



Oude Molen Technical
High School

RAPID Fire (RAFI) Report



Schools Evaluation Authority

Accountability • Quality • Respect

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



School: **Oude Molen Technical High School**

Address: 15 Jan Smuts Drive, Pinelands, 7405

Circuit: C4

District: Metro Central

Province: Western Cape

Category: Public Ordinary (Fee-charging)

Principal: Mrs F Khan



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 evaluation 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, meetings were held with two (2) members of the School Management Team (SMT), one (1) member of the School Governing Body (SGB) and four (4) learners to determine progress which the school has made since the last evaluation. Since most learners were absent at the time of the RAFI, lesson observations were not conducted. However, the team undertook site visits to assess classroom environments. 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 and development.

The purpose of the RAFI:

- To evaluate the progress made on the priority recommendations from the most recent evaluation conducted on 8 and 9 April 2024

Context:

Since the previous rated evaluation:

- The school lost one (1) post due to cost containment measures implemented by the Western Cape Education Department (WCED) w.e.f. 1 January 2025.

MAIN FINDINGS

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

KEY AREA 1: LEARNER ACHIEVEMENT	PROGRESS	NO PROGRESS
1. Professional development for principal and SMT on 'Instructional Leadership'.		✓
2. Review, and refine, the school's Assessment Policy.	✓	
With support from the Metro Central Education District Assessment Coordinator, the school reviewed and revised its Assessment Policy. All relevant stakeholders had an opportunity to provide input. Although the current policy is available, it has not yet been dated or signed. The district continues to provide ongoing assessment support.		

KEY AREA 2: TEACHING AND LEARNING	PROGRESS	NO PROGRESS
1. Teachers must have 'Preparation Files' moderated by SMT members/subject-heads	✓	
Teachers have detailed lesson plans. The SMT finds it easier to conduct internal moderation and assess tasks using standardised instruments. Evidence of this is available in the subject files and teacher preparation files. More work is required in standardising the contents of preparation files.		
2. Quarterly book control by subject heads and SMT members.	✓	
The School Management Team (SMT) uses a workbook monitoring tool. Documentation in some teachers' files shows these tools have been fully completed, indicating that workbook monitoring has occurred. A report on Mathematics workbook control provided clear findings but comparable evidence for other subjects was not available.		
3. A peer-to-peer model or Peer Observation Model must be implemented to ensure that regular class visits create professional learning community (PLC) at the school.	✓	
Teachers with expertise in specific subjects swap classes with colleagues to share their knowledge. Additionally, expert teachers conduct team teaching in the auditorium, instructing all class groups in one venue.		
4. Professional development for staff on teaching methodologies (including e-Learning) and learning styles.	✓	
Professional development initiatives have started, with a few staff members having completed e-learning training to integrate technology into the classroom. The knowledge acquired through this training has been cascaded to all staff members. The level of integration varies among staff members. However, training in teaching methodologies has not yet been done.		

KEY AREA 3: BEHAVIOUR AND SAFETY	PROGRESS	NO PROGRESS
1. Principal and SMT to workshop the Code of Conduct for Learners (CoCL) with Staff.	✓	
Minutes of the School Management Team (SMT), School Governing Body (SGB), and staff meetings confirm that the principal and the SMT have conducted workshops on the Code of Conduct for Learners (CoCL) with learners, staff and the SGB.		
2. Principal and SMT to ensure that the General Assistants job descriptions are implemented (and that they are held accountable for their work).	✓	
The SMT has demonstrated exceptional progress. The job descriptions of the general assistants are aligned with the Staff Performance Management and Development Systems (SPMDS) requirements, while being customised to meet the specific operational needs of Oude Molen Technical High School. The deputy principal monitors these responsibilities, with documented evidence available in meeting minutes and clearly defined monitoring rosters.		

3. The principal and SMT to collaborate with the Representative Council of Learners (RCL) to review food offerings at the Tuck Shop.	√	
<p>The principal and SMT collaborated with learners regarding healthier food offerings in the tuck shop. In 2024, the school managed the tuck shop and introduced healthier options such as fruit, yogurt, muesli, and nutritious sandwiches. In 2025, the tuck shop was outsourced. After further consultations regarding the low sales of healthy items, the menu was changed according to learner preferences.</p> <p>Learners prefer 'Gatsbys', hot chips, and toasted sandwiches, claiming they need energy rather than salads and fruit. Currently, the tuck shop sells chips and cool drinks. Since the service provider started using a card machine, learners appreciate the shorter waiting time to buy items.</p>		

KEY AREA 4: LEADERSHIP AND MANAGEMENT	PROGRESS	NO PROGRESS
1. SMT to have full input into the SSE and SIP.	√	
<p>In 2025, the entire staff, School Management Team (SMT), and School Governing Body (SGB) collaborated to complete the School Self-Evaluation (SSE) and subsequently develop the School Improvement Plan (SIP). Minutes from the SMT, staff and SGB meetings reflect discussions on the SIP's formulation.</p>		
2. SMT and principal to undertake 'School Walks' as part of their daily routine to monitor and control instruction, discipline, hygiene (e.g., toilets) and routine.	√	
<p>The principal and deputy principal conduct regular school walkabouts, which the deputy principal describes as morale boosters that provide visible leadership and encourage improved learner discipline. Although no formal programme exists for these, triangulated evidence indicates that the principal and deputy principal actively engage in school management by walking around. Departmental Heads report that they are unable to conduct walkabouts or classroom observations due to the loss of a staff member and an already full teaching schedule.</p>		
3. SMT and principal to implement a Peer Observation Model of classroom visits that is reviewed and monitored.		√

KEY AREA 5: GOVERNANCE, PARENTS AND COMMUNITY	PROGRESS	NO PROGRESS
1. SGB must be involved in SSE and SIP processes.	√	
<p>While the School Governing Body (SGB) and School Management Team (SMT) meeting minutes reflect clear discussions on School Self-Evaluation and the development of the School Improvement Plan (SIP)—including agenda notifications, recorded minutes, and deliberations - concerns remain regarding the SGB's recollection of their involvement in these processes.</p>		
2. SGB must review and update all policies.	√	
<p>Several policies have been updated, including the Assessment, Finance, Admission Policies and the Code of Conduct for Learners. The review of the Social Media Policy has been identified as a priority for the near future.</p>		
3. The principal and SMT to collaborate with the Representative Council of Learners (RCL) to review food offerings at the Tuck Shop.		√
4. SGB, in collaboration with the principal and SMT, must reflect on, and review, parental participation priorities to ensure more effective parental involvement at the school.		√

FINAL REMARKS:

Sixteen (16) school improvement priority recommendations were made in April 2024. 12 months later twelve (12) of these priority recommendations have been addressed.

The 'Leadership of Learning' (Priority Recommendation 3: Key Area 2) must be a priority for the principal. This will align closely with Priority Recommendation 4: Key Area 2 which speaks to teaching methodology. Academic outcomes are closely related to teaching methodology and the leadership of learning, i.e., what happens daily in the classrooms at the school. No progress has been made yet on the development of actionable strategies to support in-class teaching and learning.

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 Assessment Coordinator, Circuit Manager as well as the Principal, SMT, staff, learners and governors, are to be commended for progress in addressing most of the priority recommendations.

The school must continue to engage with the original SEA school evaluation report of April 2024 daily and address the remaining priority recommendations by September 2025.

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 September 2025 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.