teaching and learning in all subjects support student acquisition of literacy skills was carried out in 2013/14.

This is a report on the findings of the evaluation.

#### 1.2 School context

This school is a suburban, co-educational multi-denominational school under the patronage of Dublin and Dún Laoghaire Education and Training Board. There are 855 currently enrolled. Programmes offered include the Junior Certificate, Leaving Certificate and Leaving Certificate Vocational Programme. The Leaving Certificate Applied Programme is offered at least every second year and Transition Year is compulsory for all students not taking the LCA course.

### 2. The findings

#### Learner Outcomes

*Incoming students:* The student standardised test results and report cards were requested from the primary schools for all students enrolled in 1<sup>st</sup> year. First year students took a standardised test prior to entry. Results received are stored in the student files and electronically and analysed to compare with national norms. Students entering first year have a mean standard age score significantly above the national average in the verbal, quantitative and non-verbal categories. The mean standard age score for boys is significantly below girls in the verbal category. The average score across all first years in the Group Reading Test was above average.

*Outgoing students:* Results of the Leaving Certificate are distributed to each subject department annually for further analysis and comparison with national norms. The majority of the subjects compared well with national norms for results. The proportion of students taking subjects at higher level was well above national average in most cases with several subjects having 100% of the students taking higher level.

#### Learning experience

Attitudinal surveys were carried out with a random sample of first year students and their parents across all class groups in relation to reading. This questionnaire was conducted electronically. Results of the survey show that

- 52% of the students surveyed think it is very important to read;
- 52% of the students enjoy reading 'quite a lot' or 'very much';
- 28% of students read 'every day' or 'almost every day'
- 84% of students said that their parents read often.

#### Teachers' practice

Each subject department outlined ways that the subject contributes to the acquisition of literacy and numeracy skills by students. This was collated into a whole school list by the Literacy committee.

At the start of the school year staff decided to focus on key words and formulae across all subject areas. In many classrooms keywords and formulae were displayed on the walls and students kept lists of keywords in their copies. Several subjects include a section on keywords in their end of year assessments. A cover

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page was designed for the front of examinations. Students complete this when exams are returned and note keywords used, concepts they have grasped well and concepts they need to work harder on. Students also calculate their percentage score.

Subject departments are reviewing subject plans to include a section on literacy and to identify key concepts/words within their subjects.

### **3. Progress made on previously-identified targets improvement targets**

This section is not applicable for the first year of the school improvement plan.

Prior to the initiation of the SSE process the school engaged in the school development planning process where priorities were identified and improvements were made each year. This is recorded in the school development planning folder.

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

#### **4.1 Strengths**

Our school has strengths in the following areas:

- Students entering first year have a mean standard age score significantly above the national average in the verbal, quantitative and non-verbal categories.
- 52% of a random sample of 1st year students enjoy reading 'quite a lot' or 'very much';
- There is willingness and readiness on the part of staff to share good practice and adopt new strategies;
- The school runs extra and co-curricular activities including special events for Reading Week and World Book Day, debating, poetry and writing competitions all of which contribute to student achievement in literacy.

#### **4.2 Improvements**

The following areas were prioritised for improvement:

- Improve student attitudes to reading using strategies including the literacy postcard tree for Summer reading, reading week, visits to local library, regular competitions;
- Increase focus on acquisition of keywords by a word of the week scheme, by including keyword lists and other literacy support material in the student journal and by continuing the focus on keywords and concepts in all subject areas;
- Improve parent/guardian understanding of their role in improving student literacy by promotion of suitable strategies at parental meetings. This includes publishing a literacy and numeracy newsletter for parents and encouraging parental involvement in the Summer reading scheme.
- Encourage student editing of their own work using the CUPS approach by including CUPS in the student journal and displaying the CUPS checklist in all classrooms.
- Trial a paired reading programme with all first year classes using Transition Year volunteers.

#### **4.3 Legislation**

The following legislative and regulatory requirements need to be addressed.

- Complete review of anti-bullying policy;
- Devise a data-protection policy in cooperation with DDLETB;
- Review all policies to reflect patron as DDLETB.

### Appendix to School Self-Evaluation Report: legislative and regulatory checklist

Issue	Relevant legislation, rule or circular	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Valid enrolment of students	M51/93	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Repeating a year – conditions to be met	M2/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Time in school - Length of school year (minimum of 167 days for all year groups) Length of school week (minimum of 28 hours for all year groups)	Circular M29/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Standardisation of school year	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Procedures for making September returns to the Department	Circular 56/2009, and instructions issued annually regarding return deadlines	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Annual returns to the National Educational Welfare Board (NEWB)	Education and Welfare Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Arrangements for parent/teacher and staff meetings	Circular M58/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national agreement regarding additional time requirement	Circular 25/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Development of school plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Engagement with school self-evaluation process	Circular 40/2012	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Whole-school guidance plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Guidance provision in post-primary schools	Education Act 1998 (section 9(c)), Circular PPT12/05, Circular 09/2012, section 4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Delivery of CSPE to all junior cycle classes	Circular M12/01, Circular M13/05	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	*Moving towards Junior Cycle with CSPE as an OLE next year
Exemption from the study of Irish	Circular M10/94	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of national literacy strategy	Circular 25/2012	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
In-school management structures	Section V Education Act 1998, Circular 04/98, Circular M29/02, Circular 22/2009, Circular 08/2013	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Parents as partners in education	Circular M27/91	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	



Issue	Relevant legislation, rule or circular		Is the school fully meeting the requirements of the relevant legislation, rule or circular?	If no, indicate aspects to be developed
Suspension of students	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		Yes	
	Number of section 29 cases taken against the school	0		
	Number of cases processed at informal stage	0		
	Number of cases heard	0		
	Number of appeals upheld	0		
	Number of appeals dismissed	0		
Expulsion of students	Section 29 Education Act 1998 Please record the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		Yes	This information is reported to the BOM. 1 appeal was taken to DDLETB and none upheld.
	Number of section 29 cases taken against the school	1		
	Number of cases processed at informal stage	1		
	Number of cases heard	1		
	Number of appeals upheld	0		
	Number of appeals dismissed	1		

**Appendix to School Self-Evaluation report: policy checklist**

Policy	Relevant legislation, circulars, guidelines	Has the policy been approved by the Board of Management?	If no, indicate aspects to be developed
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Code of behaviour, including anti-bullying policy <sup>1</sup>	Circular M33/91 NEWB guidelines Section 23, Education (Welfare) Act 2000 Equal Status Acts 2000-2011 <i>Anti-bullying Procedures for Primary and Post-primary schools</i> 2013, and Circular 45/13	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Anti-bullying policy under review awaiting completion of pilot of anti-bullying strategy.
Attendance and participation strategy <sup>2</sup>	Circular M51/93 Section 22, Education (Welfare) Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Data protection statement is being developed with DDL ETB
Special educational needs policy <sup>3</sup>	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Educational Needs Act (EPSEN) <sup>4</sup> (2004) Disability Act (2005))	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Social, personal and health education (SPHE)/Relationships and sexuality education (RSE) policy	Circulars 37/2010, 23/2010, M27/08, M11/03, M22/00, M20/96, M4/95	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Substance use policy	Department of Education and Skills Directive; guidelines issued to schools in 2002	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Internet acceptable use policy	National Council for Technology in Education (NCTE) Guidelines, 2012	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Policy	Circular 0065/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

<sup>1</sup> Under the provisions of the Education (Welfare) Act (2000) (section 23) the school's code of behaviour should conform to the specifications stated.

<sup>2</sup> Under the provisions of the Education (Welfare) Act (2000) (section 22) the school's attendance strategy should conform with the provisions stipulated.

<sup>3</sup> Section 9 of the Education Act (1998) requires a school to "use its available resources" to identify and provide for the educational needs of those "with a disability or other special educational needs."

<sup>4</sup> The EPSEN Act requires that schools be inclusive of and provide an appropriate education for students with special educational needs.

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