



Chapel Street Primary
School

RAPID Fire (RAFI) Report



Schools Evaluation Authority

Accountability • Quality • Respect

“When accountability knocks, who will answer?”
(Abelmann & Elmore, 1999)



School: **Chapel Street Primary School**

Address: 130 Chapel Street, Zonnebloem, 7925

Circuit: C9

District: Metro Central

Province: Western Cape

Category: Public Ordinary (Fee-charging)

Principal: Mrs CJ Pedro



Scan for
directions
to school.

This evaluation report follows the Western Cape's Schools Evaluation Authority's (SEA) schedule for the RAFI evaluation of Western Cape schools (public, independent, special).

The RAFI evaluation visit was conducted by five (5) evaluators from the SEA who spent one day at the school.

Information about this evaluation

The visit was the first RAFI evaluation since the school was rated a '2' ('Requires improvement'), carried out under section 11 D (4) of the Western Cape Provincial School Education Amendment Act of 2018.

During the RAFI evaluation, a meeting was held with the principal and informal interviews were conducted with learners to determine the progress the school has made since the last evaluation. Lesson observations were conducted. The team evaluated improvement efforts and records of external support from both the education district office and/or Head Office (WCED), based on the SEA's initial priority recommendations for school improvement.

The purpose of the RAFI:

- To evaluate the progress made on the priority recommendations from the most recent evaluation conducted on 15 and 16 October 2024.

Context:

Since the previous rated evaluation:

- The school lost two (2) posts due to cost containment measures implemented by the Western Cape Education Department (WCED) w.e.f. 1 January 2025.
- A Departmental Head position was successfully filled following the recruitment process.

MAIN FINDINGS

Note: where progress is indicated, a brief qualitative explanation is provided.

KEY AREA 1: LEARNER ACHIEVEMENT	PROGRESS	NO PROGRESS
1. The School Management Team (SMT) must adopt a whole school approach to improve Language and Mathematics as part of a measurable Annual Performance Improvement Plan (APIP).	✓	
The Greenshoots Mathematics Programme for Grades 3 to 7 is implemented to enhance Mathematics. Activities such as the Read Aloud volunteer programme, the establishment of a Reading Club and the Daily Maverick readers are used to support language improvement. Language and Mathematics strategies are included in the APIP.		
2. More inter-phase collaboration to address declining Grade 6 results.	✓	
Grade 4 and 6 at-risk learners were identified. Targeted support provided. The School-Based Support Team, with the teachers input, developed individual support plans. Inter-phase collaboration has yet to be strengthened but has been initiated.		
3. Develop a comprehensive and structured co-and extra-curricular programme		
a. Offer a variety of activities – sport and culture.	✓	
The school's co-curricular calendar includes various sports, cultural, and academic programmes. In addition to athletics, a reading programme is active and enhanced by Daily Maverick books donated by Gift of the Givers. Greenshoots Mathematics programme is implemented for Grades 3 to 7 as an intervention strategy. The school's participation in the Growsmart Educational Programme competitions has yielded results, with a Grade 6 learner securing first place in the circuit.		
b. Ensure accessibility for all learners, including those who commute.	✓	
Learners practise for inter-school athletics competitions before and after school, as well as during breaks. This provides all learners with an opportunity to participate. Transport is arranged to increase learner participation in the after-school programmes.		

KEY AREA 2: TEACHING AND LEARNING	PROGRESS	NO PROGRESS
1. Use of the Matrix for Quality Teaching (MQT) (Circular 0010/2018) - https://sea.westerncape.gov.za/guidelines-for-schools	✓	
The Foundation Phase curriculum advisor conducted lesson observations and provided constructive feedback. The Specialised Learner and Educator Support (i-SLES) component offered training on learning support for teachers. The Foundation Phase Departmental Head (DH) participated in training on the Revised Annual Teaching Plan (RATP) provided by the education District and subsequently shared feedback with colleagues. Intermediate and Senior Phase (Intersen) teachers use group work to enhance engagement, actively fostering learner interaction. Intersen Phase teachers use instructional communication techniques to improve learner understanding. Intersen Phase teachers apply assessment for learning strategies, including the use of 'wait time' to assess learner understanding.		
2. Professional development workshops for all teachers in Intermediate and Senior (INTERSEN) Phase		✓
a. Questioning techniques. b. Classroom management techniques. c. Assessment for learning strategies. d. Differentiated instructional strategies. e. Collecting, analysing and using data to inform teaching practices. f. Implementing stretch and challenge differentiation for more capable learners.		

KEY AREA 3: BEHAVIOUR AND SAFETY	PROGRESS	NO PROGRESS
1. The SMT must integrate school values into the curriculum and during assemblies.	✓	
The SMT selects two values per term and ensures it is integrated into lessons and assemblies. A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis was conducted to identify the most relevant core values. Community keepers promote these values through various activities.		
2. Implement a school wide "Every. Day. Matters." protocol that sets clear attendance goals and engages parents in shared responsibility.	✓	
A staff meeting was held on 26 February 2025 to discuss attendance concerns. Attendance protocols are established, with all teachers maintaining an incident book to record attendance-related concerns. The principal also keeps separate attendance notes. Parents are notified of learner's attendance concerns through letters and WhatsApp messages for timely updates and follow-up. Community support members are involved in ensuring that the attendance protocols are followed and that parents fulfil their responsibilities.		
3. Promote the Code of Conduct for Learners (CoCL) through campaigns, activities and discussion forums.	✓	
The CoCL is promoted through classroom and assembly discussions. Teachers are trained on the content of the CoCL.		
4. Consistent application and enforcement of the CoCL by the principal, SMT and teachers.	✓	
The SMT reviewed the CoCL policy. On 6 December 2024, the SMT conducted a training session for teachers that covered the CoCL and other topics such as the school uniform and after-school programs. The CoCL is promoted through assemblies and classroom discussions. An intervention programme is implemented to raise awareness about bullying. To ensure consistent enforcement of the CoCL, teachers and the principal maintain an incident book to record behavioural challenges.		
5. Develop an anti-bullying campaign.	✓	
SMT and Community Keepers developed an anti-bullying programme. Teachers incorporate discussions about bullying into their Life Skills lessons. Regular talks on bullying are facilitated by Community Keepers, with the latest session dated 11 November 2024. An intervention program is in place to raise awareness about bullying. Suggestion boxes for learner input are placed in the library and hallways. The library is designated as a safe space for learners.		
6. Principal to ensure general assistants are held accountable for their job description e.g., regular cleaning of ablution facilities	✓	
General assistants have clear and detailed job descriptions. A maintenance committee oversees the duty rosters, ensuring the facilities are clean and well maintained, with specific responsibilities assigned. Clicks South Africa's general cleaning staff clean the ablution facilities after school to avoid contact with learners. The principal conducts random spot checks.		
7. Address jagged edges of broken glass and tiles throughout the school.	✓	
Tiles and windows have been replaced.		

KEY AREA 4: LEADERSHIP AND MANAGEMENT	PROGRESS	NO PROGRESS
1. Review Vision and Mission statements	✓	
The school's Vision and Mission statements align with its current goals. The values were revised in January 2025 and presented at a staff meeting. These values are displayed on the school's premises.		
2. Conduct collaborative School Self-Evaluation (SSE).	✓	
A collaborative School Self-Evaluation (SSE) process was conducted. The school staff participated in the SSE on 1 November 2024. The draft School Improvement Plan (SIP) was developed on 21 November 2024.		
3. Job descriptions: a. Clear, comprehensive and aligned to SIP and APIP.	✓	
The SMT's job descriptions align with the Personnel Administration Measures (PAM) document. Both the APIP and SIP are completed, with the majority of responsibilities assigned to the SMT and staff. The principal's duties are detailed in the SIP. Pre- and post-moderation processes, as part of the JD of the Departmental Heads, have been established.		

b. Sign all job descriptions, as per WCED directive.	✓	
Job descriptions are signed. Regular SMT meetings are held every two weeks. Baseline assessments took place on 14 January, 22 January and 23 January 2025. The SMT conducts lesson observations to monitor classroom readiness. Moderates' learner workbooks and Formative Assessment Tasks (FATs).		
4. <i>SMT meetings and collaboration:</i> a. Schedule regular meetings.	✓	
The SMT holds meetings every two weeks.		
b. Facilitate ongoing communication and information-sharing.	✓	
Various communication channels, including emails, newsletters, staff meetings, and WhatsApp groups, are used to communicate with the staff. Baseline assessment data has not been fully acted upon. The SMT's focuses on priorities for curriculum development and improvement. The analysis of learners' achievement data for 2024 has been completed; however, the data from the first term (2025) has yet to be used for planning. The SMT has identified learners who need support as well as concepts that require improvement. The work schedules for all staff were discussed. Lesson plans have been developed to incorporate group work. Subject improvement plans are in place and have been shared among staff members.		
c. Decision-making focused on curriculum and improvement priorities.	✓	
Phase meetings focus on curriculum discussions, pre- and post-assessment moderation and book moderation. Post lesson observation feedback is provided to teachers.		
5. <i>Implement a professional development programme:</i> a. Forum for feedback and reflection among teachers (Professional Learning Community).	✓	
The SMT focused on curriculum development and improvement priorities. The SMT identified and discussed learners needing support and areas for improvement. The work schedules were discussed. Phase and subject improvement plans were developed.		
b. Management and leadership capacity-building i.e., Instructional Leadership.	✓	
Two mentor principals (neighbouring schools) were appointed to support the principal and deputy principal. Insights on leadership and school improvement are regularly shared to strengthen school management practices. The Circuit Manager (CM) provides guidance and support to the SMT.		
6. <i>Expand holistic education programme:</i> a. Include sport, culture and service opportunities.	✓	
Learners participate in activities before, during breaks and after school. The principal arranges transport for learners to ensure their participation in the after-school programmes.		

KEY AREA 5: GOVERNANCE, PARENTS AND COMMUNITY	PROGRESS	NO PROGRESS
1. <i>Targeted Training:</i> The district should offer training for School Governing Body (SGB) members on its roles and responsibilities.		✓
<i>School Improvement:</i> 2. SGB to be involved in SSE and SIP processes to ensure alignment with school goals and to enhance their understanding of the strategic direction and priorities for school improvement.		✓
3. <i>Strengthening Community Engagement:</i> The SGB must build stronger community ties to address nonpayment of school fees and actively engage parents to promote support and financial commitment.	✓	
The SGB met with parents during end-of-term report collection in Terms 3 and 4 of 2024 to encourage applications for school fee exemptions and promote greater parental involvement. The SGB addressed instances of nonpayment and communicated directly with parents to guide them through the exemption process. School fee exemption applications increased, with 78 learners applying.		

<p>4. <i>Finances and other policies:</i> a. Review and adopt all necessary policies.</p>	✓	
<p>The Health and Safety Policy was audited by District safety officers. Emergency procedures were signed. The LTSM policy was signed. The CoCL was discussed. The Anti-Bullying policy was adopted. Maintenance procedures were reviewed. Police clearance procedures were addressed, and all staff have been vetted (including a clause which was included as part of the Safety Policy).</p>		
<p>b. Review and implement the Finance Policy.</p>	✓	
<p>SGB reviewed and updated the Finance Policy. The revised policies are pending signatures.</p>		
<p>5. <i>Enhance Financial Oversight:</i> Establish clear processes for monitoring expenditure to ensure alignment with the approved budget, along with effective strategies for management and oversight.</p>	✓	
<p>The SGB has established processes to monitor expenditure and ensure alignment with the approved budget. The Finance Committee holds monthly meetings to review the budget and document financial decisions and progress. Recommendations made by the School Finance and Records Officer (SFRO) in October 2024 regarding expenditure have been implemented.</p>		
<p>6. Establish Professional Learning Communities (PLCs) to share teaching and learning practices and engage in reflective discussions (collegiality).</p>	✓	
<p>The principal and deputy principal participate in a PLC with two other primary school principals.</p>		
<p>7. The CM is to apprise the principal and SGB of relevant circular minutes with respect to the leasing of property for the SGB to work within the legislative prescripts of the South African Schools' Act 84 of 1996 (as amended).</p>	✓	
<p>The CM liaised with the Schools Finance and Records Officer (SFRO) for assistance with processes relating to leasing out property, ensuring compliance checks, consultation, and coordination. The SFRO is assisting the school to ensure compliance with relevant circulars and legislation. The SFRO made recommendations, and the CM follows up with the principal through bi-weekly face-to-face meetings and weekly telephonic follow-ups.</p>		

FINAL REMARKS:

Thirty-one (31) priority recommendations were made in October 2024. Twenty-eight (28) of these priority recommendations have been addressed. This is highly commendable.

Professional development to change in class teaching practices must now be a priority for the principal. This may be a game changer for teaching, learning and academic outcomes. Academic outcomes are closely related to teaching methodology and the leadership of learning, i.e., what happens daily in the classrooms at the school. Improving academic outcomes takes longer.

Little progress has been made on the development of actionable strategies to support in-class teaching and learning. Also, the school must engage the district as well as its governing body association on priority recommendations made for governance structures to improve.

School improvement is a journey, not a quick fix. Sustainable change happens through steady effort and continuous learning. It is against this backdrop that the leadership of the education district, especially the supportive Foundation Phase Adviser, i-SLES component, Circuit Manager as well as the Principal, SMT, staff, and governors, are to be commended for outstanding progress in addressing most of the priority recommendations.

The school must continue to engage with the original SEA school evaluation report (October 2024) to address the remaining priority recommendations by 2026.

The school is required to take additional intensive action, in collaboration with the education district, according to the post-evaluation school support pathways. A second RAFI monitoring and evaluation visit will be scheduled in the first term of 2026 during which time further progress, and impact, will be measured. It will be during this time that the school will be re-evaluated for a possible change in rating. This will depend entirely on whether the remaining priority recommendations have shown progress in implementation.