



Newpark
Comprehensive School

Newpark Comprehensive School,

Blackrock, Co. Dublin

Roll Number: 810011

**School self- evaluation summary report for
school community.**

Evaluation period: September 2014-June 2015

Report issue date: June 2015

Summary School Self-Evaluation Report

1. Introduction

Newpark is a caring, friendly, co-educational school that provides an atmosphere for constructive and creative learning for students of all backgrounds, ethnicities and abilities. It is a supportive and compassionate community in which students are provided with every opportunity to achieve their chosen goals. Newpark is proud to equip its students with a balanced outlook on life, work and leisure.

Care is taken to develop an effective working relationship between teachers and students where respect and tolerance are central. This student centred environment is supported by an extensive student support system of Form Teachers, Year Leaders, Guidance Counsellors, Nurses and Chaplains.

Newpark fosters close links with parents and guardians and has a vibrant Parent Teacher Association (PTA). This group is active in fundraising and providing a forum to support parents. Former students and staff participate in the life of the school through their encouragement and support for various events.

A number of courses which reflect Newpark's comprehensive educational ethos are offered: the Junior Certificate Programme; the Transition Year Programme; the Leaving Certificate Programme; the Leaving Certificate Applied Programme and the Leaving Certificate Vocational Programme. A partnership established between the French government and Newpark in 1995 has led to the provision of a European Section for students with a French family background or a potential for language acquisition.

There are 76 teachers and 849 students. Our attendance levels are 93% and the vast majority of our students behave very well. For more information on how we intend to improve our students' learning, please see our School Improvement Plan summary which is available on the website.

1.1 The focus of the evaluation.

We undertook a school self-evaluation of teaching and learning during the year 2014/2015. We evaluated aspects of TY Programme and Numeracy. We chose these because we felt our students could improve their learning outcomes in the area of Numeracy. As a new co-ordinator had been appointed to the TY Programme it was felt that it was an opportune time to review the programme in conjunction with the students, parents and teachers. .

This report summarises the strengths we identified and the areas that have been prioritised for improvement.

2. Summary of school self-evaluation findings

We surveyed students in 1st on their attitudes to Maths and carried out a 1st Year Maths Competency test. We also carried out a comprehensive survey of students, parents and teachers on their experience of Transition Year and on the areas identified for improvement.

We found that our school has strengths in the following areas:

- 1ST Year students showed strengths in the following areas: Computation, Computation Language, Order of Operations, Decimals, Patterns/Sequence, Graph Interpretation and Measure
- Students working independently in Maths to solve problems and had good awareness of the range of solutions to problems
- Positive experience for most students of TY
- Work Experience in TY is seen as very beneficial.
- Breadth of the TY programme and range of subjects seen as a strength of the programme

We know these strengths because the data within the school has been analysed, teachers and students have been surveyed as outlined above.

3. Areas for development

- Problem solving is an area of weakness among 1st year students.
- Student perception of non-maths teachers not liking Maths
- Increase the number of students who pass TY
- Develop areas of the TY programme identified as not providing positive experience for some.
- Communication with parents re the structure of TY

We have decided to prioritise these areas because our research has indicated that while many students exceed academic expectations, others fall through the cracks. The whole staff identified speaking and listening as priority areas in developing literacy. The reading initiative has yielded good results in previous years and so will be used again this year.