



Independent Quality Assurance Agency

Evaluation Team Report

St John's Preparatory School

2007

Independent Quality Assurance Agency

Evaluation Report for

28th May – 30th May 2007

St John's Preparatory School

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The Evaluation Team

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1. Background

St John's College is internationally recognised as one of the top academic Christian schools, offering a holistic education to a cross section of pupils. With an illustrious history spanning 109 years, the school has produced many fine leaders in commerce and industry, the largest number of professional graduates in the medical field as well as prominent sporting personalities.

Current enrolment figures show a student population of 365 boys from Upper 1 (Grade 3) – Upper Three (Grade 7). Inasmuch as the Prep has a very strong Christian ethos, it does accept children from other faiths. It also has a diverse enrolment of boys from a wide range of different cultures and religious affiliations.

The school's aim is to enable boys to develop their individual potential through exposure to a wide range of academic, sporting, creative and cultural activities. The primary goal is for boys to acquire the knowledge, skills and attitudes needed to produce well-adjusted, self-confident young men prepared for the academic, social and life challenges that lie ahead. St John's is committed to educating children for a future in South Africa and is acutely aware that the composition of the student body needs to reflect broader South African demographics. To this end, although St John's caters for a fairly affluent market (See attached School Fees Schedule, *Appendix A, p19*) there is limited financial assistance for boys from less privileged backgrounds. To further increase income for this crucial area of education, *Forging the Future*, a foundation funding plan, has recently been launched – one of its main purposes is to provide financial assistance for talented, previously disadvantaged boys.

An integral part of the curriculum is the social awareness programme, whereby boys, teachers and parents help children from poorer communities. An example of this is Masibambane College, a community school in Orange Farm that offers education to over six hundred children, in an informal settlement. It was started by Education Africa in partnership with St John's College in 1997. Apart from providing bursaries, the St John's community supports Masibambane by arranging educational and sporting interactions for boys and staff from both schools.

2. The Evaluation Process

Means and Method

- Questionnaires, which were drawn up by IQAA, were distributed to parents, staff and pupils. Responses were received from 335 boys, 344 families and 30 staff members, indicating a very high level of participation. A full summary of these results can be found in *Appendix B, page 20* attached.
- Based on the findings of these questionnaires, five focus groups were held, representing the views of 15 pupils, 42 parents and 24 staff members. Three of these were parent focus groups which were held separately to enable a full sample of parent opinion to be heard. A class mother from each year group was present at these focus groups. Almost all of the full-time members of staff were present for the staff focus group. For the boys' focus group, one boy from each class was randomly chosen to participate. A comprehensive list of the names of people attending these focus groups is attached as *Appendix C*.
- Classroom observations were undertaken by Mr Brian Williams (the IQAA Mentor) and members of the Evaluation Team. In total, 30 class visits took place and every full-time member of staff was visited. A standard Class Visit Report (See *Appendix D*) was completed for each of these lessons, and was used to assess the quality of teaching and learning in the school.
- Interviews were conducted with Jill Arnold (Learning Support) and the Housemasters (Leadership Programme).

Focus

The evaluation focused on the following areas:

1. Teaching and Learning:
 - The Curriculum and Teaching and Learning
 - Assessment
 - Support
2. Attainments and progress
3. Governance and Management
 - Leadership in the school
 - Teacher Development
 - Communication
4. Bullying
5. Safety of Possessions
6. Sport

Rating

The Quality Indicators suggested by IQAA were used throughout the process. In this report, the following terms apply:

Almost all	More than 90%
Most	75% - 90%
Some	50% - 75%
Few	25% - 50%
Very few	0% - 25%

3. Findings

The Curriculum, Teaching and Learning

Key Findings

The school scored very favourably in areas surrounding the curriculum and academic standards with regard to teaching and learning.

- A full and balanced curriculum is offered and there are high standards academically (100% staff, 100% parents, 97% boys).
- The learning support programme is a key strength and boys are happy at school (97% parents, 97% boys).
- Generally there is a caring relationship between teachers and boys, although a few boys found it difficult to approach teachers at times.
- Discipline at the school is good (89% boys, 91% parents, 87% staff).
- Some respondents feel class sizes are too big (33% staff, 22% boys).
- There is a need for a staff appraisal system.
- There is a need for a clear policy on staff involvement in extramurals.
- Technology in the classroom could be improved.

The Curriculum

The curriculum at St John's is continually evaluated and developed, so that it responds to the needs of its community, and also provides for the broader South African and global contexts. In addition to the teaching of core subjects like Languages, Mathematics and Natural and Social Sciences, emphasis is placed on a wide and holistic range of thinking skills, technological skills, life skills and entrepreneurial skills and most importantly, is underpinned by Christian values.

Time Allocated to Learning Areas
Shown in number of periods per week = ½ hour each

Learning Area	English includes Library, Reading	Afrikaans	Zulu	Maths	Science	Geog	History	EMS	LO: Sport, Divinity, Life Skills	D&T	IT	Music	Art
Upper 1	16	2	2	9	4 (Modular)			-	3	2	2	2	2
Lower 2	11	4	2	8	5 (Modular)			1	4	2	2	2	2
Upper 2	11	4	3	8	6 (Modular)			1	4	2	2	2	2
Lower 3	9	5	4	8	6 (Modular)			1	4	2	2	2	2
Upper 3	8	5	4	8	3	2	2	1	4	2	2	2	2

Modular subjects are taught on a rotational basis per term. This breakdown does not include time spent at assemblies, in chapel and in form periods each week. There is no subject choice available

to boys within the timetable. Balancing time between the additional languages (isiZulu and Afrikaans) is difficult because of time constraints and staff availability.

The learning programme at St John's is reviewed termly by the Heads of Learning Areas and the Head of Academics, and changes are made accordingly. Copies of policies and schemes of work reflecting these changes are kept up-to-date by the Head of Academics.

Teaching and Learning

Regular meetings are held with colleagues and Heads of Departments to plan the appropriate curriculum activities. The Evaluation Team Class visit reports reflected a wide variety of teaching methods, and lessons were lively and interactive. Teachers have good subject knowledge and skills appropriate to the levels they are teaching. There was clear evidence of thorough preparation and planning and lessons were very well managed. The quality of the dialogue between teachers and pupils was exceptionally good and the Mentor commented particularly on the close and caring relationship that exists between the teachers and their pupils.

Almost all parents and boys feel that homework of the appropriate nature and amount is set, and most teachers agree with this. The learning programme meets the needs of weak pupils – particularly by means of the Boys in Need programme. However, there are a few boys who responded that they are bored at school. A fuller definition of “bored” and further evaluation of this is needed.

Boys are encouraged to take responsibility for own learning by means of the diary card system which requires boys to plan appropriately. These are checked by class teachers/parents from time to time and the house point system rewards good management of this.

At the boys' focus group, the topic of teacher/pupil relationships was discussed, although 81% of respondents in the initial questionnaires found it easy to approach teachers with any problems. The following points were made:

- Boys felt that it depended on the individual boy and whether they liked the teacher or not.
- In the classroom, some boys felt that teachers give more attention to the boys who are struggling.

The issue of appropriate class sizes was raised in the questionnaires. Some teachers (33%) and a few boys (21%) felt that there were too many boys in a class. It must be noted that decreasing the size of classes would involve serious additional cost to the school and is not a decision that could be undertaken without extensive consultation with Council and the parent body.

There is an extensive programme in place for learning outside the classroom. Boys are taken on a variety of outings and external speakers/performers are invited in to the school. Each grade goes on a tour/camp appropriate to their level. The photographs on the following page show a selection of some of the recent events at the Prep.



U3 Boys on leadership camp at Babanango Valley



Ellis Pearson performs his latest show for the whole school



John van der Ruit visits the Prep to Promote his latest book: "Spud - The Madness Continues"



The Upper 1 Father-Son Cricket Camp Out on Edean Field

Teacher Development

The Prep School encourages teachers to remain life-long learners. This applies both to their own personal development and to the development and growth of their teaching methodology. Regular staff development meetings are held where pertinent topics are discussed. The Media Centre maintains an up-to-date collection of the latest publications and interesting web-sites for teachers to access. Teachers are encouraged to study further (at present, eight teachers are furthering their qualifications), to attend courses and conferences and to visit other schools to keep teaching methodology current. Knowledge is shared with colleagues, as in the Headmaster's recent visit to the ICP conference where a full report was circulated and input given into staff development sessions. An internship programme also encourages the growth and development of students into the teaching profession.

With regard to staff involvement in the extramural programme, the following points were made at the Staff Focus Group:

- Although it is often a struggle to get staff members involved in the extra mural programme, there was a general feeling that most teachers are prepared to help out when asked directly.
- There is dissatisfaction about the time that some staff give to the school and the lack of time that other staff members give.
- It was felt that a policy setting out extramural activities is needed. Mr Brian Williams suggested that the Sports Director consult with each staff member to allocate activities and streamline involvement.

Assessment

Assessment at St John's forms an integral part of teaching and learning. The ultimate purpose of assessment is to collect and interpret information to assist teachers, parents and other stakeholders in making decisions about the progress of pupils. The assessment framework takes cognizance of the principles of Outcomes-Based Assessment and the school's Assessment Policy sets this out quite clearly.

Informal continuous assessment takes place in the classroom on a daily basis to monitor pupils' progress by means of teacher-observations, discussions, pupil-teacher conferences, informal classroom interactions and is used to provide feedback to the boys. Formal assessment includes projects, portfolios, oral presentations, demonstrations, performances, tests and examinations. A range of types of assessment is used.

Assessment meetings involving the whole staff are held twice a term to discuss the academic progress of every boy in the school. Weekly pastoral care meetings are also held to discuss boys who have special needs (in areas other than academic progress) at any particular time. Reporting to parents begins with a note in the homework diary or a phone call to discuss areas of concern. This is followed by parent-teacher interviews, either during the term or at the end of the term on specific afternoons. Formal written reports are issued termly. Although most parents (84%) feel that the school keeps them well informed of their child's progress, this is an area which may need re-evaluating.

Support

The Prep has good resources to cater for academic needs, including a home classroom for each class; a fully equipped Science Laboratory; a well-stocked Media Centre; a Maths Centre; three computer rooms – one of these is brand new - and an AV Room. Almost all parents and boys are satisfied with the facilities. Mr Brian Williams commented on the lack of technology, such as Smart Boards, in teaching venues. Excellent teaching methodology ensures that lessons are very well taught in spite of this, but this is an area which may need attention.

In terms of sporting, cultural and spiritual needs, again the Prep is well resourced. However, sharing sporting facilities with the College does create timetabling difficulties.

Mr Williams made special mention of the excellent and extensive learning support programme in place in the Prep – the **Boys in Need** programme. This programme identifies boys who need more attention than it is possible to give during the normal course of events in a lesson.

- Boys are identified by means of initial reports from feeder schools and from the Pre-Preparatory School. Further assessments such as the Schonell Reading and Spelling and Vassi Maths are used to highlight areas of difficulty and boys are referred to Mrs Arnold for remedial assistance. For example, “at risk” children in Upper 1 (Grade 3) attend Learning Support lessons in small groups three times per week. A child with more acute problems may have daily individual attention. There is no charge for the Learning Support Programme.
- The introduction of more class teaching has enabled teachers to address problems boys may have across several learning areas and to take care of their pastoral needs.
- *Readers are Leaders* software has been installed on all computers to assist boys who have reading and comprehension difficulties. The programme is used during school and on set afternoons where boys need additional reinforcement.
- Extra lessons in a variety of subjects are available to boys on request, at no charge.
- A new spelling programme has been introduced in Upper 1 (Grade 3) and Lower 2 (Grade 4), based on considerable research into strengths and weaknesses of programmes like THRASS and Phonographix.
- Handwriting lessons are run for boys who have difficulties, using the new St John’s script. This “joined-up” script is being taught uniformly in Upper 1 (Grade 3), instead of cursive.
- A formal pastoral care programme is in place where heads, housemasters and the school psychologist meet weekly to identify boys who may be experiencing difficulties such as stress or trauma and give assistance where needed.

Attainments and progress

Key Findings

- Almost all parents (98%) believe their sons are making good progress at school, and almost all boys (94%) agree.
- External Shared Assessments in Maths, English and Afrikaans produce results above national averages.
- Boys cope well on entering the College and other high schools when they leave the Prep.
- Listening skills need developing.

Students are fluent in the language of teaching (English) and are developing fluency in the two additional languages offered (isiZulu and Afrikaans). They speak well and answer questions and express ideas confidently and their mathematical problem-solving ability is good. The time boys spend in the Maths Centre actively develops problem-solving skills. The majority of boys are able to work competently in groups and on their own, and manage their time well. Poor listening skills in the classroom were noted by the evaluation team.

The boys achieve good results throughout the process of continuous assessment within the school. Further evidence may be found in the results attained in the external Shared Assessments in Maths, English and Afrikaans which are consistently above national averages. isiZulu will also be included in the Shared Assessment process by the end of this year.

Boys' progress is monitored as they move into the College where the majority continue to do well. For example, in the first term of this year, 11 of the Prep boys were placed in the top 20 academic candidates in Remove (Grade 8). In addition, several boys were awarded music, academic and sporting scholarships to the College and to other schools, like St Andrew's and Hilton College. Sporting successes are also noted – Prep boys make up the bulk of the current College U14A Rugby, Cricket and Water polo Teams.

Governance and Management

Key Findings

- The school's governance structures are excellent and the school is well led and well run.
- Staff involvement in policy and decision-making needs monitoring and decisions must be communicated clearly to staff.
- There is a need for a formal staff appraisal policy and for positive feedback from management.

The Governing Body and the Headmaster

The school's governance structures are excellent and a clear management structure exists. This aspect of leadership was evaluated in detail by the IQAA survey in the College and has not been examined in detail in this report.

Furthermore, 96% of parents and 93% of teachers believe that the governing body does a good job. Almost all parents (97%) and teachers (90%) find the school to be well led and well run.

Leadership and Management

The management and authority structure of the school is clearly defined and understood, ensuring that policies are implemented. There are good motivational leaders at the head of the school who are empowered to manage effectively.

In the initial questionnaire, 71% of staff felt that they had an appropriate say in policy and decision making in the school. At the ensuing focus group, the following issues were raised:

- Most staff said that they did not necessarily want to be involved in the decision-making process if it does not relate directly to them, but would like to be kept informed when decisions are made that affect them.
- Communication has improved significantly over the last year.
- Means of communication are adequate (emails, bi-weekly staff meetings, the board in the staff room, etc.) but not for last minute issues.
- Most staff felt that the decision-making process has become more transparent.

The senior boys are involved in the leadership of the school by means of an extensive leadership programme. (See Key Strengths p 16.)

Quality Management

Fifty percent of teachers felt that the appraisal system at St John's is inadequate. The Staff Focus Group's findings were as follows:

- Almost all the staff were in agreement that there should be an appraisal system in place - not as an incentive measuring tool or a "checking" system, but to ensure that a high standard of teaching is maintained at St John's and to allow for personal growth and development.
- A preference was expressed for external evaluation rather than internal evaluation by colleagues.
- Staff would appreciate more feedback from management. Regular (at least termly) meetings should be held to build relationships with management. Letters and positive feedback would be appreciated.
- Individual staff members should be spoken to where necessary, rather than comments being addressed to the whole staff.

The IQAA evaluation process has been most worthwhile and the feeling is that it should be repeated (either in part or as a whole school evaluation) in the future.

Communication

Communication (via email, SMS, newsletters and parent information evenings) with students, staff, parents and all others in the school community is regular and effective and has improved notably during the last year. Communication between teachers and parents is good, with a satisfactory response time to queries and problems. Progress reports are sent out termly to parents and parent-teacher interviews are held every term. Additional meetings are arranged during the term where necessary.

Bullying

Key Findings

- There is a problem with bullying at St John's. 24% of parents felt their sons are bullied and 29% of boys agree.
- There needs to be a more extensive policy on bullying, its consequences and what procedures parents and boys need to follow when reporting incidents.
- Boys and parents need to be encouraged to report incidences of bullying immediately.

St John's has a Pastoral Care Team made up of Mike Workman, Margot Long, Patrick Lees, Brett Nicolson and the Housemasters. They meet once a week with Lindsay Lamont, the school psychologist, to discuss all issues relating to boys and their pastoral needs. Where incidents of bullying are reported, members of this team address the problem.

Arising from the questionnaire results, focus groups were arranged to discuss bullying. In both the Parent and the Boys' Focus Groups, it became clear that there is uncertainty as to what constitutes bullying. This needs to be clearly defined in the policy on bullying. Stringent consequences also need to be outlined and a clear procedure put in place.

Some boys felt that most bullying was of a more subtle, emotional nature rather than physical. This includes "dissing" which often leads to physical fights. It generally takes place away from teacher supervision and teachers need to be more observant, especially during break times.

Boys are scared of 'telling on' as it may lead to them being bullied further. Some parents are equally reluctant to report the problem – and so the problem intensifies. Boys and parents need to be encouraged to speak up immediately when there is a problem. 'Bully Busting' groups, a Bully Box and a 'Bully Free Week' could be introduced.

Most of the parents at the Focus Group reported that once the bullying had been reported, it was stopped immediately. The response from the school is generally timely and well handled, and staff are very approachable. However, one parent felt that very little was done about the bullying incidents she had reported.

The point was made that some boys may spend too much time on play stations 'annihilating the enemy' rather than developing appropriate social skills needed in everyday social interactions. It

was also suggested that in some cases, parents of this generation tend to be very protective, and act before the child is able to sort out a problem or learn how to cope with conflict.

Safety of Possessions

Key Findings

- There is a problem with safety of possessions at school. 28% of boys felt that their possessions were not safe at school and 33% of parents agreed.
- Clarity is needed to establish what percentage of “stolen” belongings are actually misplaced.
- Clothing is not labeled.
- Lockers and bag rooms are under-utilised.
- Cellular telephones and other electronic devices are a problem and the school needs to create a policy addressing this.
- A new lost property room is being created to help formalize the process.

Most parents at the focus group felt that a high percentage of boys misplace things. Boys also do not look for their belongings and these items are left in lost property for extended periods of time. Many of the boys simply replace their goods from the Swop Shop if they are lost and parents need to be made aware of this. Many items of clothing are not labeled to enable identification.

Some boys arrive late in the mornings and as a result leave their belongings out of lockers. Boys who do not have the right kit or equipment sometimes use kit left lying around. Sometimes older boys from the Prep and the College help themselves to food from lunch boxes left lying around. Boys often take other boys' belongings home with them by mistake.

The process of handing in cellular phones to Mrs Taylor for safekeeping does not work satisfactorily. Cellular phones are also not safe when boys are playing sport in the afternoons or on Saturdays and boys should ask a parent for help rather than leave a phone in a kit bag. The new cellular phone policy may assist here – but the school will not take any responsibility for phones.

The Prep is in the process of building a new lost property room. A member of staff has been appointed to manage the lost property.

No Prep boy has ever been found in possession of stolen goods. If however goods have been stolen, bags and lockers are checked and the camera footage is assessed.

Sport

Key Findings

- Responses differed widely over the issue of sport. Although 92% of boys are satisfied with sport at the school, 19% of parents feel that the school does not satisfy their children's sporting needs.
- There are not enough male staff members to coach sport at all levels.
- The hiring and training of appropriate student coaches needs attention.
- All teams need good coaching, not only A teams.
- Swimming in particular has not been adequately catered for.
- Early morning training is working well to improve fitness.

The questionnaire responses differed widely over the issue of sport. Although 92% of boys are satisfied with sport at the school, 19% of parents feel that the school does not satisfy their children's sporting needs.

Some parents were of the opinion that boys who do not make the "A" teams are unable to improve because they are not being coached properly. The lower teams also do not play as many matches against other schools. However, St John's has more teams than other schools and so it is difficult to find enough teams to play against. Teams should continue playing internal matches when this is the case. A system of rotating coaches was also discussed.

The school does not have enough male staff members to coach all teams and so has to rely on student coaches. However, there needs to be more structure at practice times and student coaches must have a clear understanding (possibly set out in a handbook) of what is required in terms of skills and behaviour. Parents should report incidents immediately.

It was noted that there is a wealth of sporting talent within the St John's community, however, there were concerns raised about favouritism where parents coach their own children. This would need to be carefully managed by the school.

PE lessons provide the opportunity for teaching boys the basics of various sports, the terminology, rules, etc. A structured programme must be put in place to ensure that this takes place.

Parents felt that the boys, specifically in swimming and athletics, should be given their times to improve on.

In all sports, it was suggested that the teams make use of specialised external coaches, both during the term and perhaps as coaching clinics during the holidays. St John's needs to field their best sides when playing against other schools to win matches. More events like the cricket camp out for fathers and sons should be held.

4. Key Strengths

The following emerged as areas of strength in the Prep School:

- Good governance and leadership
- A well-qualified staff
- The academic programme (reviewed comprehensively on page 8)
- The Life Orientation Programme at St John's encompassing the teaching of EQ skills, Research Skills and Thinking and Study Skills. Material covered ranges from bullying and dealing with conflict in junior classes to a lateral thinking skills course in Upper 3 (Grade 7). Divinity and Chapel form an integral part of this programme.
- Design and Technology is taught throughout the Prep School and interesting projects are undertaken by the boys. The mentor commented especially on the excellent resources and teaching methodology available in this Learning Area.
- An extensive Boys-in-Need programme encompassing Pastoral Care and Learning Support, backed by a warm and caring relationship between boys and staff (Outlined more fully on p 11)
- An extensive extra-curricular programme
Cultural activities available to pupils include: Art, Drama, Chess, Christian Club, Debating and Hobbies Club. Particular mention was also made of the high standard of Music teaching at the Prep (incorporating a Junior and Senior Choir, an Orchestra, a Windband, an Orff Group and Marimba Group. Individual music lessons are taken by 190 boys.) Sport offered includes rugby, squash, tennis, cross country, cricket, athletics, hockey, soccer, water polo, rowing, swimming, rock climbing and basketball.
- Excellent facilities
- An innovative leadership programme which acknowledges the complex role of leadership. Although some boys do have innate leadership potential, for many, leadership is not natural and for this reason, each boy is afforded the opportunity to learn valuable leadership skills. The leadership programme provides opportunities for all Upper 3 (Grade 7) boys to develop leadership skills. Certain minimum criteria are expected from all candidates and a range of portfolios must be completed successfully. Boys earn different levels of recognition, from a Leadership Certificate to a Leadership Badge and finally, Leadership Colours may be awarded to a candidate who exceeds the expectations and criteria of the programme.

5. Recommendations for Improvement

1. **The school needs to re-address the issue of bullying and draw up a clear policy.**
 - This will be written, discussed with staff at a staff development meeting and implemented by the end of Trinity Term 2007.
2. **The issue of safety of possessions needs to be addressed.**
 - A policy will be written up by mid-term, Trinity Term 2007.
 - A new lost property room is to be built.
 - The process will implemented after Trinity Term mid-term break.
3. **A Policy on Cellular Telephones must be drawn up.**
 - A policy has already been written, circulated to parents and boys and can be found on the school website.
 - Changes outlined in the new policy have already been implemented as of 12th June 2007.
4. **Staff Extra-Curricular Involvement needs to be re-assessed.**
 - A policy and schedule need to be written up and discussed with staff after Trinity Term mid-term break.
 - Changes will be implemented during the course of Trinity Term and Michaelmas Term 2007.
5. **A Staff Performance Appraisal System must be developed.**
 - A staff appraisal system was discussed by staff and management at a staff development meeting on 11th June.
 - An appraisal form has been created and the process of appraisals and meetings with management will begin during the course of Trinity Term, 2007.
6. **More frequent meetings between individual staff members and management are needed.**
 - As discussed above – with a minimum meeting between individual staff members and management at least once a term, starting during Michaelmas Term, 2007.
7. **Availability and usage of better technology in classrooms must be evaluated.**
 - A research process has been undertaken by Mr Lees and Mrs Long. This includes visiting other schools and investigating where technology in classrooms could be used appropriately, by relevant staff members.
 - This process will be completed by the end of 2007, and subject to the constraints of the 2008 budget, changes will be implemented during the course of 2008/2009.
8. **Frequency of reporting on pupils' academic progress needs re-assessing.**
 - Further investigation to take place during Trinity and Michaelmas terms, 2007, for implementation in 2008.

9. Listening skills in the classroom need attention.

- This needs to be discussed during a staff development session during Michaelmas term and strategies outlined for use in the classroom.

10. The issue of class sizes should be discussed at Council level.

- This point will be raised by the Headmaster at the next Council Meeting 16th July 2007.

11. The concept of being “bored” at school needs to be explored more fully to ascertain if there is a need for an extension programme.

- A staff development session during Michaelmas Term 2007 will discuss this issue.
- A curriculum development speaker/workshop will be held in conjunction with this discussion, during Michaelmas Term 2007 or in the first term of 2008.

12. The sports programme needs re-structuring and further evaluation.

- A Parent/Staff Sports Committee to be formed, with the first meeting to be held during Michaelmas Term, 2007.
- A Policy and Code of Conduct for Coaches to be discussed and implemented during the course of 2008.
- Rotation of coaches between higher and lower teams to be implemented from the start of 2008.
- Specialist coaches for different sports to be investigated.
- The recruitment of additional male staff members to be discussed at the Sports' Council Meeting on the 11th July 2007.

6. Appendices

Appendix A

School Fees 2007

Tuition Fees	Deposit (Refundable)	Per Term	Per Annum
VI th Form	R 19 442	*R 19 442	R 58 326
Grade 11 & 12	R 19 763	*R 19 793	R 59 379
Grade 8, 9 & 10	R 18 953	*R 18 953	R 56 859
Grade 3, 4, 5, 6, & 7	R 15 362	*R 15 362	R 46 086
Grade 1 & 2	R 11 326	*R 11 326	R 33 978
Grade 0	R 10 804	*R 10 804	R 32 412
Additional Extras			
Development Fund Levy (Grade 0 - VI th Form)		R 1 125	R 3 375
PA Special Projects (Grade 0 - VI th Form)		R 100	R 300
Security Levy (Grade 0 - VI th Form)		R 133	R 399
Optional Extras			
Boarding Fees - Termly (Grades 8 - VI th Form)	+R 13 622	R 13 622	R 40 866
Boarding Fees - Weekly (Grades 8 - VI th Form)	+R 11 108	R 11 108	R 33 324
Morning Tea (Grades 3 - VI th Form)	n/a	R 970	R 2 910
Hot Lunch (Grades 3 - VI th Form)	n/a	R 1 403	R 4 209
Bus Service (Grade 0 - VI th Form) Mornings Only	n/a	R 1 169	R 3 507
Music Tuition (Weekly Lesson, minimum of 10 one hour lesson per term) Fees available from the music department.			

Appendix B: Results of Questionnaires

ST JOHN'S PREPARATORY SCHOOL

Percentage Summary
STAFF

STAFF OPINIONS

		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
S1	Learners are happy at this school,	43	57	0	0
		100		0	
S2	Teachers are involved in and enthusiastic about school activities beyond the classroom,	39	43	18	0
		82		18	
S3	Learners show respect for the staff,	20	73	7	0
		93		7	
S4	The staff show respect and care for learners,	59	41	0	0
		100		0	
S5	Teachers are easily approachable concerning problems - by learners,	50	47	3	0
		97		3	
S6	Teachers are easily approachable concerning problems - by parents,	50	43	7	0
		93		7	
S7	Discipline at the school is good,	17	70	13	0
		87		13	
S8	Learners are safe and secure at school,	33	67	0	0
		100		0	
S9	Possessions are safe at school,	20	50	30	0
		70		30	
S10	Learners are bullied at school,	0	30	53	17
		30		70	
S11	Teachers set homework of the appropriate nature and amount,	23	60	17	0
		83		17	
S12	The school is well led and run,	47	43	10	0
		90		10	
S13	The school has high standards academically,	67	33	0	0
		100		0	
S14	The school has high standards culturally, eg in music, drama, art, dance etc.	70	30	0	0
		100		0	
S15	The school satisfies learners' sporting needs,	47	43	10	0
		90		10	
S16	Parents play a useful role in supporting the school,	17	76	7	0
		93		7	
S17	The governing body does a good job,	21	71	7	0
		93		7	
S18	The school's facilities are good,	60	40	0	0
		100		0	
S19	Classes are too big,	7	27	53	13
		33		67	
S20	The staff are proud to be at this school,	33	63	3	0
		97		3	
S21	The staff treat learners fairly,	50	47	3	0
		97		3	
S22	The staff know, understand, approve of and implement school policies,	13	80	7	0
		93		7	
S23	The staff have an appropriate say in policy and decision making,	14	57	29	0
		71		29	
S24	The staff have opportunities for development and promotion,	28	72	0	0
		100		0	
S25	There is a good staff appraisal system,	7	43	29	21
		50		50	

LEARNER OPINIONS

		AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
L1	I am happy at school,	57	40	2	1
		97		3	
L2	I am making good progress at school,	48	47	5	0
		94		6	
L3	I am involved and interested in school activities beyond the classroom,	64	31	4	1
		95		5	
L4	I respect my teachers,	71	29	0	0
		100		0	
L5	My teachers respect and care for me,	60	37	3	1
		96		4	
L6	Discipline is good at school,	48	40	9	2
		89		11	
L7	I feel safe and secure at school,	63	29	6	1
		93		7	
L8	My possessions are safe at school,	29	43	20	8
		72		28	
L9	I am bullied at school,	9	20	26	45
		29		71	
L10	I am satisfied with the homework I am expected to do,	51	40	5	3
		91		9	
L11	The school has high standards academically,	77	23	1	0
		99		1	
L12	The school has high standards culturally, eg in music, drama, art, dance etc	60	31	8	1
		91		9	
L13	The school satisfies my sporting needs,	63	29	6	2
		92		8	
L14	I am bored at school,	6	13	34	47
		18		82	
L15	I feel more encouraged than complained about by teachers,	49	38	9	4
		87		13	
L16	I have good friends at school,	79	17	4	0
		96		4	
L17	There are too many learners in my classes,	8	13	35	43
		21		79	
L18	I find it easy to approach my teachers with any problems,	44	37	14	5
		81		19	
L19	The school's facilities are good,	68	27	3	1
		95		5	

PARENT OPINIONS

	AGREE STRONGLY	AGREE	DISAGREE	DISAGREE STRONGLY
P1 My child is happy at school,	55	42	3	0
	97		3	
P2 My child is making good progress at school,	43	55	2	0
	98		2	
P3 My child is involved and interested in school activities beyond the classroom,	50	45	5	0
	95		5	
P4 My child's attitude towards and respect for the teachers is good,	58	41	1	0
	99		1	
P5 My child's teachers show a good attitude towards and respect for her/him,	47	52	1	0
	99		1	
P6 My child is cared for, and not only in the classroom,	41	55	4	0
	96		4	
P7 The school keeps me well informed of my child's progress,	24	60	16	0
	84		16	
P8 I am easily able to approach the appropriate staff member (s) about my child	41	54	4	0
	96		4	
P9 My child is experiencing good values through the people and activities at school,	40	57	3	0
	97		3	
P10 Discipline at the school is good,	34	57	9	0
	91		9	
P11 My child feels safe and secure at school,	50	48	2	0
	98		2	
P12 My child's possessions are safe at school,	11	56	29	4
	67		33	
P13 My child is being bullied at school,	5	20	53	23
	24		76	
P14 My child is given homework of appropriate nature and amount,	22	69	9	1
	90		10	
P15 The school is well led and run,	47	50	2	1
	97		3	
P16 The school has high standards academically,	60	40	0	0
	100		0	
P17 The school has high standards culturally, eg in music, drama, art, dance etc.	48	47	5	0
	95		5	
P18 The school satisfies my child's sporting needs,	31	50	17	2
	81		19	
P19 As a parent/guardian I feel welcome and appropriately included,	34	62	4	0
	96		4	
P20 The governing body does a good job,	27	69	4	0
	96		4	
P21 The school's facilities are good,	58	41	0	0
	99		1	

Appendix C Focus Groups

Pupils

U1D (Grade 3)	Cameron Roets
U1R	Andrew Lund
U1S	Taahir Ghaniem
L2D (Grade 4)	Kimon Kalliatakis
L2M	Brandon Christie
L2Z	Ross Blackwell
U2B (Grade 5)	Sandile Makhatho
U2A	Chiraag Kathawaroo
U2H	Alexander Van Der Hoven
L3C (Grade 6)	Jack Berry
L3G	Itumeleng Seeco
L3M	Jaco Durandt
U3I (Grade 7)	Matthew Temlett
U3M	Milan Conkic
U3N	Daniel Fiser

Parents

Bullying	Sport	Safety of Possessions
Mrs McLaughlin Ms Zeeman Mrs Henson Mrs Buchel Prof Batzofin Mr Workman Mrs Hellon Mrs Baker Mrs Kerr-Phillips Mrs Nel Dr Modi Mrs Hunt Mrs Harrup	Mr and Mrs Bielderman Mr and Mrs Murphy Mrs Pooler Mrs de Souza Mr Greeff Mrs Tregoning Mr Newton Hill Mrs Gupta Mrs Ontong Mrs Dooley Mr Hallendorf Mrs Beard Mrs Berry Mrs Gardiner	Mrs Prior Mrs Peterson Mrs Antonites Mrs Cloete Mrs Sayanvala Mr Kuttschreuter Mrs Caroline Mr Testa Mrs Catalino Mrs Montgomery Mrs Esipisu Mrs France
Declined: Mr Bulbulia Adv Thomas, Mr Harryp	Declined: Mrs Maxton, Mrs Chilvers, Mr Tengende	



St John's Preparatory School Class Visit Report

<i>Class:</i>		<i>Date:</i>
<i>Content of lesson:</i>		
Relevant material on walls <input type="checkbox"/>	Students' work displayed <input type="checkbox"/>	Readers available <input type="checkbox"/>
<i>Quality of teaching:</i> <ul style="list-style-type: none"> • Is there an appropriate range of teaching strategies? • Clarity? • Purposefulness? • Quality of teacher- student dialogue? 		Comment:
<i>Learning and response:</i> <ul style="list-style-type: none"> • Are students motivated by their learning experience? • Is independent thinking encouraged? • Are students actively involved in learning? • Is there appropriate interaction with other students? 		Comment:
<i>Achievement (Students)</i> <ul style="list-style-type: none"> • Is there a suitable choice of tasks, related activities and necessary resources? • Is the material relevant to students' lives? • Is the pace appropriate for all students to achieve targets? 		Comment:
<i>Pastoral Care</i> <ul style="list-style-type: none"> • Has provision been made for emotional, physical and social needs of individual students? • Is there support for boys in need? • Are positive attitudes and personal social skills encouraged and developed? 		Comment:
<i>Overall impression:</i>		
Evaluation team member:		Assessor:

Appendix E: Mentor's Report

INTRODUCTION

Evaluation process

- Model B – a 3-day intensive evaluation from 28 to 30 May 2007.
- IQAA Mentor – Mr. Brian Williams.
- Grade range – Grade 3 (Upper 1) to Grade 7 (Upper 3).

RECEPTION AND TONE

- From the outset contact with the St. John's personnel was cordial and warm. I felt welcome throughout the duration of the visit.
- Throughout the period of intensive evaluation the personnel remained relaxed and friendly.
- The learners were at all times polite and friendly.

LEAD UP TO THE PERIOD OF INTENSIVE EVALUATION

The First Pre-visit Meeting

- Date – 3 May at 13:00.
- Attendance – the Mentor, the Principal and the Internal Team.
- A detailed schedule outlining the procedure for the entire exercise formed the basis of the agenda. In essence this involved discussion on:
 - Documentation to be handed to the mentor at the second pre-visit meeting, for information and monitoring of compliancy purposes.
 - Composition/requirements of the internal team.
 - IQAA opinion surveys and additional, optional surveys.
 - Establishment of Focus Groups – learners, educators and parents.
 - Agendas for the focus groups based on areas of concern reflected in the opinion surveys.
 - Selecting the Focus Areas to be evaluated.
 - The period of intensive evaluation.
 - The evaluation form.
 - The programme/time table.
 - The mentor's programme.
 - The mentoring role of the team leader.
 - The evaluation visits.
 - Feedback.
 - Advocacy – keeping the school community informed.
 - Final debriefing meeting.
 - Reporting.
 - Mentor matters.

The Second Pre-visit Meeting

- Date – 25 May at 10:00.
- Receiving of requested documentation.
- Meeting the educators.
- Brief tour of the campus.

THE PERIOD OF INTENSIVE EVALUATION

Organization and Effectiveness

- All aspects of the process were extremely well organized and therefore most effective.
- The educators were well informed and knew what was expected of them.

Rigour

- Evaluation
 - The mentor visited 25 educators together with a team member.
 - The remaining 5 were visited by a team leader, as mentor, and a team member.
 - The mentor and team member discussed the evaluation briefly after each visit.
 - Evaluation was found to be accurate, objective and impartial.

Efficiency

- The Time table
 - Optimum use was made of the mentor's time, involving him in class visits, focus groups and feedback meetings.
- The Programme
 - The visitation programme ran very smoothly.
 - The focus group meetings arranged to meet the time constraints of the various participants.
- The Evaluation Instrument
 - Drawn up by the team.
 - Made available to the educators for comment and adapting if necessary.
- Compliancy
 - All documents relating to St. John's compliance with requirements, are in place.
- The Opinion Surveys
 - Only the IQAA surveys were used.
 - The results of these surveys had been carefully studied and analysed by the team, with an eye to identifying areas of concern.
 - These areas became the points for discussion in the focus groups.
- The Focus Groups

Discussions took place among selected participants from all three target groups – learners, educators and parents. Minutes of the discussions were taken by a member of the school's secretarial staff. The mentor attended all the discussions.

 - Learners
 - Learners from across the grades were invited to make up the group.
 - A team member facilitated the learner group.
 - Lively discussion took place and meaningful ideas were noted for future action.
 - Educators
 - An open invitation was extended to the educators to attend the discussions. Most of those not involved in other school activities were present.
 - A team leader facilitated the meeting, in a professional manner.
 - Honest and frank comments were made and good ideas for seeking solutions to concerns were forthcoming.

- Parents
 - Three different parent groups, selected from across the grades, each discussed a different identified area of concern.
 - The three sessions were facilitated by the same team leader, in a professional manner.
 - Participation within the groups was positive, in the main, with honest and frank discussion taking place. Good ideas for improving areas of concern were forthcoming.
 - The parents were generally very positive towards and appreciative of what is being achieved by the school.

ESTIMATING THE 'SUCCESS' OF THE EVALUATION

- The Internal Evaluation report has been studied carefully and found to be an accurate reflection of the mentor's findings.
 - Despite a natural resistance to 'big-brother-looking-over-the-shoulder', the end result of both the internal and external evaluation process was one of great enthusiasm on the part of the St. John's staff. I see this as the birth of a culture of ongoing internal evaluation where colleagues become interdependent in a climate of sharing that leads to growth, both personal and as a school.
 - The internal team were positively critical in their evaluation of colleagues. They carried out their various duties conscientiously.
 - Areas within the school that require attention have been brought to the attention of the relevant people.
 - There are many strengths to celebrate, both in the school as a whole and also the educators. All concerned are to be highly commended!

KEY STRENGTHS AS OBSERVED BY THE MENTOR

- The Teaching and Learning process at St. John's is exemplary. Congratulations!
- I was particularly struck by:
 - A most meaningful Pastoral Care programme.
 - A very effective Leadership programme for Grade 7s.
 - An exciting Learner Support programme.

RECOMMENDATIONS FOR IMPROVEMENT

- The matters appearing in this section came to the fore during the various focus group discussions.
- These have been accurately reported and therefore carry my validation.

THE SCHOOL'S DEVELOPMENT PLAN

- There should be no difficulty in implementing the proposed plan according to the time frames given.

THE 'PROCESS' OF EVALUATION

- The open invitation to the educators to attend the relevant focus group was, in my opinion, a positive move. Negates any chance of 'suspicion'. The bigger group didn't in any way cloud or prolong matters under discussion.

- I also found the greater exposure of parents to the focus area process a positive move. The 3 different groups gave wider exposure to parent opinion.

ENDORSEMENT OF THE KEY FINDINGS IN THE INTERNAL EVALUATION REPORT

- The mentor aligns himself with the internal evaluation team's report and recommendations and hereby endorses its findings. The process proved to be open and honest and carried out in a thorough and efficient manner, with the appropriate rigour and professionalism.

CONCLUSION

- The evaluation process at St. John's proved to be a most enjoyable experience!
- The mentor wishes to congratulate and thank the headmaster and his staff for the excellent standard of education on offer to the learners.
- The mentor wishes the St. John's Preparatory School community every thing of the best. May you go from strength to strength.

B S Williams.
IQAA Mentor
2007-06-12