



IQAA EVALUATION 2014 Bishops Diocesan College

Final Report

on a self-evaluation

conducted at the College by an evaluation team
comprised of members of the school's academic staff,
under the auspices of
the Independent Quality Assurance Agency (IQAA)

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INTRODUCTION

School's name: Bishops Diocesan College

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Principal: Mr Guy Pearson

Evaluation Team Leader: Mr Vernon Wood (Deputy Principal)

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Evaluation Team: Peter Broster; Graeme Klerck; Olga Peel; Burgert Maree;
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Dates of Evaluation: May – September 2014

DESCRIPTIVE BACKGROUND

Founded 165 years ago by Bishop Robert Gray, Bishops (Diocesan College) is an independent church school for boys, based on the principles and teachings of the Anglican Church.

Pupils can first enter the school during the Pre-Preparatory phase (in the year they turn six) before continuing through the Preparatory school, on to the College, and all the way through to Matric in Grade 12.

At present there are well over 1200 pupils in all of the three schools, with the academic staff being made up of some 120 teachers.

The majority of the pupils are Dayboys, though boys can also choose to board, as there is a Boarding House in the Prep school and another three at the College.

The school has a proud tradition of excellence in numerous spheres, from academics to sport, from drama to music, and many of its past pupils have gone on to achieve renown, making exceptional contributions in any number of different areas. Some ninety-eight percent of Bishops boys graduate to tertiary education, as the school continues to inspire its pupils by always aligning with the original vision of its Founder, namely, to promote independent thinking amongst its future leaders.

All at Bishops enjoy making use of the school's many world-class facilities set out on its strikingly beautiful campus at the foot of Table Mountain.

COMPLIANCE STATEMENT

The ISSASA compliance statement was signed by the Principal and the mentor on the day of the school visit. The school is a long-standing member of ISASA and complies with the requirements.

AREAS OF OPERATION EVALUATED

'Teaching, learning and attainments' and 'functioning of the school' were the two areas addressed.

MEANS AND METHODS USED TO FIND EVIDENCE

The evaluation team relied on opinion surveys and comments added to these surveys by all major constituents (pupils, parents and members of College staff). When deemed necessary, focus groups (made up, again, of pupils, parents and teachers) were set in place to shed further light on important issues which were raised by the responses received to these surveys. Further information was provided by classroom observations (which have been part of the school's Performance Appraisal system for a number of years now).

OPINION SURVEYS

Standard IQAA surveys were distributed amongst the school's pupils, their parents and the members of staff.

The level of participation amongst these three groups was deemed to be satisfactory.

The responses which were received (both the raw statistical data and the optional comments which were added in the space provided at the end of the survey) paint an overwhelmingly positive picture of all that takes place at the school and point to a largely happy and satisfied school community.

Strong points were identified (these will be referred to later on in this report) while attention was also focused on several areas of concern (the safety of each individual's personal belongings, for example, was an issue which surfaced in all three surveys, thus giving itself a measure of priority regarding the way forward).

Wherever responses to a question indicated significant divergence and differences of opinion (namely, dissatisfaction of 15% or more), these areas were highlighted and follow-up plans were devised. Focus groups (across all three constituents) were formed in an effort to get to the heart of the matters on the table, with reports being compiled by those who led these discussions.

FINDINGS OF OPINION SURVEYS

SURVEY REVIEW: PARENT OPINION

On the survey, 22 statements received almost entirely positive responses. A focus group was set in place to investigate responses to three other statements. Thirty parents were invited to attend; eight parents arrived.

The three areas deemed to require further interrogation were as follows:

Point 10: **My child's possessions are safe at school**
(33% disagreement);

Point 22: **I am critical of the school**
(18% agreement);

Point 20: **I understand the role of the governing body**
(11% disagreement).

Point 10:

Parents understood why there was a problem, with the school being an open institution, often visited by crowds of people. It was also noted that pupils were careless with regard to their possessions, did not lock their lockers, and often loaned clothing and possessions which were unmarked. It was suggested that lost property could be advertised (on the daily Pink Notice, for instance) as boys were slack about following up.

Point 22:

It was agreed that being critical did not mean being against the school. Sports coaching and the selection of teams were severely criticised. It was felt that there was a great disparity between good and bad subject teachers and between good and bad coaches; it was suggested that there should be more of a balance between excellence and need. A lack of understanding of the complexity of running a school was revealed in criticism of the "late upload of marks". The need to teach learning techniques as a separate subject was also discussed.

Point 20:

It was suggested that the governing body should have more elected members (such as parents, for example) and fewer who were representing group interests. There was confusion as to who had created the Vision for the school (the Council, the Parents Association or senior members of staff?).

SURVEY REVIEW: COLLEGE LEARNER OPINION

The responses here were uniformly positive with only three of the 28 statements resulting in strong differences in opinion.

It was decided to review the following three items:

Point 9: **My possessions are safe at school**
(35% disagreement);

Point 12: **I am satisfied with the amount of homework I am expected to do**
(14% agreement);

Point 20: **I find it difficult to approach teachers with my problems**
(24% disagreement).

Individual members of the academic staff were asked to gather a group of pupils drawn from all different age-groups and to interrogate their understanding of these three points.

Point 9:

It was agreed that there was too much theft within the school, but it was felt that many “stolen” items had simply been left lying around by their owners. The Houses were seen as vulnerable, easy to break in to and virtually open during the afternoons. It was noted that nothing was ever taken from locked lockers. A more visible security presence was suggested as well as more security cameras. It was felt that all visiting adults should be denied access to the Houses unless they were accompanied by a pupil or pupils from the House in question.

Point 12:

Most pupils spent from half-an-hour to three hours on homework with the amount of homework varying from day to day. On some days there would be quite a lot of work to get through, including preparation for a test or tests. It was suggested that a homework or test timetable could help to avoid clashes. Pupils also felt that homework was sometimes not planned to fulfil a purpose, but rather just distributed indiscriminately.

Point 20:

Pupils felt that the question was obscure: what problems, which teachers? Although they felt they could not / would not / preferred not to approach all teachers, they agreed that they all had someone that they could approach if they had problems.

SURVEY REVIEW: TEACHER OPINION

The almost unanimously positive responses of the Parents and Pupils were not duplicated in the responses of the teachers. Out of a total of twenty-nine statements, ten issues revealed a significant difference of opinion amongst staff.

In investigating these responses, it was decided that the Mentor (Dr Fullard) would hold an open focus group based on two of these ten items, namely:

Point 18: I understand the role of the school governing body
(28% agreement);

Point 23: The teachers have an appropriate say in the way the school is run
(55% disagreement).

The focus group raised the following points in discussing these issues:

Point 18:

(At Bishops, the school governing body is called the Council).

Some of the staff feel that a measure of trust in the Council had been lost as a result of the recent reorganisation of senior staff positions. Concern was also expressed by some in terms of remuneration packages. It is clear that some of the teachers would still like to see staff representation on Council, though this notion had recently been considered by the Council.

Point 23:

Initial discussion here examined what it means to “have a say” and what might constitute an “appropriate say”. A perception exists that the Executive sometimes takes decisions without fully consulting staff (the recent decision to discontinue the Post-Matric programme was cited as an example).

10.

The remaining seven issues were dealt with by seven teachers who chaired simultaneous discussions with groups of interested staff. The items discussed were:

Point 5: **Learners at our school talk to teachers when experiencing problems** (20% disagreement);

Point 8: **Possessions are safe at our school** (40% agreement);

Point 10: **Learners are bullied at our school** (17% agreement);

Point 20: **Classes at our school are too big** (23% agreement);

Point 25: **Teachers have opportunities for promotion at our school** (27% agreement);

Point 26: **The teacher appraisal system at our school is effective** (63% agreement);

Point 28: **There is no unfair discrimination at our school** (30% agreement);

The following points were noted in the different focus groups:

Point 5:

With the option of House Director, Tutor, Academic Teachers and psychologists from the Bishops Support Unit, it was felt that each pupil had several options to consider when seeking someone to talk to. Some reasons were put forward to explain why boys might be reluctant to talk to their teachers about their problems, academic or otherwise: classrooms are not easy areas in which to hold conversations; boys may perceive asking for help as a sign of weakness or lack of confidence; pupils may have other resources, outside of school, to assist them. It was felt that the school provides sufficient avenues to ask for help, though it was acknowledged that this would often come down to the personality of the individual boy.

Point 8:

Several potential problems were recognised: the presence of workmen on campus; crowds at big events; the “don’t care” attitude of many boys to their belongings; the impossibility of having cameras in changing rooms (where much loss of possessions occurs). It was felt that a member of the Executive should support our Security Manager in dealing with parents of boys who have suffered loss. Some means of encouraging pupils to have labelled possessions should be investigated. The “borrowing” of the belongings of others should not be allowed, and parents should be encouraged not to replace missing items immediately. Visible security cameras should be installed where appropriate. Contracted workers should be asked to wear an identifying uniform or bib while on the school property.

Point 10:

It was felt that bullying will always exist, particularly in a boys' school. Cyber bullying might be on the increase but physical bullying (particularly of seniors on juniors) seemed to be decreasing; this was due to initiatives such as the recent focus on the Senior/Junior relationship, and the role played by Tutor Groups, the Bishops Support Unit, the mentoring system and the Epic. Unusual or "different" boys continue to attract attention, some of it unwanted; however, where the school became aware of this, situations these were handled effectively. Perhaps a course dealing with Boundaries and Respect of Boundaries could be offered in Grade 8 Life Orientation or at the Grade 8 Camp? Chapel talks could also address the issue.

Point 20:

The group that discussed this point felt that most classes keep to a size of 24 pupils or fewer. Life Orientation sometimes battles with numbers in senior grades. All agreed that small class size remained a good "selling point" by comparison with other schools. Individual attention is sometimes not possible with larger groups.

Point 25:

Though the school offers a satisfactory range of promotion opportunities to its staff, there was a feeling that more could perhaps be done in this area. Smaller promotion positions were suggested (for example, Master teacher, Grade Head within subject or House and so on). Some felt that more mentoring and guidance in terms of skills development could be helpful.

Point 26:

This point generated a great deal of discussion, for there appears to be a strong feeling that the system currently used for teacher appraisal is not effective. In particular, little feedback is received by members of staff once the annual programme has been completed. The most meaningful part of the current system remains the pupil appraisal; some argue that this particular type of appraisal should be done continuously (after completion of a module or after a common test, for example). However, many members of staff believe that the appraisal system at the College should be overhauled.

Point 28:

Initial discussion here highlighted the vagueness of this statement: was "discrimination" here meant to refer to discrimination in terms of race, gender, disability or otherwise? It was acknowledged that the school has recently become far more aware of discrimination; sensitivity has been shown by the introduction of gender-neutral titles, for example. It was agreed that awareness about this topic should continue to be raised amongst all members of the school community.

ADDITIONAL COMMENTS BY RESPONDENTS

When completing their response forms, respondents were invited to add their comments. Certain comments were repeated and are noted below.

COMMON FEATURES OF PARENTS' COMMENTS

Concern was repeatedly expressed regarding the apparent focus on "A"-team sport and coaching. Some parents feel that the calibre of teaching is not consistent across all departments and classrooms. Communication regarding the disciplinary structures used by the school is felt to be unclear. Security at the school was often referred to; it is felt that it is just too easy to gain access to the College campus.

On the other hand, many very positive comments were noted. Numerous respondents mentioned how proud they were to have sons at the school, and how satisfied they were with the education their sons were receiving.

Many very positive comments were also made about the new Principal.

COMMON FEATURES OF PUPIL COMMENTS

There were repeated gripes about the food served to Boarders and about the cost of food at the Tuck-Shop. Comments were also made about poor teaching by certain teachers. Class-tests are not spread throughout the week, but rather all mount up on a Friday. Many of the pupils feel that wireless connections for computers on campus could be improved.

Again, a number of most favourable comments were made regarding all that is experienced by the boys of the College.

COMMON FEATURES OF TEACHERS' COMMENTS

A reasonably high percentage of members of staff chose to add comments. Some of these reflections were positive, while others were less so. The comments were deemed to be too wide-ranging for any clear conclusions to be drawn and presented here.

THE TEAM'S FINDINGS

GENERAL FINDINGS:

In terms of our two key areas of operation (namely, TEACHING, LEARNING AND ATTAINMENTS and FUNCTIONING OF THE SCHOOL), it would appear that things at the College are going very well. However, as with any ambitious institution, it must be acknowledged that a few aspects could still be improved.

AREA OF OPERATION: TEACHING, LEARNING AND ATTAINMENTS

These findings can be supported by examples of educator evaluation sheets (appraisal documentation), learner reports, the opinion surveys undertaken in the three IQAA surveys of parents, pupils and teachers, the School's Mission and Vision statements, the intranet data-base, observation of the extra-curricular programme and records of teacher and parent focus groups undertaken after the IQAA surveys (including Parents' Association minutes, if required). Matric results for the previous five years have also been attached as an appendix.

Most targets were being well met; in fact, most targets scored an 'excellent' rating.

CURRICULUM

Strengths:

The curriculum targets are being excellently met. Aside from a solid academic programme, extramurally the school has a robust sporting, cultural and spiritual tradition.

Concerns:

None identified at present.

LESSONS

Strengths:

Lesson targets were excellently met, on the whole. The school boasts a fully developed intranet and a team of highly skilled and qualified teachers. Well presented lessons cater to all learners, from whom high standards are expected, with increased responsibility being put on learners as they progressed.

Concerns:

It was acknowledged that there could be some teachers who would not meet all the criteria, but this was felt to be normal in a large institution such as Bishops. It was felt that a better daily balance with regard to homework commitments could perhaps be instituted.

ASSESSMENT

Strengths:

Targets were in keeping with requirements. Regular feedback is provided to parents through a well-developed and detailed reporting system, which is internet-based and updated weekly

Concerns:

None identified at present.

ATTAINMENT AND ATTITUDES

Strengths:

Targets are well met.

Concerns:

It is understood that there will always be isolated incidents of discrimination; these are addressed on an individual basis, when necessary. Certain individual learners are can not always be relied upon to work on their own or in groups.

TEACHER DEVELOPMENT

Strengths:

Strides have been made to have regular evaluations (including educator self-reflection on an annual basis). Learning opportunities, such as workshops, are encouraged and supported if educators show an interest, but not otherwise. Wednesday Staff Development sessions sometimes target areas identified by educators, thus providing learning opportunities

Concerns:

Some targets could be addressed. Wednesday sessions could become more staff-development orientated in the future.

SUPPORT

Strengths:

Targets here are excellently met, spear-headed by the Bishops Support Unit (a counseling and support hub), with a wide range of academic, sporting, cultural and spiritual facilities available to both learners and staff (including co-curricular learning support and clear extra-lesson guidelines).

Concerns:

None identified at present.

PROGRESS

Strengths:

Targets are being met in this area. Bishops has had a 100% pass rate for many years, with close to 98% passing matric at a level which enables them to enter universities for their tertiary education. Bishops has had a fine tradition of graduates becoming successful in their various spheres of interest.

Concerns:

None identified at present.

AREA OF OPERATION: FUNCTIONING OF THE SCHOOL

In this area, the responses reflected below arose from an investigation conducted by two members of the evaluation team.

When discussing quality targets here, it was agreed that most targets were being satisfactorily met (with many targets scoring an 'excellent' rating). Despite this, a number of suggestions can be made, and these are reflected below.

POLICIES

Strengths:

Targets were well met.

Concerns:

It was felt that there are simply too many policies, and that these are spread across a wide range of subjects which could be revised and gathered under general policy headings, thus making them easier to consult. Some policies had last been reviewed in 2006 so there is a need for regular reviews. The wording of all policies should also be checked by lawyers to avoid legal problems regarding their implementation.

FINANCE

Strengths:

Targets are being excellently met. The recent appointment of a Business Manager has significantly tightened up this area of operation.

Concerns:

None identified at present.

FACILITIES

Strengths:

The school is blessed with numerous first-rate facilities which are well maintained by a hard-working support team and our ground staff. There have been many recent upgrades to facilitate the mobility of those who use wheel-chairs.

Concerns:

It is acknowledged that the maintenance team has a thankless task keeping a school of this size with all its facilities in good nick.

CONDUCT

Strengths:

Targets are well met. The following items all play important roles in this area: the Bishops Partnership, signed by parents at the start of a pupil's career at the College; the school's Code of Conduct which helps to direct pupils and their behavior; each boy's individual profile on the school intranet.

Concerns:

Though classes at the school remain considerably smaller than elsewhere, concern has been expressed that additional pupils may have to be added in the future due to budgetary pressure.

SECURITY AND SAFETY

Strengths:

Targets are well met in most areas. A significant sum of money has been spent on improving general security, though this does remain a concern.

Concerns:

Though the boarding Houses do practice safety drills on a fairly regular basis, whole-school evacuation and emergency procedures are not drilled often enough. A Risk Committee has been created to facilitate proactive improvement in this area

HEALTH CARE

Strengths:

Targets are well met. The House system, the tutor group system, the Bishops Support Unit and the school sanatorium all play important roles here.

Concerns:

None identified at present.

COMMUNICATIONS

Strengths:

Targets appear to be met to general satisfaction. The school relies on emails and websites as an efficient means of communicating with boys and parents alike and regular messages are distributed to pass on information. Comprehensive academic reports are published regularly and parents can always monitor their sons' progress through use of the MyBishopsLife portal.

Concerns:

In responses to the recent survey, a number of questions were raised regarding communication around the school's disciplinary structures.

ENVIRONMENT

Strengths:

The school is making ever more and more of an effort to do well in this direction.

Concerns:

None identified at present.

MAJOR STRENGTHS

A striking feature of the three surveys was the very high scores (95% and above) of agreement with the positive statements and disagreement with the negative statements. This covered 88% of the parent's responses and 82% of the pupil's. The members of staff were less enthusiastic with 66% of their responses being positive.

Selecting just those comments which gained agreement of 98% or more, one finds the following statements agreed with:

Learners:

- "I am happy at school";
- "I respect my teachers";
- "The school has high standards academically";
- "We have internet facilities at school";
- "I am proud to be at this school".

Parents:

- "My son is happy at school";
- "My child is well cared for";
- "My child feels safe at school";
- "The principal provides good leadership of the school";
- "The school has high standards culturally";
- "The school's facilities are good".

Staff:

- "Learners are happy at this school";
- "Teachers are involved in school activities beyond the classroom";
- "Teachers show respect for learners";
- "Teachers are accessible to parents regarding the problems of their children";
- "Homework set is meaningful";
- "The school's academic standards are good";
- "The school has high standards culturally";
- "The school satisfies learner's sporting needs";
- "The teachers are proud to be at this school";
- "Transition between grades is managed well".

AREAS OF CONCERN

In responding to the survey, our pupils referred to the security of their possessions and to the uneven nature of homework requirements. More visible security measures and a homework / test timetable should be implemented to address these concerns.

Parents of pupils also picked up on the safety of their children's possessions.

Some parents expressed concern that the Council was not more in touch with the views of the parents; here, parent representatives were suggested.

Regarding staff responses, it would seem that the relationship between members of staff and the Council is not all that it might be.

Other staff concerns include the matter of performance appraisal and perceptions regarding the erosion of remuneration packages.

Also related to school security, emergency procedures are perhaps not drilled as regularly as they ought to be.

RECOMMENDATIONS OF THE 2007 IQAA EVALUATION TEAM

The responses for the right-hand column were sourced by interviewing the school's Deputy Head (Academic), who has been at Bishops for many years.

Recommendation	Action to be taken	Implementation evident?
Attention should be given to planning and producing a common understanding of best practice in the classroom, i.e. in laptop classrooms, lesson structure, admin duties and variation of activities for the ability range.	Academic Deputy and Subject Heads.	Research into alternative time tables, subs of classes, online roster, Nexus programme for advanced students, support programmes available for several subjects.
Classroom visits should continue to improve teaching practice and self-awareness.	Academic Deputy and Subject Heads.	Now a compulsory part of annual self-appraisal programme
The presence of teachers in the classroom must receive attention. Purposeful activities should be implemented for substitution periods.	The Executive must pay more attention to this.	Not a problem at present.
The policy of mixed ability classes as opposed to streaming should be revisited. The Prep and Pre-prep must examine whether their practices stretch the gifted or address the needs of those with barriers to learning.	An appropriate body in the College.	Constantly under review, policy varies from subject to subject and according to the needs of the timetable
The whole curriculum must be examined against the critical outcomes of the SA curriculum statements.		No longer relevant.
Workload fluctuates too wildly to be acceptable. Planning within departments and between departments. Statements of the duration of programmes and deadlines must be included.	Academic Deputy and Subject Heads	Macro planner still a problem. Road maps are available in all subjects.
The role and nature of homework needs to be understood and commonly accepted.	Subject Heads to workshop this with their departments.	Still a problem. Has been discussed at HOD meetings. Each subject approaches homework differently.

Recommendation	Action to be taken	Implementation evident?
Attention needs to be given to improving the perception and participation in the appraisal system.	Academic Deputy and Subject Heads	Still a problem. Ongoing.
A Skills Development plan should be drawn up resulting from the appraisal process.	The Executive	Still to be implemented. SMART goals are desired. Staff to be encouraged to attend staff training/one course during the year.
A policy on extra lessons should be set in place and widely disseminated.		A policy has been drawn up and disseminated.
Security of possessions must be addressed etc. etc.	The Executive.	Things have improved but there remain ongoing problems.
Education of boys around bullying must be an ongoing concern, especially at the Prep and Pre-prep.	The executive and House Directors.	Better than in the past but a continuing problem.

RECOMMENDATIONS OF THE 2014 EVALUATION TEAM: ACTION ON SCHOOL IMPROVEMENT

KEY FOR SUGGESTED TIME-FRAME:

Short-Term: By middle of 2015

Medium-Term: By end of 2015

Long-Term: Within the next two or three years

Area	Recommended action	Responsible Person(s)	Time-Frame
Security	<p>It is clear from the surveys that the matter of on-campus security remains a major concern. Day-time security needs to be tightened, especially around the Houses.</p> <p>At a different level, it is suggested that pupils' belongings should be clearly labelled and that the "borrowing culture" should be addressed amongst the boys.</p> <p>(It is acknowledged that some improvement in this area has been recorded since the surveys were undertaken earlier this year).</p>	Principal and School Executive.	Medium-Term
Performance Appraisal and Staff Issues	<p>The teacher appraisal system needs to be overhauled and possibly redefined, as the current system does not enjoy staff buy-in.</p> <p>Underlying staff dissatisfaction with some areas of school life also needs to be aired so the way forward can be addressed.</p>	Deputy-Principal and Deputy Head (Academic)	Medium-Term
Teaching	<p>The school needs to continue to address the matter of poor teaching, a matter often raised amongst comments made on the survey by the parent body.</p> <p>(It is acknowledged that significant improvements in this area have been recorded by the school in recent years).</p>	Deputy-Principal and Deputy Head (Academic)	Ongoing
School Policies	<p>School policies need to be updated and reviewed more regularly.</p> <p>Policies dating back more than one year should be reviewed as a matter of urgency.</p>	Principal and School Executive.	Long-Term

Area	Recommended action	Responsible Person(s)	Time-Frame
Security	Emergency procedures and drills need to be practiced more frequently.	Principal and School Executive.	Short-Term
Homework and Tests	It is suggested that a homework and testing timetable be developed for pupils in all grades, to ensure an equal spread of work during the week.	Deputy Head (Academic) and Subject Heads	Short-Term
Sports	It is recommended that a review be conducted of sports-coaching at all levels, given the many comments from parents which suggest that there is an imbalance in this area with A-team players receiving far more attention and focus than players of lesser ability. (Here it should be noted that in 2014 the professional cricket and rugby coaches spent time with lower level sides each week).	Deputy Head (Sport) and Teachers in Charge of sports.	Medium-Term
Relationship between Council and Staff	It is recommended that the school should seek ways to improve the relationship between Council and members of staff, as this has been shown to be flawed. (Here it should be noted that staff representation on Council remains important to a significant number of teachers).	Principal and the School Executive.	Medium-Term

CONCLUDING PARAGRAPHS

The 2014 evaluation draws to a close as this Report nears final submission, thus bringing down the curtain on a process which began so many months ago when the members of the evaluation team first met for training at the very start of the year.

There can be no doubting the potential benefit which such a thorough self-evaluation can offer a school, as all constituents (pupils, parents and members of staff) pause to look at so many different aspects of its make-up, and to wonder about the kinds of things which could be done to help move the institution onwards and upwards.

It has been a most rewarding process, too, for so much of what the school currently does is greatly valued and appreciated by its “customers” (the young men and their families); the overwhelmingly positive nature of so many responses that were captured has been referred to on a number of different occasions within this report.

It is also encouraging to see how the school has already embraced the need to improve in one or two areas, as some issues were immediately addressed following the publication of results from the surveys which were initially conducted.

In conclusion the members of the evaluation team would like to thank Dr Fullard most sincerely for all her encouragement and support, her wisdom and general know-how. Our mentor was always there for us, to guide us and advise us, and we are all most grateful to her for the role which she played in assisting us to get the job done.

APPENDICES

Appendix 1: Results of Opinion Survey – College Learners

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
1. I am happy at school	55%	43%	2%	0%
	98%		2%	
2. I am making good progress	43%	54%	3%	0%
	97%		3%	
3. I am involved in school activities outside of the classroom	61%	35%	4%	1%
	96%		5%	
4. I respect my teachers	52%	48%	0%	0%
	100%		0%	
5. My teachers respect and care for me	29%	67%	4%	0%
	96%		4%	
6. My teachers encourage me to work hard	39%	57%	4%	0%
	96%		4%	
7. My teachers often complain about my work	4%	9%	52%	35%
	13%		87%	
8. Discipline is good at school	28%	62%	8%	2%
	90%		10%	
9. My possessions are safe at school	13%	52%	25%	10%
	65%		35%	
10. I feel safe and secure at school	43%	50%	6%	1%
	93%		7%	
11. I am bullied at school	0%	3%	34%	63%
	3%		97%	
12. I am satisfied with the homework I am expected to do	19%	67%	11%	3%
	86%		14%	
13. The school has high standards academically	63%	35%	2%	0%
	98%		25	

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
14. The school has high standards culturally, eg in music, drama, art, dance etc	62%	34%	4%	0%
	96%		4%	
15. The school satisfies my sporting needs	61%	30%	6%	3%
	91%		9%	
16. I find school work interesting	19%	70%	10%	1%
	89%		11%	
17. I am taught to make friends regardless of their skin colour, gender or disabilities	68%	26%	4%	2%
	94%		6%	
18. There are too many learners in my classes	3%	10%	62%	25%
	13%		87%	
19. I find it difficult to approach my teachers with my problems	4%	20%	55%	21%
	24%		76%	
20. The school's facilities are good	72%	26%	2%	0%
	98%		2%	
21. We have internet facilities at school	79%	20%	1%	0%
	99%		1%	
22. I am proud to be at this school	80%	18%	2%	0%
	98%		2%	
23. My parents / guardians support school events	53%	40%	6%	1%
	93%		7%	
24. I give my parents / guardians all messages from the school	41%	49%	8%	2%
	90%		10%	
25. There are extra lessons for students having difficulties with Maths	0%	0%	0%	0%
	0%		0%	
26. The school provides career guidance opportunities	0%	0%	0%	0%
	0%		0%	
27. The school counsellor is easily accessible if I have personal problems	0%	0%	0%	0%
	0%		0%	
28. I am encouraged to consider different points of view in discussions at school	0%	0%	0%	0%
	0%		0%	

Appendix 2: Results of Opinion Survey – College Parents

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
1. My child is happy at school	64%	34%	2%	0%
	98%		2%	
2. My child is making good progress at school	45%	50%	5%	0%
	95%		5%	
3. My child is involved in school activities beyond the classroom	58%	39%	3%	0%
	97%		3%	
4. My child's attitude towards the teachers is good	44%	52%	4%	0%
	96%		4%	
5. My child's teachers treat my child fairly	34%	61%	5%	0%
	95%		5%	
6. My child is well cared for	50%	48%	2%	0%
	98%		2%	
7. The school keeps me informed of my child's progress	45%	46%	8%	1%
	92 %		9%	
8. I am able to approach the teachers about my child	41%	53%	6%	0%
	94%		6%	
9. Discipline at the school is fair	35%	61%	3%	1%
	96%		4%	
10. My child's possessions are safe at school	13%	54%	26%	7%
	67%		33%	
11. My child feels safe at school	57%	43%	0%	0%
	100%		0%	
12. My child is bullied at school	1%	5%	46%	48%
	6%		94%	
13. My child is given worthwhile homework	20%	74%	6%	0%
	94%		6%	

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
14. The principal provides good leadership of the school	64%	35%	1%	0%
	99%		1%	
15. The school's management team performs well	41%	54%	5%	0%
	95%		5%	
16. The school's academic standards are good	55%	42%	3%	0%
	97%		3%	
17. The school has high standards culturally eg in music, drama, art, dance, etc	75%	25%	0%	0%
	100%		0%	
18. The school satisfies my child's sporting needs	54%	38%	7%	1%
	92%		8%	
19. I feel welcome in the school	53%	43%	4%	0%
	96%		4%	
20. I understand the role of the school governing body	26%	63%	10%	1%
	89%		11%	
21. The school's facilities are good	74%	24%	1%	1%
	98%		2%	
22. I am critical of the school	2%	16%	50%	32%
	18%		72%	
23. The school does not discriminate unfairly	37%	58%	4%	1%
	95%		5%	
24. I support school events	35%	62%	2%	1%
	97%		3%	
25. The school's disciplinary processes are fair	31%	65%	3%	1%
	96%		4%	

Appendix 3: Results of Opinion Survey – College Teachers

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
Learners are happy at this school	48%	52%	0%	0%
	100%		0%	
2. Teachers are involved in school activities beyond the classroom	95%	5%	0%	0%
	100%		0%	
3. Learners do not have respect for teachers	2%	8%	55%	35%
	10%		90%	
4. Teachers show respect for learners	45%	55%	0%	0%
	100%		0%	
5. Learners talk to teachers about their problems	8%	72%	17%	3%
	80%		20%	
6. Teachers are accessible to parents regarding the problems of children	68%	32%	0%	0%
	100%		0%	
7. Discipline at the school is fair	45%	52%	3%	0%
	97%		3%	
8. Possessions are safe at school	2%	58%	32%	8%
	60%		40%	
9. Learners are safe at school	52%	45%	3%	0%
	97%		3%	
10. Learners are bullied at school	0%	17%	77%	6%
	17%		83%	
11. Homework set is meaningful	40%	58%	2%	0%
	98%		2%	
12. The principal provides excellent leadership to the school	53%	40%	7%	0%
	93%		7%	
13. The school's management team performs well	18%	67%	15%	0%
	85%		15%	
Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
14. The school's academic standards are good	71%	27%	2%	0%
	98%		2%	

Questions	Agree Strongly	Agree	Disagree	Disagree Strongly
15. The school has high standards culturally eg in music, drama, art, dance, etc	90%	8%	2%	0%
	98%		2%	
16. The school satisfies learner's sporting needs	78%	22%		0%
	100%		0%	
17. Parents do not show enough support for the school	3%	7%	48%	42%
	10%		90%	
18. I understand the role of the school governing body	17%	55%	28%	0%
	72%		28%	
19. The school's facilities are good	61%	32%	7%	0%
	93%		7%	
20. Classes are too big	3%	20%	55%	22%
	23%		77%	
21. The teachers are proud to be at this school	58%	42%	0%	0%
	100%		0%	
22. The teachers do not always treat the learners fairly	0%	12%	55%	33%
	12%		88%	
23. The teachers have an appropriate say in the way the school is run	2%	43%	47%	8%
	45%		55%	
24. The teachers have opportunities for professional development	37%	60%	3%	0%
	97%		3%	
25. The teachers have opportunities for promotion in the school	10%	63%	25%	2%
	73%		27%	
26. The teacher appraisal system is effective	2%	35%	50%	13%
	37%		63%	
27. The teachers get on well with one another	28%	64%	8%	0%
	92%		8%	
28. There is no unfair discrimination at school	20%	50%	25%	5%
	70%		30%	
29. Transition between grades is managed well	38%	60%	2%	0%
	98%		2%	

Appendix 4:
Bishops Diocesan College: National Senior Certificate Results (2009-2013)

	2009	2010	2011	2012	2013
Candidates	142	139	147	148	152
Subject Distinctions	344	358	385	367	486
“Bachelor passes” (%)	95.8	99.3	97.3	96.6	98.7
Overall Pass-Rate (%)	99.3	100.0	100.0	100.0	100.0

Appendix 5:**MENTOR'S REPORT****MENTOR'S REPORT ON THE EVALUATION
OF DIOCESAN COLLEGE (BISHOPS)
held on 23 September 2014**

Model used:	Core
Team leader:	Mr Vernon Wood Mr Warwick Richter (Term 3)
Mentor:	Dr Elizabeth Fullard

TONE AND RECEPTION

The mentor was most cordially welcomed to Bishops and from the start of the process (training) to evaluation day and beyond, the relationship between mentor and all involved was warm and conducive to a positive outcome.

The attitude of the evaluation team to the process was one of obvious concern to do an excellent job and to this end, several interim meetings were held to discuss and clarify different aspects of the evaluation. Teachers were happy to have the mentor visit their classes and the boys were open to having informal conversations as well as being very helpful to the mentor in finding her way around the school.

RIGOUR AND EFFICIENCY OF THE EVALUATION

The team were initially prepared by the (then) lead mentor, Sue Gardener and was further guided in the process during interim meetings between the team and the mentor. The members of the team were drawn from various subject areas and responsibilities and had been teaching at Bishops for different periods of time that made their input all the more valuable. All members of the internal evaluation team were not only competent, but also willing to carry out a variety of duties assigned to them during the evaluation period.

The usual areas of operation for a core evaluation were scrutinised, namely, Teaching, Learning and Attainments and Functioning of the School. The opinion surveys provided the core of the evaluation and were taken very seriously. Focus groups were held for all constituencies and are comprehensively dealt with in the report. Most of the recommendations for improvement have their origins in the opinion surveys and follow-up focus groups.

ESTIMATION OF THE SUCCESS OF THE EVALUATION

The strengths and areas of concern were identified and discussed thoroughly by the internal evaluation team and are reflected accurately in the report.

The recommendations of the previous cycle are reported in detail with helpful comments on the extent to which they had been implemented and what improvements had been seen as a result of this.

It seems clear that the current recommendations will be followed up and acted upon as there is a desire to improve any aspect of the school's functioning which has been found imperfect, even to the smallest degree. The IQAA process should further boost the culture of on-going evaluation that already exists at the school.

GENERAL IMPRESSIONS GAINED BY THE MENTOR

Bishops is a school that, at first glance, would seem to have everything- and it probably has although it was acknowledged that there is always room for improvement! The grounds are magnificent and well maintained as are the various buildings and other facilities. The new media centre that opened recently is a wonderful asset that is already being well used by staff and boys. The music centre has been operational for some time but continues to impress as providing the central hub for promoting a knowledge and love of music in the boys. Some of the classrooms, on the other hand, are not as well cared for, but perhaps there are other priorities in a boys' school! What happens IN the classrooms is more important and the teaching in the lessons observed, was sound, evoking a good learning response from the boys.

The boys themselves were utterly charming and it is a great pleasure to encounter such well-mannered young gentlemen. They were helpful in giving directions and I thoroughly enjoyed pairing up with one young man to complete a class assignment – an arrangement that he accepted with equanimity.

ENDORSEMENT OF THE INTERNAL TEAM'S REPORT

As mentor I associate myself with the internal evaluation team's report and endorse its findings and recommendations. The process was openly, honestly, painstakingly and efficiently carried out, with appropriate rigour, neither too easy-going nor too harsh.

CONCLUSION

It would be difficult not to be impressed by a school with the stature of Bishops and the boys that have the privilege of receiving their schooling at this prestigious institution are fortunate indeed. What makes the school what it is, is the school community of staff, learners and parents and what each contributes to the reputation that Bishops enjoys in the education world. During the IQAA process, the internal evaluation team has done a sterling job, under the initial guidance of Vernon Wood and latterly Warwick Richter who have kept the team focused and motivated. Warwick shouldered the burden of writing the final report, with input from the team members who have all made their contribution. Olga Peel needs to be specially commended for her exemplary minute writing that has been a huge asset to the process.

My heartfelt thanks go to the internal team for their cheerful cooperation, hard work and ready humour. Mr Guy Pearson, the principal, has been interested in and supportive of the process and the time spent with him discussing various aspects of the evaluation and gathering some of his insights on the school have been immensely valuable.

It has been a pleasure to mentor Bishops through this process and my good wishes accompany the school as it looks to implement the recommendations that will no doubt help it to reach even greater heights.

Dr Elizabeth Fullard
Mentor

10 November 2014