

# **School Self Evaluation Report on Instructional Leadership and Assessment for Learning (AfL).**

**School Name:** Boherbue Comprehensive School

**Address:** Boherbue, Mallow, Co Cork

**Roll Number:** 81009B

**Evaluation Period:** October 2015 - February 2016



# School Self-Evaluation Report

## 1. Introduction

### 1.1 The focus of the evaluation

A school self-evaluation regarding instructional leadership and Assessment for Learning practice in Boherbue Comprehensive School was undertaken from October 2015 to February 2016.

This is a report on the findings of the evaluation.

### 1.2 School context

Boherbue Comprehensive School was founded in 1973. It is a stand alone Comprehensive School encompassing a large rural hinterland and has a number of feeder primary schools. There are currently 334 students in the school. Approximately 49 students are receiving learning support.

The Board of Management currently comprises of two nominees of the diocese, two nominees of the Cork ETB, two teacher representatives, two parent representatives and one member from the wider community.

The school's motto "Ó fhás go hAois" reflects the positive ethos of the school. It emphasises the importance of the individual's holistic development in the intellectual, physical, social and spiritual spheres.

Student retention rates are high, with the vast majority completing the Leaving Certificate programme. Transition Year and L.C.V.P. programmes are also well established in this school. School Planning has always been to the forefront of the school. A Core Planning Team was established to spearhead the process.

This team plays a key part in the School Self Evaluation process.

2.

## The Findings

The following data was used for analysis:

- Student questionnaires
- Teacher feedback via placemat and survey
- Student interviews

### General Student Findings

- All students were affirming of their learning, as well as teaching practice within the school.
- They felt that not every assessment needs a grade and sometimes the grade gets in the way of feedback.
- Group work is seen in a positive light by all students interviewed ; as it stimulates discussion, ideas and peer teaching.
- All interviewed students wanted the use of instructional leadership practices including placemats, think pair share and graphic organisers such as Fishbone diagrams to be expanded.
- First years want to continue to use mini whiteboards as an AfL strategy in Second Year.
- As of the end of February 2016, 14% of First Year students had positive comments regarding work or class contribution in their diaries. This decreased to 9% in Second Year.

## Teacher Findings

- Providing students with constructive feedback and getting students to work on this feedback was imperative to all our students' development.
- Staff valued student growth and ability to apply what they learned to the real world.
- Use of some AfL and Instructional leadership strategies are informally in place.
- 63% of teacher respondents indicated that they rarely or never gave 'feedback only' Assessment.

3.

**Progress made on previously identified improvement targets**

**Not Applicable**

4.

## Summary of school self-evaluation findings

### 4.1 Strengths

- The school has three fully trained practitioners in Instructional Leadership and 3 more currently training.
- Where Instructional Leadership practice is used in teaching it is greatly valued by students as a learning and revision aid.
- Teacher feedback and praise is greatly valued.
- Some AfL practice is already in use such as the use of rubrics, mini whiteboards and 'exit ticket'.

## 4.2 **Areas prioritised for improvement**

1. To Increase the use of Formative Assessment within classes.
2. To increase the use of Instructional Leadership practice.
3. To encourage students to act on feedback.
4. A greater emphasis to be put on including more positive comments in the student diary.