



Schools Evaluation Authority

Accountability • Quality • Respect



Bruckner De Villiers Primêre Skool



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Date of evaluation
24 - 25 February 2020

Lead evaluator
Ms BD Houghton

Chief evaluator
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School: **Bruckner De Villiers Primêre Skool**

Address: Hector Street, Idas Valley,
Stellenbosch, 7600

Circuit: C7

District: Cape Winelands

Province: Western Cape

Category: Public Ordinary (No-fee)

Principal: Mr FC September



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

In the Grade 3 Western Cape Education Department (WCED) Systemic Test results for Languages, there was a substantial improvement from 9,1% in 2016 to 26,5% in 2018. However, in 2019 the learners achieved 20,5%, which indicates a 6% decrease from 2018. During the same years, there was an improvement in the Grade 3 WCED Systemic Test results for Mathematics from 38,6% to 47,1%. However, in 2019 there was a substantial decrease of 13%. These results are substantially lower than the 2019 provincial results for both Languages and Mathematics.

In the Grade 6 WCED Systemic Test results for Languages, there was a substantial increase of 14% from 2018 to 2019, but the results were still substantially lower (19,3%) than the provincial results and require improvement when compared to similar schools. In the Grade 6 WCED Systemic Test results for Mathematics, there was a substantial improvement from 11,1% in 2016 to 51,2% in 2018. However, in 2019 these results decreased from 51,2% to 35,3%, which is well below the provincial results.

Most learners struggle to read with comprehension and are more vocal when answering questions in groups than individually. Learners often use slang and lack confidence when trying to express themselves in a formal environment. A few learners do not listen and do not follow instructions. In the Foundation Phase, most of the writing is good, but a few learners need to improve. In the Intermediate Phase, many learners do not write good, structured sentences. Spelling and language errors are common.

Most learners do not handle numbers with ease, especially when they enter the Intermediate Phase. Teachers spend extra time on consolidating concepts before they are able to progress with the curriculum. In the Intermediate Phase, most learners are able to do basic calculations, but there is insufficient evidence to show that teachers do Mental Maths daily. Many learners do not have the mathematical skills to solve problems.

The school offers a variety of extra- and co-curricular as well as cultural activities and participation is good. Activities include art, drama, debating, choir, a field band, the WOW spelling competition, chess, soccer, mini-cricket, mini-rugby, netball, hockey, golf and athletics. Learners participate competitively in the sporting codes. A few have achieved Western Province colours. No excursions are currently undertaken.

2. Teaching and Learning

The quality of teaching and learning requires overall improvement. During lesson observations, all teachers were present, actively engaged in teaching and respectful to learners. Teachers included all learners in questions and discussions. All classrooms are clean and tidy. In the Foundation Phase, seating arrangements promote teaching and learning, but in the Intermediate Phase, most arrangements did not. Learners' work is only displayed in three classrooms.

Most learners are not actively engaged in lessons. In the Foundation Phase, differentiated tasks are given to learners with different abilities to extend and stimulate them. While the questioning of learners is frequent, questions generally only require basic answers. A few teachers adjust their pace and style, but the slow pace of teaching prevents learners from being challenged. In lessons where a teacher adapted his/her style and pace, learners were extended and encouraged to respond even if their answers were incorrect. Most teachers plan their lessons, although they are behind with their planning schedules by approximately one to two weeks. In the Foundation Phase, appropriate tasks and activities enable learners to improve their motor coordination skills. With a few exceptions, teachers provide verbal feedback which supports learners. All teachers know their subjects and two were outstanding in their subject knowledge. Two teachers mostly use data projectors and this creates enthusiasm among the learners. However, most teachers only use textbooks and writing boards, even though the use of additional or alternative resources could support teaching and learning.

In a large majority of classes, learners' worksheets and exercises in their workbooks are appropriate for their level and ability. Most workbooks are marked regularly and comments are useful. However, two teachers marked answers as correct despite spelling and grammatical errors. Eleven learners

with barriers to learning are assisted by a teacher employed by the governing body three times a week. Although some informal assessments are completed, the principal reported that, in some cases, there is a delay in the scheduled formal assessment programme.

There is no evidence of individual support programmes.
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 purposeful and its ethos is positive. Most learners show respect towards their teachers and peers. However, on the first day of evaluation, we heard a group of five young learners swearing. Some teachers confirmed that learners use inappropriate language at times. Learners feel that they are listened to, safe and secure. The principal and teachers care for and protect learners. They act in loco parentis and take learners to the hospital or clinic when necessary, as many parents are not available or do not have transport to do this. Most learners are diligent and focused during lessons, but a few are distracted and disengaged. Learners attend classes on time and their attendance is good this year, an improvement on last year. In interviews, learners mentioned that bullying takes place. Although learners know the classroom rules, they are not aware of the contents of the Code of Conduct. Apart from excessive noise in some classes, there was no evidence of serious misdemeanours. Learners who misbehave are sent to the principal.

The school is safe, and protects and cares for its learners well. The care for vulnerable learners is outstanding. The school's liaison with other agencies, especially the South African Police Services (SAPS) and Stellenbosch University, is outstanding. The number of toilets is sufficient and the principal regularly checks the cleanliness of the toilets. Learners know what is expected of them with regard to safety on the school premises. A few years ago, a new fence was erected and all gates are closed during the day. Teachers perform supervision duties during breaks, according to a fixed timetable. There is no evidence that illegal drugs or dangerous weapons enter the school premises and learners are regularly made aware of the dangers of doing so. Sufficient fire extinguishers and fire hoses are strategically placed around the school. In 2019, several burglaries took place over weekends and in the evenings, even though the school has an alarm linked to armed response. All learners receive nutritious meals (porridge in the morning and a meal later in the day). Meal times are staggered and do not have a negative impact on instructional time. Apart from extra- and co-curricular activities, there are no after-school programmes.



4. Leadership and Management 2

The school has lengthy vision and mission statements, which are aligned to its values. Copies of the statements are in the teachers' portfolios, but during informal discussions with staff and learners there was no evidence that they know or embrace the values in the vision and mission statements – specifically with regard to the behaviour of some learners, general accountability and the dress code of a few teachers. The School Management Team's identification of the school's strengths and weaknesses and awareness of their own role in driving improvement were not evident. The principal feels that the School Management Team (SMT) is not providing adequate leadership and hopes to change this in the future. Leadership and management are negatively affected by tension amongst teachers in a phase. The School Improvement Plan (SIP) identifies key items, for example, improvement in reading, writing and Mathematics. Extra classes in Languages and Mathematics have been implemented to address this issue. Greater parental involvement in the education of their children is required.

The SMT is aware that learners do not achieve good results in the systemic tests. However, due to a lack of regular and detailed analyses of the results, they are unable to find reasons why the provincial, district and circuit results remain constant or have improved year-on-year, yet the school's results have fluctuated. They identified that teachers are behind in curriculum delivery because of learners' abilities. The SMT's lack of understanding of the strengths and weaknesses in the classroom has an impact on the actions they take to improve the quality of teaching and learning. They do not conduct class visits or observe lessons. The principal does regular walkabouts, but there is no evidence that this is as effective as a structured classroom visit to evaluate and support teachers. The SMT meets with teachers in different phases, but intervention suggestions are not recorded. There is no evidence of accountability.

This is a small school so there are frequent informal engagements between the principal and staff. The principal, however, feels that he is not able to measure the impact of his interventions. He does not record instructions to staff members, especially when teachers do not complete tasks. Monitoring is therefore difficult, although the relationship amongst staff allows for easy engagement. Staff attendance is very good overall. This year only one teacher was absent and for one day only. Teachers are generally punctual. There is no evidence of effective interventions or actions taken for poor performance by a staff member. The school has two data projectors, used frequently by only two teachers. There were lessons observed where teachers could have used other resources, in addition to textbooks. An available classroom equipped with an interactive whiteboard and relevant multimedia is not yet used by learners.



5. Governance, Parents and Community (2)

The governing body meets regularly, supports the school, discusses learner achievement and financial matters. There is insufficient evidence that it takes initiative to improve all aspects of teaching and learning. Most discussions in this regard are in response to the principal's report. The governing body is involved in the recruitment and employment of all staff. It appointed a teacher to assist learners with barriers to learning, three times a week. No vacancies currently exist. The governing body does not review and/or adopt policies regularly.

The Finance Policy has not been reviewed recently. The school does not follow all the procedures listed in the policy. It is evident that the policy is not consulted when making financial decisions. Many requisitions are completed, approved and filed without the attached documents as per policy or good financial practices. The school has audited financial statements. However, the school has not submitted the last WCED 043 form, which is overdue. The annual budget was prepared and approved by parents.

Learners want a forum where their views can be aired. The school had prefects in the past, but none have been elected for 2020. Most parents are not involved in the school and often their home addresses are incorrect. Teachers feel that the support parents offer to their children at home is limited. Some parents do not even collect their children's report cards. Teachers generally get along well. Assistance provided to the school includes social, curriculum and financial support. The school's relationship with the district office is good and visits are frequent. There is good engagement with many external organisations, including SAPS, Partners for Possibilities, the local clinic, students from the University of Stellenbosch, the Methodist Church and the Hetjan Marais Trust Fund. Khula, a non-governmental organisation, assists the school in following up on learner absenteeism.

Recommendations

1. The Grades 3 and 6 WCED Systemic Test results must be analysed and interventions devised and implemented to improve learner achievement.
2. It is essential that extra lessons continue for learners to improve reading, writing and Mathematics.
3. The library should be upgraded into a space where there is a variety of books and learners have greater access to a range of reading materials.
4. The teachers should adjust their pace to ensure that they keep to their planned schedules.
5. The SMT must conduct classroom visits and lesson observations to monitor the quality of teaching and learning and to moderate learners' work effectively.
6. The monitoring of key administrative tasks and the updating of records must improve.
7. The school must follow sound financial practices at all times.
8. Greater parental involvement is needed so that learners can receive assistance at home