



**INTERNATIONAL SCHOOL
OF
HELDERBERG**

**EVALUATION REPORT
JULY 2012**

An internal self-evaluation conducted under the auspices of

IQAA

Independent Quality Assurance Agency

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Introduction

International School of Helderberg www.helderbergint.iesedu.com		
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Date of Evaluation	29 August 2012	28 August 2012
Model Used	Core Model with Governance and Management	

Background

The International School of Helderberg is presently safely situated within the gated community of Heritage Park in Somerset West. The school was founded in 2000 in response to requests from parents in Cape Town who had a common “dream” for a school that would offer their children a high-quality international education within a caring environment. In 2005 the organization SEK, through its subdivision IES (International Education Systems), purchased the school.

On the 22 September 2010 the International School of Helderberg, received International Baccalaureate (IB) authorization to teach the IB Primary Years Programme (PYP).

The IB PYP World School provides a co-educational and top internationally acclaimed curriculum from early childhood through to Grade 6. Traditional subject based teaching is overlaid with a programme of structured inquiry, where the children are encouraged to ask questions, be independent thinkers and be prepared to challenge what they are taught in a considered manner.

The International School of Helderberg’s High School started operations in 2004 with the intention of becoming a full-time Cambridge school, offering the CIE (Cambridge International Examinations) curriculum. The school was registered as an associate centre through the British council, and all correspondence, together with the administration of exam materials is conducted through the British Council. At the time of writing this report, the International School of Helderberg High School is currently in the process of applying to gain full centre status that will allow us to deal directly with CIE and its representatives.

The International School of Helderberg High School is committed to achieving the highest educational standards of which its learners are capable. The International School of Helderberg High School recognises that this involves teaching a curriculum that is recognised worldwide as an excellent basis for enabling children to attain their highest potential. It is for this reason that the school has chosen to adopt the CIE programme. CIE is the world’s largest provider of international programmes and qualifications for 5-19 year olds, with qualifications being taken in over 160 countries and recognised by universities, education providers and employers across the world. CIE’s mission is to provide a world-class international education through the provision of curricula, assessment and services. External benchmarking and qualification exams are sat twice annually, including the International General Certificate of Education (IGCSE) and Advanced Subsidiary and Advanced Level (AS/A Level).

Numbers and Figures

Current Enrolments August 2012:	
Early Years	17
Junior Primary	34
Senior Primary	39
High School	48
TOTAL	138
Staff Learner Ratio 1:6	

Size of Staff:				
Areas	Whole School	Primary School	High School	TOTALS
Academic	0	11	7	18
Classroom Assistants	0	3	0	3
Administration	2	0	0	2
Maintenance	0	0	0	0
Bursar	1	0	0	1
Cleaners	2	0	0	2
Part Time Staff	0	2	2	4
Aftercare	0	1	0	1
GRAND TOTAL	5	17	9	31

Means and Methods

The following means and methods were used to collect evidence on each of the areas evaluated:

- IQAA Opinion Learner, Parent and Staff Surveys conducted in May 2012 (See Appendices)
- Parent, Staff and Student Focus Groups
- Teacher Classroom Observations
- Outside Observations
- Parent, Staff and Student interviews
- A review of the School Policies
- A review of Academic Planning, work records, scopes of sequence documents, assessment documents for PYP and CIE
- A review of Staff Development Opportunities
- A review of the Mission and Vision statements

- A review of the Timetable and Extra-mural programme
- A review of Annual/Year Calendars
- A review of Staff Meeting Minutes
- Interviews with Curriculum Coordinators, Examination Officers, Bursar, Management

Opinion Surveys

IQAA Opinion Surveys were completed by parents, learners, teaching staff and support staff during May 2012. Before the evaluation, staff completed the quality target questionnaires and these ratings were used in conjunction with the opinion surveys.

From the results of the opinion surveys, focus groups were established and parents invited to attend. Parent focus group discussions included: Sports and culture at the school, Aftercare and Leadership and Management.

Staff focus groups were held on curriculum and leadership and management as well as discipline in the High School.

Student focus group topics were on bullying, facilities and teaching in the primary school and discipline and sporting and cultural needs in the High School.

The recommendations from these focus groups have been noted and are included in this report.

Areas of Operation

Teaching, Learning and Attainments – Primary School

Curriculum

Team's Findings

The IB PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. Through the surveys conducted it was found that most parents reflect an overall satisfaction with the programme. The school has full and current versions of all documents relevant to the PYP available as well as access to the International Baccalaureate Online Curriculum Centre (OCC). The school curriculum is implemented in the spirit of the IB PYP curriculum statements and the philosophy of the PYP is clearly evident. Teachers agreed that there are many strengths in the curriculum, particularly the flexibility and creativity of the curriculum and it being very child centred. Many teachers agreed with the principles and the philosophy of the PYP, but have raised concerns regarding the success of the programme in our school. Teachers have doubts as to whether this is the best curriculum for our school. They feel that there is not enough support or specific guidelines from the IB, and the professional development offered to be contradictory and limited.

Specific benchmarking is required and learning outcomes need to be more explicit. Teachers feel that the resources are insufficient and of a poor quality to teach a high quality programme.

The school aims to deliver a well-balanced programme which includes physical education, music and art with relevant specialist teachers. The school offers a broad sporting programme for both boys and girls which affords individuals and teams an opportunity to develop and enjoy their sporting ability. The school offers the opportunity for the development and enjoyment of the children's potential in cultural activities and produces a bi-annual theatre production. Shortcomings regarding our sporting and cultural programmes were noted in the surveys as well as in focus groups with parents and learners. Surveys were conducted in the parent focus groups and with our student council members to find out which activities the learners would like to do. Parents felt that more emphasis needs to be placed on good quality coaching and doing fewer sports well, as well as adding cultural evenings like quiz and music appreciation events.

Strengths:

- The curriculum is child-centred allowing for creativity and flexibility
- Lessons cater for a range of skills and abilities
- Timetabling is flexible

Weaknesses:

- PYP seen more as a philosophy rather than a high quality curriculum, which lacks specific learning outcomes and benchmarks
- Programme of Inquiry does not have enough Science coverage
- Resources are limited and of poor quality to teach the programme
- Limited support and guidelines from the IB

Recommendations

- Specific benchmarks are needed for each year group in the context of inquiry to ensure progression from the one year to the next
- Support from and collaboration with our PYP 'sister' school is required
- PYP coordinators from the two schools to work closely together with much guidance and support from Denise Michel, Hout Bay's PYP coordinator

Lessons

Team's Findings

The surveys conducted showed a general satisfaction in the way lessons were delivered. Learners reflected that the teachers had high expectations of them and that they work hard

and make good progress at school. The teachers work collaboratively to plan the whole programme of inquiry and they work well together. Planning is of a satisfactory quality and the teachers make good use of the limited resources available with many of the teachers spending much of their time and money preparing good quality resources for use in their lessons. The teachers have the appropriate professional qualifications and have good subject knowledge and skills appropriate to the levels that they are teaching. Learners are motivated during lessons and student activity and participation is encouraged. Lessons are well presented and managed. Teaching encourages student dialogue and interaction.

Strengths:

- Learners are motivated and eager to learn
- Learners are encouraged to work collaboratively and ask questions

Weaknesses:

- Planning of differentiated activities to meet the needs of weak, average and strong learners
- Limited resources
- Long term and short term planning not as effective and useful as it should be

Recommendations

- Staff to visit other schools to share knowledge and skills
- Sharing of planning structure of Hout Bay school and collaboration with Hout Bay in long term planning

Assessment

Team's findings

The surveys revealed that the parents and learners felt there were high expectations academically with learners making good progress at school. Assessment of work is regular and varied, and is used effectively to monitor progress and teaching methods and to motivate learners. The learners are encouraged to take an active role in assessment by regular reflection, self-assessment and peer assessment. Reports are comprehensive and give parents a clear understanding of their child's progress in the elements of the programme.

Strengths:

- The teachers received training on the IBPYP Assessment techniques
- Effective use of the Learner Portfolio
- Learners being an active part of the assessment process

Weaknesses:

- No external benchmarking used, we rely on our own assessment as benchmarks
- Reports are too long and time consuming

Recommendations

- Conduct a workshop on our assessment policy to ensure consistency throughout the school and to agree on methods of recording assessment data.
- Set up a report writing team, to work on a policy to streamline our reports and make it both less time consuming and a much more effective tool.

Attainments and Attitudes

Team's Findings

In the language of learning most learners listen, read and write fluently at their level and express their ideas confidently. Learners handle numbers, calculate mentally and electronically, and solve mathematical problems at their level. Learners feel that they make good progress and are interested in their work. From the surveys, the parents feel strongly that their child is making good progress at school and is experiencing good values through the personnel and activities at school. Through the PYP, learners are encouraged to be critical thinkers and are able to find information, sift and order it to produce well-formulated outcomes as is age-appropriate at each level. Learners are curious, seeking information and experience, and are able to build on the information acquired, taking their learning out into the world and vice versa. Most learners are able to work well on their own; they manage their time well, and take responsibility for their learning choices and progress. Learners work well in groups, co-operating and respecting others' values, opinions and cultural differences. Most classes have a wide range of levels and competencies with some children being English second language learners.

Strengths:

- The consistent promotion and use of the IB Learner Profile and Attitudes
- Learners are motivated to strive to achieve their best, both academically and in social settings
- Learners love learning and are interested in their work

Weaknesses:

- Very little support for wide range of abilities and competencies in the classrooms and not enough provision for second language learners

Recommendations

- Assistance for classes with a high number of second language learners
- More access to professional development specific to teaching special needs learners
- In house teacher training development to assist teachers and help them cope with the wider range of abilities in the classroom

Teacher Development

Team's findings

Teachers are enabled to reflect and evaluate themselves as part of the planning process for each unit of inquiry. This process is aimed at further developing and improving the delivery of the unit and the planning of follow up work. Teachers attend an annual International Baccalaureate approved workshop which deals with different aspects of the curriculum.

There is a PYP board in the staffroom which has relevant up to date resources for the staff to use as well as academic readings. Staff members are encouraged to share resources and materials of interest.

Strengths:

- Annual training by International Baccalaureate authorized trainers who run two day workshops for the staff on different aspects of delivering the IBPYP

Weaknesses:

- Appraisal system for the staff needs to be communicated and be put into place

Recommendations

- Staff need to be released to attend training courses and visit the other schools as part of their professional development
- Professional development opportunities need to be made available and communicated to staff regularly
- Workshop on the new teacher appraisal policy for all staff to familiarize everyone with the process and prepare staff
- Work on team building

Support

Team's findings

For the international curriculum that is offered at the school, facilities and resources are limited. Most teachers make their own resources to be used in the classroom and more resources are needed to teach the units of inquiry. The library is not utilized to its full capacity. Most classes visit the library but much work still needs to be done to make the library a much more comprehensive and valuable resource. Some classes have been equipped with projectors which then can be used by other classes. Some provision is made for English second language learners run by an experienced member of staff, where learners receive language support out of the classroom environment. There is little or no provision for learning support for learners who experience barriers to learning. Teachers feel that they are lacking in special needs experience and training and are therefore unable to support all the various needs of children in their class. Sporting facilities and resources are limited, but effective use is made of those available.

Strengths:

- Staff make the most out of the limited resources available to them

Concerns:

- Library has no system and needs a librarian who can work on the library system and maintain the library

- Little or no learning support for learners who experience barriers to learning
- Limited resources available to teach an international curriculum

Recommendations

- Librarian needed on a full time or part time basis to work on the library systems and set these up and to maintain these on a regular basis.
- More resources, in particular for the Units of Inquiry need to be invested in.
- A full investigation into learning support is needed and a special needs policy will need to be worked on and agreed upon by the staff to ensure that provision is put into place for learners who experience barriers to learning. A support and extension programme needs to be developed and run by a specialist teacher. This staff member must then work alongside the staff in supporting children.

Teaching, Learning and Attainments – High School

Curriculum

Sources of evidence

- Curriculum and assessment documents
- Planning documents
- Teacher opinions and informal interviews

Strengths:

The school curriculum is implemented in the spirit of the CIE curriculum statements. The staff, wherever possible, steer clear from rote learning activities but rather aim to provide a valuable learning experience underpinned by encouraging a good work ethic and the responsibility required by the learners to achieve at their utmost potential.

The school has copies and access to copies of the latest curriculum documents as prescribed by CIE. In addition, the teachers have access to a resource bank of external examinations that assist in lesson preparation and assessment targets.

Subject assessment guidelines are in place for the senior grades of the High School as per the CIE curriculum documents (year 10 – 12).

In the Middle years, (Years 7 – 9) the school follows the Cambridge Secondary Programme in order to adequately prepare the learners for IGCSE and A Level courses. The Cambridge Secondary Programme provides curriculum documents in English, Mathematics and Science only. Other subject curriculum documents and planning are designed in a top-down fashion with the IGCSE curriculum documents in mind.

The School takes cognisance of the fact that we are a South African based school, and endeavour to keep abreast of developments in the South African curricula, so as to keep learning relevant to the South African learner.

The school tries to offer support in terms of Life Orientation lessons, and as a result of being small and intimate, we get to know our learners well; this curriculum does need some work though, so as to better cater for the career guidance and study skills development needs of the learners. The IT curriculum has been designed to develop the skills of the junior learners (years 7 – 9) so that they have a good skills base in the application of the Microsoft Office programmes that will assist them in their senior years of study.

Time is allocated fairly between different learning areas and activities based on the requirements as set out by CIE curriculum documents, allowing for learner choices where applicable.

Where possible, our teachers try to create lessons that cater for a range of skills and abilities.

Due to the size of the classes, team sports are difficult but we do try wherever possible to afford our learners the opportunity to develop sporting skills and engage in healthy competition on the sports field.

Concerns:

Curriculum documents for the junior grades, with the exception of English, Mathematics and Science, are not available on the CIE website and our school needs to develop its own documents that will guide the learners to the required level for the senior grades. Some subject areas are more satisfactory than others. This is an on-going developmental process.

As we teach an international curriculum, there is little or no engagement with subject advisors, user groups and benchmarking initiatives. Teachers have access to the CIE website that does offer some support in terms of “chat groups” and curriculum subject advisors but many staff members feel this is very time consuming for the amount of support supplied. Staff have only recently met their subject counterparts from our sister schools and have now started to create a network of communication and support. This is a developing initiative.

The IT curriculum is currently used on a stand-alone basis in order to build skills that could be used across the board in all subjects. Steps should be taken to further develop the IT curriculum to incorporate real activities from other learning areas so as to make it more relevant to the learners. The staff needs to be professionally developed on methods to increase the use of IT as a means of teaching, learning and assessment in all learning areas.

The school has a strong academic foundation, as is prescribed by the intense curriculum but cultural offerings need improvement. Sport currently being offered allows for learner development and enjoyment but the programme needs further attention due to budget, facility and time constraints.

Recommendations

- Continue to work on and develop quality curriculum documents for Years 7 – 9.
- Encourage communication with teaching counterparts at our sister schools and set regular meetings for the development of this relationship.

- Set up a professional development workshop for using IT as a teaching, learning and assessment tool.
- Look at the current cultural and sport offerings of the school. Engage with learners on their preferences and possibly look at incorporating sport and cultural activities in the curriculum of the junior years programme.

Lessons

Sources of Evidence

- Lesson observations
- Informal interviews with teaching staff

Strengths:

Teachers plan a range of appropriate curriculum activities daily, weekly and annually, making use of available resources. Teachers have good subject knowledge and skills appropriate to the levels at which they are teaching.

The majority of lessons are well presented and managed with lively learner participation and dialogue. Staff always strive to make teaching experiences accessible to the learners by encouraging learner participation and making the lessons exciting and relevant. Homework is used appropriately to enrich and reinforce the curriculum.

Teachers do their utmost to meet the needs of weak, average and strong learners, bearing in mind the rigorous demands of the international curriculum, and have appropriately high expectations of learners. Teachers strive to motivate and encourage learners to take responsibility for their own learning.

Concerns:

Differentiation techniques and staff development as well as SEN support should be available to allow teachers to adequately meet the academic needs and abilities of all learners.

Recommendations

- Organise a workshop on differentiation techniques in the classroom.
- Work toward the establishment/development of either an internal SEN centre or an outsourced network of professionals.

Assessment

Sources of evidence

- Observations of various internal and external assessments
- Mark sheets
- Reports and report comments
- External exam marks
- Projects and other assessment pieces.

Strengths:

Appropriate tests, examinations and other continuous assessment pieces are set and administered to adequately prepare learners for their external exams.

Learners are reported on every quarter with commentary on their achievements so as to ensure adequate communication with parents. Reports are also followed up with parent teacher meetings, encouraging parent involvement in their child's learning.

Non-formal reporting is also conducted on an ad-hoc basis throughout the year – these can be in the form of casual conversations, more formal meetings or messages in the learners' workbooks as well as sending tests and other assessment pieces home to be signed by a parent/guardian.

Marked assessments are most often revisited with learners in order to make them useful as revision tools.

Concerns:

A more formal assessment policy document could be beneficial as a guideline, especially to new and/ or part time staff members. A document should be made available to learners to ensure they are fully aware of the assessment and promotion requirements of the International School of Helderberg.

Recommendations

- Develop a more formal assessment policy document
- Develop a document for learners with regard to the assessment and promotion requirements of the International School of Helderberg.

Attainments and Attitudes

Sources of evidence:

- Observation of formal and informal attainment levels; learners' level of confidence in interaction, and learners' rejection of all inappropriate forms of discrimination.

Strengths:

The majority of learners handle numbers, calculate mentally and electronically, and solve mathematical problems well. Where learners struggle, additional support is always offered by more than one member of staff and recommendations to seek remedial support outside of the school day are passed on to parents at the first sign of major concern.

Most learners have a good work ethic and strive to achieve their potential in most course work at each level and in external exams.

Our school encourages critical thought and aims to develop learners that are adept at finding, sifting and ordering information in order to present it in a well thought out and structured outcome. The majority of learners strive to develop these skills; however, there is always room for improvement in a category such as this. It is important to bear in mind that some learners are more naturally proficient in this regard.

A good portion of our learners is curious, seek information and experience, and are able to build on information acquired. Teachers strive to encourage learners to develop a sense of independent thought and a need to attain information and experience as well as to build their own ideas on information supplied to them.

Learners work confidently in groups, co-operating and respecting other's values, opinions and differences. While learners have a great respect for one another, group work can result in learners taking advantage of their stronger academic counterparts. Teachers therefore encourage academic and social participation from all learners.

As an international school, our learner body is comprised of a wide variety of races, cultures and family backgrounds, as such it is our ethos to develop an understanding of, and respect towards diversity of all kinds. Derogatory terminology and "hate speech" are not tolerated at our school.

Learners display respect for and an understanding of people with disabilities.

The International School of Helderberg has had a 100% pass rate of exit level learners since its founding.

Concerns:

Teaching an English based curriculum requires a high level of proficiency in English. As an international school, not all learners are mother tongue English and second language support is therefore imperative for the success of our learners. We are currently working on a plan to assist the learners that require this support, but at the time of writing this report, it is important to note that this issue must be revisited on a regular basis to ensure that the best system is put in place.

While some learners have the ability and work ethic to work independently and manage their time well, many learners require support in this area. The academic level of the CIE curriculum is challenging and as we have learners with a variety of academic levels, some learners find independent work daunting.

While it is policy to reject all forms of inappropriate sex and gender discrimination, it is wise to bear in mind that secondary school is the time in a child's life when s/he goes through major hormonal changes, as such, this can be a confusing time sexually and not all learners reject inappropriate or discriminatory actions with regard to sex and gender. Teachers and other staff are aware of this and endeavour to discourage any actions in this regard.

Recommendations

- Further development of an English Support System for non-mother tongue speakers, and other learners that may require additional assistance.
- Development of a homework/prep class or mentoring programme to help learners better organise their time and activities in order to manage their learning effectively.

Teacher Development

Sources of evidence:

- Interviews/focus groups with teachers.

Strengths:

Teachers reflect well upon their own work and adjust future lessons accordingly.

Teachers accept and promote the fundamental values of the South African Constitution.

Concerns:

There is currently no evaluation procedure in place. Although one has been designed, it has yet to be implemented.

Staff focus groups revealed that although an appraisal system has been set up, it has as yet not been followed through by leadership. Staff also mentioned that leadership/management will watch you teach and offer assistance but that there is no consistency in this regard. Systems are put in place but not monitored or followed through.

Teachers currently have very limited opportunity to attend conferences, workshops, courses, lectures and user groups, sharing the benefits with colleagues. Being an attached centre to the British Council, it has proven challenging to attend professional development workshops as we are not always made aware of these events and the majority, other than on-line courses, take place overseas. In addition to this, no professional development budget for the High School staff has been provided for over the last two years. Local workshops, courses and other professional development opportunities are not always relevant as we do not teach the South African Curriculum.

There is at present no skills development plan targeting areas identified by teachers that provides for learning opportunities.

The staff focus group also revealed that promotion is often seen as “punishment” and leadership must rethink and plan the delegation of responsibility.

Recommendations

- Implementation of the assessment/appraisal system
- Follow through with the attainment of full centre status so as to be better informed and provided with professional development opportunities that are relevant to the curriculum
- Develop a skills development plan
- Rethink and plan the delegation of responsibility

Support

Sources of evidence:

- Observation of resources, facilities, and policies on support processes
- Focus groups with staff, parents and learners

Strengths:

Teachers offer learning support classes in the afternoon to assist those learners who require additional academic support.

The Year 8's currently have a course on sexual maturity and the responsibility required for dealing with it, offered by a local teen pregnancy crisis centre. The Life Orientation teacher discusses issues around career guidance as well as academic and personal needs.

Concerns:

The current school facilities are of great concern, based on the need to fulfil the requirements of the chosen curriculum. Classrooms are few and often too small, limiting growth potential. Although we are gradually building up our media resources, this results in a growing need for a dedicated member of staff that deals with media and media related concerns. Staff members that are required to do too many jobs will result in inefficient work. We are slowly building up our resource banks, but are limited by cost due to the small nature of our school.

Small numbers prevent team sports from participation in local leagues. As a result, there is little evidence of success in our current sporting department – as a further result, a budget for huge sports developments is not granted. The school is also currently in rented premises with little to no space for expansion. As such, the construction of additional sports facilities is almost impossible. Many sports can be contracted out to various local clubs; however, this is limited by the transportation required.

Similarly, there are little to no cultural activities being offered on an extra-curricular basis. This has mostly been due to a lack of interest on the learners' part. During the focus group held with the learners, staff and parents, various possibilities, including the inclusion of cultural activities into the curriculum, were suggested and we shall look into the viability of these options.

Although teacher-led learning support classes are currently being offered, this is not always sufficient for the needs of the learners. Some of the weaker learners require trained remedial support on an on-going basis – this is in no way provided for by the school and parents are asked to seek additional support outside of school.

There is currently no policy on extra lessons, teachers give of their time to support learners that request it.

Currently no trained counsel is given with regard to academic, career and personal needs.

There is currently no trained councillor on staff to assist with supporting learners experiencing AIDS, ADD, stress, trauma, drug abuse, etc.

A parent focus group noted that there is concern for the support of teachers and recognised that the teachers are the “glue and magnet” of the school. Concern was noted with regard to teacher job satisfaction.

Recommendations

- Aim to increase the number of learners currently enrolled at our school in order to assist with the financial barriers for the development of infrastructure.
- Look at the current cultural and sport offerings of the school. Engage with learners on their preferences and possibly look at incorporating sport and cultural activities in the curriculum of the junior years programme.
- Work toward the establishment/development of either an internal SEN centre or an outsourced network of professionals.
- Develop an extra lessons policy document.
- Outsource professionals and develop a stronger programme that deals with academic, career and personal needs.

- Engage with teachers to better ascertain how job satisfaction can be obtained.

Progress

Sources of evidence:

- Quarterly reports
- Formal and informal staff and parent meetings
- Formal and informal assessments

Strengths:

Most learners complete successfully the work of each grade in a year. Some learners do however require additional support.

To the best of our knowledge, most school-leavers who proceed to further studies are achieving their potential.

To the best of our knowledge, former learners are finding and/or creating suitable employment or are qualified to do so.

Concerns:

There is currently little to no formal communication with past pupils in order to follow their progress and thus assess their achievements.

Recommendations

- Develop a forum through which to engage with past learners so as to better follow their progress and assess their achievements.

Functioning of the School

Policies

Summary

The school has policy and procedure documents that are on file and available to the staff. They are not always well communicated and are often very cumbersome to read and interpret.

Laws and regulations pertaining to these policies need further interpretation and communication as well as to be clearly displayed to avoid confusion.

The school is registered with its provincial education department and is at the time of writing this report busy with the application process to become a full CIE centre.

Recommendations

- Further develop the staff handbook so as to include necessary and relevant information with regard to policy documents.
- Display basic classroom and school rules adequately to avoid confusion for both staff and learners.
- Make policies more readily accessible to staff.

Finance

Summary

A budget is drawn up annually, and approved by the financial director and the chairman of IES. It is not clearly communicated (where relevant) to the staff. There is also little to no management/staff involvement in assessing the needs of the budget. Although this is being changed, it is an area for concern that will need supervision and control checking. Moreover, the final budget is only approved in March which prohibits optimum function of the school at the start of the academic year.

Our current low numbers limit the financial planning and success of the school.

Good annual planning takes place, but budgets are only looked at once a year.

Provision is made for liability insurance.

Staff focus groups indicated concern that no definite subject budgets are allocated and this makes the efficient running of a department very difficult.

Recommendations

- Clearer communication of the annual budget.
- An increase of management/staff involvement with regard to setting budgetary requirements.
- Aim to increase the number of learners currently enrolled at our school in order to assist with the financial barriers for the development of infrastructure.
- The development and allocation of subject budgets.

Facilities

Summary

The school's buildings grounds and facilities are not always adequate for the curricula offered in this school. The requirements of both the IB and CIE for the successful teaching of their curricula in terms of facilities are of a high standard.

The school's buildings and grounds are a point of contention for parents as promises were made in the past for a new school on new premises, which due to unforeseen circumstances have not been fulfilled.

The school's buildings, grounds and facilities are adequately maintained.

The school's buildings and facilities are easily adapted to cater for those who are physically challenged.

Staff focus groups revealed that having the High School and Primary schools in such close proximity is not ideal for the optimum functioning of the school.

Recommendations

- Continue to seek alternative premises with the option of separating the junior and high schools onto different campuses.
- Conduct fund raising activities for the development of our current facilities.

Conduct

Summary

A code of conduct for learners is in place, well communicated and agreed to by staff, learners and parents.

Learners and teachers are almost always punctual for school, lessons, meetings and other activities.

Attendance is regular and controlled, with lateness and absences followed up as a priority with parents.

The timetable is well structured with a teacher allocated to every class for every lesson and provision made for absent teachers.

Behaviour and manners of staff and children towards each other are of an acceptably high standard.

Classes are of an appropriate size.

Recommendations

- None at this time.

Security and Safety

Summary

The state and safety of school buildings is good and complies with laws and regulations. Emergency procedures are practised but the school would benefit from more regular practices taking place. Staff members carry out duties to ensure safety, including playground supervision. No CCTV is installed, however the school is situated within an access controlled estate.

Recommendations

- More regular practice of emergency procedures

Health Care

Summary

There is no trained counsel on staff to support and provide for the physical, social and emotional needs of the learners; however as a small school, the staff members take a keen interest in the wellbeing of all our learners and as a staff we discuss their academic, emotional, physical and social wellbeing on a regular basis.

The children feel safe and cared for.

The school has clear policies for dealing with bullying, including cyber-bullying, and with child, drug, and alcohol abuse. Where necessary there is referral to outside agencies.

Recommendations

- None at this time

Communications

Summary

Communication with learners, staff, parents and all others in the school community is regular and effective. Regular and meaningful progress reports are sent to parents.

The proposed direction of the school is not communicated to staff and parents. Parents and staff thus cannot approve of the direction that the school is taking. The ethos of the school is understood and approved of by the majority of the school community.

Recommendations

- The implementation of regular communication with regard to the proposed direction of the school as seen by IES and leadership.

Governance and management

Summary

Please note that for the purposes of this report, leadership refers to the principal and management refers to the deputies and heads of departments unless otherwise stated.

Governors are largely unknown to the school community, with only the CFO and Chairman of the IES Company, Dr N Tate having any say in the procedures and policies of the school. Most of the day to day decisions regarding the running of the school are made by the principal (and management teams) in association, where applicable, with the chairman of IES, Dr Tate. As a result, the decision making process can be hampered or slowed down by the need for communication with Dr Tate. There is an advisory board made up of four parents who meet with the principal regularly, giving advice for the betterment of the school. They act as the link between the parent body and leadership. Parents have raised a question as to whether or not this body should perhaps have more decision making authority.

Parents have mixed feeling about Dr Tate's governance and involvement in the school, as a committed action plan has yet to be published and made available since Dr Tate's last two visits in November 2011 and July 2012.

Concerns over the leadership of the school have been raised. Parents and staff feel that there is a lack of professionalism and that the principal is not delivering on the basic mandate to grow the school, support the staff and give direction. Staff have shown great concern that there is no vision or plan for the school on both macro and micro-management levels. It must be noted that the parent and staff bodies acknowledge that the principal is not always supported by the shareholders and that investment happens on an ad-hoc basis and on a small scale. It is believed that structures are in place to address issues but these are limited to school management and it is difficult to talk to higher authorities.

The staff feel that there is no clear management and authority structure with regard to individual roles and responsibilities. As such, they are unsure as to whom to address their concerns. In addition, there are inconsistencies with management and leadership as advice or instruction offered is not always of a similar nature. They feel little support is offered. It is felt that management hear the teachers but that often little to no follow-through takes place.

It is felt that often new ideas are started with a purpose but there is little to no follow through or completion of these ideas.

Staff feel that although they are asked for a professional opinion, this is often disregarded in the decision making process.

The staff acknowledges the hard work and commitment of the primary school curriculum coordinator and high school heads of department. However, as there are no clearly defined roles with regard to management, staff are unsure of who to turn to for support.

The parent focus group noted that there is a concern with regard to communication from leadership in lieu of school operations.

Recommendations

- Management and leadership appraisal system to be implemented.
- Development and clearer communication of the authority structure with regard to individual roles and responsibilities.
- The development of a strategic development plan.
- Accountability for the timeous follow through of all implemented ideas.
- Where appropriate, more involvement of staff in the decision making process.
- Vision and mission for the school to be more clearly communicated and shared with all stakeholders.

Overall recommendations

Having completed an internal evaluation process, it is evident that there are many accomplishments to celebrate. The staff, parents and learners are passionate and committed to the continual growth and development of this school. There is an exceptional learning environment created in our classrooms on a daily basis and the learners are genuinely happy at school. In order to continue in the process of positive reflection and growth, the team suggest the following recommendations:

1. *Continue to seek alternative premises with the option of separating the junior and high schools onto different campuses.*

The school's buildings and grounds are a point of contention for both parents and students as promises were made in the past for a new school on new premises, which due to unforeseen circumstances have not been filled. Continued investigation has taken place in an attempt to solve this problem, however, to date we have not had any success acquiring alternative premises.

2. *Continued implementation and commitment to the PYP*

Staff need to work together to adapt and develop an action plan for the continued implementation of the PYP so as to ensure that all stake-holders needs are met. A bench marking system needs to be put in place to ensure that attainment targets are met.

3. *Increased communication and collaboration between the IES schools*

The three schools need to work more closely together, so as to better fulfil the vision and mission of the IES Company. Staff will in turn be better equipped to assist one another with curriculum attainment goals.

4. *A clear strategic development plan to be implemented*

A clear and detailed strategic plan needs to be developed, communicated and implemented in order to give guidance to all stakeholders on matters pertaining to the development and on-going functioning of the school.

5. *Clearer communication of financial matters*

The local staff members of the International School of Helderberg have no governance over the communication of financial issues, and no authority to review or alter policy in this regard. Budgetary matters need to be more clearly communicated with staff and staff should have the opportunity to submit proposed budgetary requirements for their relevant departments, to be taken into consideration when compiling the annual budget.

6. *Fund raising*

Fund-raising activities need to be focus driven. It is recommended that a fund-raising committee be established.

Quality Assurance Culture

The International School of Helderberg is committed to providing an educational experience for children from age 3 to 19 that adequately prepares them for a productive and successful future. The school adopts an attitude of self-reflection in order to ensure that teaching and learning is of the highest quality.

The IQAA process has afforded us the opportunity to conduct a 360° review of the functioning of the school, and it has become clear that while there are many great achievements to be celebrated, there are some areas that need continued improvement. The staff and management teams of the school are committed to the implementation of the necessary actions to ensure this improvement.

Appendix 1: Results of IQAA Opinion Surveys

HELDERBERG IES INTERNATIONAL SCHOOL: PRE-PRIMARY
INDEPENDENT QUALITY ASSURANCE AGENCY

2012

PARENT OPINIONS

	<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE STRONGLY</u>
P1 My child is happy at school.	67	33	0	0
	100		0	
P2 My child has developed positively in all areas.	57	43	0	0
	100		0	
P3 The activities offered are age-appropriate.	57	43	0	0
	100		0	
P4 The classrooms are neat and attractive.	52	38	10	0
	90		10	
P5 Children's work is not sufficiently displayed.	0	0	43	57
	0		100	
P6 My child experiences creative play at school.	57	43	0	0
	100		0	
P7 The playground has a good selection of apparatus.	33	67	0	0
	100		0	
P8 The apparatus is clean and safe.	38	62	0	0

		100		0	
P9	Educators are not sufficiently approachable.	4	0	48	48
		4		96	
P10	Children are encouraged to develop healthy friendships.	57	43	0	0
		100		0	
P11	Children are encouraged to be kind and considerate to others.	76	24	0	0
		100		0	
P12	Children are encouraged to consider the needs of others in the wider community	71	29	0	0
		100		0	
P13	The programme covers all disciplines.	52	48	0	0
		100		0	
P14	The school is safe and secure.	48	52	0	0
		100		0	
P15	Educators are quick to let parents know of possible problems - health, learning or social.	57	38	5	0
		95		5	
P16	Communication with parents is good and regular.	62	38	0	0
		100		0	
P17	More regular information and educational meetings with parents are needed.	5	15	50	30
		20		80	
P18	Children know and understand what is expected of them.	43	57	0	0
		100		0	
P19	Children are comfortable and secure in a steady routine.	62	38	0	0
		100		0	
P20	Reports are well thought out and clear.	57	43	0	0

	100		0	
P21 Class sizes are reasonable.	48	38	14	0
	86		14	
P22 There is an efficient Aftercare.	36	43	7	14
	79		21	
P23 Children do not have a relaxed age-appropriate afternoon programme.	0	43	36	21
	43		57	
P24 The children are safe and secure.	33	67	0	0
	100		0	
P25 Parents are kept well informed of any situation, positive or negative.	55	45	0	0
	100		0	
P26 I always call for my child before the official closing time.	61	31	0	8
	92		8	

STAFF OPINIONS

		<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE</u> <u>STRONGLY</u>
S1	The children are happy at school.	50	50	0	0
		100		0	
S2	The parents respect the staff and are co-operative.	0	100	0	0
		100		0	
S3	The curriculum is well planned and age-appropriate.	0	100	0	0
		100		0	
S4	The school runs smoothly with well-structured policies.	0	50	50	0
		50		50	
S5	Staff are not sufficiently consulted in the drawing up of policies.	0	50	50	0
		50		50	
S6	The facilities are good.	0	0	100	0
		0		100	
S7	The buildings and playground are well planned and safe.	0	50	50	0
		50		50	
S8	The school is safe and secure.	0	100	0	0
		100		0	
S9	The playground needs a better selection of apparatus.	50	0	50	0
		50		50	
S10	The apparatus is clean and safe.	0	50	0	50

		50	50
S11	Children know and understand what is expected of them.	0 100	0 0
		100	0
S12	Children are comfortable and secure in a steady routine.	50 50	0 0
		100	0
S13	Parents are not supportive and appreciative of staff efforts.	0 0	50 50
		0	100
S14	Communication with parents is good, including information about the children's progress.	50 50	0 0
		100	0
S15	Staff have opportunities for professional development.	0 0	50 50
		0	100
S16	The school is well led and managed.	0 0	100 0
		0	100
S17	Parents are encouraged to be involved.	0 100	0 0
		100	0
S18	Communications between the pre-school and foundation phases is poor.	0 0	100 0
		0	100
S19	The Grade 1 educators have realistic expectations of Grade R children.	50 50	0 0
		100	0

LEARNER OPINIONS

		<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE STRONGLY</u>
L1	I am happy at school.	20	78	2	0
		98		2	
L2	I am making good progress at school.	38	60	2	0
		98		2	
L3	I am not involved and interested in school activities beyond the classroom.	0	10	35	55
		10		90	
L4	I respect my teachers.	50	48	2	0
		98		2	
L5	My teachers respect and care for me.	72	26	2	0
		98		2	
L6	My teachers encourage me to work hard.	78	18	4	0
		96		4	
L7	My teachers often complain about my work.	2	30	46	22
		32		68	
L8	Discipline is good at school.	26	68	6	0
		94		6	
L9	My possessions are safe at school.	46	44	10	0
		90		10	
L10	I feel safe and secure at school.	71	27	2	0
		98		2	
L11	I am bullied at school.	10	18	25	47
		28		72	

L12	I am satisfied with the homework I am expected to do.	36	54	6	4
		90		10	
L13	The school has high standards academically.	34	44	20	2
		78		22	
L14	The school has high standards culturally, eg in music, drama, art, dance etc.	45	35	16	4
		80		20	
L15	The school satisfies my sporting needs.	36	36	12	16
		72		28	
L16	I am not interested in my work.	2	6	42	50
		8		92	
L17	I have good friends at school.	64	32	4	0
		96		4	
L18	There are too many learners in my classes.	0	4	16	80
		4		96	
L19	I find it difficult to approach my teachers with any problems.	6	12	36	46
		18		82	
L20	The school's facilities are good.	20	27	29	24
		47		53	
L21	My parents have a high opinion of the school.	49	39	6	6
		88		12	
L22	I am proud to be at this school.	52	40	4	4
		92		8	

PARENT OPINIONS

	<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE STRONGLY</u>
P1 My child is happy at school.	38	58	4	0
	96		4	
P2 My child is making good progress at school.	39	61	0	0
	100		0	
P3 My child is not involved and interested in school activities beyond the classroom.	0	10	58	32
	10		90	
P4 My child's attitude towards and respect for the teachers is good.	58	40	2	0
	98		2	
P5 My child's teachers show a good attitude towards and respect for her/him.	46	50	4	0
	96		4	
P6 My child is cared for, and not only in the classroom.	46	46	8	0
	92		8	
P7 The school keeps me well informed of my child's progress.	31	63	4	2
	94		6	
P8 I am easily able to approach the appropriate staff member (s) about my child.	42	52	4	2
	94		6	
P9 My child is experiencing good values through the people and activities at school.	40	54	6	0
	94		6	
P10 Discipline at the school is good.	37	61	2	0
	98		2	
P11 My child's possessions are safe at school.	37	55	6	2
	92		8	
P12 My child feels safe and secure at school.	54	46	0	0

		100		0	
P13	My child is bullied at school.	0	16	31	53
		16		84	
P14	My child is given homework of appropriate nature and amount.	25	67	8	0
		92		8	
P15	The leadership of the school is good.	20	48	20	12
		68		32	
P16	The management of the school is good.	16	60	20	4
		76		24	
P17	The school expects too much of learners academically.	8	10	58	24
		18		82	
P18	The school has high standards culturally, eg in music, drama, art, dance etc.	17	52	21	10
		69		31	
P19	The school satisfies my child's sporting needs.	6	56	25	13
		62		38	
P20	As a parent/guardian I do not feel welcome in the school.	2	4	44	50
		6		94	
P21	The governing body does a good job.	6	67	17	10
		73		27	
P22	The school's facilities are good.	10	30	35	25
		40		60	
P23	I criticise the school to other people.	0	8	32	60
		8		92	

STAFF OPINIONS

		<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE</u> <u>STRONGLY</u>
S1	Learners are happy at this school,	20	80	0	0
		100		0	
S2	Teachers are not involved in school activities beyond the classroom.	0	10	40	50
		10		90	
S3	Learners do not have much respect for the staff.	0	20	70	10
		20		80	
S4	The staff show respect and care for learners.	40	60	0	0
		100		0	
S5	Teachers are easily approachable concerning problems - by learners.	30	60	10	0
		90		10	
S6	Teachers are easily approachable concerning problems - by parents.	30	70	0	0
		100		0	
S7	Discipline at the school is good.	10	50	40	0
		60		40	
S8	Possessions are safe at school.	20	80	0	0
		100		0	
S9	Learners are safe and secure at school.	30	70	0	0
		100		0	
S10	Learners are bullied at school.	0	10	60	30

		10		90	
S11	Homework is set of the appropriate nature and amount.	0	80	10	10
		80		20	
S12	The leadership of the school is good.	10	30	40	20
		40		60	
S13	The management of the school is good.	20	20	50	10
		40		60	
S14	The school expects too much of learners academically.	0	20	70	10
		20		80	
S15	The school has high standards culturally, eg in music, drama, art, dance etc.	0	60	30	10
		60		40	
S16	The school satisfies learners' sporting needs.	0	0	70	30
		0		100	
S17	Parents do not show enough support for the school.	0	30	60	10
		30		70	
S18	The governing body does a good job.	0	50	25	25
		50		50	
S19	The school's facilities are good.	0	0	50	50
		0		100	
S20	Classes are too big.	0	0	30	70
		0		100	
S21	The staff are proud to be at this school.	10	40	30	20
		50		50	
S22	The staff do not always treat learners fairly.	0	0	78	22

		0		100	
S23	The staff have an appropriate say in policy and decision making.	0	20	50	30
		20		80	
S24	The staff have opportunities for development.	0	20	40	40
		20		80	
S25	The staff have opportunities for promotion in the school.	0	10	60	30
		10		90	
S26	There is a good staff appraisal system.	0	20	50	30
		20		80	
S27	The staff get on well with one another.	20	70	0	10
		90		10	

LEARNER OPINIONS

	<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE</u> <u>STRONGLY</u>
L1 I am happy at school.	28	63	9	0
	91		9	
L2 I am making good progress at school.	19	72	9	0
	91		9	
L3 I am not involved and interested in school activities beyond the classroom.	12	12	36	40
	24		76	
L4 I respect my teachers.	49	51	0	0
	100		0	
L5 My teachers respect and care for me.	37	60	0	3
	97		3	
L6 My teachers encourage me to work hard.	53	44	3	0
	97		3	
L7 My teachers often complain about my work.	5	16	51	28
	21		79	
L8 Discipline is good at school.	28	51	16	5
	79		21	
L9 My possessions are safe at school.	35	49	9	7
	84		16	
L10 I feel safe and secure at school.	60	40	0	0
	100		0	
L11 I am bullied at school.	0	9	24	67
	9		91	

L12	I am satisfied with the homework I am expected to do.	12	53	28	7
		65		35	
L13	The school has high standards academically.	72	23	3	2
		95		5	
L14	The school has high standards culturally, eg in music, drama, art, dance etc.	10	33	40	17
		43		57	
L15	The school satisfies my sporting needs.	12	26	49	13
		38		62	
L16	I am not interested in my work.	2	7	35	56
		9		91	
L17	I have good friends at school.	56	35	9	0
		91		9	
L18	There are too many learners in my classes.	0	7	28	65
		7		93	
L19	I find it difficult to approach my teachers with any problems.	0	16	49	35
		16		84	
L20	The school's facilities are good.	8	24	44	24
		32		68	
L21	My parents have a high opinion of the school.	31	45	7	17
		76		24	
L22	I am proud to be at this school.	21	63	16	0
		84		16	

PARENT OPINIONS

	<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE STRONGLY</u>
P1 My child is happy at school.	37	53	10	0
	90		10	
P2 My child is making good progress at school.	36	51	13	0
	87		13	
P3 My child is not involved and interested in school activities beyond the classroom.	5	18	51	26
	23		77	
P4 My child's attitude towards and respect for the teachers is good.	46	46	8	0
	92		8	
P5 My child's teachers show a good attitude towards and respect for her/him.	46	46	8	0
	92		8	
P6 My child is cared for, and not only in the classroom.	41	51	5	3
	92		8	
P7 The school keeps me well informed of my child's progress.	23	67	8	2
	90		10	
P8 I am easily able to approach the appropriate staff member (s) about my child.	51	41	5	3
	92		8	
P9 My child is experiencing good values through the people and activities at school.	36	56	8	0
	92		8	
P10 Discipline at the school is good.	26	72	2	0
	98		2	
P11 My child's possessions are safe at school.	33	56	8	3
	89		11	

P12 My child feels safe and secure at school.	49	46	3	2
	95		5	
P13 My child is bullied at school.	3	5	26	66
	8		92	
P14 My child is given homework of appropriate nature and amount.	13	79	8	0
	92		8	
P15 The leadership of the school is good.	18	69	5	8
	87		13	
P16 The management of the school is good.	13	61	18	8
	74		26	
P17 The school expects too much of learners academically.	3	11	60	26
	14		86	
P18 The school has high standards culturally, eg in music, drama, art, dance etc.	3	48	46	3
	51		49	
P19 The school satisfies my child's sporting needs.	3	50	42	5
	53		47	
P20 As a parent/guardian I do not feel welcome in the school.	5	3	37	55
	8		92	
P21 The governing body does a good job.	5	68	19	8
	73		27	
P22 The school's facilities are good.	6	28	51	15
	34		66	
P23 I criticise the school to other people.	0	8	38	54
	8		92	

STAFF OPINIONS

	<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE</u> <u>STRONGLY</u>
S1 Learners are happy at this school,	25	75	0	0
	100		0	
S2 Teachers are not involved in school activities beyond the classroom.	0	0	63	37
	0		100	
S3 Learners do not have much respect for the staff.	0	0	100	0
	0		100	
S4 The staff show respect and care for learners.	37	63	0	0
	100		0	
S5 Teachers are easily approachable concerning problems - by learners.	25	75	0	0
	100		0	
S6 Teachers are easily approachable concerning problems - by parents.	25	75	0	0
	100		0	
S7 Discipline at the school is good.	0	75	25	0
	75		25	
S8 Possessions are safe at school.	0	87	13	0
	87		13	
S9 Learners are safe and secure at school.	50	50	0	0
	100		0	
S10 Learners are bullied at school.	0	13	63	24

		13		87	
S11	Homework is set of the appropriate nature and amount.	12	88	0	0
		100		0	
S12	The leadership of the school is good.	0	63	25	12
		63		37	
S13	The management of the school is good.	0	75	13	12
		75		25	
S14	The school expects too much of learners academically.	13	0	87	0
		13		87	
S15	The school has high standards culturally, eg in music, drama, art, dance etc.	0	50	25	25
		50		50	
S16	The school satisfies learners' sporting needs.	0	25	63	12
		25		75	
S17	Parents do not show enough support for the school.	0	63	37	0
		63		37	
S18	The governing body does a good job.	0	38	50	12
		38		62	
S19	The school's facilities are good.	0	12	38	50
		12		88	
S20	Classes are too big.	0	0	63	37
		0		100	
S21	The staff are proud to be at this school.	0	63	25	12
		63		37	
S22	The staff do not always treat learners fairly.	0	0	50	50

	0		100	
S23 The staff have an appropriate say in policy and decision making.	0	25	50	25
	25		75	
S24 The staff have opportunities for development.	0	14	43	43
	14		86	
S25 The staff have opportunities for promotion in the school.	0	25	38	37
	25		75	
S26 There is a good staff appraisal system.	0	25	50	25
	25		75	
S27 The staff get on well with one another.	25	75	0	0
	100		0	

NATIONAL AVERAGES PRE-PRIMARY SCHOOLS
INDEPENDENT QUALITY ASSURANCE AGENCY

2011
Dec-11

PARENT OPINIONS

	<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE</u> <u>STRONGLY</u>
P1 My child is happy at school.	64	36	0	0
	100		0	
P2 My child has developed positively in all areas.	42	55	3	0
	97		3	
P3 The activities offered are age-appropriate.	48	51	1	0
	99		1	
P4 The classrooms are neat and attractive.	56	42	2	0
	98		2	
P5 Children's work is not sufficiently displayed.	5	15	55	25
	20		80	
P6 My child experiences creative play at school.	40	57	3	0
	97		3	
P7 The playground has a good selection of apparatus.	30	56	11	3
	86		14	
P8 The apparatus is clean and safe.	30	61	7	2
	91		9	
P9 Educators are not sufficiently approachable.	6	7	45	42

	13		87	
P10 Children are encouraged to develop healthy friendships.	41	57	2	0
	98		2	
P11 Children are encouraged to be kind and considerate to others.	52	47	1	0
	99		1	
P12 Children are encouraged to consider the needs of others in the wider community	35	61	4	0
	96		4	
P13 The programme covers all disciplines.	35	61	3	1
	96		4	
P14 The school is safe and secure.	48	47	5	0
	95		5	
P15 Educators are quick to let parents know of possible problems - health, learning or social.	50	46	4	0
	96		4	
P16 Communication with parents is good and regular.	47	48	4	1
	95		5	
P17 More regular information and educational meetings with parents are needed.	19	35	39	7
	54		46	
P18 Children know and understand what is expected of them.	31	66	3	0
	97		3	
P19 Children are comfortable and secure in a steady routine.	42	57	1	0
	99		1	
P20 Reports are well thought out and clear.	36	60	3	1
	96		4	
P21 Class sizes are reasonable.	40	52	6	2

	92		8	
P22 There is an efficient Aftercare.	33	54	8	5
	87		13	
P23 Children do not have a relaxed age-appropriate afternoon programme.	7	23	46	24
	30		70	
P24 The children are safe and secure.	39	54	5	2
	93		7	
P25 Parents are kept well informed of any situation, positive or negative.	33	54	11	2
	87		13	
P26 I always call for my child before the official closing time.	33	37	22	8
	70		30	

Appendix 2: National Averages

NATIONAL AVERAGES PRE-PRIMARY SCHOOLS INDEPENDENT QUALITY ASSURANCE AGENCY

2011

Dec-11

PARENT OPINIONS				
	<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGRE</u> <u>E</u>	<u>DISAGREE</u> <u>STRONGLY</u>
P1 My child is happy at school.	64	36	0	0
	100		0	
P2 My child has developed positively in all areas.	42	55	3	0
	97		3	
P3 The activities offered are age-appropriate.	48	51	1	0
	99		1	
P4 The classrooms are neat and attractive.	56	42	2	0
	98		2	
P5 Children's work is not sufficiently displayed.	5	15	55	25
	20		80	
P6 My child experiences creative play at school.	40	57	3	0
	97		3	
P7 The playground has a good selection of apparatus.	30	56	11	3
	86		14	

P8	The apparatus is clean and safe.	30	61	7	2
		91		9	
P9	Educators are not sufficiently approachable.	6	7	45	42
		13		87	
P1 0	Children are encouraged to develop healthy friendships.	41	57	2	0
		98		2	
P1 1	Children are encouraged to be kind and considerate to others.	52	47	1	0
		99		1	
P1 2	Children are encouraged to consider the needs of others in the wider community	35	61	4	0
		96		4	
P1 3	The programme covers all disciplines.	35	61	3	1
		96		4	
P1 4	The school is safe and secure.	48	47	5	0
		95		5	
P1 5	Educators are quick to let parents know of possible problems - health, learning or social.	50	46	4	0
		96		4	
P1 6	Communication with parents is good and regular.	47	48	4	1
		95		5	
P1 7	More regular information and educational meetings with parents are needed.	19	35	39	7
		54		46	

P1 8	Children know and understand what is expected of them.	31	66	3	0
		97		3	
P1 9	Children are comfortable and secure in a steady routine.	42	57	1	0
		99		1	
P2 0	Reports are well thought out and clear.	36	60	3	1
		96		4	
P2 1	Class sizes are reasonable.	40	52	6	2
		92		8	
P2 2	There is an efficient Aftercare.	33	54	8	5
		87		13	
P2 3	Children do not have a relaxed age-appropriate afternoon programme.	7	23	46	24
		30		70	
P2 4	The children are safe and secure.	39	54	5	2
		93		7	
P2 5	Parents are kept well informed of any situation, positive or negative.	33	54	11	2
		87		13	
P2 6	I always call for my child before the official closing time.	33	37	22	8
		70		30	

**NATIONAL AVERAGES PRE-PRIMARY SCHOOLS
INDEPENDENT QUALITY ASSURANCE AGENCY**

**2011
Dec-11**

STAFF OPINIONS

		<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE</u> <u>STRONGLY</u>
S1	The children are happy at school.	79	21	0	0
		100		0	
S2	The parents respect the staff and are co-operative.	25	67	8	0
		92		8	
S3	The curriculum is well planned and age-appropriate.	51	47	2	0
		98		2	
S4	The school runs smoothly with well-structured policies.	32	62	6	0
		94		6	
S5	Staff are not sufficiently consulted in the drawing up of policies.	6	31	46	17
		37		63	
S6	The facilities are good.	29	56	13	2
		85		15	
S7	The buildings and playground are well planned and safe.	32	49	15	4
		81		19	
S8	The school is safe and secure.	44	51	5	0
		95		5	
S9	The playground needs a better selection of apparatus.	22	37	31	10

		59		41	
S10	The apparatus is clean and safe.	22	65	11	2
		87		13	
S11	Children know and understand what is expected of them.	43	56	1	0
		99		1	
S12	Children are comfortable and secure in a steady routine.	57	41	2	0
		98		2	
S13	Parents are not supportive and appreciative of staff efforts.	2	17	62	19
		19		81	
S14	Communication with parents is good, including information about the children's progress.	50	47	3	0
		97		3	
S15	Staff have opportunities for professional development.	32	54	9	5
		86		14	
S16	The school is well led and managed.	37	54	7	2
		91		9	
S17	Parents are encouraged to be involved.	44	53	3	0
		97		3	
S18	Communications between the pre-school and foundation phases is poor.	3	19	52	26
		22		78	
S19	The Grade 1 educators have realistic expectations of Grade R children.	24	62	12	2
		86		14	

NATIONAL AVERAGES FOR PRIMARY SCHOOLS
INDEPENDENT QUALITY ASSURANCE AGENCY

Dec-11

LEARNER OPINIONS

	<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE</u> <u>STRONGLY</u>
1 I am happy at school.	58	36	4	2
	94		6	
2 I am making good progress at school.	54	42	3	1
	96		4	
3 I am not involved and interested in school activities beyond the classroom.	17	13	23	47
	30		70	
4 I respect my teachers.	73	23	2	2
	96		4	
5 My teachers respect and care for me.	70	24	4	2
	94		6	
6 My teachers encourage me to work hard.	72	23	2	3
	95		5	
7 My teachers often complain about my work.	13	18	33	36
	31		69	
8 Discipline is good at school.	52	33	8	7

		85	15
9	My possessions are safe at school.	41 32	13 14
		73	27
10	I feel safe and secure at school.	67 24	5 4
		91	9
11	I am bullied at school.	14 15	23 48
		29	71
12	I am satisfied with the homework I am expected to do.	52 33	9 6
		85	15
13	The school has high standards academically.	65 27	4 4
		92	8
14	The school has high standards culturally, eg in music, drama, art, dance etc.	51 32	10 7
		83	17
15	The school satisfies my sporting needs.	53 29	10 8
		82	18
16	I am not interested in my work.	10 8	20 62
		18	82
17	I have good friends at school.	67 23	5 5
		90	10
18	There are too many learners in my classes.	14 10	25 51
		24	76
19	I find it difficult to approach my teachers with any problems.	19 19	27 35

		38		62	
20	The school's facilities are good.	52	29	11	8
		81		19	
21	My parents have a high opinion of the school.	60	30	5	5
		90		10	
22	I am proud to be at this school.	70	21	5	4
		91		9	

NATIONAL AVERAGES FOR PRIMARY SCHOOLS
INDEPENDENT QUALITY ASSURANCE AGENCY

2011
Dec-11

PARENT OPINIONS

	<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE STRONGLY</u>
1 My child is happy at school.	59	38	2	1
	97		3	
2 My child is making good progress at school.	47	50	3	0
	97		3	
3 My child is not involved and interested in school activities beyond the classroom.	5	10	43	42
	15		85	
4 My child's attitude towards and respect for the teachers is good.	61	38	1	0
	99		1	
5 My child's teachers show a good attitude towards and respect for her/him.	57	41	2	0
	98		2	
6 My child is cared for, and not only in the classroom.	50	47	3	0
	97		3	
7 The school keeps me well informed of my child's progress.	47	46	6	1
	93		7	
8 I am easily able to approach the appropriate staff member (s) about my	52	44	4	0
	96		4	

	child.				
9	My child is experiencing good values through the people and activities at school.	48	50	2	0
		98		2	
10	Discipline at the school is good.	44	49	6	1
		93		7	
11	My child's possessions are safe at school.	37	52	9	2
		89		11	
12	My child feels safe and secure at school.	56	41	2	1
		97		3	
13	My child is bullied at school.	4	10	45	41
		14		86	
14	My child is given homework of appropriate nature and amount.	34	58	6	2
		92		8	
15	The leadership of the school is good.	44	50	5	1
		94		6	
16	The management of the school is good.	41	52	6	1
		93		7	
17	The school expects too much of learners academically.	7	15	52	26
		22		78	
18	The school has high standards culturally, eg in music, drama, art, dance etc.	28	52	17	3

		80		20	
19	The school satisfies my child's sporting needs.	25	50	19	6
		75		25	
20	As a parent/guardian I do not feel welcome in the school.	5	5	34	56
		10		90	
21	The governing body does a good job.	26	63	8	3
		89		11	
22	The school's facilities are good.	27	57	13	3
		84		16	
23	I criticise the school to other people.	3	4	29	64
		7		93	

NATIONAL AVERAGES FOR PRIMARY SCHOOLS

INDEPENDENT QUALITY ASSURANCE AGENCY

2011

Dec-11

**STAFF
OPINIONS**

	<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE STRONGLY</u>
1 Learners are happy at this school,	64	36	0	0
	100		0	
2 Teachers are not involved in school activities beyond the classroom.	3	5	28	64
	8		92	
3 Learners do not have much respect for the staff.	1	16	48	35
	17		83	
4 The staff show respect and care for learners.	76	22	1	1
	98		2	
5 Teachers are easily approachable concerning problems - by learners.	65	33	2	0
	98		2	
6 Teachers are easily approachable concerning problems - by parents.	61	37	2	0
	98		2	
7 Discipline at the school is good.	27	61	11	1
	88		12	
8 Possessions are safe at school.	24	61	13	2

		85	15
9	Learners are safe and secure at school.	70 29	1 0
		99	1
10	Learners are bullied at school.	1 18	58 23
		19	81
11	Homework is set of the appropriate nature and amount.	44 51	4 1
		95	5
12	The leadership of the school is good.	49 46	4 1
		95	5
13	The management of the school is good.	46 45	8 1
		91	9
14	The school expects too much of learners academically.	2 4	53 41
		6	94
15	The school has high standards culturally, eg in music, drama, art, dance etc.	29 51	17 3
		80	20
16	The school satisfies learners' sporting needs.	24 61	14 1
		85	15
17	Parents do not show enough support for the school.	7 31	49 13
		38	62
18	The governing body does a good job.	30 54	13 3

		84	16
19	The school's facilities are good.	25 52	18 4
		77	22
20	Classes are too big.	4 12	40 44
		16	84
21	The staff are proud to be at this school.	52 43	4 1
		95	5
22	The staff do not always treat learners fairly.	3 10	40 47
		13	87
23	The staff have an appropriate say in policy and decision making.	18 57	20 5
		75	25
24	The staff have opportunities for development.	33 50	16 1
		83	17
25	The staff have opportunities for promotion in the school.	7 46	39 8
		53	47
26	There is a good staff appraisal system.	18 50	27 5
		68	32
27	The staff get on well with one another.	42 52	5 1
		94	6

LEARNER OPINIONS

		<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE STRONGLY</u>
L1	I am happy at school.	25	63	10	2
		88		12	
L2	I am making good progress at school.	20	72	7	1
		92		8	
L3	I am not involved and interested in school activities beyond the classroom.	6	14	39	41
		20		80	
L4	I respect my teachers.	46	48	2	4
		94		6	
L5	My teachers respect and care for me.	25	62	10	3
		87		13	
L6	My teachers encourage me to work hard.	35	54	9	2
		89		11	
L7	My teachers often complain about my work.	3	14	54	29
		17		83	
L8	Discipline is good at school.	25	53	15	7
		88		22	
L9	My possessions are safe at school.	15	46	27	12
		61		39	
L10	I feel safe and secure at school.	39	51	7	3
		90		10	
L11	I am bullied at school.	3	6	32	59

		9		91	
L12	I am satisfied with the homework I am expected to do.	14	55	21	10
		69		31	
L13	The school has high standards academically.	45	45	8	2
		90		10	
L14	The school has high standards culturally, eg in music, drama, art, dance etc.	29	45	19	7
		74		26	
L15	The school satisfies my sporting needs.	23	38	22	17
		61		39	
L16	I am not interested in my work.	2	8	46	44
		10		90	
L17	I have good friends at school.	55	35	5	5
		90		10	
L18	There are too many learners in my classes.	4	7	48	41
		11		89	
L19	I find it difficult to approach my teachers with any problems.	9	28	47	16
		37		63	
L20	The school's facilities are good.	22	49	17	12
		71		29	
L21	My parents have a high opinion of the school.	33	50	13	4
		83		17	
L22	I am proud to be at this school.	39	45	11	5
		84		16	

**NATIONAL AVERAGES SENIOR SCHOOL
INDEPENDENT QUALITY ASSURANCE AGENCY**

**2011
Dec-11**

PARENT OPINIONS

		<u>AGREE STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE STRONGLY</u>
P1	My child is happy at school.	37	53	8	2
		90		10	
P2	My child is making good progress at school.	33	59	7	1
		92		8	
P3	My child is not involved and interested in school activities beyond the classroom.	5	15	45	35
		20		80	
P4	My child's attitude towards and respect for the teachers is good.	46	51	3	0
		97		3	
P5	My child's teachers show a good attitude towards and respect for her/him.	35	58	6	1
		93		7	
P6	My child is cared for, and not only in the classroom.	35	60	4	1
		95		5	
P7	The school keeps me well informed of my child's progress.	33	52	13	2
		85		15	
P8	I am easily able to approach the appropriate staff member (s) about my child.	35	56	7	2
		91		9	
P9	My child is experiencing good values through the people and	35	57	7	1

	activities at school.				
		92		8	
P10	Discipline at the school is good.	33	54	11	2
		87		13	
P11	My child's possessions are safe at school.	22	53	18	7
		75		25	
P12	My child feels safe and secure at school.	43	52	4	1
		95		5	
P13	My child is bullied at school.	4	6	42	48
		10		90	
P14	My child is given homework of appropriate nature and amount.	20	64	12	4
		84		16	
P15	The leadership of the school is good.	28	58	12	2
		86		14	
P16	The management of the school is good.	31	56	10	3
		87		13	
P17	The school expects too much of learners academically.	8	18	56	18
		26		74	
P18	The school has high standards culturally, eg in music, drama, art, dance etc.	25	51	19	5
		76		24	
P19	The school satisfies my child's sporting needs.	16	44	26	14
		60		40	
P20	As a parent/guardian I do not feel welcome in the school.	5	7	38	50
		12		88	

P21	The governing body does a good job.	22	62	13	3
		84		16	
P22	The school's facilities are good.	22	49	18	11
		71		29	
P23	I criticise the school to other people.	2	7	33	58
		9		91	

STAFF OPINIONS

		<u>AGREE</u> <u>STRONGLY</u>	<u>AGREE</u>	<u>DISAGREE</u>	<u>DISAGREE</u> <u>STRONGLY</u>
S1	Learners are happy at this school,	34	64	2	0
		98		2	
S2	Teachers are not involved in school activities beyond the classroom.	3	8	27	62
		11		89	
S3	Learners do not have much respect for the staff.	2	13	56	29
		15		85	
S4	The staff show respect and care for learners.	59	39	1	1
		98		2	
S5	Teachers are easily approachable concerning problems - by learners.	49	48	3	0
		97		3	
S6	Teachers are easily approachable concerning problems - by parents.	44	54	2	0
		98		2	
S7	Discipline at the school is good.	22	69	7	2
		91		9	
S8	Possessions are safe at school.	11	58	28	3
		69		31	
S9	Learners are safe and secure at school.	56	41	3	0
		97		3	

S10	Learners are bullied at school.	2	27	58	13
		29		71	
S11	Homework is set of the appropriate nature and amount.	15	76	8	1
		91		9	
S12	The leadership of the school is good.	38	50	10	2
		88		12	
S13	The management of the school is good.	37	53	8	2
		90		10	
S14	The school expects too much of learners academically.	4	11	61	25
		15		86	
S15	The school has high standards culturally, eg in music, drama, art, dance etc.	39	44	14	3
		83		17	
S16	The school satisfies learners' sporting needs.	37	43	17	3
		80		20	
S17	Parents do not show enough support for the school.	10	29	49	12
		39		61	
S18	The governing body does a good job.	30	54	8	7
		84		15	
S19	The school's facilities are good.	34	43	15	8
		77		23	
S20	Classes are too big.	4	8	52	36
		12		88	
S21	The staff are proud to be at this school.	37	50	11	2
		87		13	

S22	The staff do not always treat learners fairly.	2	16	58	24
		18		82	
S23	The staff have an appropriate say in policy and decision making.	12	52	30	6
		64		36	
S24	The staff have opportunities for development.	23	61	13	3
		84		16	
S25	The staff have opportunities for promotion in the school.	6	58	32	5
		64		37	
S26	There is a good staff appraisal system.	8	56	28	8
		64		36	
S27	The staff get on well with one another.	33	61	5	1
		94		6	

Appendix 3: Matric Results

Year	Number of Candidates	Pass Rate
2011	4	100%
2010	0	n/a
2009	11	100%
2008	2	100%
2007	6	100%
2006	2	100%

Appendix 4: Joint Mentors Report



Independent Quality Assurance Agency

JOINT MENTORS' REPORT ON HELDERBERG INTERNATIONAL SCHOOL

1. Introduction

The evaluation of Helderberg International School was initially scheduled to consist of the basic Core evaluation. However, the opinion surveys, discussions with the internal evaluation team, a staff focus group, and a preliminary conversation with the principal, all served to indicate that it would be advisable to add Governance & Management to the evaluation.

2. Reception and tone

In all our dealings with the International School of Helderberg before, during, and after the evaluation, we found the principal, the evaluation teams, and all the staff and children that we came into contact with, to be courteous, helpful and friendly. The school went out of its way to ensure that we felt welcome and had access to all the relevant role players. We were escorted to the various sections of the school campus, and were offered lunches and teas at appropriate times.

3. Rigour and efficiency of the evaluation

Primary and High Schools

Well before the actual evaluation period the mentors had two meetings with the team. These meetings helped to clarify aspects of the process and presented opportunity to discuss the problem of the anomalous governance of the school. We received most detailed and useful accounts of preliminary findings well before our visits to the school.

The handling of the opinion survey of parents, staff and learners was efficient and the return of parents' forms was good. The collection of comments on the forms was well managed and the team analysis of the survey results paid good attention to following up the areas of concern.

The follow up investigations consisted of observation, interviews and a number of focus groups. As mentors we were called in to chair the focus groups of the staff and the parents because it was thought that objective outsiders would ensure that frank and useful discussion took place.

Primary Years Programme (PYP)

Mentor: S. Gardener

The PYP internal evaluation team was very ably led by Alice Louw. Apart from her dedication and organizational ability Mrs Louw had a very thorough understanding of the principles and practices of the IQAA evaluation and was a pleasure to work with. Most of the team had attended the IQAA training workshop, they were well briefed by the team leader, and they worked most conscientiously throughout the evaluation.

The teaching staff had been well prepared for the classroom visits that form an essential part of the evaluation and there was little or no evidence of 'window dressing'. All classes had been observed by the evaluation team, and the mentor visited almost all of them when she was in the school. Reports on the classroom findings were frank and in some cases very usefully analytical. Mentor observations in the classrooms revealed good primary teaching in child-centred classroom environments

At the end of the process a rigorous meeting was held where the team and mentor discussed the findings and debated points of difference in order to reach consensus. During this meeting it was clear that the team felt the responsibility to ensure that the report should not in any way shirk reporting on negative findings.

High School

Mentor: E. Fullard

The High School internal evaluation team was led most diligently and capably by Sandra de Robeck who had attended the IQAA training workshop. The team had been well briefed and the staff well prepared for the classroom visits. It was gratifying to be welcomed into the lessons and then to observe teachers carrying on with their teaching in a most natural and unaffected manner.

The interaction between teachers and pupils was natural and comfortable and it was clear that there was mutual respect among them. The teaching was good. Lessons were made interesting and relevant and pupils were encouraged to participate by using some of their own experiences to enhance meaning for others. The level of questioning was excellent and pupils were expected to "stretch" their minds beyond the concrete and mundane to seek answers in a more abstract realm.

The day concluded with a successful debriefing meeting in which consensus was reached on a few outstanding matters. It was clear that the team were proud of what was being achieved at the school, but also committed to presenting the findings realistically and honestly so that areas of concern could be addressed in such a way that the school could move forward. The detailed school improvement plan bears testimony to this.

4. Estimation of the success of the evaluation

We believe that the final report on the internal evaluation of Helderberg International School reflects the findings accurately. Included with each section of the report there are recommendations, and at the end of the report the recommendations with timelines are presented in a table form for ease of reference. These recommendations are very detailed and will form a most useful checklist for use as the school moves forward.

Comment from the team leaders, members of the team and a number of the other teaching staff indicate that the school found the evaluation to be an invigorating and useful process. In particular the evaluation has served to open up sensitive governance and management issues. We sincerely hope that some of these will be resolved following the evaluation.

The evaluation was successful in a number of ways. Simply being engaged with the process of evaluation provided all the teachers with opportunities to think about their school and their ambitions for it. This in turn opened up conversations about improvement. The internal classroom visits were regarded as useful for continuous improvement and the observations and suggestions made by the mentors were seen to be positive and helpful. The recommendations are useful and achievable.

5. General impressions gained by the mentors

Helderberg International School suffers from being in a sort of limbo. The premises are, according to a number of authoritative informants at the school, temporary and yet the promise of new and more suitable premises is distant. Most of this is caused by the offshore governance and the slippage between governance and management that constantly compromises the principal's leadership. Parents seem to be completely wedded to the advantages offered by the tiny classes and international curriculums but many of them are also jumpy about the future of the school. This, too, is mostly brought about by the distant governance that appears not to care to understand or accommodate local conditions and the immediate problems experienced at the school.

However, despite this the children experience the school as a happy learning environment and our general impression was one of teachers doing the job very well. We are pleased with the attitude with which recommendations were received.

We believe that the inclusion of an evaluation of Governance and Management was very important because it goes to the heart of the difficulties experienced at the school. It revealed considerable management difficulties experienced by the principal, which in turn led to the frustrations experienced by the staff and parents. It also served to put on the table a number of

internal issues, some of which arose out of organisational frustrations, which need airing and resolution.

6. Endorsement of the internal team's evaluation report – primary and secondary schools

As mentors we are pleased to endorse the internal evaluation team's report as a true reflection of the process and findings of the evaluation and congratulate the team leaders on a job most conscientiously done.

7. Conclusion

The mentors should like to acknowledge the excellent leadership of the internal evaluation team leaders, Alice Louw and Sandra de Robeck, not only for the efficient way in which they prepared the school for the process, but also for producing a comprehensive report on the findings. The school is fortunate to have two such committed people on its staff.

We should also like to thank the principal, Annette Austin, for her hospitality and for giving us sufficient time to talk to her about the school. The warm welcome and spirit of co-operation was echoed by staff, pupils and parents who made us feel very at home in their unique environment.

The visits to the school were most enjoyable and we thank everyone who helped to make it so. We wish the International School of Helderberg every success as it strives to overcome current problems and build on all that has been achieved thus far in its short existence.

Elizabeth Fullard – Secondary School mentor

Sue Gardener – Pre-Primary and Primary school mentor

10 October 2012