



# Schools Evaluation Authority

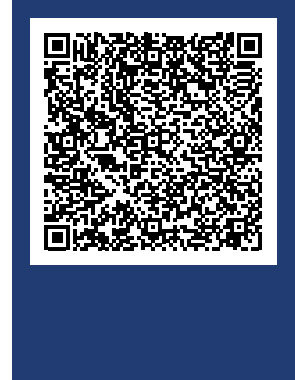
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## Windsor High School Report



**School:** Windsor High School  
**Address:** 1 Smuts Road, Rondebosch East, 7780  
**Circuit:** C7  
**District:** Metro Central  
**Province:** Western Cape  
**Category:** Public Ordinary (Fee-charging)  
**Principal:** Ms D Morgan



## 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:

Teaching & Learning:



Behaviour & Safety:



Leadership & Management:



Governance, Parents & Community:



## Overall performance



### KEY:

4 Outstanding

3 Good

2 Requires improvement

1 Inadequate

## Main Findings



### 1. Learner Achievement:

This area of evaluation has been suspended due to the pandemic.



### 2. Teaching and Learning..... (2)

All teachers were present and actively teaching or invigilating assessments. Most teachers were observed, and most lessons were good. The new School Management Team (SMT) is focusing on building positive staff relationships. There is currently mutual respect among staff and between teachers and learners. The teachers are inclusive of learners. Although it is an old building, the classrooms are clean, and most were tidy. The seating arrangements were adequate and social distancing was observed in most classrooms. Teachers were extremely punctual when moving from class to class. Grade 12 learners attend school daily and Grades 8-11 learners attend five days in a ten-day cycle, in line with the daily rotational timetable. There were very few educational posters on display in the classrooms, except for five classrooms; learners' work to celebrate their achievements is not on display.

The learners are disciplined, but their engagement and participation varied from class to class. Where the lesson delivery was uninteresting, learners were very passive. Feedback is given to learners and teachers send the memoranda to them online. Teachers are all qualified and know their subjects. Subject teachers in each grade work together, share resources and best practices. Despite some areas of teaching and learning that require improvement, most teachers are hardworking, dedicated and committed to further growth and development. All classrooms have online teaching and learning resources, and many teachers were observed making good use of them. There is Wi-Fi connectivity throughout the school. The school offers Computer Application Technology and Engineering, Graphics and Design, but the laboratory for the latter subject is not yet ready to be used. Coding is offered as an extra-mural activity.

Although learners have an appropriate amount of work in their workbooks, teachers interviewed said that there are backlogs in most subjects. However, due to the pandemic most teachers do not physically mark or sign books. Reading with comprehension and the understanding of instructional key words are areas of concern. There was little evidence of differentiated tasks for more able learners. There is baseline assessment in Languages and Mathematics, different methodologies are used for both formal and informal assessments and remedial action is available for learners who need additional assistance. There is evidence of pre- and post-moderation and grade heads analyse results. These analyses are used to determine intervention strategies. The School-based Support Team (SBST) functions very well and identifies learners requiring academic intervention or additional support. An extra period was added to the Grade 12 learners' timetable for interventions in Languages, Mathematics and Physical Sciences. A few teachers offer Saturday morning classes. Learners interviewed said that peer-on-peer learning was also useful after school hours. In the General Education and Training (GET) phase, the school has prioritised Mathematics as a focus area so that the groundwork is prepared as learners progress. Learners participate in the Mathematics Olympiad.



### 3. Behaviour and Safety ..... (3)

The school's environment is disciplined, and the learners interviewed said that they are happy at the school. The values of respect, dedication, commitment, kindness, and care are embraced by staff, learners, and parents. The approach is to listen to their views and implement what is deemed suitable. Learners interviewed said that they are very comfortable in expressing themselves and their input is encouraged. They value their education and said that the teachers go the extra mile to assist them. During the pandemic, learners remain in the classrooms and teachers move from class to class. Promptness was observed. Learners' attendance is satisfactory but could improve. The Code of Conduct for Learners is implemented, and a Grade 12 learner initiated an anti-bullying campaign and learners who support this campaign wear blue ribbons. This has gained momentum. The school is on the alert for any form of cyberbullying, which is dealt with quickly. Learners tend to confide in their teachers. All misdemeanours are recorded, and cards stating these are sent to parents to sign.

Vulnerable learners receive assistance from the SBST, a non-governmental organisation (NGO) and the school counsellor. Sometimes learners are referred to the district psychologist and social worker. The school is safe and secure. There are closed-circuit television cameras and security guards on the premises. There is

a zero-tolerance approach to bringing narcotics or alcohol onto the school grounds and learners do not bring dangerous weapons. Teachers have started after-school programmes and activities which include community outreach programmes, a photography course, poetry writing and reading, rugby, football, netball, and a walking club. Teachers also assist learners with extra classes after school.



## 4. Leadership and Management ..... 3

The SMT, together with staff, parents, and learners, initiated the revision of the school's vision, mission and values and identified its core values. Its major strength is the improvement in staff relationships. The SMT ensures that the staff focus on the learners and always behave professionally. It has adapted to the challenges presented by the Representative Council of Learners (RCL), acknowledged the support from parents and the conscientiousness of its staff. The focus of the School Improvement Plan (SIP) is academic rigour, professional development, induction of staff and sharing new learning and teaching methodologies.

The SMT's identification to focus on improving Mathematics at the GET phase is making good progress and is aimed at laying firm foundations on which learners can build as they progress to the Further Education and Training phase.

The SMT observes lessons and classroom walk-ins are unannounced. The deputy principal is also the academic head, who, together with subject and grade heads, checks grade schedules every quarter. There is pre- and post-moderation. Results are analysed and statistics are available for teachers to provide interventions and support learners requiring these.

Staff fulfil their duties in accordance with a duty roster. Staff attendance is very good, and steps are being taken to ensure that non-teaching staff improve their attendance. Novice teachers are mentored and staff development to improve teaching and learning is a priority. Online teaching and learning resources are available and benefit the learners.



## 5. Governance, Parents and Community ..... 3

The newly elected governing body understands the priorities for improvement and supports the school. It has not been involved in the recruitment and selection but understands the procedures. It has revised the Finance, Uniform, Language, Admissions, Health and Safety Policies and the Code of Conduct for Learners and are continuing with this process.

The school's Finance Policy and its income and expenditure statements are filed and audited. The 2021 budget was approved by the governing body. However, the ongoing financial matter must be resolved.

The RCL is active, and two members serve on the governing body. A recently organised Career Jamboree for Grade 9 learners was attended by learners from all grades. Parental involvement is encouraged and is improving. Relations with the district are very good and the circuit manager and subject advisers are always on hand to assist. An NGO works well to assist learners at the school.

### Recommendations

1. Educational posters and learners' work must be displayed in classrooms and around the school.
2. The prioritisation of Mathematics and reading with comprehension must continue.
3. Learners' attendance must improve.
4. Staff development to improve teaching and learning must be a key focus area.