

**An Roinn Oideachais agus Scileanna**  
**Department of Education and Skills**

**Programme Evaluation in LCVP**

**REPORT**

<b>Ainm na scoile / School name</b>	St Angela's Secondary School
<b>Seoladh na scoile / School address</b>	Ursuline Convent Waterford
<b>Uimhir rolla / Roll number</b>	64990D

**Date of Evaluation: 07-02-2019**



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An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

## **PROGRAMME EVALUATION**

The programme evaluation model of inspection is used to evaluate the quality and effectiveness of the following programmes and to provide advice and support to teachers, principals and school management in post-primary schools and centres for education:

- Junior Certificate School Programme (JCSP)
- Transition Year (TY) programme
- Leaving Certificate Applied (LCA) programme
- Leaving Certificate Vocational Programme (LCVP)

## **HOW TO READ THIS REPORT**

During this inspection, the inspector evaluated learning and teaching in LCVP under the following headings:

1. Teaching and learning
2. Programme provision and whole-school support
3. Programme planning, co-ordination and evaluation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

The board of management of the school was given an opportunity to comment in writing on the findings and recommendations of the report, and the response of the board will be found in the appendix of this report.

## **CHILD PROTECTION**

During the inspection visit, the following checks in relation to the school's child protection procedures were conducted:

1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.
2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.
3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.

The school met the requirements in relation to each of the checks above.

## Programme evaluation in LCVP

<b>Dates of inspection</b>	<b>07-02-2019</b>
Inspection activities undertaken <ul style="list-style-type: none"><li>• Meetings with principal and deputy principals</li><li>• Meetings with key staff</li><li>• Review of relevant documents</li><li>• Student focus-group interview</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning</li><li>• Examination of students' work</li><li>• Interaction with students</li><li>• Feedback to senior management team and teachers</li></ul>

### School context

St Angela's Ursuline Convent Secondary School is a voluntary secondary school with a current enrolment of 938 female students. The school offers the Junior Cycle programme, the established Leaving Certificate, the Leaving Certificate Vocational Programme (LCVP), the Leaving Certificate Applied (LCA) and a compulsory Transition Year (TY) programme.

### Summary of main findings and recommendations:

#### Findings

- The quality of teaching in the link module lessons observed was very good.
- Teachers created a high quality learning environment for students and this enabled them to deepen their knowledge and develop their thinking and creativity skills.
- The school's LCVP programme provides very good opportunities for students to engage in experiential learning and to develop a range of skills.
- The quality of programme provision and whole school support is very good; senior management highly values the curricular programme and is committed to its successful implementation.
- The quality of programme planning, co-ordination and teacher collaboration is very good, although evaluation of the programme merits expansion.
- LCVP programme implementation is greatly supported by the work of a diligent and dedicated programme co-ordinator and core team.

#### Recommendations

- Evaluation of the LCVP should be further developed to include the views of students, parents and work experience employers.

## DETAILED FINDINGS AND RECOMMENDATIONS

### 1. TEACHING AND LEARNING

- Very high quality teaching was observed in the link module lessons. This enabled a successful learning environment in which students deepened their knowledge and developed their thinking and creativity skills.
- A variety of good teaching methodologies appropriate to the programme were used in lessons, including opportunities for co-operative learning, student-teacher discussion, quizzes, and explorative questioning. The high level of teacher-student interactions during lessons was indicative of the very good rapport between teachers and students.
- Working with others was a constant theme throughout all lessons observed and in activities associated with the programme. In a lesson where students explored the concept of enterprise, students worked very effectively in teams and the concluding plenary session ensured there was shared learning for all.
- Teachers' planning and preparation of lessons was of a high standard. Learning intentions were articulated in terms of each unit's specific learning outcomes (SLOs). Teacher instruction was clear and lesson material was presented in a structured manner that ensured learning was incremental.
- Good quality resources were used during lessons to support student learning. The use of information and communications technology through the judicious selection of video clips and visually-rich presentations prompted and stimulated student interest and knowledge.
- During lessons, very good cross curricular links were made with other Leaving Certificate subjects such as Business. It is advisable to expand this where ever possible to other Vocational Subject Groupings (VSG).
- Students' folders were well organised. Students prudently store all drafts of portfolio items in paper and electronic format. The dedicated email account and electronic storage system to assist the sharing of learning resources, portfolio preparation and storage of students' work is good practice.
- The overall quality of assessment was very good. In all lessons, questioning strategies successfully linked with prior learning, assessed student knowledge and aided the development of good class discussions.
- Students were regularly assigned homework. To help students gain competency in answering theory questions in certificate examinations, students completed relevant examination-style questions at the conclusion of programme activities and units of learning.
- Each class group sits formal summative assessments at key points in the academic year. The assessments follow the same format as certificate examinations. This good practice aids student competency in answering written examination-type questions.
- Link module teachers reported that their guiding ethos is that students should be self-directed learners. In order to achieve this, students are expected to meet deadlines for assignments and organise most aspects of the programme's activities. Students are responsible for improving the quality of their portfolio items in line with the guidance and formative feedback received from teachers.

- Students are encouraged to achieve to their highest potential and outcomes are very good in certificate examinations. Teachers analyse students' attainment in certificate examinations; it is praiseworthy that student achievement is benchmarked against base line data relating to ability.
- The students interviewed as part of the evaluation expressed a very high level of satisfaction with the programme and the opportunities it provides to develop communication, organisational and teamwork skills, to complete career focused work experience, and to engage in enjoyable experiential learning activities.

## **2. PROGRAMME PROVISION AND WHOLE SCHOOL SUPPORT**

- The quality of programme provision and whole school support is very good. Senior management highly values the LCVP as a curricular programme and is committed to its successful implementation in the school.
- Access to LCVP is open to all students who fulfil the necessary programme requirements. The school actively encourages students who qualify for the programme to participate in it.
- Teachers, with an appropriate range of subject specialisms and skills, are appropriately deployed to the programme. The current LCVP teaching team comprises of highly experienced and new staff. There is effective continuity in the delivery of the programme.
- Time allocation for the link modules consists of two single class periods in fifth year and two single periods in sixth year. Fifth year students are timetabled for one of these lessons after school while sixth year students are timetabled for a lunch time lesson. The school reported that there is a good attendance rate for these lessons. Subject to resources, the timetabling of class periods that are currently outside the school's main timetable should be kept under review.
- There are highly effective links with the school's guidance service who deliver many of the SLOs related to the World of Work in their timetabled lessons. LCVP students are provided with one lesson period of Career Guidance in both fifth and sixth year. Good practice was observed in the way students are encouraged to view their LCVP work placement as building on their TY work experience.
- The quality of in-school communication regarding the activities of the LCVP is good. A notice board in the staff room informs whole-staff of LCVP activities. On occasion presentations are made to staff by the co-ordinator so to further enhance the profile and whole staff awareness of the programme.
- There is a good focus on Enterprise Education as part of the range of experiential programme activities. In addition, each year group participates in activities such as an out-of-school visit to an enterprise, guest speakers' visits and work experience.
- The students' three-day work experience placement, which takes place during the October mid-term break, is well organised and managed. To further facilitate students in identifying placements that are career-oriented, the core team could consider the re-positioning of the career investigation to sometime before work experience is undertaken.
- Good links have been established with local businesses, community enterprises and third level institutions to support students' participation in the LCVP.
- LCVP Students have good access to the school's computer room.

### **3. PROGRAMME PLANNING, CO-ORDINATION AND REVIEW**

- The quality of programme planning and co-ordination is very good. The programme is implemented by a diligent and dedicated programme co-ordinator and core team who are very committed to ensuring that LCVP is a successful learning experience for students.
- There is a high level of collaboration within the core planning team. The core team, comprising the link module teachers and the guidance counsellor, is guided by the LCVP programme co-ordinator. The school's overall programme co-ordinator assumes responsibilities for aspects of the programme. The respective duties of all involved in the programme are articulated in the programme plan. The high level of co-operation between teachers and their experience in teaching the programme are central factors in the successful implementation and delivery of LCVP.
- Planning documentation is of a high quality. A comprehensive and guiding subject plan for the LCVP is in place. The planning folder works as a repository of LCVP support materials and source documents for communication with employers and parents.
- High quality detailed curriculum plans have been developed for the delivery of each of the link modules. Within the plans, the alignment of topics with activities, methodologies, resources and assessment modes helps ensure consistency in teachers' delivery of the programme. To further enhance curriculum planning, it is advisable to also link the SLOs to the topics being taught and the activities undertaken.
- The LCVP core team and students complete an evaluation of each LCVP activity undertaken. To further inform the school community of the strengths and weaknesses of the programme, the evaluation of the LCVP should be further developed and expanded to include the views of students, their parents and teachers.

# **Appendix**

**SCHOOL RESPONSE TO THE REPORT**

**Submitted by the Board of Management**

## **Part A Observations on the content of the inspection report**

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## **Part B Follow-up actions planned or undertaken since the completion of the inspection activity to implement the findings and recommendations of the inspection.**

Following the LCVP Inspection Report April 2019, is our intention at St. Angela's to address the Examiner's recommendation in the following ways:

- From May 2019/2020 all students taking the LCVP programme will have the opportunity to offer their views through the medium of a Student Feedback Questionnaire. This questionnaire will be informed by the guidelines set out in Looking at Our School 2016-20. The questionnaire will be presented to students following their LCVP exam in May.
- From May 2019/2020 all parents with a daughter taking the LCVP programme will have the opportunity to offer their views through the medium of a Parent Feedback Questionnaire. Again, this questionnaire will be informed by the guidelines set out in Looking at Our School 2016-20. This questionnaire will be presented to parents in May.
- Beginning October 2019/2020 the feedback form which is already provided to work experience employers will be developed to contain a section asking them to reflect on their experience of facilitating the programme. This questionnaire will ask for feedback in such areas as communication before and during placement; student support; support for employers and student preparation. We will also invite employers to suggest ways in which we can develop the programme.

The questionnaires will be formally reviewed by the LCVP team and Programme Co-ordinator in August of each academic year. The LCVP team will work to address any issues and concerns communicated by parents, employers and students. We will also recognise positive feedback and consider how suggestions from any of the various groups might help us develop existing good practice.



## The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Example of descriptive terms
<b>Very Good</b>	<i>Very good</i> applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some schools in this category the quality of what is evaluated is <i>outstanding</i> and provides an example for other schools of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
<b>Good</b>	<i>Good</i> applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of pupils' learning. The school needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
<b>Satisfactory</b>	<i>Satisfactory</i> applies where the quality of provision is adequate. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
<b>Fair</b>	<i>Fair</i> applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The school will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
<b>Weak</b>	<i>Weak</i> applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-school action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;