Intshukumo Technical High School

Focused RAPID Fire (RAFI) Review Report



Schools Evaluation Authority

Accountability • Quality • Respect

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

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Date of evaluation 26 August 2026
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School: Intshukumo Technical High School

Address: NY 50, Gugulethu, 7751
Circuit: C1
District: Metro Central
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr Z. Phepheteni

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 two (2) 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'), carried out under section 11 D (4) of the Western Cape Provincial School Education Amendment Act of 2018.

During the RAFI evaluation, six (6) lessons were observed, and meetings were held with the principal and two deputy principals to determine the progress that the school has made since the last evaluation. 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 14 – 15 May 2025.

Context:

The school experienced several leadership and management changes following the evaluation.

- A new Circuit Manager was appointed following the retirement of the previous incumbent.
- The principal, who was serving in an acting capacity at the time of the evaluation, was subsequently permanently appointed.
- Two deputy principals were appointed from outside the school, strengthening the school's leadership structure.

The academic indicators have shown no improvement:

- The NSC pass rate has decreased from 76.1% to 73.1%.
- The Bachelor pass rate has remained unchanged.
- The pass rate for Language in the WCED Systemic tests for Grade 9 decreased from 18.1% to 14.6%
- The pass rate for Mathematics in the WCED Systemic tests for Grade 9 was 6.3% compared to 6.0% in 2024.

Colour key

GOOD PROGRESS/COMPLETED	SOME PROGRESS	NO PROGRESS

MAIN FINDINGS

KEY AREA 1: LEARNER ACHIEVEMENT	PROGRESS	NO PROGRESS
1. Teachers must:		
a. Conduct baseline assessment for Language and Mathematics		
Baseline assessments have been conducted in most Grade 8 subjects. However, the assessment data is not systematically analysed or effectively used to inform the placement of learners in ability groups.		
b. Insist on individual reading and individual responses as opposed to group reading and chorus responses to understand the levels of language acquisition for each learner.		
In some classes, learners are provided with opportunities to engage in independent reading activities.		
c. Enhance vocabulary acquisition through expanded compulsory reading and writing opportunities across all subjects.		
Learners have increased opportunities to engage in reading activities. Opportunities for extended writing remain limited. The wide-spread use of translanguaging further restricts learners' exposure to and practice in the Language of Learning and Teaching (LoLT), particularly in written work.		
d. Promote language across the curriculum by making learners answer in full sentences.		
A large majority of learners attempt to respond in English during lessons; however, many also rely on translanguaging to support understanding and communication.		
e. Implement differentiated groupings in Mathematics to cater to varying skill levels and learning needs, including opportunities for extension and support.		
f. Set improvement goals and targets for their classes, especially in Grades 9 and 12.		
Assessment results are analysed at the end of each term, and improvement targets are established and communicated for implementation in the subsequent term.		
2. The SMT must:		
a. Source targeted teacher training on effective Mathematics and Language teaching strategies.		
While attendance at the CTLI was verbally reported, no record was available to triangulate this.		
b. Work collaboratively with teachers to develop subject improvement plans with specific, measurable goals, strategies and timelines for Mathematics and Languages.		
Assessment results are analysed at the end of each term, and improvement targets are set for the subsequent term.		
c. Use digital resources optimally to improve learner understanding.		
Some teachers use digital resources to support teaching and learning. These resources are securely stored and accessed through a register-controlled sign-out system.		
3. Enrichment programme involvement:		
a. The SMT and teachers must play an active role in the after-school sport programme in line with the PAM guidelines.		

KEY AREA 2: TEACHING AND LEARNING	PROGRESS	NO PROGRESS
The Senior Management Team (SMT) must:		
1. Improve transition management: Implement clear routines for classroom transitions, including teachers waiting outside to receive their classes and helping learners line up quietly and promptly.		
Teacher supervision of learners has improved through the implementation of ground-duty responsibilities before school. However, the administrative period before lessons start is of limited effectiveness, as most learners arrive after the scheduled start of the school day.		
2. Arrange professional development for all Staff on the use of the 'Matrix for Quality Teaching.' (Circular 0010/2018) or https://sea.westerncape.gov.za/guidelines-for-schools/		
3. Encourage teachers to register for the self-paced 'How to teach large classes' course (Cape Teaching and Leadership Institute). This online course provides teachers with basic training in effective strategies for teaching large classes.		
4. Enhance the use of assessment data to inform teaching by:		
a. Identifying learning gaps and adjusting instruction after every formal assessment, with evidence of lesson adjustments documented		
b. Reviewing assessment records and subsequent lesson plans each term to confirm that instruction is being adapted in response to learners' needs.		
5. Enhance the nature and quality of written feedback provided to learners across all subjects by:		
a. Requiring teachers to provide individual, written feedback on learner work.		

b. Ensuring that the SMT samples learner workbooks termly to ensure that feedback is regular, constructive and supports learner progress.		
6. Implement structured peer-to-peer lesson observation.		
7. Use all available resources optimally:		
a. Integrate digital tools into instruction to accommodate the learning needs and styles of all learners.		
Few teachers integrate digital tools into their teaching practices.		
b. Monitor lesson delivery through observation records to track the frequency and impact of technology integration.		
8. Promote collaborative planning and professional development:		
a. Facilitate monthly subject or phase meetings for teachers to share best practices, co-plan differentiated tasks, and review classroom challenges.		
Subject meetings are held to facilitate collaborative planning. However, teachers do not implement differentiated tasks to address the diverse learning needs and abilities.		
b. Keep records of meeting attendance, agenda topics, and implementation of shared strategies to measure ongoing professional growth.		
Subject meetings are held to facilitate collaborative planning.		

KEY AREA 3: BEHAVIOUR AND SAFETY	PROGRESS	NO PROGRESS
1. School safety:		
a. Engage an efficient security system as a deterrent to unwanted access and the presence of banned substances.		
The school collaborates with the Municipal Law Enforcement unit, which has deployed two officers at the school to monitor learner behaviour and search on reasonable suspicion. In addition, a metal detector at the gate is randomly used as a deterrent.		
b. Establish a positive school culture: implement the 'Positive Behaviour Strategy' with education district support.		
c. Principal and SMT must conduct management by walking about every lesson according to a programme.		
The principal walks about primarily to get learners into classes at the start of lessons and after breaks.		
d. Search and seizure: develop and implement a programme of random searches (according to the WCED guidelines)		
Search and seizure is randomly conducted at the gate by municipal law enforcement officers.		
2. Teacher visibility:		
a. Teachers must be on duty before school, outside classrooms during transitions, and on the grounds during the break.		
There is some improvement. Teachers supervise learners and undertake ground duties before school starts.		
3. Late-coming and internal truancy:		
a. Develop an 'Every. Day. Matters.' policy to address late coming and truancy.		
4. CoCL:		
a. The principal must conduct an all-stakeholders review of the CoCL that includes staff members, parents and learners.		
The CoCL has been reviewed by the SMT. Adjustments were made but learner participation was limited.		
b. The principal must hold teachers accountable to implement the CoCL consistently.		
c. The SMT must support teachers in the implementation of the CoCL		
5. Reconfigure and train the School-based Support Team (SBST) to provide targeted support to learners.		
SBST collaborates with external NGOs in providing psychosocial support to learners and parenting sessions.		
6. Expand the after-school participation by developing a House system.		
The SMT supported this recommendation, and it was piloted during the athletics season earlier in the year. The school is researching how the system can be extended to other aspects of school life.		
7. Allocate staff members to Houses and assign respective responsibilities to all staff members to organise and manage internal competitions.		

The SMT supported this recommendation, and it was piloted during the athletics season earlier in the year. The school is researching how the system can be extended to other aspects of school life.		
8. Implement an effective English language acquisition policy.		
9. Implement an effective career guidance system.		
10. Implement a school pride and clean-up campaign.		

KEY AREA 4: LEADERSHIP AND MANAGEMENT	PROGRESS	NO PROGRESS
1. Establish a structured and inclusive school improvement planning process:		
a. Involve all SMT members and key stakeholders.		
Teachers hold regular subject meetings to collaborate on planning, share professional expertise, and coordinate curriculum delivery.		
b. Set clear priorities, timelines, and responsibilities.		
Teachers analyse assessment results at the end of each term and establish improvement targets for implementation in the subsequent term. However, these measures have not yet resulted in a discernible improvement in learner performance.		
c. Implement a monitoring and evaluation framework.		
2. Strengthen instructional leadership and classroom monitoring:		
a. Develop a formal, consistent system of classroom observation with feedback.		
Classroom visits by the SMT occur mainly for QMS purposes, restricting ongoing instructional support and monitoring.		
b. Identify staff development needs linked to targeted professional development.		
c. Track the impact of teacher support initiatives on academic outcomes.		
Although assessment results are analysed, learner performance remains stagnant and, in some instances, continues to decline, which indicates insufficient accountability for improving learner outcomes.		
3. Expand resource allocation and learning environment:		
a. Develop and implement a plan to address overcrowding.		
Learner numbers in the majority of GET classes are within the acceptable range. Practical workshops are overcrowded, limiting effective teaching, learner participation, and individual support.		
b. Prioritise the distribution of textbooks and digital resources.		
A large majority of learners have textbooks.		
c. Strengthen managerial oversight of non-teaching staff.		
4. Examine the current moderation processes and their role in supporting credible and accurate learner achievement data.		
Moderation practices are limited and, in most instances, serve primarily to confirm teachers' marks rather than to provide rigorous quality assurance or identify areas for improvement in assessment practices.		

KEY AREA 5: GOVERNANCE, PARENTS AND COMMUNITY	PROGRESS	NO PROGRESS
1. Devise a strategy to improve parental involvement.		
2. Involve the SGB in the formulation and monitoring of the SIP.		
3. Review the LTSM policy with reference to textbook retrieval.		
An LTSM policy is available. However, textbook retrieval rates remain low. To address this challenge, the school has strengthened its monitoring processes by conducting textbook checks each term to encourage learners to retain and return books at the end of the academic year.		
4. Institute RCL elections and legislated representation on the SGB.		
Two members of the RCL are part of the SGB.		
5. Develop a school ICT Plan.		
An ICT Plan is in place. However, ongoing security concerns limit its effective implementation and the optimal utilisation of ICT resources to support teaching and learning. The school can learn from schools facing similar challenges.		
6. Establish a staff duty list for extra-and co-curricular duties, in accordance with the Public Administration Measures (PAM) time allocations.		
7. Timetable some fun days on the calendar to build the ethos and spirit in the school.		
8. Build more partnerships with local businesses and organisations to boost and support school growth and development.		

Summary of progress

GOOD PROGRESS/COMPLETED	SOME PROGRESS	NO PROGRESS
5	25	25

FINAL REMARKS

The school's response to the evaluation recommendations is inadequate. Nearly half (25 of 55) of the priority recommendations remain unaddressed, with the most critical shortcomings evident in Teaching and Learning. The failure to implement 8 of the 12 recommendations in this key area is particularly concerning, as sustainable school improvement cannot be achieved where classroom practice is not changed.

The school's inability to translate both the evaluation findings and the support received into meaningful improvements in teaching and learning raises serious concerns regarding leadership accountability, the effectiveness of implementation strategies, and the school's commitment to improving learner outcomes.

Commendably, the school has made notable progress in fostering an improving school climate through improved learner discipline, consequence management for late coming, and the establishment of stronger routines and order. This is entirely to the school's credit, having acted upon some of the recommendations.

Urgent and decisive action is required to address persistent deficiencies and to place teaching and learning at the centre of the school's improvement agenda. To sustain and accelerate school improvement, the education District office should consider developing a structured post-evaluation support pathway, with ongoing monitoring and oversight provided by the Circuit Manager (CM). Furthermore, the CM is requested to arrange professional development for the principal and SMT in Instructional Leadership at the Instructional Leadership Institute (ILI).

The Schools Evaluation Authority will undertake a second RAFI in 12 months' time.