



A.M.D.G.

CRESCENT COLLEGE COMPREHENSIVE S.J.

DOORADOYLE, LIMERICK

SCHOOL ROLL NO: 41014R

School Self-Evaluation Report

Evaluation Period: *Academic Year 2013/2014*

Report issued: *June 2014*

School Self-Evaluation Report

1. Introduction

1.1 The focus of the evaluation

A school self-evaluation of teaching and learning in **Crescent College Comprehensive, SJ** was undertaken during the period **September 2013** to **May 2014**. The focus of the evaluation was literacy.

- Literacy as per the guidelines issued by the Department of Education & Skills

This is a report on the findings of the evaluation.

1.2 School Context and Description

Crescent College Comprehensive S.J., which incorporates the Characteristics of Jesuit Education, seeks to develop a community of learning and academic excellence comprising teachers and parents collaborating to fulfil the potential of each individual pupil. This will involve teachers, parents and pupils working together to identify and develop an openness to religious, moral, social, intellectual, cultural and physical experience and to the word of God in all its dimensions. Each individual's talents will be developed to the level of their personal potential for the benefit of community and humanity.

Crescent College Comprehensive S.J. is a Catholic school under the trusteeship of the Jesuit Provincial and the Minister of Education and Science. The college acknowledges that the family is the primary educator and, through its commitment to the values of the school, shares the responsibility for the student's education. The school is grant aided by the Department of Education and Science.

Crescent College Comprehensive S.J. has dedicated teachers who are committed to high academic standards. The college provides a rich and diverse curriculum catering for the needs of each individual student. It strives for excellence also in the areas of social concern and spiritual values, sport and culture, wherein students are encouraged and challenged to realise their full potential as human beings in the Ignatian tradition.

The school's management structure consists of the Board of Management whose policies are implemented by the principal of the day. The principal is assisted by a deputy head, assistant principals and staff, academic and non-academic. The school has a pastoral care structure of Form Tutors and Year Heads. A comprehensive Guidance and Counselling structure is also in place.

The school is aided by the Parents' Association through its associated committees: Parents' Council, Parents' Social and Cultural Committee and Parent's Finance Committee. All parents of Crescent students are automatically members of the Parents' Association.

Curricular leadership is facilitated by a structure of co-ordinated departments. Student leadership is undertaken by elected school captains, senior prefects and the Student Council.

2. Legislative and Regulatory Checklist

In the course of this self evaluation, the Principal and Deputy Principal together with the Assistant Principals reviewed a number of Department of Education and Skills circulars that govern the day-to-day running of the school. A list of these circulars with a report on their status is contained in the next few pages.

School Self-Evaluation Report: Legislative and Regulatory Checklist

Issue	Relevant Circulars	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	Notes
Valid enrolment of students	M51/93	<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	See Attached Calendar
Standardisation of school year	Circular 034/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Attached Calendar
Arrangements for parent/teacher and staff meetings	Circular M58/04	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Attached Calendar
Implementation of national literacy strategy	Circular 25/12	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Implementation of Croke Park agreement regarding additional time requirement	Circular 025/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Attached Calendar
Development of school plan	Section 21 Education Act 1998	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Strategic Action Plan
Guidance provision in secondary schools	Circular PPT12/05, Education Act 1998 (section 9(c))	<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	
Delivery of CSPE to all junior cycle classes	Circular M12/01 Circular M13/05	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Exemption from the study of Irish	Circular M10/94	<input type="checkbox"/> Yes <input type="checkbox"/> No	Report from Karin
Implementation of revised in-school management structures	Circular M29/02, Circular 21/98, Circular 30/97, Circular 29/97	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Limited alleviation on filling posts of responsibility for school year 2011/12	Circular 53/11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Issue	Relevant Circulars	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	Notes
Parents as partners in education		Yes	
Implementation of child protection procedures	Circular 65/11 Please provide the following information in relation to child protection		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Details to come from Care Team
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE	4	
	▪ Number of cases where a report involving a child in the school was submitted by the DLP to the HSE and the school board of management informed	4	
	▪ Number of cases where the DLP sought advice from the HSE and as a result of this advice, no report was made	2	
Implementation of complaints procedure as appropriate	Section 28 Education Act 1998 Please provide the following information in relation to complaints made by parents during this school year		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	▪ Number of formal parental complaints received	0	
	▪ Number of formal complaints processed	0	
	▪ Number of formal complaints not fully processed by the end of this school year	0	
Refusal to enrol	Section 29 Education Act 1998 Please provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year		
	Number of section 29 cases taken against the school	5	
	Number of cases processed at informal stage	0	
	Number of cases heard	5	
	Number of appeals upheld	5	
	Number of appeals dismissed	5	

Academic Year 2013/14

Issue	Relevant Circulars	Is the school fully meeting the requirements of the relevant legislation, rule or circular?	Notes	
Suspension of students	Section 29 Education Act 1998 Please provide 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 provide the following information in relation to appeals taken in accordance with Section 29 against the school during this school year			
	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		

2.1. Policy Checklist

The Principal and Deputy Principal in conjunction with others conducted a review of the status of school policies as follows:

School Self-Evaluation Report: Policy Checklist

Policy	Source	Has the policy been approved by the Board of Management ?	Notes
Enrolment policy	Section 15(2)(d) of Education Act Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	BOM is currently conducting a review
Code of behaviour, including anti-bullying policy	Circular M33/91 NEWB guidelines Section 23, Education Welfare Act 2000 Guidelines on Countering Bullying Behaviour, 1993, Circular M33/91 Equal Status Acts 2000-2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Currently under review by the Care Team. Will be presented to the BOM in 2013
Attendance and participation strategy	Circular M51/93 Section 22, Education Welfare Act 2000	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Approved by the Board in April 2013
Health and Safety Statement	Health and Safety Act 2005 Section 20	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	To be presented to the BOM in June 2013.
Data protection	Data Protection Act 1988 Data Protection (Amendment Act) 2003	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Michele to review ACCS Policy
Special education needs policy	Education Act (1998) Equal Status Acts (2000 to 2011), Education (Welfare) Act (2000), Education for Persons with Special Education Needs Act (EPSEN) (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	See Subject Inspection Report 2012
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	Department of Education and Skills Directive	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Child Protection Policy	Circular 0065/2011	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

3. Progress made on previously-identified targets improvement targets –

Crescent College Comprehensive, SJ had a Whole School Evaluation in 2008. Since then, we have had a Subject Inspection in SPHE and an Incidental Inspection in November 2012. During the course of these inspections a number of areas for development were identified and are listed below.

1. The Board should lead the implementation of the recommendations in the inspection reports, incorporating them into the Strategic Plan 2008-2018.
2. The role of the principal should be clarified for all the education partners. Reference should be made to the 1998 Education Act.
3. In accordance with senior management's expressed views and in line with the school's strategic plan a whole-staff review of schedule of posts is recommended to meet the current and emerging needs of the school.
4. Complete returns be made in accordance with NEWB.
5. The deployment of teaching hours should be reviewed to ensure that the resources are being used in the most effective manner. Permanent whole-time teachers should have class contact hours in line with Department circular letters.
6. The school should proceed with the development of a whole-school guidance plan and critical incident policy.
7. It is recommended, in line with recommendations in subject inspections that the school utilise a 'student driven' model where the option blocks are based on students' preferences.
8. In line with the school's Jesuit ethos and best practice in inclusion of all students it is recommended that the school proactively enrol the SCP students in the after-school homework club.

In response, the following actions have been undertaken:

1. A whole staff review of the schedule of posts was completed in May 2013.
2. The Whole School Guidance Plan and Critical Incident Policies have undergone detailed review. This review process will conclude in September 2013.
3. The Board proposes to recruit an educational support worker to enhance the work currently being done with the SCP target group of students. This will include a re-launch of Homework Club and the introduction of an appropriate scheme of book rental.
4. Issues relating to NEWB returns and the deployment of teaching hours have all been resolved.
5. A subject driven model was introduced for 5th Year options in 2012. This model is currently under review.
6. Sub-Committees for the implementation of the Strategic Action Plan met during 2012 continue to meet in 2013. A number of committees have already made interim reports. Further reports are due in the Autumn of 2013.

4. The Focus of the Evaluation in 2013 - Literacy

After attending a number of in-service training courses provided by ACCS and the DES, the Principal and Deputy Principal arranged for a visit to the school by DES inspectors in January 2013.

Following that visit, we decided to focus on the subtheme of Literacy for this first cycle of School Self-Evaluation. What follows is a brief summary of the findings of this review.

4.1 Working with Subject Department Coordinators and the whole staff, the following strengths in areas of literacy were identified:

1. The highlighting of key words for students.
2. Regular testing to highlight comprehension.
3. High expectations and daily homework.
4. The collection and storing of data on spelling tests.
5. The use of different methodologies in the classroom.
6. Multi-Media /the use of a variety of media.
7. Reinforcement and catch-up by using textbooks and workbooks together.
8. Linking vocabulary to the daily lives of the students to stimulate interest.
9. Students editing each others' and their own work.
10. Encouraging students to use vocabulary learnt to gain confidence.
11. Word rich visual presentations.
12. Using digital media and sharing digital media.
13. Using different interactive and textural sources.
14. Using different files of worksheets for different abilities.

4.2 The following areas are suggested for improvement:

1. Increasing the focus on vocabulary in all levels.
2. Addressing the needs of students with reading difficulties.
3. Careful consideration of the wording of examination questions.
4. Use fewer lower order questions in favour of higher order questions.
5. Emphasise high standards required for presentation of written work in First Year.
6. Give clear guidance and feedback on written work.
7. Target the raising of standards in spelling, punctuation and grammar .
8. Experiment with use of differing methodologies.
9. Identify and stress key terms and vocabulary in all subjects.
10. Review the impact of mixed ability grouping on attainment levels.
11. Review the impact of class sizes on attainment levels.
12. Focus on identifying students with poor reading ability.
13. Sourcing textbooks and resources to match reading age.
14. Where possible emphasise the use of local names, terms and language familiar to the students.

4.3 The following strategies will be deployed in 2013/14 Academic Year across varying different subject departments.

1. We will put vocabulary-based questions into tests. For example, matching columns of words, etc.
2. We will organise that the students will practise reading and interpreting questions.
3. We will organise that the students will practise problem-solving type questions which have a variety of ways solving them.
4. We will review the use of the workbook in class in order to promote fuller written answers.
5. We will devote more time to teaching students how to organise work and how to better structure their answers.

6. We will provide all students with positive and constructive feedback on written work.
7. We will monitor and comment on the spelling levels, punctuation and grammar during the course of the year to assess improvement.
8. We will continue and expand the reading for pleasure programme.
9. We will continue and expand the use of dictionary work.
10. We will use visual displays to reinforce key terms at the beginning of each lesson.
11. We will use multimedia approaches to build up vocabulary.
12. We will display key terms in the classroom.
13. We will insert a question with key terms into tests and assessments.
14. We will increase the work in manuscript copies/workbooks/ portfolios/notebooks to improve and consolidate hand-written work.
15. We will use common literacy strategies to deal with wider vocabulary usage.
16. We will focus on improving the quality of diagrams, labelling and graphs in the classroom.