



Newpark
Comprehensive School

Newpark Comprehensive School,

Blackrock, Co. Dublin

Roll Number: 810011

1). School Improvement Plan Results Summary from 2017/2018

2.) School Self-Evaluation Summary Report for the School Community.

Evaluation Period Sept. 2017 – March 2018

Report Issue Date: April 2018

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Results of School Improvement Initiatives 2017/2018

The focus of our school self- evaluation in 2017/2018 was again on improving teaching and learning using quality feedback and success criteria and to embed this. We set targets for achievement in both areas and outlined clearly the actions necessary for those targets to be achieved and identified those responsible for the actions. We carried out surveys of students and teachers after these initiatives to ascertain what, if any, improvement was evident. The results are below.

Student Survey Results

Our first target was for 85% of students to report that they always or usually read feedback on their written work. There was a significant improvement from 74% before the initiative to 92% after. Our aim was that 80% of students would find the feedback helpful in improving their work and again this target was exceeded with 89% reporting it was helpful. 57% found it was always or usually helpful while 32% found it helpful sometimes.

Our second target was that 50% of students would be clear about how to succeed in a task before they tackled it. A significant gain was made from 35.5% before the initiative to 71% stating they usually or always knew what to do to succeed and a further 22% reporting they sometimes knew after the initiative.

Additional External Evaluation on Wellbeing

A 'Sense of Belonging' study was carried out by PHD student Ruby Morrow to ascertain how second year students engaged with the school. Second year has been identified as a critical year in terms of students' long-term engagement with school and is considered an important period of development in mental health.

The researcher was 'hugely impressed with the students' openness and insights' and congratulated the staff 'on creating such a welcoming, supportive school' and she found that students in Newpark have a very strong sense of belonging.

Summary School Self-Evaluation Report 2017/2018

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 78 teachers and 863 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 whole school randomly selected student survey to ascertain what students found most helpful to their learning. The questions concerned feedback, opportunities to work with others, student self-evaluation, reflection time, variety of assessment and success criteria. We chose these areas because we are committed to improving the student experience of teaching and learning as an ongoing concern.

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

2. Summary of school self-evaluation findings

We re-surveyed students on their experiences of feedback and success criteria. We also surveyed the same cohort of randomly selected students to find out about a variety of aspects of their teaching and learning experiences as outlined in 1.1 above.

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

- Significantly more students read and understand the feedback given by teachers 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.

3. 'The Sense of Belonging' Study found our school has strengths in the following areas

- 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.

4. Areas for development

- Students reported needing more time to reflect on their learning especially at the end of a class, chapter or topic.
- Our focus for School Improvement for next year will be 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.

There will be a whole staff session in Sept. in Sept. to put actions in place for S.I.P. 2018/19.

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