2nd February 2011

Dear Staff and Parents,

The experience of the external review, held between the 22nd and the 26th November 2010, has been quite positive for our school. The reviewers from the Quality Assurance Department of the Directorate of Education have been very professional in their approach, friendly, and thorough. Despite the natural apprehension, we enjoyed the review week and were looking forward to the findings in order to improve our operations and service.

After having consulted Fr Jimmy Bonnici, Rector, the staff and the PTA, we decided to publish the report in its entirety on our website. In this way, all stakeholders can assess the findings for themselves. I suggest that one starts reading the report from page 7 since the previous pages contain an executive summary which truly is only a collection of the recommendations. The summary does not synthesize the other findings but just lists the recommendations for improvement and read by itself may be misleading.

We have already started discussing the recommendations in different work groups and are drawing up an action plan to implement the recommendations.

We hope that by embracing the principle of transparency and accountability, we are taking the right decision to be of service to our stakeholders.

If you have any remarks, suggestions, or clarifications please contact me on headmaster@maltaseminary.org.

Fr David Cilia
Headmaster

DIRETTORAT GHAL		DIRECTORATE FOR
KWALITA` U STANDARDS FL-EDUKAZZJONI		QUALITY AND STANDARDS IN EDUCATION
IL-FURJANA VLT2000		FLORIANA VLT 2000
MALTA		MALTA

Quality Assurance Department

Report of the External Review
by the QAD

for

Archbishop's Seminary Secondary School

External Review carried out between
22nd November 2010 and 26th November 2010

24th December, 2010.

Contents

1.   Executive summary

Main Findings – Learning and Teaching

- During the learning episodes, the emphasis is on the product rather than the learning process.
- The extent of lesson planning and differentiation varied from one teacher to another, depending on the subject and the years of experience.
- Since the introduction of interactive whiteboards in every classroom the school has progressed in the use of ICT and other pedagogical tools.
- Teachers are not making use of the LSAs full potential.
- The school is largely bare of learning exhibits.

Main Findings – Curriculum

- The school makes provision for the subjects mandated by the NMC and beyond with a particular emphasis on the spiritual and religious dimension.
- The curricular entitlement of every learner is ensured through special arrangements for learners.
- Learners take an active part in co-curricular activities organised by the school.
- The representatives in the Students' Council are given experiences of democracy and co-operation. However, requests by the Students' Council do not sufficiently result in changes at school.

Main Findings – Resources

- Staff complement at school is met and all work in harmony.
- Staff development is structured around needs perceived and envisaged by the school.
- Ample internal and external communication tools are in place.
- The school is rich in physical resources.
- Resources for learning are readily available.

Main Findings – Support for Learners

- There is a strong relationship between staff and learners that ensures that all learners are known, loved, valued and cared for.
- The school ensures that support is available to meet learners' emotional, physical, academic and social needs.
- The LSAs know the potential and the needs of the learner they are responsible for and they are caring.
- The curricular entitlement of the statemented learners is often being catered for exclusively by the LSA.

Main Findings – Achievement

- The school aims at high achievement but learners need to be pushed further, individually to their zone of proximal development

- There is emphasis on regular summative assessment which is analysed.
- Learners are motivated to achieve

Main Findings – Educational Leadership and School Management

- There is shared vision between stakeholders.
- The Head of School is aware of the challenges facing the school and makes effective provisions to tackle them.
- Professional competence is exhibited by the Head who also delegates responsibilities appropriately.
- The Head of School gives importance to effective induction and mentoring as well as ongoing professional development but sharing of good practices was found to be limited.
- The Head of School adopts an assertive leadership style and acts as an educational leader.
- The SMT use informal structures to monitor and evaluate learning-teaching processes.

Main Findings – School Ethos

- The school lives the catholic school ethos in its aims, policies and practices.
- The atmosphere at school is that of a strongly bonded family-like community. All stakeholders share in this philosophy.
- There are effective and efficient communication channels between the stakeholders.
- The school utilises effective behaviour management practices.
- Teachers and learners work diligently to achieve results and keep the morale high.
- Parental involvement in the PTA council is strong.
- The school promotes learners' contributions to the local community but the presence of the school as an institution in the local community is weak.

Main Findings – School Vision and School Development Plan

- While the aims in the SDP document outline the values of the school, most of the action plans do not provide measurable benchmarks for assessing progress. The school does not fully embrace the significance of the SDP document and the process behind it.

Recommendations – Learning and Teaching

- Teachers not making use of the intranet system should be encouraged to do so. Those who are presently making use of ICT should be encouraged to use it in learner-centered contexts.
- Sharing of good practice in the use of ICT as a pedagogical tool should be done.
- Ways of achieving differentiation should be shown in the teachers' planning.
- Learning episodes could be the focus of some CPD sessions. This would help in fulfilling the success criteria of action plan 7 - training for diversity.
- Teachers should take curricular responsibility for all learners in the classroom and provisions for learners should be stated clearly in their lesson planning.
- LSA preparation files should have schemes of work, adaptations and resources for differentiation as well as evaluations which they use with the statemented children. LSAs should have their preparation files at hand whenever possible.
- Teachers need to encourage learners and guide them on informative classroom displays.

Recommendations – Curriculum

- All co-curricular activities could have their educational objectives written down. Challenging and reachable targets for learners to reach could also be listed.
- The learners' choice of subjects needs to be analysed through consultation with different stakeholders.
- The role description and remit of the person responsible for the school outings and activities needs to be formally spelt out for an effective handover.
- The Liturgy Team could also include students' representatives.
- Students' democratic participation in the school needs to be enhanced through a more effective involvement of the Students' Council.
- The minutes of the Students' Council need to be uploaded regularly on the school website.

Recommendations – Resources

- LSAs should keep a record of any resources used, any differentiated work to be done and its evaluation.
- Statemented learners are the responsibility of the teacher and should be included in the lesson.
- Teachers should involve the LSAs when the learner is following the class curriculum.
- Reccomendations given to the LSA by the SENCO need to be documented in the LSA's file.
- Adaptations for differentiation in the curriculum are to be monitored by the teachers.
- Adaptations for differenciated tasks in the form of handouts for statemented learners might be signed by the teacher as proof of the approval for a differentiated task.
- The programme for Form 5 learners about career opportunities might also include the parents.
- An adapted booklet similar to that given in form 2 should be provided for Form 5 learners.

Recommendations – Support for Learners

- Good practices could be written down as guidelines or points of reference for new staff. This would help them get acquainted and familiar to the school faster.
- The school librarian could have allocated time which would permit him to spend some time with his colleagues in the staffroom.
- Teachers and students should facilitate the cleaners' work by ensuring that classes are left in a way which facilitates cleaning.
- The supply of e-books, educational DVDs and audio visual material could be increased.
- Best practices in use of ICT in school should be shared and propagated.

Recommendations – Achievement

- All teachers should be encouraged to upload HW and learning objectives on the intranet system.
- The school should encourage the increased use of formative assessment strategies and reduce its reliance on summative methods.
- Teachers should explore alternative pedagogies for academically gifted learners based on increased quality and depth of learning episodes rather than more of the same type of content and tasks.

Recommendations – Educational Leadership and School Management

- Formal monitoring of classroom processes by SMT is to be adopted.
- The school could invite subject EOs to serve as a support service for teachers particularly in those subjects that are not formally assessed.
- The SMT may consider availing itself of structures and services for training on the SDP process and the SDP document which is the product of that process.
- The formalisation of the role descriptors initiated with SMT needs to be replicated with all posts of responsibilities.
- Questionnaires to teachers, learners and their parents/guardians might be helpful in the evaluation of school effectiveness and to identify strengths and weaknesses.
- The school's feedback structures need to be modified to reflect the projected growth in school population. A greater reliance on more formal feedback mechanisms needs to be adopted.

Recommendations – School Ethos

- Learners and teachers who are members of the liturgy team need to be involved in the normal daily assembly such that the assembly continues to strengthen the evident catholic school ethos.
- The school might consider fostering links with the local community.

Recommendations - School Vision and School Development Plan

- The SDP process can be more effective if it is more structured. Training in the formalisation and implementation of the SDP might be sought. Giving a structure to the SDP process and product maximises transparency and sustainability.
- Teachers should be more involved in the establishment of the action plans of the SDP as this would enhance the ownership of these plans and improve their implementation.
- Each action plan should be followed by an evaluation report of the success or otherwise of the action plan. These reports are then analysed and the results should form the basis for next year's SDP by prioritising the needs of the school for next cycle.
- Action to be taken should be tangible with clear indication of what is to be done and by whom.
- The role of the learners needs to be specifically identified in the action plans.

2.   Introduction

This is a Report for the External Review (first review) carried out in Archbishop's Seminary Secondary School between the 22nd November 2010 and the 26th November 2010.

3.   Reviewers

- Reuben Mifsud   (Education Officer) - Review Leader
- Kenneth Camilleri   (Education Officer)
- Pauline Caruana   (Education Officer)
- Jesmond Saliba   (Education Officer)

4.   Survey Responses

A questionnaire prior to the External Review was disseminated to all parents of learners attending Archbishop's Seminary Secondary School. Of a total of 268 parents, 163 (61%) responded. Responses are given in the Appendix 1 of the Report.

A questionnaire prior to the External Review was disseminated to all teaching staff of Archbishop's Seminary Secondary School. Of a total of 28 staff, 24 (86%) responded. Responses are given in Appendix 2 of the Report.

5.   School Context

The Archbishop's Seminary is a boys secondary school which to date has catered for learners whose global mark in the Common Entrance Examination organised by Church Schools was 74% or higher. Attainment is high on the agenda of the day to day school practices. The learners have a high cognitive ability. The school places great emphasis on the academic development of its students. The great majority of the students continue their further education and aspire to a good employment.

Presently, the school is a small secondary school with a population of 268 students. As part of the transition reform, the school is planning to set up a primary section and the school will grow to 800 when the proposed primary section is fully functional with the attendant effect on the student population of the secondary school. The Head of School is heavily involved in the planning and the building of the new primary school.

The school administration consists of a Head of School, a Deputy Head of School and an Assistant Head of School. The full time teaching staff consists of 28 teachers. 3 teachers are employed on a part time basis. The school caters for 16 statemented learners supported in their learning by 11 Learning Support Assistants (LSAs). The School has a full time librarian, a teacher who is also partly responsible for library duties, 2 laboratory technicians, a full time-clerk, a part time clerk as well as a full time and a part time cleaner.

The intranet system being utilised by the school is providing the platform for an effective and efficient communication system which involves all stakeholders - learners, teachers, Senior Management Team as well as parents.

6.   School Vision and School Development Plan

While the aims in the SDP document outline the values of the school, most of the action plans do not provide measurable benchmarks for assessing progress. The school does not fully embrace the significance of the SDP document and the process behind it.

- From the interviews with the educators it emerged that the school utilises effective informal SDP structures.
- The SDP document is built on the framework suggested by the Directorate in the document School Improvement through Self Evaluation and the layout of the Action Plan conforms to national advice.
- The document is a close view of the 10 key areas for a period of 3 years.
- The SMT stated during the meeting that the SDP days are held on two days during the exam week when the students are given a study break.
- The document does not contain the internal review of the previous SDP cycle and there is no evaluation report of each action plan.
- In the document there is no evidence of gathering of objective information to identify strengths and development needs.
- No evidence has been found of teachers' involvement in the SDP. In the questionnaire, the score (75%) for the statement about how teachers feel about their contribution to the formulation and implementation of the SDP is not as high as that for other statements (which very often is higher than 85%). The Head of School stated that he himself formulates the SDP after consultation with the teachers.
- Six out of ten action plans, are led by the Head of School. Two are led by the SMT and the other two action plans are lead by the CPD Co-ordinator and the INCO respectively.
- In the section 'Persons Involved', learners do not feature in any of the ten action plans. Learners are at the receiving end if the action plan does not feature specific learner involvement.
- In various action plans the action to be taken and time frames are not specific and clear. The tools to be used are not indicated. The success criteria are often difficult to measure.

Recommendations (School Vision and School Development Plan)

- The SDP process can be more effective if it is more structured. Training in the formalisation and implementation of the SDP might be sought. Giving a structure to the SDP process and product maximises transparency and sustainability.
- Teachers should be more involved in the establishment of the action plans of the SDP as this would enhance the ownership of these plans and improve their implementation.
- Each action plan should be followed by an evaluation report of the success or otherwise of the action plan. These reports are then analysed and the results should form the basis for next year's SDP by prioritising the needs of the school for next cycle.
- Action to be taken should be tangible with clear indication of what is to be done and by whom.
- The role of the learners needs to be specifically identified in the action plans.

7.   Quality of Education

7.1   Learning and Teaching

During the learning episodes, the emphasis is on the product rather than the learning process.

- One of the stated aims of the school is that of providing an engaged pedagogy focussed on the needs of the learners, which encourages serious pursuit of learning and achievement.
- Whole class teaching was observed in the majority of cases.
- The School Profile states that the school did act on complaints about the style of teaching of some teachers and changed duties or pushed for a change in style. During the interview, the Head of School stated that he would like to see more independent learning. He pushed for change through CPD, sharing of good practices and feedback.
- The reviewers did observe some examples of learner centred pedagogical practices where the students were enjoying the process as well as achieving results.
- Most of the time lesson closure was not observed or done as the bell rang and the learners are not focussed.

The extent of lesson planning and differentiation varied from one teacher to another, depending on the subject and the years of experience.

- Schemes of work of all teachers were planned meticulously. Lesson planning mainly focussed on the learning episodes. The learning objectives for the learning episodes were not always observed in the planning. Some teachers have made the learning objectives of the different learning episodes available on the intranet.
- Evidence of collaborative teaching between teachers of the same subject for the same Form was observed in their shared planning for Maths and English.
- Planning for differentiation was absent except for a few instances when the Form 1 Science teacher, the Form 2 Maltese teacher and Form 1 French teacher tried to include this in their planning. However, the wording was often generic and did not specifically link activities and exercises with specific learners. This is a good start for differentiated planning nonetheless. The Form 1 English teacher, the Form 3 English literature teacher and the Chemistry teacher were observed to implement differentiation during the classroom tasks assigned. Some teachers were observed to differentiate learning episodes for individual learners or groups even though this was not in their planning.
- Pedagogical tools and practices learnt through CPD opportunities for teachers - such as the Malta Writing Programme participation as documented in the school newsletter - percolate to classroom practices. Some teachers have been trained in the use of ICT as a pedagogical tool by their colleagues. This transpired from the interviews with the teachers. During the interview, the Head of School stated that it has not achieved the momentum he would like.
- The School Profile shows that mixed ability teaching has been identified as a challenge. In the coming years the school is planning to adopt new pedagogies that assist teaching mixed ability classes, offer learning in alternative ways, detect learning needs and provide support programmes. The school is preparing for this imminent change which will start to materialise as from the next scholastic year. However, it is

still coming to terms with differentiated teaching and how this will change the learning and teaching episodes and dynamics in the classroom.

Since the introduction of interactive whiteboards in every classroom the school has progressed in the use of ICT and other pedagogical tools.

- The Head of School stated during the interview that he invested heavily in ICT because it is multisensorial.
- ICT was used during the majority of lessons. The number is very close to the 70% benchmark set in the action plan for e-learning in the SDP. The Head of School said that the benchmark will be reached but more work is required. However, the success criterion is generic. At this stage this report is focussing on the use of ICT and not the extent, effectiveness or maximisation of ICT use. Few teachers are not using ICT in their learning and teaching. Most are using it during traditional teaching and so it usually involves presentations. Some are using ICT for learner centred episodes.
- The textbook was used often during the learning episodes observed.
- The intranet system is an extension of the classroom. Often exercises and notes were observed to be available for the learners and their parents.

Teachers are not making use of the LSAs full potential.

- Teachers were observed not to be making use of the LSA. The role of the LSA in the learning episodes for the whole class was observed to be limited. The LSA was often observed to sit for the lesson and facilitate the learning for the statemented learner with very little resources prepared beforehand. The preparation file is not brought to class. LSAs leave it in the staffroom.

The school is largely bare of learning exhibits.

- Learners are classroom based and teachers rotate as per schedule. Charts and projects were often not exhibited in the classrooms. During one of the tutor sessions observed, the learners were discussing with their tutor which of the charts they had prepared were to be put up. The tutor was guiding them on the use of recycled material in displays. This conforms to the school's eco policy.
- The corridors also do not have exhibits except for the large notice board of the Ekoskola team. The gymnasium does not have posters and exhibits of different sports and other relevant information.

Recommendations (Learning and Teaching)

- **Teachers not making use of the intranet system should be encouraged to do so. Those who are presently making use of ICT should be encouraged to use it in learner-centered contexts.**
- **Sharing of good practice in the use of ICT as a pedagogical tool should be done.**
- **Ways of achieving differentiation should be shown in the teachers' planning.**
- **Learning episodes could be the focus of some CPD sessions. This would help in fulfilling the success criteria of action plan 7 - training for diversity.**
- **Teachers should take curricular responsibility for all learners in the classroom and provisions for learners should be stated clearly in their lesson planning.**

- **LSA preparation files should have schemes of work, adaptations and resources for differentiation as well as evaluations which they use with the statemented children. LSAs should have their preparation files at hand whenever possible.**
- **Teachers need to encourage learners and guide them on informative classroom displays.**

7.2   Curriculum

The school makes provision for the subjects mandated by the NMC and beyond with a particular emphasis on the spiritual and religious dimension.

- The Head of School takes personal responsibility for working out time tables.
- The review team found evidence that the school gives particular emphasis to the religious and spiritual development of learners. Forms 1, 2 and 3 attend a weekly mass. Form 4 and 5 have mass every fortnight. The Liturgy group made up of the Head of School, the Assistant Head and other five teachers meets regularly to organize in detail any religious activities. No students' representatives form part of the liturgy group.
- Form 1 and 2 classes have a library lesson once a week whilst Forms 3, 4 and 5 have a library lesson every fortnight. These are meant to foster amongst learners the love for books and research, and help embed a lifelong learning attitude.
- One Maths teacher and one Maltese teacher felt that their subject should have better provision in the time-table.
- In the questionnaire, seventeen parents asked for an improvement in the choice of subjects offered to the learners. During the interview the Head of School stated that he is planning to introduce innovations in the curriculum such as Design and Technology, vocational educational subjects, more drama, sports, music and more foreign languages.
- The school is focusing on ICT use across the curriculum as a way to shift pedagogy to a multi sensory approach through multimedia use.

The curricular entitlement of every learner is ensured through special arrangements for learners.

- The school avails itself of various support services personnel .
- The new Deputy Head of School has now been entrusted with the task of leading weekly SEN meetings, to decide and take action on issues that arise, monitor and approve the formulation of IEPs and attend case conference meetings.
- For Physics the school offers teaching in small groups to make it relevant and exciting.

Learners take an active part in co-curricular activities organised by the school.

- The school identifies co-curricular activities intended to promote learners' personal development. The co-curricular activities observed were music, sport, activities of a spiritual nature and the Ekoskola. Other activities are documented in the school publications such as the live-ins, drama opportunities and the ESB competitions.

- The school has assigned a post of responsibility to one of its senior teachers who serves as the coordinator of activities. From a curricular point of view he is the person responsible for a balanced curriculum for the learner throughout the years he spends at the school. During the interview with him and from the documentation provided it emerged that every learner goes on an educational outing once every term. These outings are requested by the class teachers in such a way that they are concurrent with the syllabus of studies they are leading. The activities coordinator then manages the requests so as to cause least disruptions as possible to the classes while supporting the teachers' requests for the benefit of the learners. From the interviews and open ended responses in the questionnaires, some teachers have commented that there are too many activities going on and at times this does not help their coverage of the syllabus.
- The Ecoteam is organized, active and productive. This team had the green flag as a target which was reached in one year. This team makes use of a large notice board on the ground floor to keep all students abreast of activities. A schedule of activities is affixed. This schedule of activities shows the action plan for the Ecoteam for the coming months. The persons responsible are clearly identified and the time frame for each action plan is clearly laid out. Students own the programme and the teacher acts as a facilitator of the learning process. Besides the Ekoskola meetings, class tutor sessions and the activities in the music room during break are catering for the development of life skills.
- The school also uses the intranet service to assist students in developing as autonomous learners.
- Teachers are actively engaged in the process of identifying, promoting and organizing co-curricular activities which at times extend beyond normal school hours. In the open ended section of the questionnaire, many parents chose to comment positively on the activities organised by the school. In co-curricular activities the learners are urged to assume responsibilities. Learners' participation rate in these co-curricular activities has been reported to be high. Co-curricular activities are often given a social dimension. A football tournament, for example, serves as an opportunity for a fund raising activity for the benefit of some philanthropic cause.

The representatives in the Students' Council are given experiences of democracy and co-operation. However, requests by the Students' Council do not sufficiently result in changes at school.

- Students' Council members are elected democratically. There are two members from every class. For the following year, the one with the most votes stays on automatically while the other has to seek re-election. Form 4 students stay on automatically when they are in Form 5. This ensures continuity in the operations of the Students' Council.
- The Students' Council meets regularly. The minutes of the meetings are not uploaded regularly on the school website.
- Roles and responsibilities within the Students' Council are clearly defined. These defined roles are not laid out in a document.
- Students' Council members showed appreciation and respect of the school democratic management structures.
- The suggestions put forward by the Students' Council are vetted by the link teacher before they are presented to the Head of School during a scheduled meeting. For this meeting the leaders of the Students' Council meet the Head of School alone to put forward certain suggestions.

- In the meeting with the Students' Council their work appeared to be limited and not much evidence was presented about things in the school which were the result of the work of the Students' Council. The thing which takes pride of place in the annual work of the Students' Council is the fact that the examination timetable is presented to the Students' Council for any request for changes before it is printed and disseminated.
- One of the suggestions of the Students' Council was a request for a healthy food tuck shop in March 2009. The tuck shop does not follow the HELP document guidelines. From the agendas and minutes available on the school website, certain requests keep featuring from time to time. The words 'presented for the second time' can be seen for certain requests which still did not materialise.
- The Ekoskola council meets regularly to discuss green issues, plan proposals, initiatives and action plans, and organize activities.
- Meetings between the Students' Council and the Ekoskola group are co-ordinated when necessary.
- The school regulations state that class prefects are usually chosen by the Assistant Head. Prefects were not observed in action.

Recommendations (Curriculum)

- **All co-curricular activities could have their educational objectives written down. Challenging and reachable targets for learners to reach could also be listed.**
- **The learners' choice of subjects needs to be analysed through consultation with different stakeholders.**
- **The role description and remit of the person responsible for the school outings and activities needs to be formally spelt out for an effective handover.**
- **The Liturgy Team could also include students' representatives.**
- **Students' democratic participation in the school needs to be enhanced through a more effective involvement of the Students' Council.**
- **The minutes of the Students' Council need to be uploaded regularly on the school website.**

7.3   Resources

Staff complement at school is met and all work in harmony.

- The working atmosphere has been observed to be serene. Relationships between all stakeholders have been noted to be based on mutual respect. All interviewed have reported that they are respected by colleagues and by the SMT although cleaners would like some more collaboration from the teaching staff upon dismissal.
- Twenty five parents showed their appreciation for the dedication of staff in the open ended sections of the questionnaire.
- The Assistant Head of School is solely responsible for the school administration while the Deputy Head of School has some teaching duties.
- Due to the nature of his work, the school librarian is confined to the library with little chance to interact with teaching colleagues in the staffroom. Newly employed staff

may thus take a while before fully acquainting themselves with the supporting services the school librarian and the library provide to learners and teachers alike.

- This year, due to normal factors, the turnover of staff was bigger than usual - four new teachers and four new LSAs.

Staff development is structured around needs perceived and envisaged by the school.

- The school is going to be effected by the abolishment of the Common Entrance Examination at Year 6 level. From the interviews with all stakeholders, it transpired that the school is envisaging a significant impact on teachers, on their methodology and on their classroom practices. The Head has assumed responsibility for providing pro-active professional development and support to teachers so as to mitigate the problems a transition from a selective school to a mixed ability school will bring about.
- The Head of School is providing in-house training to teachers to make effective use of interactive whiteboards and other ICT tools and resources. He also stated that the school will be allocating a substantial sum in engaging the services of a foreign training agency to facilitate two training days.

Ample internal and external communication tools are in place.

- Face to face personal interaction, printed material such as programmes and calendars of events and e-mail were among the many communciation channels observed in use.
- Parents are able to communicate with the school and teachers through various channels namely telephone, mobile, e-mail and the intranet.

The school is rich in physical resources.

- In the School Profile, the Head of School states that the school is privileged to be located in a very beautiful spot of the island. The natural environment around the school is one of its greatest assets. It was observed that open spaces are well utilized and contribute towards a stimulating and welcoming atmosphere.
- The school has several special designated areas such as a PSD room, a Resource Room, a Computer Lab (which is also used as an ICT training/testing centre), a Guidance Room, a meeting room, a staffroom, a SEN room, two sports grounds and a garden. The SEN room although provided with a lot of resources has been reported by several LSAs as not sufficiently large for the current needs.
- This year the school is making use of just one temporary science lab as the site where the four science labs were located is now the building site for the new primary school.
- The school has been observed to be well maintained. Cleanliness in the school is not an issue.

Resources for learning are readily available.

- Provision of educational resources for learning has been observed to be good and the Head of School is committed to improve on this aspect despite the great financial demands posed by the building of a new primary school. In the questionnaire, teachers commented favourably about resources for learning available in the school.

- All interviewed personnel - clerks, lab technicians and teachers - stated that their demands for resources are readily met by the Head of School. In the questionnaire, some teachers noted that the Head of School gives them the go ahead to buy the resources they require. During the interview, the Head of School said that once he is convinced by the teacher of the necessity of the resource, he usually tells the teacher to buy the resource who is then reimbursed.
- The library has been observed to be organized and containing an ample provision of books which meets the demands of the different cohorts. Library sessions and tutor sessions help to maximize the use of this resource. The provision of DVDs, e-books, and audio-visual materials for the learners has been observed to be limited.
- Teachers have open access to photocopiers or they can request a photocopying service from the clerical staff.

Recommendations (Resources)

- **Good practices could be written down as guidelines or points of reference for new staff. This would help them get acquainted and familiar to the school faster.**
- **The school librarian could have allocated time which would permit him to spend some time with his colleagues in the staffroom.**
- **Teachers and students should facilitate the cleaners' work by ensuring that classes are left in a way which facilitates cleaning.**
- **The supply of e-books, educational DVDs and audio visual material could be increased.**
- **Best practices in use of ICT in school should be shared and propagated.**

7.4   Support for Learners

There is a strong relationship between staff and students that ensures that all students are known, loved, valued and cared for.

- It was observed that staff work collectively to create a climate of mutual trust, respect and confidence. The teachers were observed to be alert to the emotional, physical and social needs of individual pupils and are sensitive to background information. Pastoral care and individual attention for the learners was mentioned very often in the open ended sections of the teachers' and parents' questionnaires.
- From the interviews with the parents it emerged that staff with responsibility for pastoral care willingly give time to parents and keep other staff informed of relevant background information concerning individual pupils on a 'need-to-know' basis.

The school ensures that support is available to meet learners' emotional, physical, academic and social needs.

- The school prides itself in its expertise of human resources and effective procedures operate to identify needs and address them through early intervention.
- The learners are supported by the class tutors, a guidance teacher, a counsellor, 2 psychologists, a family therapist and a SENCO.

- Each cohort has a tailor made programme for their specific needs. Form 1 students are helped to adjust to secondary school life and the school uses a survey - shown to the reviewers - to get to know the new entrants' background. At Form 4 level, the emphasis is on relationships. The Form 2 and Form 5 students receive vocational guidance in their choice of subjects. The guidance teacher prepares a booklet with information regarding post secondary courses. This is distributed to parents of Form 2 learners as part of their preparation for the choice of subjects. Their parents are called for an informative meeting on their sons' choice of subjects. Learners in Form 5 are taken on career visits to various work places. The learners are also informed about the entry requirements into the various post secondary schools. From the agenda of the November PTA council meeting, the parents requested a meeting for the parents of Form 5 students about careers and opportunities for post secondary education. The guidance teacher offers his services during the summer recess to support Form 5 students in decision making at such a sensitive time when choice of subjects will affect career decisions.
- A buddy system is in place whereby some learners altruistically shoulder the responsibility of supporting fellow learners in their needs.

The LSAs know the potential and the needs of the learner they are responsible for and they are caring.

- It has been observed that the weekly SEN meeting led by the SENCO and the Deputy Head, are of great help to the LSAs because she gives them support and professional advice. This advice is not put in writing.
- The communication diary is made good use of for keeping close communication with the parents.
- Effective support is provided by external agencies including therapists and educational psychologists.

The curricular entitlement of the statemented learners is often being catered for exclusively by the LSA.

- Files of the LSAs consist mainly of the official statementing report of the learner and how this will affect his learning in every subject. This is centrally prepared by the school. The LSA then adds the schemes of work of the various subjects in the file. There is no reference to any adaptations for differenciation to enable the learner to participate fully and maximise progress across the curriculum.
- LSAs were observed to be responsible for the statemented learner and only occasionally was the LSA and the statemented learner included in the lesson by the teacher.
- The LSA occasionally provided additional activities for the statemented learner with significant difficulties in a particular part of the curriculum. From the observations these are rarely under the direction of the teacher. Pull-out sessions are conducted by the LSA who coordinates with the Special Educational Needs Coordinator (SENCO). No documentation has yielded proof of the fact that differentiated tasks by the LSAs are monitored by teachers.
- Resources to compliment the learning of the statemented learners are available but the SEN room is often too crowded and noisy.

Recommendations (Support for Learners)

- **LSAs should keep a record of any resources used, any differentiated work to be done and its evaluation.**
- **Statemented learners are the responsibility of the teacher and should be included in the lesson.**
- **Teachers should involve the LSAs when the learner is following the class curriculum.**
- **Reccomendations given to the LSA by the SENCO need to be documented in the LSA's file.**
- **Adaptations for differentiation in the curriculum are to be monitored by the teachers.**
- **Adaptations for differenciated tasks in the form of handouts for statemented learners might be signed by the teacher as proof of the approval for a differentiated task.**
- **The programme for Form 5 learners about career opportunities might also include the parents.**
- **An adapted booklet similar to that given in form 2 should be provided for Form 5 learners.**

7.5   Achievement

The school aims at high achievement but individual learners need to be pushed further to their zone of proximal development

- During the interviews, the SMT said that learners are encouraged to aim for high levels of success. This was corroborated by the teachers' interviews who indicated that they were aware of the learners' potential and encouraged them to aim for high levels of exam performance. However, this did not emerge from the classroom interactions observed where whole class teaching was observed in the majority of cases. Differentiation in the learning episodes would lead to better matching with the learner's intelligences and preferred learning styles which would then lead to greater mastery as well as personal achievement.
- All stakeholders interviewed indicated that the school gives ample importance to the learners' achievement in the MATSEC exam. The SMT and the teachers said that they aim to stretch the learners to sit for paper A and obtain a pass preferably with grades 1-3. An analysis of the learners' achievement in the last three years (2007-2010) shows that the school was largely successful in its goal. Passes close to 100% were observed in all subjects with the exception of English Literature and Social Studies. The latter is not offered in the school's curriculum but the school still went beyond the national average with significant margins. Over the last three years, the number of learners obtaining grade 1 did not differ significantly from the national mean.

There is emphasis on regular summative assessment which is analysed.

- Assessment was observed to be regular and records were regularly updated and effectively analysed. Most teachers conducted assessments at the end of every module/theme to ensure learners' assimilation of the topic. From the interviews and observations conducted, it emerged that the teachers and SMT regularly monitor the learners' assessment marks.
- Most of the assessment observed was based on summative methods. Formative methods were only sporadically observed. From the observations in the classrooms, the exam is often mentioned. Skills and hints are given to the learners for better exam performance.
- The Head of School himself is the person responsible for monitoring learners' academic progress or regression.
- Parents are involved in monitoring the learners' progress through the use of ICT.
- A part time teacher is employed for the oracy component of the Italian curriculum. During the interview, the Head of School, although acknowledging the importance of having learners being exposed to native speakers, also showed that he was aware of the fact that fifteen marks attached to the oral part of the exam impinge significantly on the final grade obtained by the learners. The observations with students from different forms showed that the sessions in Italian oracy were in fact drilling in preparation for the actual exam. However, formative comments at the end of the session, had the aim of helping the learners work on and improve in particular areas or skills.

Learners are motivated to achieve

- Learners were observed to participate actively in class. Most teachers were observed to adopt effective questioning techniques in an attempt to involve learners.
- Most teachers indicated the learning objective for the lessons although most did not include them in their planning. A few teachers also uploaded the learning objectives on the intranet system so learners could prepare beforehand.
- A system of positive and negative reinforcement has been observed to be utilised by the school to motivate learners to excel.

Recommendations (Achievement)

- **All teachers should be encouraged to upload HW and learning objectives on the intranet system.**
- **The school should encourage the increased use of formative assessment strategies and reduce its reliance on summative methods.**
- **Teachers should explore alternative pedagogies for academically gifted learners based on increased quality and depth of learning episodes rather than more of the same type of content and tasks.**

7.6 Educational Leadership and School Management

There is shared vision between stakeholders.

- The school vision that emerges from documentation is that of a school community whose values are communicated through the interpersonal and sincere relationships of its members and by sharing a common outlook on life based on the Good News of the Gospel.
- During the interviews, the Head of School and the teachers identified with the school's mission statement. The Head of School stated that the mission statement and aims of the school were elicited by him from official Church documents on education.
- The mission statement is supported by a number of aims which relate to improving standards of achievement and the quality of pupils' experiences.
- During the interview, the Head of School said that he formulated a programme for each aim identified in the school vision.

The Head of School is aware of the challenges facing the school and makes effective provisions to tackle them.

- The Head of School identified current needs and future challenges of the school and planned accordingly. During the interview it emerged that he was aware of the teachers' concerns. He identified these through the use of a formal end of year questionnaire and, primarily, through frequent informal meetings. His conclusions were found to match the feedback obtained during the interviews with teachers.
- The SMT has clear priorities. Funds are used to support defined educational needs. This was corroborated by the various interviews with teaching staff.

Professional competence is exhibited by the Head who also delegates responsibilities appropriately.

- The Head of School exhibited strong professional commitment and competence. During the interviews he was observed to embrace the concept of continuous development and endeavours to keep abreast of current teaching and management practices. Parents and teachers also testified that the Head of School takes an active part in professional self development and encouraged all school teaching staff to adopt a similar practice. The Deputy Head and the Assistant Head were also observed to be dedicated and professionally competent. The newly appointed Deputy Head was observed to have integrated well in the school.
- The SMT is very cohesive and works well together. Work was delegated taking into consideration the abilities and competencies of the SMT members. During this scholastic year the roles have been clearly and formally defined.
- The SMT also stated that formal weekly meetings have been established in this scholastic year to augment the informal system previously utilised.
- Most of the teachers interviewed said that the Head of School delegated responsibilities to the staff and adopted a distributed leadership approach. The score (67%) for shared decision making in the teachers' questionnaire is however not as high as the high score for other statements (which very often is higher than 85%). During the interviews, two teachers opined that the responsibilities were unevenly shared and they felt overburdened.

The Head of School gives importance to effective induction and mentoring as well as ongoing professional development but sharing of good practices was found to be limited.

- The Head of School stated that he makes an effort in the interview process to select new teaching staff that embraced the schools' mission statement and ethos. Classroom observations indicated that the new recruits were committed to the school's mission statement suggesting an effective selection process.
- The Head of School was also observed to recognise the importance of an effective induction of new staff. The Deputy Head is being provided with a long mentoring process before taking up the headship role aimed at providing a smooth transition.
- The Head of School repeatedly emphasised that there is also a strong commitment to the school's continuous self improvement because of the social responsibility to an ongoing improvement in learner's achievement. This was corroborated from the interviews with teachers.
- Sharing of good practices was mainly restricted to informal same subject meetings and staffroom discussions. During the interview, the Head of School stated that whenever a teacher or other members of staff attend a training opportunity they share this experience with the rest of the staff when they are given some time during the monthly staff meeting. This practice is documented in the school's newsletter.

The Head of School adopts an assertive leadership style and acts as an educational leader.

- During the interview the Head of School was observed to be assertive and determined. This was also corroborated by informal observations during the review week and by feedback from teachers. Many members of staff stated that he served to inspire and spur them to perform. On the other hand two members of the teaching staff felt intimidated by his attitude.
- Some teachers added that the Head of School was also empathic and understanding. This also emerged form the interviews with the school support services and parents.
- The SMT also effectively inspired staff through shared vision and by acting as role models. All teaching staff interviewed indicated that the Deputy Head and Assistant Head provided emotive support when approached.
- The Head of School and rest of the SMT were observed to take the role of educational leaders. They declared that they made an effort not to restrict themselves to their office and attempted to be more visible and visit the staffroom as much as possible. This was corroborated by the interviews with the teachers and by direct observation.

The SMT use informal structures to monitor and evaluate learning-teaching processes.

- The Head of School ensures an ongoing evaluation of the work in progress. This is mostly based on informal structures which were observed to be effective considering the present size of the school. The SMT do not conduct classroom observations to monitor the learning-teaching processes in the class. Interviews with SMT and teachers indicated that such observations were not conducted. No formal documentation of classroom observations were provided to the reviewers.
- During the interviews, the Head of School and the rest of the SMT said that they relied on informal structures including: screening of examination and summative assessment marks together with feedback from parents to monitor the learning-

teaching processes. The SMT's perception of the learning-teaching processes and practices in class were found to match the classroom observations conducted by the review team in most cases.

Recommendations (Educational leadership and School Management)

- **Formal monitoring of classroom processes by SMT is to be adopted.**
- **The school could invite subject EOs to serve as a support service for teachers particularly in those subjects that are not formally assessed.**
- **The SMT may consider availing itself of structures and services for training on the SDP process and the SDP document which is the product of that process.**
- **The formalisation of the role descriptors initiated with SMT needs to be replicated with all posts of responsibilities.**
- **Questionnaires to teachers, learners and their parents/guardians might be helpful in the evaluation of school effectiveness and to identify strengths and weaknesses.**
- **The school's feedback structures need to be modified to reflect the projected growth in school population. A greater reliance on more formal feedback mechanisms needs to be adopted.**

7.7   School Ethos

The school lives the catholic school ethos in its aims, policies and practices.

- In the interview, the Head of School stated that he appreciates the contribution of any member of staff in the spiritual life of the school. He said that lately he has started to give much more importance to the spiritual side of a person during recruitment so as to enhance the catholic ethos of the school.
- One of the aims of the school is that of offering possibilities for social involvement in the spirit of service to others. The students' involvement in voluntary work is encouraged. Some of the teachers are already involved in voluntary work and are acting as role models for their students. The theme for this year's Thematic Week was that of the EU - poverty and social exclusion. From the observations during the Liturgy Team weekly meeting as well as interviews with the stakeholders and the evidence in the newsletter, it transpires that the school is aiming to make the students more aware of and involved in voluntary work.
- The Liturgy Team is placing emphasis on living what one believes in through everyday practice rather than just religious knowledge. This is documented in the school newsletter. The Liturgy Team meets to plan the themes and activities for the liturgical experiences for the learners.
- A number of spiritual directors are of service to the students. Seminarians from the major seminary also offer their services for liturgical celebrations. This is documented in the school publications.
- The prayer during the assembly was not observed to be given much importance . Lessons seldom started with a prayer.
- Some parents chose to comment on the values transmitted by the school in the open ended section of the questionnaire.

- The school invests in a live-in for staff with the aim of bringing the educators together and promoting social development. This is organised every two years as documented in the school newsletter. The Liturgy Team takes care of this activity. The school newsletter shows that a live-in is organised by the school for the students of every form.

- The school promotes the priesthood vocation. During the interview, the Deputy Head shared the concern that for some years there has been no past student of the school who started his studies for the priesthood at the major seminary. After reflection, the school has used this as an indication that it needs to place greater emphasis on the spiritual dimension. The Head of School stated in the interview that he would like to strengthen the schools' relationship with the parents with the aim of promoting vocations.

The atmosphere at school is that of a strongly bonded family-like community. All stakeholders share in this philosophy.

- The family/community feeling emerged as one of the prime assets of the school in the parents' and teachers' questionnaire as well as during the formal and informal interviews with all stakeholders.

- The annual May fair is an important annual event organised by the school which is a celebration of this community spirit. The involvement of all stakeholders in this event emerged from the interviews with the parents serving on the PTA council. They also stated that even some of those parents whose children have left the school still lend a helping hand in the event.

- Personal and school property in the classrooms, corridors and grounds is respected and no signs of vandalism was noted.

- The many good practices observed in the school are not put in writing or in a policy handbook.

- The school has an action plan to instil the seminary ethos in the new primary school.

- Records show that school attendance is high. Teacher absence during the review week was nil. Absence of students is very low as evidenced by the absenteeism returns shown by the Assistant Head during the interview.

There are effective and efficient communication channels between the stakeholders.

- The School Profile boasts of an open door policy with parents. This was also emphasised during the interview with the Head of School and corroborated by the responses in the parents' questionnaire as well as during interviews with parents.

- The school issues a newsletter every term which then develops into the annual magazine during the last term. The parents are kept informed through circulars. Parents are summoned as a group for informative meetings. They are also called to school to discuss their child's wellbeing at sensitive times of a learner's life.

- The intranet system is aiding the communication process amongst all stakeholders. Parents can send emails directly to the teachers. From the interviews with parents, it emerged that the parents are satisfied with this service. Parents appreciate the communication at school and feel that they are immediately informed about the daily happennings . This is corroborated by the results of the parents' questionnaire.

- The school organises an orientation day for parents of new students in September as well as an information day close to the Common Entrance Examination.

The school utilises effective behaviour management practices.

- Discipline is strict but caring. The learners are given a list of school regulations. These regulations are written in such a way that they explain the rationale behind the rules. The school's behaviour management procedures were the item in the questionnaire to score the least number of positive responses (58%) from teachers. In the open ended section of the questionnaire, five teachers wrote that they would like disciplinary practices to improve. The data from the parents' questionnaire however shows that the parents are satisfied with discipline in the school and in the open ended questions many parents chose to comment positively about it.
- The learners were observed to be respectful and very well behaved even when out of class and not closely supervised.
- The points systems on the intranet helps in promoting good behaviour. It was observed that all teachers utilise the system as they appreciate its effectiveness. There are two separate point systems for positive and negative behaviour. Some of the parents interviewed remarked that more points can be deducted for misbehaviour as compared to the points earned for good behaviour. During the review week, certificates of awards were distributed during the assembly for those learners who obtained the Bronze Award. During this assembly, the Head of School told the learners that the threshold for the Awards was increased as during the previous year, certain levels were too easily achieved. The data for the last scholastic year showed that the positive reports significantly outnumbered the negative reports.

Teachers and learners work diligently to achieve results and keep the morale high.

- The school obtained the Green Flag within a year.
- The school participates in many competitions. The school newsletter documents third placing in a competition organised by the Italian Cultural Institute and good performances in the ESB examinations and in the NSTF Science Week. During the review week prizes were distributed during an assembly for a French language competition some learners had participated in and obtained a placing. In the school annual publication, there is a celebration of those learners who won prizes in the competition organised by the diocese on the occasion of the Papal visit. The school encourages learners to participate in national competitions. In the survey for parents, this was mentioned as a positive factor. In the survey for teachers, six teachers saw this as encouraged excessively in such a way that it hinders syllabus coverage.

Parental involvement in the PTA council is strong.

- The School Profile states that the parents are not involved much in the day-to-day work of the school. During the interview, the Head of School emphasised that it is very difficult to include parents in the everyday curriculum. He mentioned that in the past he involved English-speaking parents for lessons of English. One of the aims of the school is that of enhancing parental participation in the life of the school and to promote the parents' involvement in the education of their children. Parents are involved in the education of their children through the intranet whereby they can monitor the happenings of their son at school and all the assignments he has been given.

- The Head of School stated that the school has an inventory of parents' occupations. This is used when the need arises.
- Another stated aim of the school is that of establishing a link with the wider community both on the national and international level. Little evidence of this was elicited during the review except for participation in a Comenius project which had to be abandoned.
- The statute of the PTA states that the PTA has a consultative role and that the final decision rests with the Head of School. It has the aim of enhancing the cooperation between the educators and the parents. It is composed of three SMT members (Rector, Head of School and another SMT member), 3 teachers and 6 parents.
- The members on the PTA council stated that they organise educational, cultural, social, spiritual and fundraising activities. From the agenda of the PTA council meeting held just prior to the review week, the parental education meetings for this scholastic year are about: poverty and social exclusion, parent-child relationships and cyber crime.
- An educational activity organised by the PTA had a good turnout. Thirty six fathers attended with their sons for a fire fighting activity at one of the Civil Protection stations as documented in the school newsletter.
- During the last scholastic year, one of the members of the PTA council attended a forum on parental involvement in Luxemburg.

The school promotes learners' contributions to the local community but the presence of the school as an institution in the local community is weak.

- Through the newsletter and the annual magazine any achievements by the students in their own communities are celebrated. The school promotes the initiatives of students who do voluntary service in their own communities. No evidence was gathered which shows some link between the school and the local Rabat community.
- The formal role of the Head of School as Chairperson of the PSA and the two Heads of Department help the school to be present and informed of the educational happenings at church diocesan level and on a national level.

Recommendations (School Ethos)

- **Learners and teachers who are members of the liturgy team need to be involved in the normal daily assembly such that the assembly continues to strengthen the evident catholic school ethos.**
- **The school might consider fostering links with the local community.**

7.   Compilation of Recommendations

Learning and Teaching

- Teachers not making use of the intranet system should be encouraged to do so. Those who are presently making use of ICT should be encouraged to use it in learner-centered contexts.
- Sharing of good practice in the use of ICT as a pedagogical tool should be done.
- Ways of achieving differentiation should be shown in the teachers' planning.
- Learning episodes could be the focus of some CPD sessions. This would help in fulfilling the success criteria of action plan 7 - training for diversity.
- Teachers should take curricular responsibility for all learners in the classroom and provisions for learners should be stated clearly in their lesson planning.
- LSA preparation files should have schemes of work, adaptations and resources for differentiation as well as evaluations which they use with the statemented children. LSAs should have their preparation files at hand whenever possible.
- Teachers need to encourage learners and guide them on informative classroom displays.

Curriculum

- All co-curricular activities could have their educational objectives written down. Challenging and reachable targets for learners to reach could also be listed.
- The learners' choice of subjects needs to be analysed through consultation with different stakeholders.
- The role description and remit of the person responsible for the school outings and activities needs to be formally spelt out for an effective handover.
- The Liturgy Team could also include students' representatives.
- Students' democratic participation in the school needs to be enhanced through a more effective involvement of the Students' Council.
- The minutes of the Students' Council need to be uploaded regularly on the school website.

Resources

- Good practices could be written down as guidelines or points of reference for new staff. This would help them get acquainted and familiar to the school faster.
- The school librarian could have allocated time which would permit him to spend some time with his colleagues in the staffroom.
- Teachers and students should facilitate the cleaners' work by ensuring that classes are left in a way which facilitates cleaning.
- The supply of e-books, educational DVDs and audio visual material could be increased.
- Best practices in use of ICT in school should be shared and propagated.

Support for Learners

- LSAs should keep a record of any resources used, any differentiated work to be done and its evaluation.

- Statemented learners are the responsibility of the teacher and should be included in the lesson.
- Teachers should involve the LSAs when the learner is following the class curriculum.
- Reccomendations given to the LSA by the SENCO need to be documented in the LSA's file.
- Adaptations for differentiation in the curriculum are to be monitored by the teachers.
- Adaptations for differenciated tasks in the form of handouts for statemented learners might be signed by the teacher as proof of the approval for a differentiated task.
- The programme for Form 5 learners about career opportunities might also include the parents.
- An adapted booklet similar to that given in form 2 should be provided for Form 5 learners.

Achievement

- All teachers should be encouraged to upload HW and learning objectives on the intranet system.
- The school should encourage the increased use of formative assessment strategies and reduce its reliance on summative methods.
- Teachers should explore alternative pedagogies for academically gifted learners based on increased quality and depth of learning episodes rather than more of the same type of content and tasks.

Educational leadership and School Management

- Formal monitoring of classroom processes by SMT is to be adopted.
- The school could invite subject EOs to serve as a support service for teachers particularly in those subjects that are not formally assessed.
- The SMT may consider availing itself of structures and services for training on the SDP process and the SDP document which is the product of that process.
- The formalisation of the role descriptors initiated with SMT needs to be replicated with all posts of responsibilities.
- Questionnaires to teachers, learners and their parents/guardians might be helpful in the evaluation of school effectiveness and to identify strengths and weaknesses.
- The school's feedback structures need to be modified to reflect the projected growth in school population. A greater reliance on more formal feedback mechanisms needs to be adopted.

School Ethos

- Learners and teachers who are members of the liturgy team need to be involved in the normal daily assembly such that the assembly continues to strengthen the evident catholic school ethos.
- The school might consider fostering links with the local community.

School Vision and School Development Plan

- The SDP process can be more effective if it is more structured. Training in the formalisation and implementation of the SDP might be sought. Giving a structure to the SDP process and product maximises transparency and sustainability.
- Teachers should be more involved in the establishment of the action plans of the SDP as this would enhance the ownership of these plans and improve their implementation.
- Each action plan should be followed by an evaluation report of the success or otherwise of the action plan. These reports are then analysed and the results should form the basis for next year's SDP by prioritising the needs of the school for next cycle.
- Action to be taken should be tangible with clear indication of what is to be done and by whom.
- The role of the learners needs to be specifically identified in the action plans.

8. Next External Review

The next External Review will take place after the end of this cycle of External Reviews. This may be reconsidered as a result of the Follow-up Visit as per Parameters of the External Review available at:
http://www.education.gov.mt/edu/qad/Parameters_External_Review_02.pdf

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