



Modderdam
Secondary School

Focused RAPID Fire (RAFI) Review Report



Schools
Evaluation
Authority

Accountability • Quality • Respect

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





School: Modderdam Secondary School

Address: 281 Bonteheuwel Avenue, 7764

Circuit: C6

District: Metro Central

Province: Western Cape

Category: Public Ordinary (Fee-charging)

Principal: Ms RE Rayray-Wanza



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).

Information about this evaluation

The visit was the first focused RAFI review undertaken since the school was rated a '1' ('Inadequate'), carried out under section 11 D (4) of the Western Cape Provincial School Education Amendment Act of 2018. The RAFI evaluation visit was conducted by three (3) evaluators from the SEA who spent one day at the school.

During the RAFI review, meetings were held with the principal, and six (6) members of the SMT. Informal interviews were also held with learners. Six (6) lesson observations were conducted. In addition, 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.

The purpose of the RAFI:

- To evaluate progress made on priority recommendations made to the school from the recent evaluation conducted on 27 and 28 August 2024.

Context:

Since the previous evaluation, the following SMT positions have become vacant: Deputy Principal and Departmental Head.

MAIN FINDINGS

Note: Where progress is indicated by a '✓', a brief qualitative explanation is provided. The findings only report on 'progress' or 'no progress'. If there has been 'progress' this does not imply that priority recommendations have been fully implemented. This will be done in a second focused RAFI review in 2026.

KEY AREA 1: LEARNER ACHIEVEMENT	PROGRESS	NO PROGRESS
(i) Did the SMT ensure the Grade 9 language and mathematics weaknesses were addressed in the SIP? The Academic Performance Improvement Plan (APIP) addresses weaknesses in Mathematics and Language, and subject improvement plans are comprehensive. The Language Policy outlines strategies to strengthen language outcomes. The Deputy Director General: Curriculum and Assessment Management conducted two (2) assessment workshops, including strategies for answering multiple-question items (23 June 2025 and 15 August 2025). The English subject advisor from the Metro Central Education District used SEA recommendations to provide constructive feedback to the English Departmental Head. The English Subject Advisor receives fortnightly lesson plans and provides feedback electronically.	✓	
(ii) Professional development:		
a) Did the SMT receive training in Instructional Leadership? The Circuit Manager (CM) and Subject Advisors provide professional development to the school through face-to-face meetings, online sessions, telephone calls and emails. The SMT attended leadership training offered by Dinaledi Leadership for Education, the Cape Teaching and Leadership Institute (CTLI), the National Professional Teachers' Organisation of South Africa (NAPTOSA) and the South African National Zakáh Fund (SANZAF). These initiatives have contributed to improvements in setting clearer objectives, monitoring assessments, teaching and learning through lesson observations, regular SMT and departmental meetings, data analysis and creating a positive learning environment. The emphasis is on Languages and foundational Mathematics as gateway subjects.	✓	
b) Did mathematics teachers receive professional development in the pedagogy of Mathematics? The mathematics subject advisor provides ongoing support to teachers. The mathematics Department Head involves teachers in lesson preparation and demonstrations. Teachers with National Senior Certificate (NSC) marking experience use their expertise to support assessment development.	✓	
(iii) Mathematics teaching in the Senior Phase (Grades 8 and 9): Are all learners participating in the Olico Mathematics programme? The Mathematics Department collaborates with the Olico coordinator to support learners who have foundational mathematical skills only and to measure their improvement. There is no additional support for those learners who do not have access to Olico Maths programme.	✓	
(iv) Did all Grade 8 learners write the Western Cape Education Department baseline assessments in the first week of the year? Grade 8 learners wrote the Mathematics and English baseline assessment on the 24 January 2025. This will assist the school to develop intervention strategies.	✓	
(v) Was the Internal Moderation Policy reviewed? The policy was reviewed and is being implemented. Pre- and post-moderation take place to ensure curriculum coverage and constructive feedback is provided.	✓	
(vi) Does the language policy require all subjects to implement strategies that improve reading, writing, listening, and speaking skills? The Language Policy includes strategies to improve reading, writing, listening, and speaking skills. The English subject advisor emphasizes the implementation of language use in all subjects. It is too early to measure impact.	✓	
(vii) Does the school provide activities during breaks that contribute to a positive school culture? The extra-mural policy supports after-school and break activities, with the number of activities having increased. Academic intervention programmes target all grades, particularly in Mathematics and Language. The Representative Council of Learners (RCL) hosted programmes such as Cultural Awareness on Heritage Day and educational initiatives exploring the cultural history of South Africa.	✓	

KEY AREA 2: TEACHING AND LEARNING	PROGRESS	NO PROGRESS
(i) Did teachers attend professional development sessions on:		
a) The use of the Matrix for Quality Teaching (MQT).	✓	
b) Lesson planning and presentation.	✓	
c) Differentiation.		✓
d) Assessment for learning (AfL).	✓	
e) Data-driven decision-making to improve lesson planning.		✓
f) Using online programmes to strengthen curriculum delivery.		✓
Teachers attended assessment training and received a booklet from Deputy Director General: Curriculum and Assessment Management. Novice teachers attend training session at CTLI. The Back on Track and Just in Time training are part of intervention strategies. The English teachers adjust their lesson plans according to data analysis and feedback from the Subject Advisor. The selection of learners for the Olico Maths programme is based on data analysis.		
(ii) Is there evidence of regular marking with constructive feedback being provided to learners?	✓	
A few teachers only mark learners' workbooks, provide constructive feedback and praise.		
(iii) Were structured peer-to-peer lesson observations conducted?		✓

KEY AREA 3: BEHAVIOUR AND SAFETY	PROGRESS	NO PROGRESS
(i) The school's environment (culture, climate, routine, values):		
a) Are the school's vision and values embedded and communicated?	✓	
The school's vision is displayed. During grade assemblies, values are communicated with learners. Learners know the school's values, but not the vision and mission. The vision and mission were shared with parents at the start of the year and discussed at School Governing Body (SGB) meetings. Making this part of the school's culture is ongoing.		
b) Is the Code of Conduct for Learners (CoCL) reviewed and reinforced?	✓	
The CoCL was reviewed. The school implements corrective measures, such as maintaining an incident book to record and address poor behaviour. However, not all teachers consistently apply the CoCL to the dress code and behavior management.		
c) Is there a daily attendance and follow-up system to address poor attendance?	✓	
Register class teachers keep daily attendance registers and follow up on absent learners. Learner attendance is low, particularly during and after assessment periods.		
d) Is supervision during change of periods adequate to ensure learner safety?		✓
(ii) School safety and safeguarding of learners:		

a) Has the School-Based Support Team (SBST) been strengthened?	√	
The I-SLES component at the Metro Central Education District supports and provides guidance to the SBST on the policy and processes, but teachers are not consistent in referring vulnerable learners.		
b) Is the perimeter fence upgraded to prevent unauthorised access and protect against vandalism? planning.	√	
The perimeter fence is sturdy and intact, with the Law Enforcement Officer's presence visible on the school grounds. However, the fence does not fully prevent unauthorised access.		
c) Is a maintenance policy developed and implemented?	√	
A Maintenance Policy has been developed. The interior of most of the school building has been painted, windows at the lower level were repaired, and door handles and locks were replaced. The ablution facilities are clean, although a few cubicles in the boys' toilets have no doors. Lighting is functional in classrooms. The hall has now been approved as an examination venue.		
d) Are anti-bullying campaigns implemented?	√	
An anti-bullying policy was developed. WCED Safe Schools sub-component, the South African Police Services and Correctional Services regularly engage learners about safety and making the right choices.		
Are anti-graffiti campaigns implemented?	√	
An anti-graffiti policy is in place. The bottom level of the main building was painted to remove graffiti. However, graffiti is still visible in the boys' toilets.		

KEY AREA 4: LEADERSHIP AND MANAGEMENT	PROGRESS	NO PROGRESS
Did the SMT:		
(i) Review the Vision and Mission statements?	√	
The vision and mission were amended, while key elements, such as the Centre of Innovation, remain in the vision. The key priorities in the Academic Performance Improvement Plan (APIP) are aligned to the vision.		
(ii) Refine the SIP, SSE, and APIP processes with input from all stakeholders, including the SGB?	√	
During the strategic planning meeting (25-27 November 2024), the SMT and staff engaged in the School Self-Evaluation and used data analysis to identify key priorities. Recommendations from the Schools Evaluation Authority (SEA) report were incorporated into the School Improvement Plan (SIP). These findings were integrated into the APIP and are further detailed in the subject improvement plans. The SGB reviewed the SIP and APIP.		
(iii) Ensure that SIP priorities are implemented, and is progress consistently monitored and evaluated?	√	
SMT meetings are held regularly each term to reflect on and measure progress. The SMT identifies and articulates trends, as well as strengths and weaknesses in learners' achievement, and is in the process of addressing them.		
(iv) Develop a detailed year planner to inform all staff about activities?	√	
The SMT developed a year plan, linking specific dates to key activities.		
(v) Collaboratively develop a Curriculum Management Framework (CMF) to ensure the quality of curriculum, instruction, and assessment processes?	√	
Curriculum monitoring is integrated into the school's annual plan. The SMT conducts lesson observations and provides constructive written feedback. Pre- and post-moderation of assessment tasks and book moderation are conducted against the Revised Annual Teaching Plans (RATPs). Despite these measures, the quality of learners' workbooks is not consistently maintained, as many are poorly organised and incomplete.		

(vi) Develop and implement a Peer Observation Model for classroom observations and targeted professional development (SACE-aligned with CPD points) for staff?		✓
(vii) Develop a formal staff mentoring programme to support novice and inexperienced teachers?	✓	
(vii) Develop a formal staff mentoring programme to support novice and inexperienced teachers? Departmental Heads have assumed the responsibility of ensuring that novice teachers receive support through demonstration lessons and collaborative planning.		
(viii) Apply progressive discipline procedures when required?	✓	
The SMT introduced minutes of developmental conversations. This change had a significant impact on ensuring that staff meet professional expectations.		
(ix) Ensure that all staff sign and acknowledge job descriptions so that all teaching and non-teaching staff fulfil their duties and are held accountable.	✓	
Most job descriptions have been signed off, and most teachers and non-teaching staff fulfil most of their duties.		
(x) Did any of the education department officials visit the school (subject advisors, Circuit Manager)?	✓	
The Deputy Director General: Curriculum and Assessment Management, District Director, Circuit Manager, subject advisors, School Finance and Records Officer and school psychologist visit/ed the school. Their support in curriculum and assessment, finances, learner motivation, upgrading the school field and conducting workshops with parents are to be commended. These interventions are yielding positive outcomes: the SMT has clear direction and is better able to support teachers. Parental involvement has increased, although it is not yet at the level the school aims to achieve.		

KEY AREA 5: GOVERNANCE, PARENTS AND COMMUNITY	PROGRESS	NO PROGRESS
(i) Does the Principal:		
a) Ensure the proper functioning of the SGB and financial management?	✓	
The SGB received training in financial roles and responsibilities. Following a by-election, a new treasurer assumed office. The SGB is fully constituted, and the Financial Committee members have signed letters of appointment. The treasurer is receiving training while being supported by the Deputy Principal. The School Finance and Records Officer (SFRO) visited the school in May 2025, but the report was only received on 25 September 2025, on the day of the RAFI monitoring, leaving the school with no time to implement the recommendations.		
b) Inform the SGB of all relevant WCED policies, circulars, and minutes?	✓	
Minutes indicate that Circular 3/2025 (Compensation for exemptions) was shared with the SGB.		
(ii) Did the SGB:		
a) Participate in the SSE, SIP, and budget processes?	✓	
The SGB reviewed the SIP and APIP.		
b) Ensure effective financial controls and record-keeping?	✓	
Not all procedures all followed according to finance regulations such as internal controls and segregation of duties for handling cash are not implemented. However, the due dates are shared, and submissions are on time.		
c) Review and update all school policies?	✓	
A few policies were reviewed and amended.		

d) Ensure effective parental involvement?	√	
Parental involvement has improved. Parents of Grade 12 learners were invited to a training session on how to support their children, with outstanding attendance. When learners are absent, parents are informed, and the majority respond positively.		
e) Are the findings of the education district's SFRO report fully implemented?		√
(iii) Was the SGB and SMT trained in disciplinary procedures relating to suspensions and recommendations for expulsions?	√	
Four (4) SGB members attended training at Rondebosch East Primary School. They attend a training session on Substance Abuse next.		

FINAL REMARKS

The school, with outstanding support from the Circuit Manager, as well as the Deputy-Director General (DDG) responsible for Curriculum & Assessment Management, has made good progress. Forty-four (44) school improvement priority recommendations were made in August 2024. 12 months later thirty-six (36) of these priority recommendations have shown progress.

The 'Leadership of Learning' must remain a burning priority. This must include Metro Central Education District's curriculum component support, in addition to the support given by the DDG and Circuit Manager. Academic outcomes are closely related to teaching methodology and the leadership of learning, i.e., what happens daily in the classrooms at the school.

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 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 August 2024 daily and address the remaining priority recommendations by June 2026.

The school is required to take additional intensive action, in collaboration with the education district, according to the post-evaluation school support pathways for schools rated '1' i.e. Inadequate.

A second focused RAFI review will be scheduled in the first half of 2026 during which time further progress, and impact, will be measured.