



Schools Evaluation Authority

Accountability • Quality • Respect



Goodwood College Report



School: **Goodwood College**
Address: Paul Kruger Avenue,
Ruyterwacht, 74600
Circuit: C3
District: Metro North
Province: Western Cape
Category: Public Ordinary (Fee-Charging)
Principal: Ms V Africa



Areas of Evaluation:

	Learner Achievement	To evaluate the knowledge and skills that learners have acquired, progress made by learners over a period of time and recognition of learners.
	Teaching & Learning	To evaluate the quality of teaching and learning.
	Behaviour & Safety	To evaluate the level at which the school creates a positive learning culture, good behaviour, and a healthy, safe and secure environment for everyone.
	Leadership & Management	To evaluate the effectiveness of the leadership and management of the school.
	Governance, Parents & Community	To evaluate the effectiveness of the governing body in fulfilling its key roles and responsibilities including financial duties, and the effectiveness of the school in building good relationships with its stakeholders.

Summary:



Overall performance



KEY:



Main Findings

1. Learner Achievement 3

The school's results in both Language and Mathematics in the Western Cape Education Department (WCED) Systemic Tests have been above average, compared to similar schools, and the results showed a trend of improvement in Mathematics. There was a fluctuation in the pass percentage as well as the average marks for Language over the past four years.

The school's pass percentage and the percentage of Bachelors' passes in the 2019 National Senior Certificate (NSC) examinations were above average compared to similar schools. There was a slight downward trend in the pass percentage from 2016 to 2018 with a substantial decrease of 7,7% in the pass percentage and a 21,4% decrease in the percentage of Bachelors' passes in 2019.

Most of the learners, as observed during lessons and interviews, speak with confidence. The writing reflected in their workbooks is generally of a good standard, their listening and reading skills are good and most of the learners can handle numbers with confidence.

A wide variety of activities are planned to get more learners involved in extra- and co-curricular activities, but during the two days of evaluation the school was preparing for an interschool athletics meeting.

2. Teaching and Learning 2

All the teachers observed were actively busy teaching and treated learners with respect. The classrooms were all clean and tidy. The arrangement of the furniture in most of the classrooms is not conducive to learner group activities.

Learners were active and engaged in most of the classes. The activities were appropriate in terms of curriculum requirements, but learners were not challenged with higher order questions. Very few teachers continuously established the level of learners' understanding and adjusted their pace.

The amount of work in learners' workbooks varied from very little to sufficient. While learners' work was marked, feedback was given by the teachers in only few of the classes.

Most of the observed teachers make use of a data projector, but the slides used in most of these classes are not clear and it is difficult to read the screen.

There are some posters in all the classrooms, but learners' work is displayed in only one of the classrooms.

It was observed in five classes (two Mathematics, two Mathematical Literacy and one Accounting) that learners could handle numbers and use mathematical skills to solve problems. They were also able to use electronic devices to calculate.

To move from good to outstanding, more learners need to increase their confidence with numbers. Special intervention for learners struggling with Mathematics must be considered



3. Behaviour and Safety 3

There is a positive atmosphere at the school. All the teachers and most of the learners are very friendly. All the learners interviewed were loyal towards their school and their teachers. The school has a positive ethos, and respect and trust are shown between learners and teachers. A large majority of learners value their education and display a positive attitude in the classroom. All the interviewed learners were neatly dressed in their school uniform, but they questioned the dress code of some of the teachers.

Absenteeism, late coming and truancy seldom occur. Learner attendance is far above the norm. However, a few learners in the Further Education and Training (FET) band seemed to be disengaged and they need to be identified and supported. Learners know and understand the school's Code of Conduct.

There were a few instances of bad behaviour, but the school's Code of Conduct was implemented fairly and consistently.

The school has appropriate processes and structures in place to ensure that vulnerable learners receive support.

During the two days of evaluation, construction workers were working on the school grounds but their activities were no threat to the safety of the staff or learners. The working area was cordoned off and the interleading door was locked.

The school grounds are secure and the ablution facilities are hygienic. Security guards monitor the main entrance throughout the school day, at night and over weekends. All the learners interviewed felt safe at the school.



4. Leadership and Management 2

Three of the five school management team (SMT) members are still relatively young and inexperienced, but they show great potential and are eager and committed to learn.

The SMT has a general idea of the school's vision and mission, and knows the school's values. Three priorities for improvement in 2020 have been identified, although these are not aligned to the School Improvement Plan (SIP). There is no clear understanding of all the sources of information that feed into the SIP.

The SMT has a general idea of the strengths, weaknesses and trends in learner achievement. During joint lesson observations, they displayed an accurate judgement of the quality of classroom teaching. They mentioned that the plan to monitor teaching and learning would be implemented soon.

A deeper analysis and understanding of the NSC and WCED Systemic Test results (Language) are needed to pinpoint the reasons for the downward trend and to ensure that intervention plans are focused on reducing risks and improving results.

The attendance and punctuality of the staff are above average.

The principal holds staff members accountable for poor performance.



5. Governance, Parents and Community 3

The governing body performs its key responsibilities with regard to policies, recruitment and support for the school's priorities with great success. The school's finances are very well managed, in line with the school's Financial Policy.

There is an excellent relationship between the governing body and the staff of the school.

The school uses a communication application (d6 School Communicator) to communicate with parents and learners, and the governing body continuously strives for increased parental involvement in school activities.

The school engages effectively with the district office, especially concerning support for vulnerable learners.

During the interviews, junior learners mentioned that they were not always listened to and that they were unsure of which platform to use to share their views.

The governing body's poor knowledge of the SIP limits its full understanding of the school's strengths and areas for improvement.

Recommendations

1. A deeper analysis and understanding of the WCED Systemic Test results (Language) as well as the NSC results will reveal the exact causes for the downward trend. A per question analysis of the 2019 Grade 11 and NSC results as well as the correct interpretation of the analysis of the WCED Systemic Test results will be very helpful in this regard.
2. A well-defined monitoring programme of all teaching and learning activities should be implemented earlier in the first term and all SMT members should become more involved as instructional leaders. More attention must be given to the marking of learners' workbooks and feedback from teachers to learners. The pace and level of teaching must be influenced by the assessment of learners' work.
3. More opportunities should be created for learners to participate actively in the learning process, for example, including them in group discussions and challenging them with higher order questions. Only a few of the observed teachers used this effectively.
4. The SMT should have a holistic approach to school improvement. They could form task teams to identify strengths and areas for development based on the focus areas of the SIP. This will create opportunities for the involvement of all stakeholders (staff, governing body, parents and learners).
5. Opportunities should be created for learners to share their experiences and ideas by, for example, giving learner representatives on the governing body an opportunity to report at least once per term.