



Schools Evaluation Authority

Accountability • Quality • Respect



Welgemoed Primary School **Report**



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School: Welgemoed Primary School
Address: Jip De Jager Drive, Welgemoed, Bellville, 7530
Circuit: C6
District: Metro North
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Mr J Engelbrecht

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:



Main Findings



1. Learner Achievement:

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



2. Teaching and Learning 4

All teachers were present in their classrooms. Most teachers were actively engaged in teaching whereas a few teachers were administering assessments or facilitating independent work. Teachers supported learners by providing individual support when required which included affirmation to learners who were inattentive. Most teachers were consistently respectful, affirming in their tone of voice and creating a safe and purposeful environment. All classrooms were very clean and tidy. Most classrooms were well-organised and fostered a sense of belonging. In addition, seating arrangements facilitated learning. Learners' recent work was displayed in classrooms and throughout the school.

Most learners were attentive and engaged during lesson time. Effective questioning skills were observed. Teachers used questions to gauge understanding, develop critical thinking and high levels of listening and speaking skills. A good balance of closed and open-ended questions was asked in lessons. Learners were also encouraged to ask questions to encourage them to engage with an idea or a concept and to build self-confidence. Some teachers affirmed learners who answered questions incorrectly and used the opportunity to direct the learner's thinking to the correct answer. The adjustment of pace, style and content was evident in most classes. Teachers often paused to check understanding of content. Most teachers adjusted the pace to keep learners engaged and to assist with completing an activity. Content was adjusted when, for example, the opportunity arose to expand on a point raised by a learner and this adjustment provided extension for some learners. Well-planned lessons based on the Revised Annual Teaching Plans were observed in most classes. Prior knowledge was activated before the process of acquiring new knowledge was initiated. Most teachers provided encouraging verbal feedback which helped learners to think more deeply about their answers. Teachers demonstrated good subject knowledge, and most lessons were interesting and designed to encourage participation. The use of online teaching and learning resources including video, audio, text and images was evident in some classes. Effective use was also made of textbooks, Department of Basic Education workbooks and mini whiteboards.

A good range of quality exercises was observed in sampled workbooks. Work was completed in most workbooks, and it was evident that teachers motivated learners to do so. Regular marking and feedback in workbooks were noted. The written feedback in most workbooks focused on praising the positive elements of a task and only some had suggestions for improvement written in them. A consistent high level of differentiation was observed in most classes. There was evidence that assessment data was analysed and used to identify concepts that learners were struggling with or skills that they were finding difficult to acquire. Learners identified as being at risk are referred to the learning support teacher. Class teachers also work closely with the parents of these learners. Learner individual support programmes are managed well and extended in some classes.



3. Behaviour and Safety 4

A very positive and affirming ethos is evident throughout the school. There are relationships of trust between learners and staff. A safe and secure environment has been established to ensure the safety of everyone while on the school premises. It was observed that most learners were conscientious, focused and respectful to peers. Most learners value their education and are consistently respectful to their teachers. Most learners are disciplined, punctual and focused on their lessons. Learners' attendance is excellent, and this has a positive impact on achievement and life skills. There are low level incidents of disagreement amongst learners and some bullying was reported, but the school provides very good pastoral care which has a significant impact on the behaviour and happiness of learners. The Code of Conduct for Learners (CoCL) is implemented, with an emphasis on restorative practices. It was reported that the appropriate disciplinary procedures, in accordance with the CoCL, would be taken if any learner should seriously transgress.

Learners who have specific and higher levels of need and who are vulnerable are identified and support is given to the child and the family on many levels. This support may include counselling, therapy, practical support or providing meals when required. The school premises are vast and beautifully maintained. The ablution facilities are modern and pleasant spaces which are clean and hygienic. Learners understand how to keep themselves

safe and feel encouraged to report any incident that may compromise their safety. The School Management Team (SMT) was visible, caring and approachable in their movements around the school. The school has a security guard at the front entrance of the school in order to monitor access. There are also additional security measures such as CCTV cameras. The tuck shop provides a good balance of healthy meals and snacks to cater for all tastes. An extensive after-school programme offers a variety of activities such as cricket and drama which leads to improved cognitive, emotional and physical well-being.



4. Leadership and Management..... 4

The vision and mission statements, recently reviewed to ensure that it is still relevant to the current school context, has a strong focus on the holistic development of every child in a nurturing environment. Pride in the school is actively fostered in both current and past learners. Every year the school acknowledges former learners who are in Grade 12 during a special assembly. This reinforces the vision of developing responsible citizens and lifelong learners. Carefully selected values are displayed, constantly discussed with learners and communicated with parents. The SMT strives to model these values at all levels of interaction. The positive ethos of the school is visible in the spontaneous yet disciplined interactions between learners and staff. The SMT knows the strengths and most priorities for improvement. It is aware of its own roles and responsibilities in driving school improvement. It has high expectations of staff and learners which is reflected in the quality of the curriculum offered. The SMT works hard at maintaining a supportive and caring learning environment. The School Improvement Plan (SIP) is based on a comprehensive strategic planning session which involved all stakeholders and reflection on previous plans. All proposed actions to achieve improvement are not always fully outlined and this makes the monitoring of progress difficult in some areas. The SMT ensures that high levels of collaboration and communication are established at different levels, including at various committees, projects and extra-mural activities. Professional development is driven in all phases and subjects, particularly in relation to improving eLearning and the extensive after-school programmes.

The SMT analysed the strengths and weaknesses in learner achievement, including the outstanding systemic results. Trends in learner assessment results have been identified and strategies to improve learning and build on strengths are in place. Lesson observations and frequent informal visits were conducted, but accurate judgements of the quality of classroom teaching are not consistent across all phases. The SMT does extensive work in monitoring curriculum pace, workbook scrutiny and conducting moderation. However, planning for differentiation and the effective integration of technology in the curriculum was more evident in some phases. Professional development is aligned to the school's vision and focuses on the delivery of a quality curriculum in the 21st century. Knowledge gained from training sessions is infused into teaching practices. Experienced teachers share professional skills and knowledge with less experienced teachers. The SMT reported a few examples of improvement in the quality of teaching in particular subjects. It facilitates ongoing training to assist with integrating technology more seamlessly in lessons. These skills will also support Coding and Robotics offered as extracurricular activities for learners.

The SMT ensures that human, financial and physical resources are professionally managed. It is evident that staff members are highly motivated and strive to act in the best interest of their learners. The non-teaching staff members are committed to the school and fulfil their duties well by ensuring that learners are supported by maintaining a safe and secure environment. Staff and learner attendance are excellent. The SMT addresses any issues that might prevent staff from fulfilling allocated duties. Underperformance or poor performance has not been identified, but staff members understand the progressive discipline process well. The extensive physical resources are maintained well, optimally utilised, and shared with other schools and community organisations where possible. Learning and Teaching Support Material (LTSM) is managed optimally.



5. Governance, Parents and Community..... 4

The governing body has a particularly good understanding of the school's overall effectiveness and identified most priorities for improvement. One of the key strengths of the school is its committed parent body. Parents are very interested in their children's learning and strongly support the school's academic, pastoral and extra-mural programmes. The governing body also acknowledged the value of knowledgeable teachers and the excellent support programme for learners with higher levels of need. It provided evidence of how its actions supported the improvement of the school by installing additional security cameras, improving sporting facilities, regularly reviewing finances, focusing on support for the STEM (Science Technology, Engineering and Mathematics) drive and appointing staff members who are suitably qualified. It reaches out to other schools by making its facilities available for sport, cultural or fundraising events. The governing body plans strategically, and future initiatives are carefully considered. It is regularly informed about the academic

programme and performance of the school and agrees that it is the most essential element of school improvement. The governing body is fully involved in recruitment and selection for a variety of vacancies and consistently follows proper procedures to ensure that all appointments are overseen according to the current and future needs of the school.

The governing body developed, reviewed, and adopted relevant policies and has a structured plan for ongoing reviews. The Finance Policy has been updated based on the latest financial regulations. Practices for all income and expenditure, as well as the filing of financial records are in line with good accounting practices. Financial statements such as the annual statement and monthly reconciliation statements are correctly completed and submitted on time. Statements are safely kept and managed according to prescribed safety measures. The required approval for specific financial deviations was obtained and recorded.

A few recommendations in the audit report must be applied. The annual budget is planned to address the school's needs and includes funding for instructional priorities such as integrating technology and maintaining small class sizes. Regular feedback is provided by the finance committee to ensure transparency and accountability.

Most learners interviewed reported that they felt listened to and could raise their opinions at various platforms. Learner leaders are democratically elected by both learners and teachers and are well supported in their roles. There are a variety of learner leadership opportunities available which include class leaders, library prefects, sport teams and cultural societies. Parents reported that the school strongly encouraged them to be involved in school activities through serving on various committees, according to their interests and expertise. However, it was reported that only a core group of parents was consistently involved in school activities and functions. Parents are happy to be associated with Welgemoed Primary and feel well informed about their children's progress. They expressed their appreciation for the level of individual care and support given to all learners.

Teachers are very positive and proud to be part of a committed professional environment. Staff commitment is noticeable in their activities between lessons, during breaks and after school. The school has established good partnerships with the community and drives a dedicated outreach programme. The district offers support to the school when required.

Recommendations

1. Teachers must accommodate more learning styles and abilities in planning across all phases.
2. The SMT must ensure that regular and more developmental lesson observations are conducted to maintain and further improve the quality of teaching and learning.
3. The governing body must ensure that all financial audit recommendations are implemented.