Bellville Technical High School

Focused RAPID Fire (RAFI) Review Report



Schools Evaluation Authority

Accountability • Quality • Respect

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

Schools Evaluation Authority
Accountability • Quality • Respect

Date of evaluation	26 August 2026
Chief evaluator	*Mr David J. Millar*
Lead Evaluator	*Mrs Heléne van Zyl*
Evaluators	*Ms Wendy Colyn and Mr Tony Marshall*

School: Bellville Technical High School

Address: C/O Strand and College Road, Bellville, 7532
Circuit: C8
District: Metro East
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Mr J. Zoutman

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 three (3) SEA evaluators who spent one (1) day at the school.

Information about this evaluation

The visit was the first RAFI evaluation since the school was rated a '2' ('requires improvement') in the 2025 evaluation. This evaluation is conducted under section 11D (4) of the Western Cape Provincial School Education Amendment Act of 2018.

During the RAFI evaluation, meetings were held with the principal, eight (8) members of the SMT, one (1) member of the SGB and eight (8) learners to determine the progress the school has made since the last evaluation. The team undertook lesson observations, 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 12 and 13 February 2025.

Context:
Since the previous rated evaluation:

- A permanent principal was appointed.
- One Deputy principal vacancy must be filled.
- One Departmental Head vacancy must be filled.
- There is a new SGB chairperson.

Colour key

GOOD PROGRESS/COMPLETED	SOME PROGRESS	NO PROGRESS

MAIN FINDINGS

KEY AREA 1: LEARNER ACHIEVEMENT	PROGRESS	NO PROGRESS
As a school rated as 'requires improvement', Bellville Technical High School must be given ongoing targeted support.		
The school: • Has received intensive and regular support from subject advisors for the technical subjects. • Is part of the Back on Track programme for Grade 10, 11, and 12 learners. The SMT: • Reported an informal once-off discussion based on the SEA report conducted by the Circuit Manager. • Limited and insufficient targeted support. • Does not implement a post evaluation support plan with any detailed or actions to address priority recommendations.		
i) The principal and SMT must: a. Improve the quality of Gr 9 languages and mathematics results by embarking on an academic support programme (ASP) in the GET phase.		
The quality of languages and mathematics show mixed / limited progress. • The school does not implement a coherent GET academic support plan. • The Gr 9 Languages pass rate 2023-2025 shows no significant improvement but still reflects an outstanding pass rate (84.8%) and a good average (63.7%). • The Gr 9 Mathematics pass rate 2023-2025 shows steady improvement and reflects a good pass rate (62.7%) while the average (53.9%) requires improvement.		
b. Use online support programmes to strengthen languages and mathematics.		
c. Address variances in SBA marks and NSC examination results in identified subjects:		
Limited progress in in-depth addressing of variances. The principal conducted one-on one discussions with a special focus on the practical assessment sections of the following subjects: • Electrical (Digital and power systems) • Civil Technology (Construction and Services) • Technical Mathematics (Practical component) • Engineering Graphics and Design There is no evidence that discrepancies in Physical Sciences (variance of 16.2%) and Mathematics (variance 17.1%) receive the same level of attention.		
d. Revise the Internal Moderation Policy.		
Suitably updated moderation policy.		
e. Internal moderation processes (policy) must be implemented to ensure consistency and quality in assessment practices.		
Clear evidence of moderation processes implemented since April 2026.		
ii) Technical subjects Subject Advisers (Head Office) must: a. Quality assure internal SBA assessments, including the Practical Assessment Task (PAT). b. Technical subjects' Subject Advisers (Head Office) must more regularly offer curriculum support.		
The Subject Advisers from Head Office conducted quality assurance visits with a special focus on the practical assessment sections of following subjects: • Electrical (Digital and power systems) • Civil Technology (Construction and Services) • Technical Mathematics and • Engineering Graphics and Design. Additionally, the WCED earmarked Bellville Technical High school as part of the WCED Technical School Revitalisation project which aims to: • Modernise technical schools and improve the quality of technical and vocational education. • Equip learners with industry-relevant skills, modern technologies, and practical learning opportunities. • Strengthen pathways to further study, artisan development, and employment.		
iii) The principal and SMT must encourage greater participation in cultural and co-curricular activities. a. Establish and develop a variety of sports clubs and societies, and cultural and service activities.		
• Boxing and chess have been introduced, with limited learner participation. • Strategic plans and school-aligned job descriptions would benefit from a clearer requirement for all teachers to participate in at least one summer and one winter sport or cultural activity • The Sport Skills for Life partnership provides some coaching support. • Onsite coaches do not consistently coach learners in their specialist sporting codes. • Registration as a MOD (Mass Opportunity and Development) Centre has not been secured.		

KEY AREA 2: TEACHING AND LEARNING	PROGRESS	NO PROGRESS
i) Professional development (training) for all Staff: a. The 'Matrix for Quality Teaching.' (Circular 0010/2018) or https://sea.westerncape.gov.za/guidelines-for-schools/.		
b. How to use data analysis to identify teaching and learning needs and plan effectively for all grades.		
• Detailed learner performance analyses inform decisions on assessment accommodations, particularly for Grade 12 learners, and the development of Individual Support Plans (ISPs). • The use of these analyses and trends to adapt lesson preparation, classroom support and implement ISPs is limited.		
c. Pedagogical styles/methods.		
d. Differentiated instruction.		
e. ICT integration to enhance teaching and learning outcomes.		
ii) The principal and SMT must: a. Explore alternative resources for assessment accommodations (reading and scribing).		
• Scribes and readers support identified learners during examinations.		
b. Improve the nature and quality of verbal and written feedback to learners.		

KEY AREA 3: BEHAVIOUR AND SAFETY	PROGRESS	NO PROGRESS
i) District office responsibility: a. Assist the school to implement a Growth Mindset Programme.		
b. SLES component to assist the school to activate its SBST.		
• The SBST is newly established and on the path to become fully functional. • Needs based support from SLES at MEED is a phone call away.		
ii) The principal and SMT must a. Ensure that the SAPS clearance certificates are sourced for all staff working with learners.		
The records do not reflect SAPS clearance certificates for all staff working with learners. • Such as limited evidence for: tuck shop staff, coaches of the Sport Skills for Life.		
a. Activate the Disposal of Assets Committee. Disposal of broken, unusable furniture and equipment within a clearly defined time frame.		
b. Embark on an advocacy campaign to promote the CoCL with teachers, learners and parents.		
c. Review the job descriptions of all public servants, especially general assistants, ensure that they sign their job descriptions and hold them accountable for their roles and responsibilities.		
d. The learner transport officer ensures that all bus drivers have PDPs.		
• PDPs of four drivers are up to date and readily available.		
e. The tuck shop operates according to standards of health and safety.		
iii) Principal, SGB and SMT must be trained in suspension and expulsion procedures.		

KEY AREA 4: LEADERSHIP AND MANAGEMENT	PROGRESS	NO PROGRESS
i) The principal and SMT must: a. Attend an 'Instructional leadership' course.		
b. Implement a peer-to-peer classroom observation model.		
c. Contextualised job descriptions with specified responsibilities to ensure clarity and accountability e.g., Academic Head.		
d. Maintain regular structured SMT meetings with comprehensive minutes that track accountability.		
The SMT meets regularly on days 3 and 9 of the eleven-day cycle. Minutes record discussions but do not consistently capture actions, responsibilities, timelines, and accountability.		
e. Conduct staff development sessions to enhance classroom management, administration, and teaching practices.		

Limited progress. • Teachers attend external training, but the SMT does not consistently integrate the learning into a school-wide development programme. • The SMT conducts training on moderation processes and Individual Support Plan (ISP) development. • The SMT does not conduct regular internal professional development sessions on classroom management or teaching practices based on members' areas of expertise. • Staff development activities are not guided by a coherent and sustainable professional development plan aligned with school priorities and teacher needs. • Structured and ongoing mentoring for novice teachers, teachers presenting new subjects, and unqualified teachers is limited.		
f. Prioritise the integration of advanced ICT tools into teaching methodologies.		
g. Revise lesson observation objectives to support all teachers' development.		
h. Implement a valid Staff Performance Management and Development System (SPMDS). Develop and implement a targeted Professional Development Programme (SACE aligned with CPD points) for staff.		
i. Review and refine processes of SIP, SSE and the Academic Improvement Plan (APIP) with input from all stakeholders. Ensure that SIP priorities are implemented, and progress consistently monitored and evaluated.		
• The SIP follows the 2025 template and is reviewed during SMT meetings. • Progress is generally recorded as "steady progress" or "very little progress". • The SIP does not identify certain key priorities, such as infrastructure maintenance.		
j. Monitor a Maintenance Plan with actionable items and reporting processes		
k. Maintain the asset register and ensure accurate inventory management.		

KEY AREA 5: GOVERNANCE, PARENTS AND COMMUNITY	PROGRESS	NO PROGRESS
i) The SGB must prioritise the filling of vacant SGB positions through a transparent election process, in line with the requirements of SASA 84 of 1996.		
• The SG fulfils its responsibility w r t filling of vacant positions. • The principal and deputy principal are permanently appointed • The Departmental Head vacancy is advertised and the process is underway. • An acting general foreman appointed.		
ii) SGB capacity building and training: a. Ongoing training and support to clarify SGB roles and responsibilities to enhance their understanding and effectiveness.		
Metropole East Education District conducts several online training sessions. • Roles and responsibilities after the SGB members were elected. • There is a need for more and ongoing support in Finance management. • The Circuit Manager is supportive. However, communication with and responses from the district do not adequately meet the needs of the SGB. Additional training by Federation of Governing Bodies of South African Schools (FEDSAS) strengthens the SGB.		
b. Provide standardised meeting agendas and procedures to ensure consistency and productivity.		
• Agendas for the prescribed minimum and additional SGB meetings are on file and accessible. • Minutes do not consistently identify responsibilities, timeframes, and accountability for monitoring and follow-up		
iii) WCED financial management support to enforce accountability. a. The SGB must implement oversight controls to prevent financial mismanagement and ensure accountability (including the segregation of financial duties to maintain transparency and reduce the risk of misappropriation of funds).		
b. Conduct workshops on annual budget preparation, focusing on financial management and reporting guidelines.		
c. Engage the education District's School's Records and Finance Officer (SFRO) or the SGB's governing body association to provide regular support on financial management.		
d. Ensure the SFRO follows up on recommendations made during education district audits to guarantee compliance.		
iv) SGB and SGB committee meeting times and venues that allow parents and learners to attend without safety and transport concerns.		

FINAL REMARKS

The school's response to the evaluation recommendations has been inadequate. Most (25 of 44) of the priority recommendations remain unaddressed, with continued critical shortcomings. There has been little to no progress in Teaching and Learning, Behaviour and Safety or Leadership and Management. Failure to implement recommendations in these areas are particularly concerning, as sustainable school improvement cannot be achieved where both classroom practice, and the ability of leadership to inspire change, remain largely unchanged.

The absence of a coherent implementation plan with clear accountability measures has hindered sustainable improvement.

There are systemic challenges at the school. The RAFI indicates clear warning signs of weak accountability, weak internal coherence, and a lack of collaboration.

Leadership effectiveness must be the pivot point. Teaching and learning, and outcomes, will not improve sustainably without strong instructional leadership driving improvement.

A second RAFI will be conducted in August 2027.