



INDEPENDENT QUALITY ASSURANCE AGENCY  
MENTOR'S REPORT

**Flamboyant School**  
Core Model Self Evaluation 23-24 August 2011

## **1. Introduction**

Flamboyant School initiated a Core evaluation across their Foundation, Intermediate and Senior sections during the second and third terms of 2011. The team leader, Mrs Estelle Mattheus, forged ahead with the final selection of the team, the planning, and the execution of the self-evaluation exercise. She was strongly supported by the Head of the school, Mrs Gail van der Riet. Regular consultation took place after the initial meeting in July via phone and email concerning the format of classroom visits, the topics for the focus groups, and preparation for the mentor's visit.

I arrived at 11:00 for an initial meeting with the team. The first day included an extensive tour of the school with the Team leader, lesson observation, completion of the ISASA Compliance with the Head and Bursar, and a meeting with the Chairman and member of the School Board responsible for finances.

On the next day, there was time after a focus group with the school staff and line-up to visit a number of primary, middle school and senior classes, hold focus groups with the Learner representatives and parents, followed by the final debriefing with the Head, evaluation team leader, and report writer.

## **2. Reception**

I was warmly welcomed to the school by the Team, School Management, Staff and students. The Team leader and Head went out of their way to make my experience enjoyable and productive.

## **3. Rigour and efficiency of the evaluation**

The evaluation was conducted with genuine intention to assess whether they are achieving their mission to offer an education relevant to the needs of the students, and offer them the greatest opportunity to succeed.

Classroom visits were carried out by both the evaluation team and peers, ensuring a fair and interesting process. The staff benefitted from the time spent in different sections of the school, and plan to make this form of staff development available on a regular basis.

All the issues raised in the Opinion Surveys were further investigated with focus groups of Staff, Parents, and Learners.

#### **4. Analysis of the Evaluation Process**

Classroom observation was carried out before my visit, but the lessons that I attended (and a few more where I dropped by) provided confirmation of the high standard of teaching and the individual attention to each student that is evident in this school. The lessons were lively and interactive as teachers employed questioning techniques to engage the youngsters in the learning task. The emphasis on structure and organization was evident, as these skills are vital for the progress towards mainstreaming for these students.

The focus group that I conducted involving Learners was open and honest: all were prepared to share their concerns with the Team members and me.

#### **5. Success of the Evaluation**

- **Compliance with ISASA Membership**

The school was fully compliant with the requirements of ISASA membership. However, the Head was encouraged to include an independent person with educational expertise on the Board.

- **Identification of strengths and distinctive features**

The detailed School Report identifies many of the strengths of the school. During my visit I was impressed with a number of attributes and attitudes, to mention just a few:

- ❖ Devoted and compassionate teachers who have a genuine interest in the progress and success of each student.
- ❖ Good discipline in class and between lessons so that academic progress can be made.
- ❖ Socio /economic/ cultural diversity of the school which presents its own challenges (and costs) to offer tuition in a dual medium environment.
- ❖ The thorough knowledge that the Head has of each student through “multi-disciplinary” meetings with class teachers and therapists. The profile of each student is updated regularly, making it possible to advise parents on the progress towards mainstreaming where this is going to be in the best interests of the student.
- ❖ The highly structured environment that ensures that students acquire skills of organization that will equip them to operate in the real world.

- **Areas of concern**

These have been highlighted in the School Report and include:

- ❖ The need for an assessment policy that both prepares the student for reintegration and builds self-esteem.
- ❖ The desire of some parents and students for more sporting and cultural opportunities given the challenges of time and transport.
- ❖ The relative isolation of the school as it is the only remedial school in the area. This provides challenges for staff enrichment and development.

- **Recommendations and timelines**

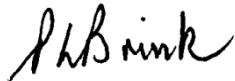
- The summary of the recommendations compiled by the team is a good reflection of the viewpoint of the mentor in this regard.

### **Conclusion**

I would like to express my high regard for the team who approached their tasks with dedication and energy. The team leader and report writer worked exceptionally hard to make the process both a positive experience and insightful evaluation.

The School management was enthusiastic about the evaluation, viewing it as a vital contributing factor to ensure that Flamboyant School continues to offer the students the greatest chance to develop their full potential.

It made for an inspiring and enjoyable experience.



Mrs Pat Brink  
IQAA MENTOR – Flamboyant School  
8 September 2011