



Oude Molen
Technical High

Focused RAPID Fire (RAFI) Review 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



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directions
to school.

Focused 2nd Rapid-Fire (RAFI) review of Oude Molen Technical High School 17 September 2025

Following the focused one-day RAFI review held at your school by Dr Siyengo and Mrs Van Zyl, I am writing as Chief Evaluator to confirm the findings.

Thank you for your cooperation during the visit. Please pass on our gratitude to your staff and other stakeholders who kindly gave up their time to meet us. It is imperative that the contents of this letter be shared with the staff and School Governing Body (SGB).

The findings from the focused 2nd RAFI review and a wider consideration of the school's overall response to priority recommendations are set out below. The findings are based on the school's first SEA Report of 8 and 9 April 2024 and a focused 1st RAFI review conducted on 27 March 2025.

1. There is little evidence to suggest that the following aspects of school improvement have moved at pace.

- **Professional development for the principal and SMT on 'Instructional Leadership'.**

Neither the Principal nor the School Management Team (SMT) have attended an Instructional Leadership course, such as those offered by the Instructional Leadership Institute. Instructional leadership is the core driver of teaching and learning – the very reason schools exist. Instructional leadership ensures that teaching quality, curriculum coverage and learner outcomes remain central. The principal and SMT is unable to lead instruction – this compromises lesson planning, improved pedagogy and neurodiversity in the classroom.

The school is encouraged to pursue formal, targeted training in instructional leadership for both the principal and SMT. This training must address the core dimensions of instructional leadership, including curriculum oversight, the enhancement of teaching quality, and the improvement of learner outcomes. This is especially important in technical subjects.

- **Review and refine the school's Assessment Policy.**

The school reviewed its Assessment Policy in November 2024. However, the implementation of the policy appears to be largely superficial. Consequently, the link between assessment and improved learner outcomes is not clearly articulated or embedded in practice. Data-driven decision making is not a practice at the school.

Aligned to instructional leadership, the principal and SMT must ensure that assessment results are effectively used to drive decision-making at the granular level of classroom practice and improved learning outcomes.

- **Teachers must have 'Preparation Files' moderated by SMT members/subject heads.**

Preparation is the foundation of effective teaching and learning. A large majority of teachers have detailed lesson plans, and preparation files. These files, however, reflect variation in structure and depth, particularly in the theoretical and practical/technical subjects. Although moderation takes place, the process is not yet fully standardised, and some members of the SMT are uncertain about the expectations. Clarity of purpose is lacking.

The onus rests with the principal to develop and implement a standardised template or checklist for preparation files to promote consistency and quality across all subjects. This must be done in collaboration with the SMT to address unclear expectations. In addition, the principal must provide targeted guidance and capacity-building for members of the SMT to enable them to give constructive and subject-appropriate feedback, with particular attention to practical and technical subjects, not only in terms of lesson planning and preparation, but classroom instruction. Unless the principal and SMT develop an annual Peer Observation Model – as part of a professional learning community – preparation files, and their moderation, will remain nothing more than window dressing.

- **Quarterly book control by subject heads and SMT members.**

Subject Heads conduct lesson observations and workbook checks, often concurrently. However, lesson observation feedback is neither formally documented nor systematically integrated into the monitoring process.

Unless lesson observations create a culture where teachers learn from one another and continuously improve their practice, they become nothing more than a compliance exercise. Without feedback there is no reflection, and teaching remains an isolated activity whereas it must become a collective responsibility.

The principal must ensure that all members of the SMT and subject heads conduct workbook control as part of the lesson observation process. A standardised workbook monitoring tool must be developed and implemented and applied consistently across all subjects, with clearly defined expectations and timelines. The mathematics workbook control report may serve as an example of good practice.

- **Professional development for staff on teaching methodologies (including e-learning) and learning styles.**

A few staff members have completed e-learning and Artificial Intelligence (AI)-related training and have shared insights with colleagues during subject group sessions. However, training in teaching methodologies and learning styles has not been systematically implemented or formally documented.

The principal must create a training plan (compulsory attendance for all staff) that covers the following priorities (many of which may be sourced through the Cape Teaching and Leadership Institute):

- Teaching methods.
 - Learning styles.
 - Classroom management techniques.
 - How to integrate e-learning effectively.
2. The following priority recommendations have been implemented. Oversight, to strengthen accountability, must be ongoing. The school is to be commended and must celebrate its wins in all areas listed below.

- The principal and the SMT conducted workshops on the Code of Conduct for Learners (CoCL) with staff and the SGB. The consistent implementation of the CoCL will have to be monitored on an ongoing basis.
- The principal and SMT have demonstrated notable progress in this area. The job descriptions of the general assistants are aligned with the requirements of the Staff Performance Management and Development System (SPMDS) while being tailored to meet the specific operational needs of Oude Molen Technical High School. The Deputy Principal oversees these responsibilities. Monitoring and evaluation processes must be developed to ensure that all non-teaching staff are held accountable for their productivity, and quality of work.
- In 2025, the staff, SMT, and SGB collaborated to complete the School Self-Evaluation (SSE) and develop the School Improvement Plan (SIP). Minutes from SMT, staff, and SGB meetings document the discussions and deliberations involved in the formulation of the SIP.

The principal must establish a comprehensive Monitoring and Evaluation Framework that defines clear indicators, timelines, and responsible persons for each objective outlined in the SIP. Schedule regular review meetings with the SMT and SGB to monitor and assess progress.

The SGB must ensure that the SSE and SIP (including the quarterly School Improvement Monitoring tool i.e., SIM) are standard items discussed at quarterly SGB meetings.

- The principal and deputy principal conduct regular walkabouts. Departmental Heads are unable to conduct similar walkabouts or classroom observations due to their full teaching schedules.

The principal must ensure that school walks become structured practice (embedded in leadership practices) as it is one of the most effective ways to give leadership and management a snapshot of what is happening across the school. Classroom drop-ins must be brief (5 – 15 minutes only), focused (look for something specific e.g., learner engagement), non-judgemental (the purpose is to gather information) and be a whole-school view (visit many classes to get a sense of overall patterns, not individual performance). School walks will keep the school's core business i.e., teaching and learning visible, supported and constantly improving.

- Learner voice was limited to the Representative Council of Learners (RCL). A new email channel has been established under the guidance of the Teacher Liaison Officer to facilitate communication between learners and the school. Learner suggestions have been considered, including:

- Approval and scheduling of a Heritage Day celebration following the September examinations.
- A request for funding to upgrade coding and robotics equipment.

Final remarks

The quality of priority improvement practice at Oude Molen Technical High School has not improved at pace. Although there is some evidence to suggest that the principal and SMT have worked with conviction to address certain issues, the pace of delivery has been slow. As a result, priority recommendations for improvement have not yet been given the attention they deserve.

The principal and SMT must make Instructional Leadership a professional growth priority. This was highlighted 18 months ago. It is a burning issue that must be taken seriously. By doing so they are trained in how to focus on the core business of their school – to ensure that teaching quality, curriculum coverage and learner outcomes remain central. Effective instructional leadership correlates with better learner performance. By monitoring curriculum delivery, supporting teachers and setting high expectations, the principal and SMT create the conditions for learners to succeed.

Instructional leadership ensures that accountability translates into tangible actions: classroom observations, learner assessments and data-driven improvement plans. There must be a shared belief that, at Oude Molen Technical High School, learning comes first.

Incremental improvement steps may show the school's parents that a technical education is the gateway to opportunity and a better future; as a result, the school may be better able to attract higher levels of parental engagement.

The school is to be commended for its improvements so far. However, it must start tackling issues that will have a high impact on learning. Partial improvement measures will not bring about meaningful change; they will entrench existing challenges.

Yours sincerely



David J. Millar

Chief Evaluator

1 October 2025