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Quality Assurance Department

Executive Summary of the External Review Report by the QAD

for

Chiswick House School, Kappara

**External Review carried out between
14th May 2012 and 18th May 2012**

25th June 2012

Executive summary

Main Findings – Educational Leadership and School Management

- The Head of Chiswick House School forms part of a Senior Leadership Team.
- Chiswick House School experienced a relatively high turnover in Headship in its recent past.
- Several internal organizational reforms have been implemented at school since last scholastic year. The school remains a satisfying and fulfilling workplace for teachers.
- Some areas of responsibility within school management are devolved to teams which benefit from the Head of School's active involvement.
- Staff's Professional Development is valued at school.

Main Findings – School Development Plan

- The School Development Plan covers a three-year period. Its formulation saw the involvement of several stakeholders and the document underlines the school's ambition for improvement.
- Action plans in the School Development Plan are too concise. Roles for monitoring and implementing action plans are often intertwined.

Main Findings – Ethos

- The importance of a sound ethos is acknowledged by the school. Chiswick House School has several means by which to bolster and regenerate its ethos.
- The commitment to a holistic educational approach is a key factor of the school's ethos.
- The school has various policies and practices that if they continue to be adhered to, also serve to nurture and uphold the school ethos.
- The stakeholders' active participation in a range of in-house, national and international activities and events indicates an ownership of the school ethos.

Main Findings – Curriculum

- The school seeks to deliver an effective holistic curriculum at the kindergarten level.
- The school provides for a balanced curriculum covering a wide range of subjects throughout the junior years. Chiswick House School has adopted a pro-active approach to the proposed National Curriculum Framework.

- At Chiswick House School provisions are in place to cater for the diverse curricular needs of all learners. Priority areas for further curricular development have been identified by the school.

Main Findings – Learning and Teaching

- Class environment is conducive to learning.
- The pedagogical skills used, generally contribute towards a positive learning environment.
- Schemes of work are well prepared. Lesson planning documentation and record of work are limited.

Main Findings – Achievement and Assessment

- The school is constantly seeking to improve assessment processes and procedures.
- The school monitors and records learners' progress and achievement through various tools.
- The learners' level of attainment is generally high.

Main Findings – Support for Learners

- The Pastoral Care Team supports stakeholders in sustaining a holistic learning environment.
- The school endeavours to provide effective support to learners on its Special Educational Needs register.
- The school strives to empower staff and parents to be of better support to learners with identified needs.
- The learners' smooth transition is effectively dealt with at school.

Main Findings – Parental Involvement

- Collaboration between parents and the school is high.
- A committed Parents' Circle provides parent education initiatives.

Main Findings – Management of Resources

- The school's communication channels are generally effective.
- The school's material resources management is largely effective.

Main Recommendations – Educational Leadership and School Management

- The collaborative team spirit prevailing within the School Leadership Team should be nurtured.
- Team building initiatives should be upheld.
- Time for consolidation of new practices, as advocated by the Head of School, is required.
- The school can implement its plans for the introduction of level coordinators for pastoral care provision.
- The school's induction programme for newly employed teachers may be fine-tuned.

Main Recommendations – School Development Plan

- The Head of School is encouraged to continue imbuing a sense of SDP ownership in the school staff.
- The school may reconsider the number of SDP action plans being implemented at any point in time.
- Implementing and monitoring roles of SDP action plans could be more clearly distinguished.
- SDP action plans may be further developed.

Main Recommendations – Ethos

- The school needs to continue addressing behavioural issues.
- Quality Circle-time can be ensured at all levels.
- The school dress code needs to be adhered to more rigorously.
- The school may consider participating again in initiatives by European Union Programmes Agency.

Main Recommendations – Curriculum

- Closer monitoring and better support in the implementation of the updated curriculum for kindergarten level is encouraged.
- The school is encouraged to keep up its efforts in strengthening the provision of Maltese in the school.
- The school may consider supporting further the delivery of its international programme.
- The school should implement its plan of reviewing the Religious Education programme.
- The school may formulate a more structured programme for the learners who opt out from Religion classes, as already envisaged by the Head of School.

Main Recommendations – Learning and Teaching

- Collaborative work amongst learners may be used more often.
- Lesson closures need to be conducted.
- The school can further extend high ability learners.
- Teachers should create more opportunities where learners are protagonists of their own learning.
- Schemes of Work can include more specific time-frames and differentiation provisions.
- All teachers should have lesson planning documentation and keep record of work.

Main Recommendations – Achievement and Assessment

- The school should keep at its effort in renovating assessment procedures.
- Formative remarks in learners' copybooks should feature more often.
- The discrepancy between marks obtained by learners in the core subjects should continue to be addressed.

Main Recommendations – Support for Learners

- The school can consider more effective ways how to better inform parents about the role, aims and functions of the Pastoral Care Team.
- Daily schedules kept by LSAs/SLSAs need to be kept updated.
- Class teachers need to support all learners with identified learning needs in class. The ALP team needs to be able to evaluate the class teachers' provision of support to learners.
- The school Inclusion Policy could be finalized.
- Time provision for more collaboration between teachers and LSAs can be considered.
- The school's commitment towards addressing LSAs' lack of formal training can be enhanced.

Main Recommendations – Parental Involvement

- The Parents' Circle suggested parental observation of model lessons may be taken into consideration.
- The school may consider the Parents' Circle suggestion to increase the Parents' Circle visibility via the school website.

Main Recommendations – Management of Resources

- The school needs to fine-tune its internal communication practices.
- The school needs to support the teachers' effective use of the available interactive whiteboards.
- The school should follow its plans to increase the availability of interactive technology.
- The school should continue to ensure that all areas are duly supervised during break-time.
- The school should maintain its efforts to ensure cleanliness in the toilets.

Next external review

The next external review will take place after the end of this cycle of external reviews.

**Sandro Spiteri
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