



Summary of our Self Evaluation Report and Improvement Plan

School self-evaluation (SSE) is a collaborative, reflective process of internal school review. It provides teachers with a means of systematically looking at how they teach and how pupils learn and helps schools and teachers to improve outcomes for learners.

F.C.J. Secondary School Bunclody is a co-educational school with a current enrolment of 956 students and 80 teaching staff. The school provides the Junior Cycle, an optional Transition Year Programme, The Established Leaving Certificate and an optional Leaving Certificate Vocational Programme.

Our Self-Evaluation Report and Improvement Plan

In the last year, we have looked at teaching and learning in our school to find out what we are doing well. This is what we discovered.

Effective / Very effective practice

- A positive learning environment is provided. The quality and care for students is very good (There are student support strategies for Well-being, Guidance, Health Promotion, Diversity and Anti-Bullying).
- Most lessons observed were good or very good., with strong student engagement evident.
- High value is placed by both management and teaching staff on providing the best possible learner experience through a broad academic curriculum.
- Teachers collaborate and share effective practice, through regular subject planning meetings.

This is what we did to find out what we were doing well, and what we could do better:

- We reviewed and followed up on the inspection report findings and recommendations from the Whole School Evaluation - Management, Leadership and Learning Report.
- We conducted student surveys
- We conducted Parent surveys.

This is what we are currently working on:



1. Developing the use of meaningful (formative) feedback strategies - to encourage students to reflect on and improve the quality of their written work.
2. Varying teaching strategies to take into account and cater for the range of learning styles of individual students.
3. Encouraging teachers to differentiate learning tasks to meet the abilities and interests of all students.
4. Developing students' capacities as independent self-directed learners by focusing on note- making skills.

This is what you can do to help:

- Read the feedback offered by teachers.
- Engage in conversations about their learning with your son/daughter.
- Encourage your son/daughter to reflect on the quality of their work and their level of effort and achievement.
- Encourage your son/daughter to achieve his/her potential in all curricular areas.
- Engage in conversations with your son/daughter about goal setting, revision planning and reviewing performance/attainment.

Here is some information about how we are carrying out our work and about what the Department of Education and Skills requires us to do.

School time and holidays

The Department requires all post-primary schools to have **167 school days** each year, and a **28-hour school week**.

This year we had 167 school days, from 26th August 2019 to 29th May 2020. Our school week is 28 hours.

The Department sets out a **standardised school year and school holidays**.

This year we took all our school holidays within the permitted time . **YES**

The Department sets out arrangements for **parent/teacher meetings and staff meetings**.

This year we had **6** parent/teacher meetings and **4** staff meetings, all in line with the Department's regulations.

Looking after the children in our school



The Department requires schools to follow the *Child Protection Procedures* it has set down.

Our board of management has agreed in writing to do this. **YES**

All teachers know about the *Procedures* and we have told all parents about them and how we follow them. **YES**

Our Designated Liaison Person (DLP) is **Mr Brendan Daly**

and our Deputy DLP is **Ms Una Osborne**

Enrolment and attendance

The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.

We have an admissions policy and it is published. **YES**

We reviewed (and updated) our admissions policy on: **15th September 2020**

We keep accurate attendance records and report them as required. **YES**

We encourage high attendance in the following ways:

- We have developed a supportive, positive learning environment.
- We support and plan for the needs of the individual child.
- We foster positive relations with parents and offer personalised support.
- We reward full attendance at our Annual Awards.
- We acknowledge full school attendance (5/6 years) at our Annual Awards.

This is how you can help:

- Discuss with your son/daughter the value of regular school attendance.
- Highlight to your son/daughter the disadvantages of missing classes.
- Where possible organise medical/dental appointments outside school hours.
- Encourage your son/daughter to be punctual for school.
- Make contact with the school if problems arise.

Positive behaviour for a happy school

The Department requires schools to have a code of behaviour, and asks us to consult parents and students about it. We do this. **YES**

Our code of behaviour describes and supports positive behaviour. **YES**

We have a very clear and high-profile anti-bullying policy in our school. **YES**