



Schools Evaluation Authority

Accountability • Quality • Respect



Windermere Primary School **Report**



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School: Windermere Primary School
Address: 71 Tenth Avenue, Kensington, 7405
Circuit: C6
District: Metro Central
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Ms L Africa

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:

Teaching & Learning:



Behaviour & Safety:



Leadership & Management:



Governance, Parents & Community:



Overall performance



KEY:

4 Outstanding

3 Good

2 Requires improvement

1 Inadequate

Main Findings



1. Learner Achievement:

This area of evaluation has been suspended due to the pandemic.



2. Teaching and Learning..... 2

Lesson observation was conducted in the classes of all teachers including the School Management Team (SMT). Teachers create a positive climate and high expectations by being present and ready to teach right from the onset of the lesson. Learners and teachers enjoy positive relationships and all learners were included in the lessons.

Even though the building is very old, the classrooms were very clean. The neatness of learners' workbooks can be commended. In general, the arrangement of the classrooms was well-organised and contributed to the seamless flow of the lessons. Learners were seated in pairs and groups, but this was not effectively utilised to enhance or support learning in all classes. In the Foundation Phase, the walls were covered with subject-related charts but it was less visible in the other phases. Learners' work was displayed in a few classes in order to celebrate their efforts.

In some lessons, it was observed that the learners' thinking was activated through interesting introductions that linked to real life context. Effective questioning was used to deepen understanding and encourage open discussions. Learners' answers indicated that they were able to recall and apply prior knowledge. Most teachers adjusted the pace by continually checking learners' understanding during the lessons. However, consistent use of this teaching practice was not observed in all classes.

Most teachers planned effectively to meet the needs of the majority of learners. However, the content did not always stimulate the more able learners. Independent work was observed in a few classes. The learners responded well and were keen to learn new skills due to ongoing verbal feedback in a few lessons. In good lessons, teaching often built on prior knowledge and used available teaching and learning resources to support teaching. For example, pictures were used in the Foundation Phase to demonstrate abstract concepts and make the learning enjoyable.

A broad range of completed exercises was observed in learners' workbooks. Most learners' workbooks are marked regularly. Praise was given in a few classes but constructive comments that assist learners in gaining insight were not common practice. Some variation in teaching strategies was seen. In most lessons there was a lack of differentiation. Only a few teachers applied the information gained from the baseline assessment to identify learners' strengths and weaknesses. The Learning Support Teacher (LST) is newly appointed and thus it is too early in the year to observe the impact of interventions.



3. Behaviour and Safety..... 3

The learners were socially well-adjusted and polite. Although learners indicated that they were not always listened to, they felt safe on the school premises. They stated that they enjoyed coming to school and were enthusiastic about their education. No time was wasted during lessons due to unsettled behaviour. However, after breaks, learners took too long to return to their classrooms. Learner attendance has improved and demonstrates the value for education instilled by staff and parents. Bullying is rare, and the staff acts swiftly to resolve issues. The Code of Conduct for Learners (CoCL) was reviewed but it was not communicated with parents. Disciplinary regulations and procedures are implemented as needed.

The pastoral care of the learners is good and vulnerable learners are supported. The school has effective links with other agencies to provide the necessary support for learners. The corridors, premises and ablution facilities are well-maintained and kept clean. The school has good safety measures in place and the staff understands the procedures to follow in case of an emergency. Although teachers and teacher assistants were on ground duty before, during, and after school, it was observed that entering the school premises posed a safety risk due to the movement of traffic in the immediate area. However, most learners know how to keep themselves safe and expressed that they had confidence in their teachers to support them when needed. The gates are kept locked

throughout the day and the school perimeter is adequately fenced which ensures that learners can enjoy a safe space during intervals.

It was not reported nor was there any evidence to suggest that learners bring any dangerous weapons to school. The National School Nutrition Programme provides nutritious meals which are served in a dignified manner. Due to the pandemic, all after-school programmes were suspended and currently the school has not reinstated any extra-mural activities.



4. Leadership and Management 2

Leadership and management require improvement. The SMT articulated the vision as the holistic development of the learners to be responsible citizens ready for the future world of work. However, it could not clearly identify the school's strengths and weaknesses and explain how it collaborates towards attaining the vision.

The School Improvement Plan (SIP) was available and areas for development were identified. Specific responsibilities were allocated to SMT members. Evidence of how the SMT embraces its role in effecting school improvement was not observed. It is not clear that all members consistently steer the school in the same direction.

The SMT knows that certain areas such as poor academic results, infrastructure and funding require attention. However, not all SMT members understand their role in driving and monitoring school improvement.

The SMT could share some evidence of its impact in bringing about improved learner achievement. There is limited evidence of how the SMT contributes to sustainable school improvement.

Though some external assessment results improved slightly, the SMT knows that there are learning gaps in literacy and numeracy. Only a few individual teachers provided evidence of how they had identified trends and addressed shortcomings. However, detailed data analyses of learner achievements, learning gaps and how the SMT uses information for planning are not evident.

The principal conducted lesson observations in 2021 and verbal feedback was given to teachers. Departmental heads do not conduct any formal lesson observations. Therefore, the SMT could not accurately identify specific strengths and weaknesses in teaching and learning across the grades.

Identification of the weaknesses and strengths to improve quality of teaching practices is not purposefully done. Structured, and developmental processes regarding this are not in place. Instruments for workbook monitoring are used. Professional development is encouraged, and teachers' attendance of courses and workshops is based on self-identified needs. The SMT does not play an active role in a needs-based professional development programme. A few teachers had evidence of personal development sessions and plans. Strategic focused planning to improve teaching and learning was not in place.

Most staff members fulfil their duties. It was reported that teacher assistants were very helpful in the classroom. They were also actively and meaningfully engaged in other school-related duties. The attendance rate of the staff is good and punctuality is maintained. The principal plays a leading role in holding the staff to account. According to the principal, poor performance has not yet been identified. The roles and responsibilities of the other members of the SMT are not clearly defined and thus a sense of a shared responsibility has not been fostered.

Ample teaching and learning resources are available, and most teachers use available resources to the benefit of learners. However, there are shortages of textbooks and readers.



5. Governance, Parents and Community 3

The SIP has been shared with the governing body. It has a limited understanding of the school's overall effectiveness. The governing body supports the initiatives of the school. Although the governing body was involved in most of the recruitment and selection of staff to fill vacancies, some vacancies have not been finalised. Most policies have been reviewed and updated.

The Finance Policy is in line with legal and policy requirements and minutes reflect that the implementation is tracked carefully. All financial records are filed appropriately and sound financial practices are followed. The annual budget addresses the school's needs and targets improvement in identified areas. The 2022 budget was compiled after consultation with stakeholders and accepted at a formal budget meeting in 2021.

The learners confirmed that the principal and staff cared for them and were generally available to speak to them when required. However, they could not say to what extent they were listened to when they raised complaints about bullying and instances of misbehaviour.

The school communicated with parents through an online platform and by sending letters when necessary. Connectivity posed a problem when large files were sent home via WhatsApp.

Staff members interacted professionally with each other. Positive relationships with the district and external organisations support teaching and learning. The appointment of a full-time LST has been made possible by an external organisation.

Recommendations

1. Teachers must use differentiation in order to cater for the individual needs of learners.
2. A variety of questioning techniques must be implemented to improve all learners' cognitive abilities and stimulate curiosity.
3. Parents must be informed about the content of the CoCL.
4. The SMT's role in giving clear direction must be expanded in terms of roles and responsibilities.
5. The SMT must use various data sets in a systematic way to identify strengths and weaknesses accurately and to improve learner outcomes.
6. Parental participation in school-related matters must be increased to support learners' academic performance.
7. The governing body must be actively involved in implementing their responsibilities with regards to school improvement priorities.