

FEEDBACK REPORT 2025 SCHOOLS



OISESA

Office of Independent
Schools Evaluations
Southern Africa

Website: www.oisesa.org

THE 2025 QUALITY ASSURANCE PROGRAMME

1. Introduction

The OISESA offices opened in May 2022. The pilot programme in 2022 involved quality-assuring 55 schools; the 2023 programme 151 schools; the 2024 programme 168 schools; and 166 schools in 2025. A full list of the 2025 schools is provided on page 7. On completion of the process, schools are awarded a Quality Assurance Certificate and may display the OISESA logo on their website and in other publications.

As OISESA enters its fourth year of operation in 2026, we continue to revise our quality assurance programme for schools across Southern Africa. This culture of ongoing research, reflection, and self-evaluation is vital in any organisation, both locally and globally, and lies at the heart of OISESA's mission statement.

2. Feedback Process

Participating schools in 2025 were asked to share feedback in a post-visit survey. The 2025 stakeholder survey feedback from 32 schools presents a strong affirmation of the quality, professionalism, and developmental value of the OISESA quality assurance process. Across all stages of engagement—communication, surveys, onsite visits, and the self-study—schools consistently described the experience as constructive, supportive, and impactful, notwithstanding the significant time and effort required.

Whilst the feedback received was most helpful, the low response rate does need to be considered when reading the report.

3. Summary of Feedback¹

The survey rating scale is from 1 – 5, with 5 being the highest rating. Recommendations for improvement focus more on general trends than on individual comments.

Section 1: Notification and Online Training

The notification process and online training were praised for being clear, timely, and well structured. Schools reported that early notification and well-managed timelines enabled effective preparation and reduced uncertainty. Mentors were repeatedly described as approachable, patient, and reassuring, contributing to a sense of partnership rather than compliance.

¹ Microsoft CoPilot was used in generating summaries of the feedback.

The combination of written guidance, handbooks, and online interactions was described as effective in helping schools understand expectations and engage meaningfully with the self-evaluation process. The convenience of online training and accessibility via email and WhatsApp was also cited as a strength, particularly for schools operating across diverse contexts.

- **How would you rate the notification process from ISASA?**
Average rating out of 5 – 4,5
- **How would you rate the notification process from OISESA, including the initial contact from the mentors?**
Average rating out of 5 – 4,7
- **How would you rate the online training session with the mentors?**
Average rating out of 5 – 4,3

Recommendations for Improvement

- Consider sending the training slides in advance so that live sessions can focus more on discussion and clarification rather than presentation delivery.
- Provide earlier start dates to the overall timeline.
- Provide additional training support for completing the self-study if needed.
- Ensure greater mentor familiarity with governance structures and policies before site visits.
- Highlight the importance of mentor contextual understanding, including appropriate sectoral expertise (e.g. pre-primary education) and awareness of cultural and national differences across countries.

'The mentor was flexible enough to understand our school model. The process was directed at who we are rather than an inflexible set of criteria that needed to be checked off. The evaluation really got to the bottom of how we operate, and the feedback was meaningful and useful.'

Education Incorporated

Section 2: The Surveys

Schools reported very positively on the design, administration, and usefulness of the stakeholder surveys. Respondents highlighted the clarity of instructions, ease of navigation, and efficiency of survey distribution, particularly via WhatsApp links.

The grade-specific and stakeholder-specific structure of the surveys was valuable, as it allowed schools to identify strengths and concerns at a more granular level. The anonymity of responses was seen as fostering honesty and openness, while the resulting data was described as insightful, actionable, and valuable for school improvement planning.

Schools also appreciated the flexibility to adapt certain survey questions to their context and the prompt turnaround of survey summaries, enabling timely reflection and discussion.

- **How would you rate the usefulness of the stakeholder surveys?**
Average rating out of 5 – 4,3
- **How would you rate the administration of the stakeholder surveys?**
Average rating out of 5 – 4,4

Recommendations for Improvement

- Consider restricting student surveys to older grades or simplifying the language for younger students.
- Shorten surveys to encourage higher completion rates.
- Offer surveys in additional languages, e.g. Portuguese and isiZulu.²
- Provide regular updates on participation numbers during the survey period.
- Consider providing additional survey instruments for specific staff groups, such as teaching assistants.
- Consider alternative methods of administration where connectivity challenges and limited internet access are identified as barriers in some contexts.

‘The surveys were anonymous, so they made stakeholders feel safe to speak up. They were quick and fairly user friendly.’

Kammaland Primary School

Section 3: The Onsite Visit

Feedback on onsite visits and mentor interactions was exceptionally positive. Schools consistently described the mentors as professional, warm, insightful, and affirming, with many noting that mentors approached the process as a partnership rather than a compliance exercise.

Mentors were commended for creating a relaxed yet professional atmosphere; asking thoughtful, clarity-seeking questions; demonstrating flexibility and active listening skills; and providing meaningful, context-specific guidance. The site visits were experienced as encouraging and developmental, with schools valuing both the affirmation of strengths and the depth of professional dialogue generated during interactions.

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² As of February 2026, the OISESA parent opinion surveys are available as translations in isiZulu and IsiXhosa, on request. These translations can be used in conjunction with the online survey questions to assist understanding. A SeSotho version will be available during March 2026. Where a school makes changes to the online survey, they will need to ensure the translation document mirrors those changes.

- **How would you rate the onsite visit?**
Average rating out of 5 – **4,8**
- **How would you rate working with the mentor(s)?**
Average rating out of 5 – **4,8**

Recommendations for Improvement

Although many schools stated that no improvements were necessary, some respondents raised considerations regarding duration and scheduling. A few schools experienced the visit as either too concise or overly intensive, noting that slight extensions or improved pacing could reduce pressure on daily operations.

Additional recommendations included greater sensitivity to school context and resource constraints; clearer role boundaries during interactions with governance structures; and exploration of follow-up engagements after the visit to support implementation of recommendations³.

“The mentor was punctual but also flexible. She treated us fairly without comparison to any other school. The experience felt very individualized. The mentor imparted a lot of knowledge and guidance during the visit.”

Ambassadors’ College

Section 4: The Self-Study Process

Schools acknowledged the self-study as a meaningful and worthwhile reflective exercise, despite its time demands. The clarity, structure, and user-friendliness of the templates and guidelines were repeatedly highlighted as enabling schools to engage thoughtfully with the Standards & Indicators.

Many respondents emphasised the value of the process in supporting strategic reflection, identifying strengths and growth areas, encouraging collaborative leadership engagement, and informing future planning.

- **How would you rate your experience of the self-study process?**
Average rating out of 5 – **4,4**
- **How would you rate the usefulness of *The Guidelines for Schools* and the Self-Study Template?**
Average rating out of 5 – **4,6**

³ Note that OISESA is contracted to undertake quality assurance visits by ISASA. Follow-up engagement is offered by the relevant ISASA Regional Director.

Recommendations for Improvement

The most frequent concern was the time-intensive nature of the self-study, particularly for small schools or those with limited leadership capacity.

Specific recommendations included:

- Provide clearer guidance on the depth and level of detail required.
- Provide more explicit evidence lists and folder structures.
- Give practical examples during training.
- Reduce the emphasis on extensive documentary evidence.

Some schools also suggested that the process should begin with a contextual conversation about school priorities, allowing the self-study to be more responsive to each school's stage of development.

'Even though time-consuming, especially if you are a small team, the process was worthwhile, highlighting what we are doing well and areas that need improvement.'

SOWLE Centre

4. Additional Comments

Final comments reflected a strong appreciation for the overall OISESA process. While acknowledging the significant workload involved, schools overwhelmingly described the experience as constructive, professional, and impactful, with long-term benefits for school improvement and leadership development.

Many schools expressed pride in their association with OISESA and gratitude for the quality, integrity, and care demonstrated throughout the process.

4. In Conclusion

The 2025 stakeholder feedback affirms the strength and credibility of OISESA's quality assurance model. Areas for improvement are largely refinements rather than systemic issues, with feedback emphasising the importance of contextual responsiveness, accessibility, and sustainability. Collectively, the comments demonstrate strong confidence in OISESA's role as a supportive and rigorous partner in school improvement.

Contact us via email: info@oisesa.org

Visit our website to download resources for 2026: www.oisesa.org

2025 SCHOOLS

- ✓ Academy of Excellence (Primary)
- ✓ Academy of Excellence (Secondary)
- ✓ Acts House of Education (Primary)
- ✓ Acts House of Education (Secondary)
- ✓ Acudeo College Crystal Park (Primary)
- ✓ Acudeo College Crystal Park (Secondary)
- ✓ Acudeo College Kirkney (Primary)
- ✓ Acudeo College Kirkney (Secondary)
- ✓ Acudeo College Protea Glen (Primary)
- ✓ Acudeo College Protea Glen (Secondary)
- ✓ Acudeo College Thornview (Primary)
- ✓ Acudeo College Thornview (Secondary)
- ✓ African School for Excellence
- ✓ Afton Grove (EduExcellence Noordhoek)
- ✓ Amaria Combined School (Primary)
- ✓ Amaria Combined School (Secondary)
- ✓ Ambassadors College
- ✓ Archers College
- ✓ Auckland Park Academy of Excellence (Primary)
- ✓ Auckland Park Academy of Excellence (Secondary)
- ✓ Beaulieu College
- ✓ Beaulieu Preparatory School
- ✓ Beaulieu Preparatory School (Pre-Primary)
- ✓ Bluff Christian Academy (Primary)
- ✓ Bluff Christian Academy (Secondary)
- ✓ Calvary Christian College (Primary)
- ✓ Calvary Christian College (Secondary)
- ✓ Canaan College (Primary)
- ✓ Canaan College (Secondary)
- ✓ Cannons Creek Independent School (Primary)
- ✓ Cannons Creek Independent School (Secondary)
- ✓ Capella House
- ✓ Christian Brothers College Mount Edmund (High)
- ✓ Christian Brothers College Mount Edmund (Little Mount)
- ✓ Christian Brothers College Mount Edmund (Primary)
- ✓ Clifton College
- ✓ Clifton Preparatory
- ✓ Dihlabeng Christian School
- ✓ EDUcation INCorporated (Secondary)
- ✓ EduExcellence Claremont
- ✓ EduExcellence Lynwood (Primary)
- ✓ EduExcellence Lynwood (Secondary)
- ✓ Evergreen School
- ✓ FasTrackKids Preparatory School
- ✓ FasTrackKids Pre-Preparatory School
- ✓ Future Nation Schools Fleurhof (Primary)
- ✓ Future Nation Schools Fleurhof (Secondary)
- ✓ Future Nation Schools Lyndhurst (Primary)
- ✓ Future Nation Schools Lyndhurst (Secondary)
- ✓ Grace Primary School
- ✓ Happy Days Pre-Primary School
- ✓ Herzlia Highlands Primary School
- ✓ Herzlia Weizmann Primary School
- ✓ Hlanganani Pre-School
- ✓ Hlanganani Primary School
- ✓ Hluhluwe Privaatskool (Senior Primary)
- ✓ Hluhluwe Privaatskool (Pre-Primary and Junior Primary)
- ✓ Incomati School (Pre-Primary)

- ✓ Incomati School (Primary)
- ✓ Inkanyezi Waldorf Centre
- ✓ International School of Cape Town (Pre-Primary)
- ✓ International School of Cape Town (Primary)
- ✓ International School of Cape Town (Secondary)
- ✓ iThemba Labantu Primary School
- ✓ Ithuba Wild Coast Community College
- ✓ JENS Primary School (Junior Primary)
- ✓ JENS Primary School (Senior Primary)
- ✓ Kammaland Primary School
- ✓ Khanyisile Primary School (Pre-Primary)
- ✓ Khanyisile Primary School (Primary)
- ✓ Kitsong Independent School (High School)
- ✓ Kitsong Independent School (Primary School)
- ✓ Kyalami Preparatory Nursery School
- ✓ Kyalami Preparatory School
- ✓ Legae Academy
- ✓ Liberty Community School (Primary)
- ✓ Liberty Community School (Secondary)
- ✓ Little Buckingham Nursery School
- ✓ Living Montessori
- ✓ Living Waters Pre-Primary School
- ✓ Living Waters Primary School
- ✓ Maritzburg Christian School (High)
- ✓ Maritzburg Christian School (Primary)
- ✓ Mokopane English Combined School (Primary)
- ✓ Mokopane English Combined School (Secondary)
- ✓ Musikili Primary School
- ✓ Nova Pioneer Boksburg
- ✓ Nova Pioneer Midrand (High)
- ✓ Nova Pioneer Midrand (Primary)
- ✓ Nova Pioneer North Riding
- ✓ Nova Pioneer Ormonde (Primary)
- ✓ Nova Pioneer Ormonde (Secondary)
- ✓ Nova Pioneer Paulshof
- ✓ Nova Pioneer Ruimsig
- ✓ Nyukani Education Centre (Pre-Primary)
- ✓ Nyukani Education Centre (Primary)
- ✓ Nyukani Education Centre (Secondary)
- ✓ Oakhill School (Pre-Primary)
- ✓ Oakhill School (Primary)
- ✓ Oakhill School (Secondary)
- ✓ Oakley House (Senior)
- ✓ Oakley House (Junior)
- ✓ Olive Ridge School (High)
- ✓ Olive Ridge School (Primary)
- ✓ Pine Forest Pre-Primary School
- ✓ Project Canaan Academy
- ✓ Rallim Preparatory
- ✓ Rallim Secondary
- ✓ Riverwood Primary
- ✓ Riviera Nursery School
- ✓ Sandton Sinai School (Primary)
- ✓ Seedlings Pre-School
- ✓ Silveroaks Montessori School (Primary)
- ✓ Silveroaks Montessori School (High)
- ✓ SOWLE Centre
- ✓ St Charles College (Junior Primary)
- ✓ St Charles College (Middle School)
- ✓ St Charles College (Pre-Primary)
- ✓ St Charles College (Senior Primary)
- ✓ St Charles College (Upper School)
- ✓ St Cyprians High School
- ✓ St Cyprians Pre-Primary School
- ✓ St Cyprians Primary School
- ✓ St James School for Girls and Boys

- ✓ St Patrick's CBC, Kimberley (High)
- ✓ St Patrick's CBC, Kimberley (Pre-Primary)
- ✓ St Patrick's CBC, Kimberley (Primary)
- ✓ St Patrick's College Kokstad (Pre-Primary)
- ✓ St Patrick's College Kokstad (Primary)
- ✓ St Patrick's College Kokstad (Secondary)
- ✓ Stanford Lake College
- ✓ Stepping Stones Pre-School
- ✓ Steyn City School (Pre-Primary)
- ✓ Steyn City School (Primary)
- ✓ Steyn City School (Secondary)
- ✓ Summerhill Private School (College)
- ✓ Summerhill Private School (Nursery)
- ✓ Summerhill Private School (Preparatory)
- ✓ Thabile Nursery School
- ✓ The Bay Academy (Pre-Primary)
- ✓ The Bay Academy (Primary)
- ✓ The Country Readiness School
- ✓ The Future Comprehensive School (Primary)
- ✓ The Future Comprehensive School (Secondary)
- ✓ The Kusasa Project
- ✓ The Parks Pre-Primary
- ✓ Theodor Herzl School (Pre-Primary)
- ✓ Theodor Herzl School (Primary)
- ✓ Theodor Herzl School (Secondary)
- ✓ Thomas More College (High)
- ✓ Thomas More College (Pre-Primary)
- ✓ Thomas More College (Primary)
- ✓ Thorntree Preparatory School
- ✓ Three Peaks and Gardens Nook Pre school
- ✓ Trident College
- ✓ Trident Preparatory Kalumbila
- ✓ Trident Preparatory Lusaka
- ✓ Trident Preparatory Solwezi
- ✓ Ubuntu Pathways (ECD)
- ✓ Ubuntu Pathways
- ✓ U-Tech High School
- ✓ Victory Christian School
- ✓ Vista Junior Academy (Primary)
- ✓ Vista Junior Academy (High)
- ✓ Westville Pre-Primary School
- ✓ Winterberg School Trust