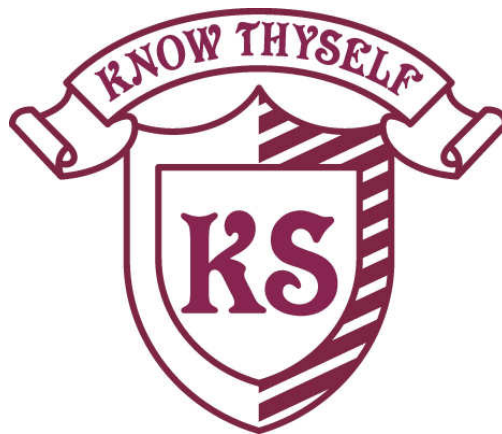


KGASWE SCHOOL

Palapye, BOTSWANA

Independent Quality Assurance Agency - IQAA EVALUATION REPORT October 2008



Introduction

Name of school: Kgaswe School
Evaluation section: Pre-Primary and Primary
Location: Palapye, BOTSWANA

Contact Details:

Power Station Road
Palapye
BOTSWANA

P/Bag 75
Palapye
BOTSWANA

Tel: +267 492-0441
Email: admin@kgaswe.com

Fax: +267 492-0485
Web: www.kgaswe.com

Principal: Mr Philip Hess

Chairman of the Board: Mr Andrew Freeman

Mentor: Mrs Margaret Rudolph

Evaluation Team:

Mr Pieter de Villiers - *Team leader*, Mrs Mandy Freeman, Mrs Melody Tuffek - *Report writer*.

Contents

1. **Background - Who We Are**
2. **Compliance**
3. **Evaluation process**
 - 3.1 Areas Evaluated
 - 3.2 Means of Evaluation
4. **Findings**
 - 4.1 Quality Indicators - Focus Areas
 - 4.1 Teaching and Learning
 - 4.2 Attainments of Progress
 - 4.3 Functioning of the School
 - 4.4 Governance and Management
 - 4.5 Values and Society Involvement
 - 4.6 Distinctive Areas
 - 4.2 Surveys and Focus Groups
5. **Areas Of Excellence**
6. **Areas Under Review And Recommendations**
7. **Conclusion**

1. Kgaswe School - Who We Are

HISTORY - Kgaswe School opened in 1986 with eight students and since then has grown to the current figure of over 470. We are an independent, day school for boys and girls from Pre-Primary to High school. The school is a registered company, limited by guarantee, and not for profit, managed by a Board of Governors. It is registered with the Botswana Ministry of Education (Reg. # E5/14/81). The school is a member of the Conference of Heads of Private Schools of Botswana (CHOPS) and the Independent School's Association of Southern Africa (ISASA) and is a Cambridge International Examination Centre.

AIM OF THE SCHOOL - We aim to provide a sound education and a balanced curriculum within a purposeful environment. Each student is encouraged to develop self-confidence and to assume responsibility for themselves and others. Throughout their years at Kgaswe we expect all students will benefit from their experiences and acquire the necessary skills for successful transfer to tertiary education and on into adult life. Like Piaget we believe that, " The principal goal of education is to create men who are capable of doing things, not simply repeating what other generations have done... men who are creative, inventive, who discover. The second goal of education is to form minds which can be critical, can verify and do not accept everything they are offered..."

THE MISSION AND VALUES

Kgaswe School, together with the parents, strives to equip the individual child with the necessary skills and values to become a confident, compassionate international citizen, who is an effective thinker and life-long learner, able to contribute meaningfully to society.

The Values

Care and Compassion - Care for self and others

Doing Your Best - Seek to accomplish something worthy and admirable, try hard, pursue excellence

Fairness - Pursue and protect the common good where all people are treated fairly for a just society

Freedom - Enjoy all the rights and privileges of human rights citizenship free from unnecessary interference or control, and stand up for the rights of others

Honesty and Trustworthiness - Be honest, sincere and seek the truth

Integrity - Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Respect - Treat others with consideration and regard, respect another person's point of view

Responsibility - Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance and Inclusion - Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

2. Compliance

The Independent Quality Assurance Agency (IQAA) internal evaluation has been completed in compliance with and as part of the membership of the Independent Schools Association of Southern Africa (ISASA).

3. Evaluation Process

3.1 Areas Evaluated – Focus Areas

- ❖ Teaching and Learning
- ❖ Attainments and Progress
- ❖ Function of the School
- ❖ Governance and Management
- ❖ Values and Society Involvement
- ❖ Distinctive Areas

3.2 Means of Evaluation

- 3..1 IQAA opinion surveys - completed by parents, pupils and teachers
- 3..2 One on one interviews with teachers and non academic staff
- 3..3 Focus groups held with teachers, parents, and pupils
- 3..4 Classroom practise was observed
- 3..5 Timetable
- 3..6 Pupils' work and portfolios
- 3..7 Mission and values of the school
- 3..8 Records and schemes of work
- 3..9 External examinations/ standardised testing/ benchmarking/ former students records
- 3..10 School policies, procedures, files and records
- 3..11 Budgets, audited accounts and financial statements
- 3..12 Articles of association, Board minutes, appraisal reports, newsletters, prospectus, school development plan
- 3..13 Photo gallery and albums

4. Findings

Quality Indicators

FOCUS AREA 1: TEACHING AND LEARNING

Teaching & Learning – Curriculum :

Pre-school: The pre-school does not follow any one specific curriculum. The pupils are divided into classes (groups) according to age.

From Monday to Thursday the school day is split between classroom based learning activities and integrated play. Classroom activities include a 'ring' session, followed by a number of different activities, which the children rotate to, in small groups. A general theme is covered by all the pre-school groups.

On a Friday the children move to different areas where they do aids awareness, cooking, music and phys ed lessons. Each group does one lesson of swimming and the Grade 0's one period of computers per week.

After-care facilities are offered to all the pre-school children as well as the Standard One pupils.

Each school day begins with a formal assembly which may not be totally appropriate.

Recommendations:

- ❖ Look into following a specific curriculum
- ❖ More emphasis to be put on the theme being covered.
- ❖ More 'rings' to be included in the lessons.
- ❖ Much more time to be allocated to gross motor development.
- ❖ Change/ drop current assembly format.

Primary school: The school follows a curriculum based on the Botswana National Curriculum, supplemented, where time allows, with the best aspects of other international curricula - mainly from South Africa, Zimbabwe and the UK. This is reflected throughout the primary school. The school currently follows, as its backbone schemes, the Heinemann Maths scheme, Letterland phonics scheme and Hayden & Richards language scheme. New teachers sometimes take a while to get to grips with the methodology required by the Heinemann Maths scheme.

In the junior primary a well balanced curriculum, relevant to the needs of the students and community is in place. A large portion of the timetable is allocated to maths and English - with great emphasis on reading. Cultural subjects are theme taught and include a wide range of subjects. Life skills subjects, encompassing a wide range of lessons and activities, age & culturally appropriate for each class is taught. No additional time is given to gross motor development beyond PE lessons in the junior phase.

The Botswana Education Department has a Primary School Leaver's Examination (PSLE) for Std 7 pupils. A large portion of the senior primary curriculum is devoted to these PSLE subjects and the exam and curriculum requirements. The parent body puts a lot of pressure on the school to get good PSLE results. This is a fairly narrow exam oriented curriculum and is restricting the upper primary classes from exploring the broader aspects of a more widely accepted, balanced, international curriculum and restricts, considerably, the teaching and learning styles of the staff and pupils. The school is currently investigating and researching the feasibility of continuing with the PSLE curriculum or adopting a more appropriate and varied international curriculum.

Across the primary school there is no music specialist but singing is done by one of the teachers. The school acknowledges that this is not an ideal situation. All classes have an hour of computers a week which are taught by a computer teacher. Time is allocated for subjects such as art and PE, which are taught by class teachers and not by specialist teachers. On the whole these lessons are regularly and effectively taught. Setswana first and second language lessons are offered. However, the teachers find it difficult to cover the curriculum requirements in the allotted time. There are no D & T lessons timetabled and not enough emphasis is being given to science.

Recommendations:

- ❖ A review and feasibility study of the PSLE curriculum needs urgent attention with the view to including more appropriate, internationally acceptable, curricula.
- ❖ More training and understanding of the Heinemann Maths curriculum should be offered to new teachers.
- ❖ The first language Setswana curriculum, and resources available, needs to be reviewed in line with the pupils needs in an English Medium Independent school as well as timetabling constraints.
- ❖ The development of a 'conversational Setswana' curriculum needs to be instigated and the

time allocated for 'conversational Setswana' considered.

- ❖ Gross motor skills activities need to be timetabled into areas of the junior primary.
- ❖ Allocation of class time for music, art and cultural activities, as well as the appointment of suitable staff to teach them, should be investigated.
- ❖ A non-teaching academic deputy is needed to oversee good teaching and staff development.
- ❖ Implementation of practical science lessons and introduction of design & technology.

Teaching & Learning – Teaching and learning:

Pre-school: It is evident that the children at the pre-school are very happy at school. They have a good relationship with their teachers and enjoy their lessons in a stimulating environment. The children are aware of what is expected of them and move between the different activities confidently and happily. They are well focused during the lessons and enjoy the different activities presented.

The teachers put a lot of effort into their planning and offer a number of different activities in their lessons. However, not all the activities in the lessons are age appropriate. Some of the activities are too formal and not enough time is being spent on fine and especially gross motor development. Not enough emphasis is being put on ring activities, where concepts are developed and interaction and dialogue is encouraged in order to improve language acquisition.

During integrated play the children are exposed to different age appropriate developmental areas and participate in these activities under the supervision of a teacher or teacher aid. The safety of the children is considered and good systems are in place to ensure all children have a chance to use the equipment fairly and safely. The spacious grounds are well utilized and the children have plenty of space to play.

Recommendations:

- ❖ More emphasis needs to be put on the gross motor development of the children.
- ❖ Activities that are too formal for the developmental stage of children need to be identified.
- ❖ Much more time and emphasis needs to be put on conceptual & language development during 'ring' time.
- ❖ Fantasy area needs to be better utilized.

Primary school: Teachers in the primary school are well qualified and have good subject knowledge and skills appropriate to the levels they are teaching. All teachers spend a lot of time planning activities daily, weekly and annually. The lessons are generally well prepared and include appropriate activities and relevant content. Most of the lessons are constructive, enjoyable and purposeful. The lessons are well presented and managed. Although there is differentiation taking place in some areas of the school, more attention needs to be given to this area in order to meet the needs of all the students. On a whole the teachers are able to explain well and use effective questioning techniques. In most lessons teachers use appropriate and varied methods and students are encouraged to participate actively in lessons and to interact with one another. However, not enough of "pupil's own" written work is being done in some areas of the school and more time needs to be spent on oral work and student dialogue in order to develop language skills, grammar and vocabulary.

Some teachers make an effort to use appropriate teaching aids and most classrooms are stimulating and well organized. Although children's art is displayed in classrooms more of the children's written

work and books needs to be on display. Children are taken to places of interest but more learning could be taking place outside the classroom. There is a good variety of sporting activities on offer to pupils but interest groups, clubs and societies on offer are limited.

Homework is used appropriately to reinforce what is being taught at school. The amount and content of homework is age appropriate but time spent travelling to and from school makes it difficult for a lot of the children to complete their homework effectively.

Recommendations:

- ❖ More differentiated activities need to be used in all areas of the school where applicable.
- ❖ Teachers need to include more oral lessons and encourage dialogue between pupils whenever possible.
- ❖ More of the children's own written work needs to be included in lessons.
- ❖ More of the children's written work needs to be displayed in the classrooms.
- ❖ Teachers need to plan more lessons where learning can take place outside the classroom.
- ❖ Senior management need to investigate the need and feasibility of specialist music, art and PE teachers.
- ❖ Amount of homework in relation to time at home needs to be investigated.
- ❖ Curriculum, resources, teaching aids, time allocation and staff development for first language and conversational Setswana needs to be investigated.
- ❖ Investigate the possibility of introducing gross motor lessons & brain gym sessions into the JP department.

Teaching & Learning - Teacher development : The school has a good appraisal system, whereby the teachers are evaluated annually. Teachers are given the opportunity to reflect on their performance and evaluate themselves. Areas that need developing are identified and objectives set.

There is limited opportunity for teachers to attend job alike seminars, workshops, courses or lectures due to location and availability. However, teachers are encouraged to attend any training that is on offer. They are then given the opportunity to share information and benefits gained with the rest of the staff during staff, and section meetings. Self development and further training is strongly recommended, supported and encouraged. Experts are brought in when possible for staff development.

Recommendation:

- ❖ Investigate ways that staff development can take place internally.
- ❖ Continually source experts on relevant issues that can be brought to Kgaswe.
- ❖ Consider increasing the staff development budget to help pay for accommodation for teacher training outside the area.
- ❖ Investigate the possibility of more job alike sessions with schools in Botswana & South Africa.

Teaching & Learning - Assessment : Assessment at Kgaswe is age appropriate and regularly done. In the junior primary, continuous assessment is used to evaluate student progress as well as weekly spelling & maths tests. Regular testing and examinations are done in the senior primary. All pupils take part in annual standardized testing to follow personal progress and as a bench marking exercise.

Standard six and seven students take part in regional academic biathlon and triathlon exams in maths and English. Standard seven students write PLSE examinations at the end of the year, but these do not appropriately measure the outcomes the school aims for.

Parents are regularly informed of their child's progress during parent - teacher consultations and are issued with mid year and end of year reports. Reports are detailed and the students progress is clearly reported. Teachers are available to discuss pupil's progress with parents at any time. Areas of difficulties are immediately discussed with parents and recommendations given.

Parents are encouraged to support and assist their children in the learning process through reports, parent forums, newsletters and school activities e.g. book evening. The range of curriculum activities are regularly evaluated in order to meet the needs of the children. New teaching methods, subjects and ideas are investigated and implemented if necessary.

Recommendation:

- ❖ Regularly evaluate the merits of the assessment and standardized tests used to evaluate and bench mark pupils in relation to their needs.
- ❖ Senior management need to research the feasibility of introducing an alternative primary school bench marking examination to replace the PSLE.

Teaching & Learning - Support : A large portion of the school's budget is given to teaching aids and resources each year. Teachers have input into what resources are needed and purchased. These are made available to all teachers and pupils and are well utilized. Resources are regularly upgraded and replaced. Interactive white boards have been placed into two classes and are being regularly used. Each year new library books as well as supplementary readers are purchased and made available to all students. The current school library is, however, still under stocked and AV resources are limited. The school is in need of a better science & technology laboratory and require more D&T resources. Computers are continually upgraded and the latest technology is made available to pupils where possible.

All sporting equipment is bought by the school. Sporting, art & cultural equipment and resources are available to all staff and pupils and are regularly up-graded and replaced. Teachers may request and budget for any equipment or resources they require.

Due to financial constraints and location there is very little support for children who experience barriers in learning. Teachers provide support where possible and parents are advised to seek external support if necessary. Unfortunately this is often difficult due to distance and financial issues. There is no counselling or support structures available in the immediate region. Teachers try to support and deal with the needs of the children where possible.

Recommendation:

- ❖ Investigate the needs and possibility of employing a full time special needs teacher.
- ❖ Investigate the possibility of employing or training a full time guidance teacher.
- ❖ Media centre needs upgrading & more resources added.
- ❖ Science lab needs to be upgraded.
- ❖ Design and Technology lab needs to be developed and more resources need to be bought.

FOCUS AREA 2: ATTAINMENT AND PROGRESS

Attainments: Kgaswe School offers pupils a good education and grounding for further studies evidenced by the successes of former pupils. English is the medium of instruction and pupils also do Setswana and, in Std Seven, French. While 90% of the children are not first language English speakers, the school endeavours to make all children first language English speakers, of which the parent body is very supportive. Children have to work extra hard to obtain good results. Many of the parents employed by the government are transferred all over the country thus splitting families leaving children with only one parent. Children often stay with grandparents, or extended families that do not have a deep knowledge of the English language. These factors make it difficult for children to get consistent and appropriate support and assistance with homework and additional reading.

Academically; Academic attainment is measured internally through continuous assessment and externally through various benchmarking exams. The school gets good PSLE results each year but recognises the limitations of this examination. Standardised test results show the children are performing well in relation to international norms in areas of reading, spelling, comprehension and basic mathematics. Some of the tests are outdated, however. The school performs well in the Academic Triathlon and Biathlon exams in English but Maths results indicate this area needs attention. These are the external bench marking mechanisms. Pupils who have not been in the independent schools system, who later transfer to us, often do not score as well as pupils who have done all their schooling with us. Pupils also write our own internally set and moderated tests and exams and perform satisfactorily in these. They are the main source of continuous assessment that supports the teaching and guides the remediation processes. The school is looking into a more appropriate examination/ benchmarking mechanisms to implement and or supplement the above.

Pupils read and write well considering they are learning in a second language and generally speak well, ask questions and express themselves well. Listening skills could be further developed.

Sports and extra mural; The school ensures a diverse selection of cultural, and sporting activities are offered to make certain children have the opportunity to experience and learn and take part in different sports and extra curricula activities. Sports activities are well represented in the extra curricula programme but not enough cultural activities are on offer. Due to the schools geographic position, schools to compete against are far away, so we do not have as many sports fixtures as we might like. We do, however, take part in inter-school competitions and festivals in all the major sports at all age levels. Top performers also have the opportunity to get selected into 'provincial' teams in all major sports. Kgaswe teams generally do very well in these activities winning many trophies and awards and the school is always well represented in 'provincial' teams. A constraint to the sports/ extra curricula programme is the fact that many of the children travel for one to one and a half hours to get to and from school so we can not extend the school day too much or else children get home too late. It appears that, even at present, with these constraints coupled with the fact that all the children stay at school every afternoon, many children may be at school for too long and are not coping with the extra-curricula, travelling and homework demands.

Recommendations:

- ❖ Workshops with parents to assist and guide them on how to do homework with their children and support them academically at school.
- ❖ Source and implement more modern and appropriate benchmarking and assessment mechanisms.
- ❖ Incorporate more extra-curricula activities into programme (arts and culture)
- ❖ Balance length time children are at school with extra-curricula activities with homework and

travelling demands.

Attitudes: Pupils at the school are extremely curious and not afraid to question, or seek further information. However, due to circumstances many children do not have any experiences outside their home environment and seldom move beyond the town's borders. Although the teachers try to teach children diverse subjects they very seldom actually get to experience these things. Never the less, these children still have enquiring minds and are very keen to learn about new places, and subjects. Parents are also very supportive of school tours and excursions. Students are not as good as they could be in the area of critical thinking and the nature of the PSLE curriculum and the time devoted to preparing children for these examinations hinders the development of true thinking skills. Subjects that allow for more co-operative learning and group work would also benefit the pupils.

Progress: Many of the children succeed and reach their dreams after moving on from Kgaswe. They have performed well in high schools throughout Southern Africa, and indeed the world. Many contact the school with their success stories. The Kgaswe Facebook site is testimony to this. With the inception of the high school it is wonderful to see the children grow from primary school pupils to young adults. Some children still go to government secondary schools due to the cost of independent secondary education. Most of the children proceed to the next standard each year. However, some children are kept back to repeat when this is believed to be beneficial. Parents sometimes resist children repeating and do not always understand.

Recommendations:

- ❖ Follow success stories of previous students to motivate pupils to do their best and realize that dreams can come true.
- ❖ Examine syllabi to ensure subjects taught and methodologies applied encourage curiosity, critical thinking and problem solving - especially limitations of PSLE curriculum.
- ❖ Introduce subjects such as design and technology that encourage thinking skills and problem solving as well as teamwork.
- ❖ Workshops on leadership and teamwork is a suggestion for senior primary students.

FOCUS AREA 3: FUNCTIONING OF THE SCHOOL

Policies: Kgaswe School is well structured and the school runs smoothly with most policies in place and used effectively. The policies are all accessible to staff members and a file containing a breakdown of all policies is handed to each new teacher. 78% of staff feel that they are involved in policy making, however, it is essential that all staff are made aware of, follow and adhere to all school policies. It was felt that a more detailed, composite pupil discipline policy was needed. Legal and statutory requirements are followed and incorporated into school policies where necessary.

Recommendations:

- ❖ All policies should be reviewed and revised with staff as a routine process
- ❖ New policies on discipline and bullying to be developed.
- ❖ Staff should discuss policies and procedures with students where necessary.

Finance: All school budgets are carefully and stringently monitored throughout the year. Annual budgets are drawn up and approved by the Board. These budgets are adhered to, understood and

shared with all staff members where appropriate. All school accounts are audited on an annual basis by an independent auditing firm. The school has independent company secretaries to ensure all statutory finance/company regulations are followed and met. The management of the school's finances are monitored by various appointed employees including the Principal, Board, finance committee and an independent accounting firm. Parents are sometimes confused with statements and feel that they are not being charged correctly.

The school is well insured and all possible policies are in place to protect employees, students, visitors and the school. Due to health concerns and the high HIV status in Botswana, life insurance policies are paid for by the school for all non academic staff members.

Recommendations:

- ❖ Make statements understandable to all parents.

Facilities: The school is fortunate to have large premises and a lot of space for sports and for children to play. Due to the size of the grounds they are sometimes difficult to maintain especially the fields. The school tries to keep the grounds green with as much grass as possible, however, due to the climate this is not always possible. The school has many well designed and appointed classrooms and storage space, especially in the pre-school, junior primary and Std Six/Seven. The pre-school is an exceptional facility - perhaps requiring just a few more climbing areas. The buildings are well maintained, all problems reported and potential problems are addressed promptly. Long term, there is a need for a proper science laboratory, design and technology centre and media centre. A multi-purpose hall could also be considered where music amongst other activities could be done. There is an immediate short supply of change rooms and shower facilities for pupils and teachers with pupils changing for sport in toilets and the open. The administration block, computer lab and library are still asbestos and the school would like to have these sections rebuilt. Construction of the new high school has meant that all building at the primary school is on hold.

Recommendations:

- ❖ Change rooms and shower facilities need immediate attention
- ❖ Building projects relating to the school facilities need to be addressed when financially possible. These are also areas that the P.T.A can assist in financing.
- ❖ The management team to assess if there are enough ground staff to maintain the premises.

Orderliness: Pupils, teaching and non academic staff follow a strict code of conduct at Kgaswe. Codes, rules and regulations are well publicized. The school does not have major behavioural issues. Timetables and schedules are respected and followed well by pupils and teachers at the school. With regard to honouring school times, the majority of students arrive on public transport, so students are seldom late for school. Thankfully, due to the location we do not have traffic problems so teachers and non academic staff are seldom late for school. We have a good attendance record and class registration is monitored daily. Some parents take their children out of school for extended periods of time and they often return late for the new school year. Two focus groups relating to this focus area, namely bullying and discipline, were carried out by the school. Findings indicated no serious issues in these areas. A full debrief from the focus groups is outlined further in the report.

Recommendations:

- ❖ Attention must be given to the information gathered from focus groups on bullying and discipline and necessary ongoing issues must be addressed with immediate effect.
- ❖ Parents need to be informed of the importance of children attending school regularly.

Security and Safety: All the school buildings are safe and are in good condition and comply with all state required laws and regulations. One staff member is on duty everyday during both breaks and at the end of the school day, to ensure that all children get onto their respective transport safely. Children not wearing caps are made to stay in the hall during break. This makes the hall very full and there is potential for an accident to happen in the hall. Fire drills are carried out regularly at the school. The school has a fire alarm system and fire hydrants which are checked and maintained annually. First aid boxes are present in each department and in all school buses. Busses are serviced and maintained routinely.

Recommendations:

- ❖ Due to the size of the school grounds, a second teacher should be on duty during breaks.
- ❖ Children that do not have hats should have to sit quietly in the hall and not play.
- ❖ Teachers should partake in first aid training courses dealing with typical accident scenarios.

Healthcare: The school has two sickbays, one in the pre-primary and another in the main school building. In case of medical emergencies every child is covered by medical rescue and visitors to the school are also covered under the same policy. The school does not have any professional guidance councillors. However, teachers do offer spiritual and emotional support to all children and parents where necessary. Situations which can not be handled within the school are outsourced to professionals, however, it is up to parents to follow through with outside counselling. There is no regular screening of pupils for sight and hearing related problems. From surveys and focus groups it is evident that parents, trust teachers and 93% of the parents believe that their children are well cared for at the school. 81% of the students also feel safe and secure at school. Given these results we do not have any major issues at school relating to the wellbeing of students.

Recommendations:

- ❖ The sickbay in the main school building is situated in the teachers resources centre. Ideas need to be sought for a more suitable place for sick children.
- ❖ Investigate introduction of regular (annual) vision and hearing screening for pupils.
- ❖ First aid training for staff

FOCUS AREA 4: GOVERNANCE AND MANAGEMENT

Governing Body: Kgaswe School is extremely fortunate to have a supportive and effective governing Board. The make-up of the Board is diverse and each member displays an interest in the school. A large majority of Board members are senior decision makers from the Botswana Power Corporation (BPC), and these appointments form part of their individual objectives, so they take their positions on the Board seriously. The BPC Board members are not directly attached to the school which allows them to make unemotional business decisions. However, this is balanced by members of the Board who are parents and have the interests of the children in mind, not just running the school as a business. This balance allows for carefully considered and balanced decisions. The Board plays a very active role in

strategic policy making and is well aware of its fiduciary duty. They all understand the direction the school is going in and decisions support this.

The Board meet at least four times a year and the various sub-committees (finance and personnel) meet additionally to that. Attendance is good at all meetings.

The Board have absolute trust in the Principal to make decisions on all day to day operations of the school and allow him to do this unhindered.

The Governing Body have all attended the ISASA workshop on corporate governance and all adhere to the guidelines set out in the workshop signing a document committing to the principles of good governance. 91% of the parents and 81% of all staff members believe that the governing body is doing a good job. The chairman is well respected in the school and the community and has the complete confidence of the Board.

Not all staff members know who Board members are and there is sometimes confusion among parents between the role of the Board and the PTA.

Recommendations:

- ❖ Staff / Parents to be regularly updated on the role of the Board and explanations given on the selection of the Board.
- ❖ Staff need to know who the Board members are.

Principal: All parties interviewed and survey results show clearly that the school has a strong leader, well qualified and professionally competent, who is well respected by teachers, parents, pupils and the governing body. All aspects of the evaluation confirmed that the Principal is competent and committed to the school. He has good relationships with all staff members but is respected for his fairness and ability to make considered decisions. He works well with the Board, sub-committees and has a good understanding of school finances and budgets. The Chairman of the Board and the Principal have a good relationship and work well together to ensure that the best interest of the school is always a priority.

Leadership and Management: All employees, students and parents of the school have a full understanding of the management and leadership roles within the school, policies are followed and adhered to. Senior management are well experienced and motivated and fully committed to their roles. They do, however, come under time constraints as they are also full time teachers and do not always get to everything they would like to. The wellbeing and personal needs of all staff members are given appropriate care and management decisions are made with sensitivity and consideration. Teachers and parents enjoy the availability and open door policy with the management team. Teachers are also given many responsibilities at school and are allowed to grow in this area and most staff undertake these responsibilities enthusiastically and diligently. Staff needs are catered for wherever feasible and possible.

Quality Management System: The school has an effective staff appraisal system in place for all staff, academic and non academic. Objectives are set at the beginning of each school year and key performance areas laid out. These are reviewed throughout the year until the final appraisal at the end of the year. The management team is aware of teachers' developmental needs and tries to assist and accommodate them where necessary.

Recommendation:

- ❖ Senior management need more time made available to improve and expand their roles

Communication : 94% of parents believe that we communicate well at Kgaswe School. The administration team ensures that effective and efficient communication takes place with parents and all other parties involved with the school. The school communicates via written correspondence regularly with parents. Added to this, all children in the school have a diary which is an effective tool to communicate individually with parents. A newsletter is distributed regularly to all parents, updating them on events and news relating to the school. The school sends out two school progress reports per year and parent consultations take place in the first term. Parents may also meet with teachers anytime during the school term and teachers often initiate this. Parents are not always contactable as they change contact details and do not inform the school. The P.T.A is also a platform for parents to view any concerns regarding the school which will be handled by senior management.

Recommendation:

- ❖ The school needs to test drive an SMS messaging and communication systems to further improve communications.
- ❖ Parents need to be reminded to keep the school informed of any change in contact details.

FOCUS AREA 5: VALUES AND SOCIETY INVOLEMENT

Ethos : The school ethos and values are agreed and signed by all parents when enrolling their children at the school. The emphasis is on caring and compassion, understanding, honesty, trust and tolerance with a desire for excellence and a strong work ethic. These values are reflected throughout all aspects of the school operation and reinforced in the mission statement and in the code of conduct signed by all school employees and contractors. The school operates within, and its policies reflect, this ethos and associated values. The mission of the school could be more firmly embossed in students to ensure that they have a clear understanding of what the school stands for and what it expects from all students. Pride and morale of staff and pupils is extremely positive with a desire to improve on previous best pervading. Parents are also proud of the school and they generally speak highly of it. Many students feel privileged to attend Kgaswe School, as independent education is greatly sought after in Botswana. Amongst teachers, the school has become one of the sought after schools in Botswana to work at.

Social Awareness : Botswana has developed a clear vision for 2016 and this is communicated to the pupils. The school takes cognisance of the many cultures and beliefs in the community and makes provision for them. Assemblies are structured to cater for various religious groups and cultures. Life skills forms part of the school curriculum from pre-school through to the senior primary department. The senior primary classes all follow the Government's religious and moral education curriculum which is an excellent programme promoting understanding and tolerance. This we believe provides pupils with knowledge and assists them in making informed and sensitive decisions about culture, the environment and social issues.

The school has an outreach programme with a small under resourced state school close by - Mahalapitsa Primary School. Staff development initiatives, pupils interactions and assistance with resources have all been undertaken.

Recommendation:

- ❖ More community involvement and outreach could be initiated.

FOCUS AREA 6: DISTINCTIVE AREAS

- ❖ **Location** - The school is the only widely recognised, accredited independent school within 120 km - students travel far to attend school and to participate in extra mural activities. The school is situated 6km's out of town.
- ❖ **Diversity** - We currently have sixteen different nationalities of students at Kgaswe - a great cultural mix. Children work and play happily together across cultural boundaries.
- ❖ **Teaching Couples** - Many schools avoid partners working together, however, at Kgaswe School this is encouraged and works extremely well, contributing to stability and a sense of family.
- ❖ **Diversity of Staff** - Teachers come from various countries and bring a diversity of training and experience to the school, enriching the school curriculum.
- ❖ **Alternative Learning** - One week in every school year is set aside for alternative learning - the purpose of this week is to teach pupils from Std One to Std Seven something new and different. These lessons can not be from the curriculum or school textbooks, rather life skills or activities of interest. Classes rotate for the week, allowing them to learn different skills from different teachers. e.g. hunting, scuba diving, golf, ballroom dancing, fly fishing, etc. There are also two "whole school" theme weeks per year which cut across all subjects for a whole week.
- ❖ **Tours to Neighbouring Countries** - All senior primary classes undertake one major cross border educational tour every year - broadening the pupil's experiences.
- ❖ **Governing Body** - The majority of the governing body is made up of senior executives from Botswana Power Corporation even though the school is no longer linked to the company.
- ❖ **Corporate Relationships** - The school has strong and supportive corporate relationships with the Botswana Power Corporation and Morupule Colliery.

Surveys And Focus Groups

Safety Of Possessions

Parents: *My child possessions are safe at school (57 % agree : 43% disagree)*

Pupils: *My possessions are safe at school (48 % agree : 52% disagree)*

Staff: *Possessions are safe at school (68% agree : 32% disagree)*

From evidence gathered during the evaluation process and through ongoing correspondence with the parents, one of the biggest concerns at the school is the safety of their children's possessions.

The school is aware of this challenge, and understands parents concerns relating to this area. The school has a lost property system and teachers do try to assist pupils and to teach pupils to take responsibility for their possessions. Parents in many instances were adamant that their children's possessions are getting stolen, however, when speaking to the children they very often admitted that they misplace their belongings or leave them lying around. Parents believe that it is the teacher's responsibility to ensure that all belongings are safe guarded during lessons and during afternoon activities. However, teachers find it difficult to always be looking after everyone's belongings and feel that children should also take responsibility for their belongings. Parents need to take responsibility to make sure that all belongings brought home are in fact their children's belonging and not other children's, mistakenly picked up.

Problem area's identified included:

- a) **Clothing:** Many of the children's clothing is not marked clearly or correctly making it very difficult to return clothing found around the school grounds. The lost property needs to be better controlled to ensure that marked items are returned to children. It should also be supervised to ensure parents and children do not just take any items out the lost property. Parents also believe that the school should provide free lockers for all students as lockers are currently too expensive. The loss of swimming caps and goggles happens in summer. Teachers and parents believe that lending of items such as these should not be allowed.
- b) **Stationery:** Parents find it difficult to keep replacing stationery and feel that it should be better controlled by teachers. Pupils admitted that stationery goes missing when they leave it on their desks or desk drawers and it is often unmarked.
- c) **Lunches:** There have been incidences of lunches being taken during school time and during afternoon activities.
- d) **Taxi's:** Belongings left on buses or taxi's are not always returned to the school the following day.

Recommendations:

- ❖ A task team will be selected to help streamline the whole lost property process. The team needs to find ways of eliminating instances whereby children's belongings are being stolen or misplaced and that lost property is collected and returned.

Bullying

Parents: *My child is being bullied at school (26 % agree : 74% disagree)*

Pupils: *I am bullied at school (35 % agree : 65% disagree)*

Staff: *Pupils are bullied at school (32% agree : 68% disagree)*

Through investigations and gathering of evidence during the evaluation process, it is clear that often bullying is confused with teasing, and the line between the two is often not very clear. Never the less,

there are various areas of "teasing" and situations whereby older children are taking advantage of the younger pupils. Physical bullying is not a significant issue at the school, however, there is an element of verbal bullying which needs to be addressed.

In the focus groups with parents, pupils and teachers the following areas were identified:

- a) **The Busses** - when children are being transported to and from school, various issues were raised from food being taken, to younger children not been given seats. This has also been a platform for older children to tease younger children.
- b) **Tuck-shop** - various cases were raised whereby older children are making the younger children stand in queues for the tuck-shop. A few instances of older children making the younger pupils use their own money to buy items at the tuck-shop was also brought to our attention.
- c) **Emotional abuse/ teasing** - there are various cases of "teasing" and "emotional abuse" throughout the school. These mainly occur within peer groups. Pupils involved were often simply the more domineering pupils. New children and culturally different children also sometimes fall prey to this type of teasing.
- d) **Supervision** - reference was made in more than one focus group regarding supervision in the afternoons. Various issues were raised concerning the person responsible for taking some of the classes.

Recommendations:

- ❖ The school has already investigated processes to deal with the above issues. A number of problem pupils have already been identified and dealt with. The school has started the process of drafting and implementing a bullying policy, this will be incorporated into lessons and the school ethos. Supervision has been re-looked at and a new system has been instituted.

Discipline

Parents: Discipline at the school is good (90% agree : 10% disagree)

Pupils: Discipline is good at school (76% agree : 24% disagree)

Staff: Discipline at the school is good (58% agree : 42% disagree)

Kgaswe School fortunately does not have any major discipline problems, and it seems that parents are very satisfied with the discipline in the school. Pupil's issues seemed to revolve around the bullying issues mentioned above. Some areas of concern were mentioned, however, in the focus group and during interviews with staff. These were mainly regarding the understanding and interpretation, as well as consistency in the application, of discipline procedures at the school. It is apparent that some children respect some teachers, more than others. Female teachers are not always as respected as male teachers. It was also suggested that sometimes teachers are more lenient with girls. Discipline on the buses was brought to the attention but it seems to be the same issues that were brought up and discussed in the bullying focus groups. A few isolated instances of bad sportsmanship were brought to our attention.

Recommendations:

- ❖ A consolidated discipline policy to be drawn up and consistently implemented by all teachers.

5. Areas of Excellence - Let's Celebrate

- ❖ **Teaching staff** -The school is fortunate to have a strong academic staff, who work well together and who are committed to the school and students they teach. Teachers are well qualified and have sound working experience and put in a lot of extra hours
- ❖ **Team work** - There are many effective teams that operate in the school
- ❖ **Management team** - A strong, supportive and fair management team, who are respected among all staff.
- ❖ **Forward thinking** - The school is still growing and relatively new, therefore new ideas and systems and positive change happens on an ongoing basis
- ❖ **Receptive to new ideas** - The school is always ready to try out new ideas and developments and is not restricted unduly by regulation or policy
- ❖ **Aspirational** - The school aspires to sound educational ideals and aims
- ❖ **Reading** - the school ensures and encourages a lot of reading and language lessons across all classes and standards
- ❖ **Sports variety** - the school offers a wide range of sports
- ❖ **Well organised school** - The school has good and effective administration and academic systems in place with well structured time tables and processes. School events and excursions are exceptionally well run and organised
- ❖ **Governing body** - An effective Board with strong interests in the school and for the future development of the school.
- ❖ **Limited restrictions** - The Board of Governors and the parent body, trust and respect the decisions made by the school management team.
- ❖ **Good value for money** - The school offers students a strong academic education at reasonable prices
- ❖ **Parent body**- Parents are supportive and have a lot of faith in teachers and are receptive to new ideas

6. Areas Under Review And Recommendations

Areas under review	Recommendations	Timeline
Teaching and Learning		
Primary school		
Curriculum	<ul style="list-style-type: none"> • A review and feasibility study of the PSLE curriculum needs urgent attention with the view to including more appropriate, internationally acceptable, curricula. • More training and understanding of the Heinemann Maths curriculum should be offered to new teachers. • The first language Setswana curriculum, and resources available, needs to be reviewed in line with the pupils needs in an English Medium Independent school as well as timetabling constraints. • The development of a 'conversational Setswana' curriculum needs to be instigated and the time allocated for 'conversational Setswana' considered. • Gross motor skills activities need to be timetabled into areas of the junior primary. 	<i>All these will be discussed in due course and timeline set.</i>

Areas under review	Recommendations	Timeline
	<ul style="list-style-type: none"> • Allocation of class time for music, art and cultural activities, as well as the appointment of suitable staff to teach them, should be investigated. • A non-teaching academic deputy is needed to oversee good teaching and staff development. • Implementation of practical science lessons and introduction of design & technology. 	
Teaching and learning	<ul style="list-style-type: none"> • More differentiated activities need to be used in all areas of the school where applicable. • Teachers need to include more oral lessons and encourage dialogue between pupils whenever possible. • More of the children's own written work needs to be included in lessons. • More of the children's written work needs to be displayed in the classrooms. • Teachers need to plan more lessons where learning can take place outside the classroom. • Senior management need to investigate the need and feasibility of specialist music, art and PE teachers. • Amount of homework in relation to time at home needs to be investigated. • Curriculum, resources, teaching aids, time allocation and staff development for first language and conversational Setswana needs to be investigated. • Investigate the possibility of introducing gross motor lessons & brain gym sessions into the JP department. 	
Teacher development	<ul style="list-style-type: none"> • Investigate ways that staff development can take place internally. • Continually source experts on relevant issues that can be brought to Kgaswe. • Consider increasing the staff development budget to help pay for accommodation for teacher training outside the area. • Investigate the possibility of more job alike sessions with schools in Botswana & South Africa. 	
Assessment	<ul style="list-style-type: none"> • Regularly evaluate the merits of the assessment and standardized tests used to evaluate and bench mark pupils in relation to their needs. • Senior management need to research the feasibility of introducing an alternative primary school bench marking examination to replace the PSLE. 	
Support	<ul style="list-style-type: none"> • Investigate the needs and possibility of employing a full time special needs teacher. • Investigate the possibility of employing or training a full time guidance teacher. • Media centre needs upgrading & more resources added. 	

Areas under review	Recommendations	Timeline
	<ul style="list-style-type: none"> • Science lab needs to be upgraded. • Design and Technology lab needs to be developed and more resources need to be bought. 	
<i>Pre-school</i>		
Curriculum	<ul style="list-style-type: none"> • Expand on existing pre-school curriculum • Look into following a specific curriculum • More emphasis to be put on the theme being covered. • More 'rings' to be included in the lessons. • Much more time to be allocated to gross motor development. • Change/ drop current assembly format. 	
Teaching and learning	<ul style="list-style-type: none"> • More emphasis needs to be put on the gross motor development of the children. • Activities that are too formal for the developmental stage of children need to be identified. • Much more time and emphasis needs to be put on conceptual & language development during 'ring' time. • Fantasy area needs to be better utilized. 	
Attainment and Progress		
Attainment	<ul style="list-style-type: none"> • Workshops with parents to assist and guide them on how to do homework with their children and support them academically at school. • Source and implement more modern and appropriate bench marking and assessment mechanisms. • Incorporate more extra-curricula activities into programme (arts and culture) • Balance the length time children are at school with extra-curricula activities with homework and travelling demands 	
Attitudes & Progress	<ul style="list-style-type: none"> • Follow success stories of previous students to motivate pupils to do their best and realize that dreams can come true. • Examine syllabi to ensure subjects taught and methodologies applied encourage curiosity, critical thinking and problem solving - especially limitations of PSLE curriculum. • Introduce subjects such as design and technology that encourage thinking skills and problem solving as well as teamwork. • Workshops on leadership and teamwork is a suggestion for senior primary students. 	
Functioning of the School		
Policies	<ul style="list-style-type: none"> • All policies should be reviewed and revised with staff as a routine process • New policies on discipline and bullying to be developed. • Staff should discuss policies and procedures with students where necessary. 	
Finance	<ul style="list-style-type: none"> • Make statements understandable to all parents. 	
Facilities	<ul style="list-style-type: none"> • Change rooms and shower facilities need immediate attention. • Building projects relating to the school facilities need to be 	

Areas under review	Recommendations	Timeline
	<p>addressed when financially possible.</p> <ul style="list-style-type: none"> The management team to assess if there are enough ground staff to maintain the premises. 	
Orderliness	<ul style="list-style-type: none"> Attention must be given to the information gathered from focus groups on bullying and discipline and necessary ongoing issues must be addressed with immediate effect. Parents need to be informed of the importance of children attending school regularly. 	
Security and Safety	<ul style="list-style-type: none"> Due to the size of the school grounds, a second teacher should be on duty during breaks. Children that do not have hats should have to sit quietly in the hall and not play. Teachers should partake in first aid training courses dealing with typical accident scenarios. 	
Healthcare	<ul style="list-style-type: none"> The sickbay in the main school building is situated in the teachers resources centre. Ideas need to be sought for a more suitable place for sick children. Investigate introduction of regular (annual) vision and hearing screening for pupils. First Aid training for staff 	
Governance and Management		
Governing Body	<ul style="list-style-type: none"> Staff / Parents to be regularly updated on the role of the Board and explanations given on the selection of the Board. Staff need to know who the Board members are. 	
Principal, Leadership & Management, Quality Management System	<ul style="list-style-type: none"> Senior management need more time made available to improve and expand their roles 	
Communication	<ul style="list-style-type: none"> The school needs to test drive an SMS messaging and communication systems to improve communications further. Parents need to be reminded to keep the school informed of any change in contact details. 	
Values And Society Involvement		
Ethos, Social Awareness	<ul style="list-style-type: none"> More community involvement and outreach could be initiated. 	
Focus Groups		
Safety of Possessions	<ul style="list-style-type: none"> A task team will be selected to help streamline the whole lost property process. The team needs to find ways of eliminating instances whereby children's belongings are being stolen or misplaced and that lost property is collected and returned. 	
Bullying	<ul style="list-style-type: none"> The school has already investigated processes to deal with the above issues. A number of problem pupils have already been identified and dealt with. The school has started the process of drafting and implementing a bullying policy, this will be 	

Areas under review	Recommendations	Timeline
	incorporated into lessons and the school ethos. Supervision has been re-looked at and a new system has been instituted.	
Discipline	<ul style="list-style-type: none"> • A consolidated discipline policy to be drawn up and consistently implemented by all teachers. 	

7. Conclusion

The IQAA evaluation has been an immense learning experience, not only for the internal evaluation team, but also the staff and management team as a whole. Although there were no surprises, the opportunity to evaluate every corner of the school has been a worthwhile exercise. The feedback received and gathered during the process was extremely positive and teachers can feel proud, of the work they are doing. Parents can be reassured that their children are getting a sound and balanced education at a quality school. It is evident from the report, that the management team and governing body are extremely supportive of the school, and has its best interests at heart.

As with any evaluation, there are aspects of the school that need to be further investigated. Some of these areas have already been addressed and others will be investigated in the near future. The school is fortunate to have a committed and focused team who are prepared to do what is necessary to make the school great and continually strive to improve on previous best.

Many thanks must go to all who took part so openly and enthusiastically - pupils, parents, governors and staff. A huge thanks you also goes to the evaluation team and Mrs Margaret Rudolph - our mentor - for her insight and advice.