

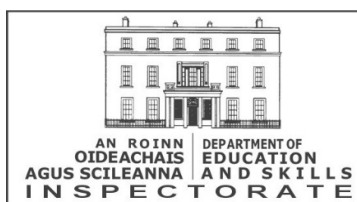
**An Roinn Oideachais agus Scileanna**

**Department of Education and Skills**

**FOLLOW-THROUGH INSPECTION  
REPORT**

**Lucan Community College  
Esker Drive, Lucan, Co. Dublin  
Uimhir rolla: 70080T**

**Date of inspection: 13 November 2014**



<b>Date of publication/issue of original report</b>	<b>November 2012</b>	<b>Type of original report</b>	<i>WSE-MLL</i>	<b>Date of FT inspection</b>	<b>13 November 2014</b>
<b>Follow-through inspection activities</b>					
<p><i>The following activities took place in the course of the follow-through inspection</i></p> <p>Meeting with principal and/or senior management team  Meeting with members of the in-school management team or subject coordinator  Meeting with relevant teachers/members of staff  Observation of teaching and learning  Interaction with pupils/students  Review of school documentation and records and pupils'/students' work  Review of resources and facilities</p>					
<b>Recommendation in original inspection report</b>		<b>Progress achieved to date on implementation of recommendation</b>			
It is recommended that the board put in place arrangements to provide instruction for the minimum required twenty-eight hours in line with circular M29/95 at an early date.		<b>Very good progress</b> The school now operates a full twenty-eight hour timetable.			
Subject departments' focus should be extended to planning for defined improvements, to include how each subject can contribute to students' literacy and numeracy development and how to make best use of the enhanced information and communication technology (ICT) infrastructure.		<b>Good progress</b> Substantial work has been completed, and more is ongoing, in relation to literacy and numeracy. The ICT infrastructure is being extensively and creatively used in many and varied ways to support teaching and learning.  There is still a need, within subject departments, to define the improvements being sought, to set targets, and to state the steps being taken to achieve these. These processes should also be documented.			
To build on existing good practice, a description of what constitutes good teaching, in the modern context, should be explored and recorded and a coherent and planned approach to developing practice in the agreed direction should be implemented.		<b>Very good progress</b> School management has overseen extensive developmental work in this area. Continuous professional development is ongoing. Lessons observed and interactions with students indicate a shift towards more student-centred teaching and more active learning methodologies in classrooms.			
<b>Summary of findings</b>					
<p>The use of ICT has increased substantially across all subjects and many teachers have been creative and innovative in carrying out this process. The awareness amongst teachers and within subject departments of the need to support students' literacy and numeracy development is very high and a number of interesting initiatives are running in addition to more focussed classroom practice. However, there is still a need, within subject departments, to define the improvements being sought, to set targets, and to state the steps being taken to achieve these; these processes should also be documented.</p> <p>Senior in-school management has embraced the recommendations in relation to exploring what constitutes good teaching and have implemented a programme of debate and staff development to explore this area. Teaching staff have responded positively in moving teaching and learning to more student-centred and active-learning methodologies.</p>					
<b>Recommendations</b>					
The school is commended for the quality of its engagement in the process of improvement and is encouraged to continue with its work, especially in the context of the school self-evaluation programme it has undertaken.					

## **Appendix**

### **School response to the report**

#### **Submitted by the Board of Management**

##### **Area 1: Observations on the content of the inspection report**

The Board are delighted that the school has been commended for its engagement in the process of self-improvements and will continue its work to support the school community- staff, students and parents – to engage in further self-evaluation.

##### **Area 2: Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection**

While the report seeks documented, defined improvements at subject department level, the Board is aware of many improvements made by subject departments as a result of previous subject inspections and ongoing self-evaluation. One example of an improvement is the opening evening in October, that was held for the first time since the school began, which involved huge effort from subjects teachers in displaying each subject and every aspect of the school both curricular and extra-curricular to almost 1000 visitors on the evening and resulted in increased student applications for 2016 and a clearer understanding for visitors of what each Junior Cycle subject offered involves. The Board will continue to support staff in making improvements at subject department level more explicit in the future.