



# Schools Evaluation Authority

Accountability • Quality • Respect



**Bottelary Primêre Skool**



# Schools Evaluation Authority

Accountability • Quality • Respect

Date of evaluation  
02 - 03 March 2020

Lead evaluator  
Ms BD Houghton

Chief evaluator  
Ms KN Bydell

**School:** Bottelary Primêre Skool  
**Address:** Bottelary Road, Koopmanskloof, Kraaifontein, 7570  
**Circuit:** C7  
**District:** Metro East  
**Province:** Western Cape  
**Category:** Public Ordinary (No-fee)  
**Principal:** Mr IJ Crawford



## Areas of Evaluation:

	Learner Achievement	To evaluate the knowledge and skills that learners have acquired, progress made by learners over a period of time and recognition of learners.
	Teaching & Learning	To evaluate the quality of teaching and learning.
	Behaviour & Safety	To evaluate the level at which the school creates a positive learning culture, good behaviour, and a healthy, safe and secure environment for everyone.
	Leadership & Management	To evaluate the effectiveness of the leadership and management of the school.
	Governance, Parents & Community	To evaluate the effectiveness of the governing body in fulfilling its key roles and responsibilities including financial duties, and the effectiveness of the school in building good relationships with its stakeholders.

## Summary:



## Overall performance



### KEY:



## Main Findings



### 1. Learner Achievement ..... 2

Learner achievement in the 2019 Grades 3 and 6 Western Cape Education Department (WCED) Systemic Tests requires improvement.

Over the past four years, the Grade 3 WCED Systemic Test results in Languages were 27% (2016), 18.9% (2017), 27% (2018) and 49.3% (2019). This indicates an improvement of 22.3% from 2018 to 2019 and is slightly higher than the provincial pass percentage. The Grade 3 WCED Systemic Test results in Mathematics were 62.1% (2016), 27.1% (2017), 31.1% (2018) and 35.8% (2019). There was a slight improvement of 4.7% from 2018 to 2019, but it requires greater improvement to meet the standard.

During the same period, the Grade 6 WCED Systemic Test results in Languages were 11.1% (2016), 28.1% (2017), 10.7% (2018) and 16% (2019). The Grade 6 WCED Systemic Test results in Mathematics were 5.6% (2016), 17.5% (2017), 14.3% (2018) and 21.6% (2019). These results are inadequate and require significant improvement to meet the standard.

In interviews and lessons observed, learners read, speak, listen and write at the level expected for their age and phase of education. However, a few learners do not read with comprehension. Most learners listen to instructions. Writing reflected in the learners' workbooks is generally of a good quality. Some learners make grammatical and spelling mistakes, and these are corrected by the teacher.

Most learners handle numbers well. In the Foundation Phase, teachers use a range of resources to assist weaker learners. In the Intermediate Phase, most learners can calculate mentally, but find it difficult to apply mathematical skills to solve problems. In lessons observed, no calculators or electronic devices were used.

Most learners participate and achieve in a range of sporting codes including athletics, cross-country, soccer, netball, rugby and chess. They participate competitively in athletics and cross-country with schools in the same circuit. Two community members teach the recorder to all Foundation Phase learners. Usiko, a youth development programme under the auspices of the University of Stellenbosch, offers a life skills programme and organises camps.



### 2. Teaching and Learning ..... 2

Most teachers maintain a positive learning environment.

All teachers are present, actively teaching, respectful and inclusive of learners. Only one teacher was found not to be actively teaching. There are teacher assistants in both Grade R classes. All classrooms are very clean and tidy. Seating arrangements promote learning and are rearranged for group work. Learners requiring additional assistance sit in front of the class. In the Foundation Phase, learners' work is creatively displayed to celebrate their achievement and effort. However, teachers do not display work in the Intermediate Phase, but there are many educational posters and charts on display inside and outside the classrooms.

The quality of classroom teaching practice varies substantially from the Foundation to the Intermediate Phase. In the Foundation Phase, most learners participate in lessons and, if distracted, are quickly engaged, but in the Intermediate Phase, a few learners are disengaged because they are either disinterested or the teacher is not able to answer their questions. Although the questioning of learners is frequent in most classes, the questions are not open and thought-provoking. The more challenging questions and exercises are answered in the workbooks. Most teachers adjust their teaching pace, style and content to address misunderstandings and support learning. In a few classes the planning and delivery of lessons require improvement. There is no evidence of differentiated tasks. Although most teachers give encouraging and constructive verbal and written feedback, a few give inadequate or no feedback at all.

While most teachers know their subjects, they do not make lessons interesting for learners. Although two classes in the Foundation Phase have television sets, no technology was used during the lessons observed. In the Foundation Phase, a 70% improvement is reported after the introduction of the "Jolly Phonics" programme.

Most classes have a reading corner with well-stocked reading material, but the school library is not set up and used effectively. There are 24 computers in the computer laboratory, and while the server was not working during the evaluation, technicians were on site fixing it.

Most workbooks reflect completed exercises, which are marked, corrected and signed. A few teachers write encouraging and detailed comments to assist learners. However, in a few classes in the Intermediate Phase, little work is completed or marked. Grades 2 and 3 learners are set differentiated tasks according to their abilities, but there is no evidence of differentiated tasks for learners in other grades. Little evidence was found that teaching was informed by assessments to understand what learners find difficult.

This year the school has a Learning Support Teacher (LST) to assist learners in Languages. It is too early to assess whether this initiative will lead to an improvement in Languages.



### 3. Behaviour and Safety ..... 3

The school's environment is disciplined and has a climate of mutual trust and respect. In interviews, learners said that they feel listened to, safe and secure. However, they mentioned that in previous years a few teachers administered corporal punishment, but it has not taken place this year. The principal is responsible for learners' discipline, insists on professionalism and will not protect or support any teacher who contravenes the law.

At the commencement of the school day learners move promptly and in an orderly manner to the quad and movement to the classrooms is supervised. Attendance is above 90%. It is noted that absenteeism is higher on a Monday in comparison to other days of the week even though most learners use the Learner Transport System (LTS).

Learners are well behaved in class. In interviews with both staff and learners, it was confirmed that no bullying, violence or serious disruptions take place. A few learners are concerned about fighting amongst learners during breaks. While teachers are assigned to break duties, not all do their scheduled duties regularly. The Code of Conduct is implemented effectively. A functional disciplinary committee deals with all transgressions.

The school is safe, protects and cares for its learners well and there is an effective learner support system. It is confirmed that the deputy principal is responsible for referring learners to the services of a social worker. The school has a School-Based Support Team (SBST) responsible for determining the support needs of the learners and coordinating support provision.

The University of the Western Cape's (UWC) dental students, sponsored by Old Mutual, render a supervised weekly service. "Pebbles", a non-governmental organisation (NGO), supervises an afterschool programme for learners to complete their homework.

The premises are only six years old and are hygienic, very clean and well kept. There is no litter or dangerous objects outside.

Security is good and there is no unauthorised access to the school. The armed response, linked to the school's alarm system, is on duty 24 hours per day. The Brackenfell South African Police Services visit the school sporadically and conduct random checks for drugs and other illegal substances or objects. The school has an evacuation plan visible outside the classrooms and the updated fire extinguishers are strategically placed throughout the whole building. The ablution blocks are properly cleaned daily.

All learners receive nutritious meals, which are well prepared and healthy. Porridge is served for breakfast, a cooked meal for lunch, including milk and fruit once a week. In interviews, learners expressed their appreciation for the quality of the food. Sports are offered in the afternoons.



## 4. Leadership and Management ..... 3

The School Management Team (SMT) gives clear direction to the school and works as a team. Throughout the school there is a strong sense of a shared vision, mission and ethos. Each month the school identifies and focuses on a value, for example, helpfulness or kindness.

The principal provides strong leadership and communicates well with the SMT. All members of the SMT can accurately identify the school's strengths and weaknesses. The school has a School Improvement Plan (SIP) which prioritises learner performance, greater parental involvement in their children's education, building of ablution facilities in the school hall and upgrading of the sports' fields.

In interviews with the SMT, it is evident that it has a reasonable understanding of the strengths, weaknesses and trends in learner achievement in the WCED Systemic Tests, but there is no evidence of a detailed analysis of the results. SMT members say that they only undertake classroom visits and lesson observations during the second term. Teachers attend courses including an Afrikaans Symposium, courses at the Cape Teaching and Learning Institute and circuit workshops.

The SMT ensures that good use is made of human and financial resources, but greater use of technology to improve teaching and learning is required. Staff attendance has improved this year. The principal knows the staff well and holds them accountable for their attendance, performance and conduct.



## 5. Governance, Parents and Community ..... 3

The governing body fulfils its key responsibilities. In an interview with the chairperson of the governing body, it was evident that there is a good understanding of the school's overall effectiveness and priorities for improvement. It is involved in the selection and recruitment of staff, employs two teacher assistants and drives the recycling programme as a means of fundraising. It reviews and adopts school policies.

The school has a Finance Policy, sound financial practices for all income and expenditure, and all financial records are filed. During the evaluation, the current financial statement had been submitted to the auditor. Learners interviewed said they are listened to by the school and know which teachers to approach when they have concerns. Parents receive communication via SMSs, letters, telephone calls and are invited to meetings to discuss their child's academic progress, but very few parents attend the meetings. There is a good relationship between the school, the district and other external organisations, especially UWC's dentistry department and Usiko.

## Recommendations

1. The school must analyse its overall results to improve teaching and learning.
2. The currently underutilised library must be upgraded.
3. The school should employ a librarian, if resources permit, so that learners can be assisted with appropriate materials and to improve their reading and comprehension skills.
4. Resources, including the technology available, must be used more frequently and effectively to improve the quality of teaching and learning further.
5. It is essential that the services of the LTS are properly implemented and monitored.
6. The principal must continue his practice of not protecting staff who administer corporal punishment.
7. The SMT must conduct classroom visits and lesson observations frequently.
8. The SMT must monitor the implementation of the SIP.
9. Greater parental involvement in their children's academic performance must be encouraged.