



Newpark
Comprehensive School

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Blackrock, Co. Dublin

Roll Number: 81001I

School Improvement Plan Summary

Evaluation Period: September 2018 to January '19

Plan Issue Date: May '18

Summary School Improvement Plan

1. Introduction

1.1 The focus of the evaluation

As part of our ongoing work in the school we conducted a school self-evaluation of Assessment, Feedback and Success Criteria and Reflection. We evaluated aspects of teaching and learning and found many students perceived they had very little time for reflection on their progress.

This school improvement plan sets out the actions that we will undertake in the school over the next year to ensure students will have opportunities to reflect on their progress during their learning and at the end of learning something new. The main purpose of these actions is to nurture in students an ability to reflect on their behaviour and attitude to learning. We will encourage them to set meaningful personal goals as a result of their reflection.

2. Summary of school self-evaluation findings for this period of time.

2.1 Our school has strengths in the following areas:

- The majority of students read and understand the feedback given by teachers (92%) and use it to improve their work.
- Students are very clear about the kind of feedback they find helpful and 89% of students reported they found feedback helpful in improving future work.
- Giving Success Criteria; 77% of students reported always or usually understanding how to succeed in a task before they embarked on it.

2.2 External Evaluation

2.3 'The Sense of Belonging' Study found our school has strengths below:

- Wellbeing is at the centre of school life in Newpark. It is an open, accepting school characterised by positive relationships. Students are very positive about the school, its atmosphere and facilities and they painted a picture of a school with a strong sense of community.
- Staff/student relationships are positive and students talked about helpful, respectful teachers who are welcoming and supportive.
- A wide range of activities provide opportunities for fun and friendships and for pursuing interests and allowing students feel connected to the school.
- Student supports such as form teachers and the buddy system for first years teamed up with prefects provide a solid base for students.

We know we have these strengths because the data within the school has been analysed from student surveys and because an external researcher evaluated students' sense of belonging

2.2 Our school has decided to prioritise the following area for development:

- Increase the number of students who report that they have time to reflect on their progress during the learning and at the end of learning something new.

We have decided to prioritise this area because our research indicates there is room for improvement in this area of reflection.

2.3 Newpark has set the following targets for improvement which are related to students' achievement and has identified the following actions which will ensure those targets are reached by Jan. '19

Evaluation Theme – Improving Teaching and Learning with a focus on Reflection

Targets for Improvement	Actions	Measureable Outcomes
An increased number of students, from 24% to 60% will report 'I have time to reflect on my progress during the learning and at the end of learning something new.'	<ul style="list-style-type: none"> • Present results of feedback initiative to whole staff showing positive improvement and the results of the later survey and student observations on opportunities (or lack of them) for reflection. • A few teachers give short presentations on their experiences of facilitating student reflection. • Distribute last year's booklet compiled by staff and ask subject departments to identify which graphic organisers are helpful to reflection in their subject and what resources they'd like to add. • Give subject departments time to discuss and agree on reflection strategies to embed at specific points in their department plans. • Follow up session for subject depts. to report back what they're doing and how it's working. • SPHE to teach students what it means to reflect and why it's important. • Inform parents on parents' nights and encourage them to help their children reflect by talking to them about their work and progress. • Regular reminders to teachers to embed reflection in their lessons. 	When surveyed again 60% of students will report 'I have time to reflect on my progress during the learning and at the end of learning something new.'

As a parent you can help us by:

- Checking the student journal regularly.
- Talking to your child about how they feel they're progressing in school and what they hope to achieve and how they might get there.
- Checking the feedback on written work, talking to your child about it, signing it and helping him/her to use feedback for further improvement.

- Attending parent/teacher meetings.

2.4 We will know we have achieved our improvement targets when the measurable outcomes in the above table have been met.