



**Schools
Evaluation
Authority**
Accountability • Quality • Respect

Type name of school here

DATE OF EVALUATION:

DISTRICT:

DETAILS OF THE SCHOOL

Name of the school:
Category of the school:
Fee level of the school:
SASA Section 20 or 21 functions:
EMIS number:
Examination centre number (Secondary schools):
Province:
District/Region:
Circuit/APO:
Name of Principal:
Name of Governing Body Chairperson:
Physical address of the school:
Postal address of the school:
Postal code:
School telephone number:
School fax number:
Principal cell number:
Educators:
Number of PL 1 posts on staff establishment:
Number of vacant PL1 posts:
Number of PL2 posts on staff establishment:
Number of vacant PL2 posts:
Number of PL3 posts on staff establishment:
Number of vacant PL3 posts:
Number of educators appointed by SGB:
Educator : Learner ratio:
Support staff:
Number of administrative clerks on staff establishment:
Number of posts vacant:
Number of general workers on staff establishment:
Number of posts vacant:
Total number of learners:
Grade R
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
No. of learners with special education needs:
Languages spoken at the school:

OVERALL JUDGEMENTS

1. OVERALL PERFORMANCE OF THE SCHOOL:

2. AREAS FOR EVALUATION:	
2.1	Learner achievement
2.2	Teaching and learning
2.3	Behaviour and safety
2.4	Leadership and management
2.5	Governance, parents and community

MAIN FINDINGS

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RECOMMENDATIONS

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AREAS FOR EVALUATION

1. LEARNER ACHIEVEMENT

Sources of Evidence:	School annual report, school information, mark schedules, analysis of learner results by school, external results, learner profiles, portfolios and work books, foundations for learning results, lesson observations, interviews with learners, moderation reports, teacher portfolios	
STANDARD: LEARNERS ACHIEVE WELL		Rating
1.1	Sub-standard: learners achieve well in the Foundation Phase (where applicable)	
1.1.1	External assessments: Languages	
1.1.2	External assessments: Mathematics	
1.1	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
1.2	Sub-standard: learners achieve well in the Intermediate Phase (where applicable)	
1.2.1	External assessments: Languages	
1.2.2	External assessments: Mathematics	
1.2	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
1.3	Sub-standard: learners achieve well in the Senior Phase (where applicable)	
1.3.1	External assessments: Languages	
1.3.2	External assessments: Mathematics	
1.3	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
1.4	Sub-standard: learners achieve well in the Further Education and Training Band (where applicable)	
1.4.1	Grade 12 results (all subjects)	
1.4	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
1.5	Sub-standard: learners read, speak, listen and write well in the language of learning and teaching	
1.5.1	Learners' reading	
1.5.2	Learners' speaking	

1.5.3	Learners' listening	
1.5.4	Learners' writing	
1.5	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
1.6	Sub-standard: learners handle numbers with ease, calculate accurately, mentally and with electronic devices, and apply their mathematical skills effectively to solve problems	
1.6.1	Learners' handling of numbers	
1.6.2	Learners' calculation, mentally and with electronic devices	
1.6.3	Learners' application of mathematical skills to solve problems	
1.6	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
1.7	Sub-standard: learners participate and achieve well in extra- and co-curricular as well as cultural activities as part of the school's enrichment programme	
1.7.1	Learners' participation in extra-curricular, co-curricular and cultural activities	
1.7.2	Learners' achievement in extra-curricular, co-curricular and cultural activities	
1.7	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
LEARNER ACHIEVEMENT:		

2. TEACHING AND LEARNING

Sources of Evidence:		Lesson observations, learner work-books, test and assessment data, documents and records
		Rating
2.1	STANDARD: THE TEACHERS MAINTAIN A POSITIVE LEARNING ENVIRONMENT	
2.1.1	Extent to which teachers are present and actively teaching in classrooms	
2.1.2	Extent to which teachers are respectful and inclusive of learners	
2.1.3	Extent to which classrooms are clean and tidy	
2.1.4	Extent to which seating arrangements in classrooms promote learning	
2.1.5	Extent to which learners' recent work is displayed to celebrate their achievement and effort	
2.1	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
2.2	STANDARD: THE QUALITY OF CLASSROOM TEACHING PRACTICE IS GOOD	
2.2.1	Activity and engagement of learners during lessons	
2.2.2	Extent to which questioning of learners is frequent, open and thought-provoking	
2.2.3	Adjustment of pace, style and content to address misunderstandings and support learning	
2.2.4	Planning and delivery of lessons, appropriateness of tasks and activities (including independent work) to engage learners	
2.2.5	Teachers' provision of feedback to learners which supports and develops their understanding	
2.2.6	Teachers' knowledge of their subjects and how to make them interesting and accessible to learners	
2.2.7	Use of the range of available resources (including technology where available) to support learners	
2.2	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
2.3	STANDARD: LEARNERS ARE SUPPORTED WELL, SO THAT THEY LEARN EFFECTIVELY	
2.3.1	Range and appropriateness of exercises and completed work in workbooks	
2.3.2	Regularity and accuracy of marking, and helpfulness of teachers' comments, in workbooks	
2.3.3	Extent to which teachers use strategies to ensure that all learners can learn, for example by setting different tasks for different learners	
2.3.4	Use of assessment to understand what learners find difficult and to plan teaching	

2.3.5	Use and impact of individual support programmes	
2.3	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
		TEACHING AND LEARNING:

3. BEHAVIOUR AND SAFETY

Sources of Evidence:		
		Lesson observations, interviews with learners, parents and staff, observation around the school, policies, documents and records
		Rating
3.1	STANDARD: THE SCHOOL'S ENVIRONMENT IS DISCIPLINED AND PURPOSEFUL AND ITS ETHOS IS POSITIVE	
3.1.1	Extent to which the school has a positive ethos and respect and trust are shown between learners and school staff	
3.1.2	Extent to which learners feel they are listened to, safe and secure	
3.1.3	Diligence, focus and enthusiasm of learners; extent to which they value their education	
3.1.4	Promptness of learners in attending classes; extent of time wasted owing to unsettled behaviour or late-coming	
3.1.5	Learners' attendance	
3.1.6	Learners' behaviour and perceptions of freedom from bullying, aggression and violence; extent of serious disruption	
3.1.7	Implementation of the Code of Conduct for Learners	
3.1.8	Use of disciplinary regulations and procedures when learners transgress	
3.1	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
3.2	STANDARD: THE SCHOOL IS SAFE, AND PROTECTS AND CARES FOR ITS LEARNERS WELL	
3.2.1	Identification and care of learners who have specific and higher levels of need or who are vulnerable	
3.2.2	Liaison arrangements with other agencies	
3.2.3	Safety and hygiene on the school premises	
3.2.4	Learners' understanding of how to keep themselves safe	
3.2.5	Security of the school premises	
3.2.6	Prevention of bringing and possession of dangerous objects, narcotics, alcohol and illegal drugs to school premises and activities	
3.2.7	Quality and administration of nutrition (meals, where applicable, and tuck shop)	
3.2.8	Quality of after-school programmes	
3.2	Summary of evaluation evidence: strengths and areas for development	

	Strengths:	
	Areas for development:	
3.3	STANDARD: THE SCHOOL'S BOARDING FACILITIES (WHERE APPLICABLE) CATER WELL FOR THE SAFETY, CARE AND WELFARE OF LEARNERS	
3.3.1	Extent to which boarding facilities are safe, and cater for the needs, care and welfare of learners	
3.3	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
BEHAVIOUR AND SAFETY:		

4. LEADERSHIP AND MANAGEMENT

Sources of Evidence:		
Lesson observations, joint lesson observations, test and assessment data, interviews with SMT members, teachers, learners and parents, observation around the school, policies and documents		
		Rating
4.1	STANDARD: THE SCHOOL MANAGEMENT TEAM (SMT) GIVES CLEAR DIRECTION TO THE SCHOOL	
4.1.1	The school's vision, mission and ethos	
4.1.2	The SMT's identification of the school's strengths and weaknesses, awareness of the school's priorities for improvement and awareness of their own roles in driving improvement	
4.1.3	The School Improvement Plan (SIP), and how well it is implemented and monitored	
4.1.4	Impact of the SMT in bringing about specific improvements	
4.1	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
4.2	STANDARD: THE SMT ACTS EFFECTIVELY TO IMPROVE THE QUALITY OF TEACHING AND LEARNING IN THE SCHOOL	
4.2.1	Identification by members of the SMT of strengths, weaknesses and trends in the learners' achievement, including in systemic tests	
4.2.2	Regularity and frequency of observation of classrooms by members of the SMT	
4.2.3	Accuracy of SMT members' judgements of the quality of classroom teaching, and their ability to identify strengths and weaknesses in teaching and learning	
4.2.4	Extent to which SMT members can provide evidence of their work to improve the quality of teaching, and the effectiveness of external support for teachers' professional development	
4.2.5	Impact of the actions of the SMT in improving the quality of teaching	
4.2	Summary of evaluation evidence: strengths and areas for development	
	Strengths:	
	Areas for development:	
4.3	STANDARD: THE SMT ENSURES THAT GOOD USE IS MADE OF ALL SCHOOL RESOURCES (HUMAN, FINANCIAL AND PHYSICAL)	
4.3.1	Extent to which the SMT ensures that all teaching and non-teaching staff members fulfill their duties	
4.3.2	Attendance and punctuality of the staff	
4.3.3	Effectiveness of arrangements for holding staff to account and responding to poor performance	
4.3.4	Use of teaching and learning resources for benefit of learners	

4.3	Summary of evaluation evidence: strengths and areas for development
	Strengths:
	Areas for development:
	LEADERSHIP AND MANAGEMENT:

5. GOVERNANCE, PARENTS AND COMMUNITY

Sources of Evidence:		
		Interviews with SMT and governing body members, interviews with parents, learners and teachers, observation around the school, policies and documents, financial records
		Rating
5.1	STANDARD: THE GOVERNING BODY FULFILS ITS KEY RESPONSIBILITIES WELL	
5.1.1	The governing body's understanding of the school's overall effectiveness and priorities for improvement	
5.1.2	The governing body's support for the improvement of the school	
5.1.3	Involvement of the governing body in the recruitment, selection and employment of all staff	
5.1.4	Involvement of the governing body in developing and adopting appropriate policies for the school	
5.1		
	Strengths:	
	Areas for development:	
5.2	STANDARD: THE GOVERNING BODY FULFILS WELL ITS FUNCTIONS WITH REGARD TO THE SCHOOL'S FINANCES WITHIN ITS LEGAL MANDATE	
5.2.1	Appropriateness and effectiveness of implementation of the school's finance policy	
5.2.2	Practices for all income and expenditure, and filing of financial records	
5.2.3	Completion and availability of all financial statements (including the annual statement and monthly bank reconciliation statement)	
5.2.4	Preparation and management of the annual budget for the school	
5.2	Summary of evaluation evidence: Strengths and Areas for Development	
	Strengths:	
	Areas for development:	
5.3	STANDARD: THE SCHOOL ENGAGES EFFECTIVELY WITH ALL STAKEHOLDERS	
5.3.1	Extent to which the school listens to its learners and involves them in decisions that affect them	
5.3.2	Involvement of parents with school activities, information provided to them about their children's education, and help they receive to support their children's learning	
5.3.3	Professional relationships and the professional environment in the school	
5.3.4	Effectiveness and impact of the school's engagement with the district and other external organisations	

5.3	Summary of evaluation evidence: Strengths and Areas for Development
	Strengths:
	Areas for development:
GOVERNANCE, PARENTS AND COMMUNITY:	