



Abridged report

Name of school: Paul Roos Gymnasium

Date of evaluation: 03-04 May 2017

Evaluation team: Mrs F Mfazwe, Mr J van Tonder and Mr A Parker

Key			
4 - Outstanding	3 – Good	2 – Requires Improvement	1 - Inadequate

Overall performance of the school:	4
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Areas for evaluation	Rating
Learner achievement	4
Teaching and learning	4
Behaviour and safety	4
Leadership and management	4
Governance, parents and community	4

The school is outstanding overall. This is primarily because the School Management Team (SMT) and the Governing Body (GB) have established clear strategic direction to continuously achieve and sustain outstanding results across the phases. In the 2016 WCED Systemic Tests, learners achieved 94.4% and 89.3% in Languages and Mathematics respectively. Furthermore, in the 2016 NSC Examinations, learners achieved 100% pass rates in both Afrikaans and English and 99.5% of learners passed Mathematics.

The quality of teaching and learning is excellent. Lessons are interesting and reflect teachers' excellent knowledge and expertise. The SMT encourages e-learning and uses classroom visits, regular curriculum meetings and learner achievement data to evaluate performance effectively. Assessment and work given to learners are challenging and differentiated to accommodate different learning styles. The School Based Support Team (SBST) implements an effective intervention programme to support learners at risk and stimulate higher achievers.

There is a climate of pride and respect based upon shared values across the school and hostel communities. Regular and effective communication has been established between the school and the parents. The school premises and hostel facilities are safe,

secure and well maintained. Parents are actively involved in all school activities and express an attitude of pride and appreciation for the excellent curriculum delivery and high standard at which the school is managed. In addition, the GB plays a pivotal role in sourcing additional funding from a variety of sponsors for provision of resources to enhance curricular and co-curricular activities. A well-structured after school programme provides for participation in a variety of sport and cultural activities where learners performed exceptionally well at provincial and national levels.

Main findings

1. Learner achievement

1.1 Learner achievement in Foundation Phase

N/A

1.2 Learner achievement in Intermediate Phase

N/A

1.3 Learner achievement in Senior Phase

Learner performance in Languages and Mathematics is outstanding. In the 2016 Grade 9 WCED Systemic Tests, learners achieved 94.4% and 89.3% in Languages and Mathematics respectively. The 94.4% pass rate in Languages is substantially higher than that of the circuit (61.6%), the district (51.5%) and the province (55.1%). The Mathematics results in the 2016 WCED Systemic Tests indicates that learners have very well developed mathematical skills. The pass rate of 89.3% is way above that of the circuit (46.2%), the district (24.2%) and the province (23.6%).

1.4 Learner achievement in Further Education and Training Band

Learner achievement in the NSC Examinations is outstanding. The pass percentages over the three year period 2014 to 2016 were 99.1%, 100% and 99.1% respectively. Learners achieved Bachelors passes of 88.5%, 90.6% and 91.9% respectively for the same period. In the 2016 NSC Examinations, analysis of passes indicates that learners achieved at 60% and above in 22 of the 23 subjects offered. Learners did not achieve 60% in only Business Studies (47.8%).

1.5 Learners read, speak, listen and write well in language of learning and teaching

Across all grades, the majority of learners are able to read and interpret texts at an exceptional level. Most learners communicate with confidence and express their opinions freely. It was observed during class visits that the majority of learners have good listening skills and are able to follow and carry out instructions with ease. Most

learners are able to construct meaningful sentences and have an excellent understanding of written comprehension.

- 1.6 Learners handle numbers with ease, calculate mentally and with electronic devices and apply it to solve problems in Mathematics

In all grades, the majority of learners cope very well with the demands of the Mathematics curriculum. Most learners handle numbers, operations and relationships competently. One of the contributing factors to the good performance in Mathematics is the involvement of many learners Mathematics Olympiads. Learners are able to use their calculators effectively. Learners have access to electronic learning programmes to support the development of their mastery, problem solving and research skills during the after school programme.

- 1.7 Learners participate and achieve well in extra- and co-curricular as well as cultural activities as part of the school enrichment programme

A well structured and organised extra- and co-curricular programme encourages learner participation in a wide variety of excursions, sport and cultural activities which are attended in very high numbers. During the past year approximately 30% of learners participated at provincial, national and international levels. The school acknowledges outstanding achievements of learners by means of colours awards, medals, trophies and bursaries for representing provincial and national teams.

2. Teaching and learning

- 2.1 A positive learning environment

Teachers provide a positive enabling teaching and learning environment. They manage time well, teach effectively and classroom activities are monitored throughout the lesson. Classes are neat, tidy and orderly arranged. Most classrooms are print rich. However, very few learners' work is prominently displayed. There is a mutual respect between teachers and learners. Core values such as pride, respect and courtesy are always promoted.

- 2.2 Good quality classroom teaching practice

Teachers are experienced and knowledgeable in the subjects allocated to them. Learner participation is very good. Learners have plenty of opportunities to debate and discuss topical issues. Teachers possess above average skills, experience and expertise to engage learners meaningfully. They are well prepared and planned, and use appropriate tasks and activities in line with work schedules to engage learners. Teachers have high expectations of their learners, they ask thought provoking questions and present interesting, vibrant lessons. Learners ask questions and contribute towards creating purposeful learning environments. Lessons are generally

relevant to real life situations. A variety of textbooks and teacher developed modules are used as primary sources of information. In addition, available resources such as data projectors, laptops and interactive whiteboards are used effectively to enhance the quality of teaching and learning.

2.3 Workbooks, assessment and intervention that supports learning

Evidence in the learner workbooks shows that there is a good varied range of assessment activities such as classwork exercises and worksheets. Assessment tasks are appropriate and challenge learners. During lessons, most learners displayed a high level of interpretation, critical thinking and problem solving skills. In most of the observed classes, learners' workbooks are marked regularly and corrections are done with teacher supervision. Immediate constructive verbal feedback is given to learners during lessons, but there is very little evidence of written feedback in the learners' books. The School Based Support Team (SBST) implements an effective intervention programme to support learners at risk as well as high achievers.

3. **Behaviour and safety**

3.1 A disciplined and purposeful school environment with positive ethos

The school has a positive ethos where self respect and self worth are cultivated so that each learner accepts his responsibilities and shows respect for others in the school and wider community. Learners are always respectful towards visitors, staff and peers. For example, they always stand when addressing an adult, whether in the classroom or on the playground. Learners appreciate the value of education and support received from the teachers. This is evident by the swift change over between classes and settling down promptly for lessons to start. The good attendance and very low rate of late coming by learners and teachers contribute to a positive ethos. The Code of Conduct for Learners (CoCL) is implemented effectively in the rare cases where transgressions occur.

3.2 The school is safe, and protects and cares for its learners

A good level of pastoral care is provided to ensure that the needs of all learners are addressed. Learners in need of social or emotional support are referred to a resident psychologist or the counsellors. In addition, the well-being of specific learners are regularly discussed by the SMT. Access to the school is strictly controlled. CCTV cameras and 24-hour security guards are some of the measures implemented to ensure that the school property and hostel are safe and secure. Although the school has a Safety Action Plan in place, the evacuation procedure is not displayed in the classrooms. The last evacuation drill took place in May 2016. Most learners participate in the various after school programmes.

3.3 School boarding facilities (where applicable)

The boarding facility is clean, safe and well managed. It accommodates 240 learners who are provided with nutritional, balanced meals. Rooms are furnished with beds, lockable cupboards, tables and chairs. All learners are required to return to the hostel at the end of the school day. Learners who participate in after school programmes sign a register indicating their departure and return.

4. **Leadership and management**

4.1 The School Management Team gives clear direction to the school

The SMT has established clear strategic direction to continuously improve on the acquisition of knowledge and skills to sustain outstanding results in curricular and extra-curricular activities. The SMT uses School Self Evaluation (SSE) effectively to assess the school's strengths and weaknesses. The School Improvement Plan (SIP) is appropriate and indicates the school's priorities such as staff development, improving on dynamic teaching methodologies, including e-teaching and learning and improving on learner discipline. The SMT monitors and analyses the implementation of the SIP and progress on the achievement of targets regularly.

4.2 The SMT improves the quality of teaching and learning in the school

The SMT uses a variety of meetings, feedback reports, class visits and learner achievement data to evaluate performance. Teachers are continuously coached and guided during formal meetings and informal discussions. Subject heads have a good overview of curriculum delivery by moderating Formal Assessment Tasks (FATs) and Practical Assessment Tasks (PATs). The SMT visits classes regularly as well as during the IQMS process. However, not all teachers monitor learner workbooks regularly whilst constructive written feedback is generally lacking. The school makes good use of external support for the professional development of teachers, by establishing links with international schools in Germany and Poland, subject advisors' visits and attending conferences and workshops offered by district officials and NGOs.

4.3 The SMT makes good use of all school resources (human, financial and physical)

The SMT ensures that all staff members fulfil their duties according to their roles and responsibilities by means of a detailed staff manual and effective electronic communication. The principal deals effectively with inappropriate staff conduct by using either corrective counselling or progressive disciplinary measures which seldom occurs. Teachers are held accountable for the implementation of action plans to attain good learner achievement. Teachers utilise a range of resources effectively and efficiently which has a positive impact on the quality of teaching and learning.

Effective procurement and asset management procedures ensure that appropriate LTSM and equipment are purchased in good time within the available budget to support quality curriculum delivery.

5. Governance, parents and community

5.1 The governing body fulfils its key responsibilities well

The GB functions effectively to ensure that the school's goals are attained. The GB and parent community participate in the functioning of the school and strongly support the principal, SMT and teachers. The various committees meet and submit reports regularly to ensure the school receives the necessary support. The GB is fully involved in all decisions regarding staff appointments and employ an additional 32 teachers as well as a number of support staff. Policies are regularly reviewed and amended. For example, the CoCL was reviewed recently and all stakeholders were involved.

5.2 The governing body fulfils its functions with regard to the school's finances within its legal mandate

The school has a functional Finance Committee which meets regularly and reports quarterly to the GB. There is effective finance management. Financial statements are prepared and submitted timeously as required. All reports relating to the finances of the school indicate clean audits. The annual budget for 2017 was presented and adopted at an AGM held on 8 November 2016. The GB assists in managing the budget by means of effective internal control measures. In addition, the GB plays an important role in sourcing additional funding from a variety of sponsors for provision of resources to enhance curricular-and co-curricular activities.

5.3 The school engages effectively with all stakeholders

Learners are encouraged to raise their concerns via the Representative Council of Learners (RCL). The school effectively communicates with parents by means of a monthly newsletter, e-mails, parent meetings and the D6 communicator to keep them informed regarding their children's progress and after school programmes. The school supports numerous community outreach programmes, such as assisting the Grade 12 learners of a neighbouring school with Mathematics classes on Saturdays, assisting primary school learners from nearby farms with homework, making Christmas shoebox gifts for needy children and raising funds for needy NGOs. Excellent communication with community organisations, NGOs and the district office reflects good working relationships.