



Schools Evaluation Authority

Accountability • Quality • Respect



Yomelela Primary School Report



Scan for
directions
to school.



School: Yomelela Primary School
Address: 34 Benya Street, L Section, Site B, Khayelitsha, 7784
Circuit: C6
District: Metro East
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr S Dlaku

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

The Grade 3 systemic tests results in Languages and Mathematics in 2022 were 69,5% and 61,7% respectively. The Languages results have improved substantially by 30,7% from 38,8% in 2021 to 69,7% in 2022. The results are substantially above the circuit, district, and the province. Learners' results in Mathematics have improved by 7,5% from 54,2% in 2021 to 61,7% in 2022. The test results are good and are above the district, circuit, and the province.

The Grade 6 systemic test results in Languages and Mathematics in 2022 were 14,1% and 44,3% respectively. The Languages results have a minor improvement of 4,1% from 10% in 2021 to 14,1% in 2022. The results are substantially below the circuit, district, and the province. Learners' results in Mathematics have improved by 18,1% from 26,2% in 2021 to 44,3% in 2022. The test results require improvement but are above the district, circuit, and the province.

Most learners read fairly fluently at the required level, but some struggle with accuracy and speed. In addition, it is evident that many learners do not read with comprehension which affects learning in all areas of the curriculum. Across the grades, most learners speak easily and confidently, but some learners do not express their thoughts and ideas coherently. Learners listen attentively and teachers repeat an instruction when learners misunderstand. Letter formation is of concern across the grades. While writing in most workbooks is neat and well-organised, only a few written paragraphs in the senior grades, in particular, were observed.

A few learners handle numbers well. Learners are unable to calculate mentally. Electronic devices were used when they visit the computer laboratory. Some learners use appropriate mathematical language and can apply problem-solving strategies.

Learners in Grades 3 and 6 receive extra language and mathematics classes twice a week. There is a choice of extra and co-curricular and cultural activities. Amongst others, the school offers dance, choir, yoga, and an environmental club, Eco Warriors. However, the interests of all learners are not catered for.



2. Teaching and Learning 2

Teachers were present but not all were actively teaching. Most were respectful but some learners were excluded from lesson activities throughout the lesson. Classrooms are cleaned on a regular basis and this helps to maintain a clean and tidy environment. Seating arrangements are used to promote positive behaviour but not for collaboration and active learner engagement. Very few teachers celebrated learners' achievements by displaying their work in a designated exhibition space.

Some learners were actively engaged in lessons as activities or tasks required them to think and recall facts. Only a few teachers asked open-ended questions which stimulated deeper thinking to further deepen learners' understanding. However, most teachers did not adapt their pace and style of teaching. In some classes, the pace was too slow. A few teachers' lesson plans were structured and clearly indicated exactly what would be done to ensure that lesson time was used optimally and to enhance learning. Feedback to learners consisted of broad general comments directed to the whole class and not constructively to guide learners to improve their work. Teachers focused on key concepts and ideas and learners participated mainly in routine practice. Activities did not stimulate learners' interest. Available Learning and Teaching Support Material (LTSM) and technology to enhance understanding of certain concepts or skills were used by a few teachers.

The number of completed activities in the learners' workbooks varied across the phases. In some classes, absent learners had not completed work. Learners are not always motivated to complete corrections. Marking was inconsistent, and most written comments focused on incomplete work and not on further guided learning. In a few classes, strategies such as differentiated activities and approaches to support individual learner needs were observed. Assessment data is analysed but does not fully inform planning for improvement in learner achievement. Individual support programmes are not managed effectively across grades and consequently have minimal impact on learners who require additional support.



3. Behaviour and Safety..... 3

The school has a clean and welcoming environment, but the expectations in relation to good behaviour are not communicated in a positive and supportive manner. Most learners feel valued and mentioned that the premises are secure. Although learners are very diligent and participate enthusiastically in all the activities, some learners do not always take responsibility for their own learning. Learners understand the importance of attending classes and make an effort to be punctual. Learner attendance is outstanding. Most learners reported that bullying took place, but the staff dealt effectively with poor behaviour in most cases. The Code of Conduct for Learners (CoCL) is not known to all learners and is not consistently implemented. Disciplinary procedures are only followed when there are serious transgressions.

Vulnerable learners are identified and receive support as required. There are strong links with social workers both from the district and community organisations to provide counselling and additional healthcare to vulnerable learners. The physical environment is free of hazards and waste management systems are good. There are excellent practices and a strong commitment to maintaining the safety and hygiene of the school premises at an outstanding level. Most learners have an understanding of how to keep themselves safe. The school has a newly installed high-quality fence around the premises to prevent unauthorised access. Closed-circuit television cameras have been installed to monitor activities and, in addition, security guards and community members patrol the premises to ensure that learners and staff are safe. Regular searches are conducted to ensure that learners do not bring illegal substances and dangerous weapons to school. The National School Nutrition Programme provides nutritious meals in a clean environment. The vegetable garden provides fresh produce for school meals. The learners enjoy nutritious meals which are served with dignity and do not impact teaching time. The quality of the after-school programmes has improved since the full return of learners to school, but more activities have been requested by the parents and learners.



4. Leadership and Management 2

The school's vision and mission focus on developing self-disciplined and respectful learners who will ultimately enrich society. The clean and well-organised physical environment shows the shared care and pride of the school community. The School Management Team (SMT) can identify some of the key strengths and the priorities for improvement. Although the SMT is aware of its responsibility to manage the delivery of the curriculum, strategies to improve the quality of teaching and learning are not consistently evident. The School Improvement Plan (SIP) has a primary focus on school safety and security, improving parental involvement in their children's learning, and the provision of LTSM. It is evident that there is steady progress in strengthening safety and security, particularly in strengthening links with the community. Although quarterly meetings are held, many parents are uncontactable when matters of concern arise. In addition, parents have difficulty attending meetings due to work commitments and transport challenges. Thus, limited parental involvement continues to be an area of great concern. The SIP reflects a minimal focus on improving the quality of teaching and learning across all grades.

The SMT analysed learner assessment data in order to identify learners with barriers to learning and to plan intervention strategies. SMT members do not conduct regular lesson observations, both formal and unscheduled, and thus are not able to accurately gauge the strength of teaching practices and classroom management strategies. Consequently, effective mentoring and more focused guidance are not in place to improve the overall quality of teaching and learning. Assessment is moderated and workbooks are checked, although not consistently across all grades, which assist with tracking curriculum coverage. Grade and subject meetings are not held regularly throughout the term to monitor the delivery and quality of teaching and learning. Although teachers are encouraged to attend phase and subject-specific workshops offered by the district, the impact of the actions of the SMT to improve the quality of teaching and learning is not evident throughout the phases, particularly in relation to ensuring that all learners' needs are accommodated.

The primary duties of the teaching staff which include curriculum delivery are monitored at the end of each term, to track coverage for assessment purposes by the respective SMT member responsible for a phase or grade. The non-teaching staff maintains the premises at a high level and thus the school buildings are hygienic, clean, and attractive. In addition, the playgrounds are well-maintained and support the values of respect for others and the environment. The effective management of staff attendance and punctuality ensure the stability of the learning environment in and outside of the classroom. All staff members are held to account and poor performance is addressed by the principal. Owing to the effective management of retrieval and retention processes, all learners have access to textbooks. Supplementary LTSM resources are made

available to support teaching and learning further. Although the school has access to the internet, it has only a few online devices to support the integration of technology in the classroom effectively. However, the computer laboratory is used well to improve basic computer skills and to integrate technology in Mathematics and Science.



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



The governing body values the staff's commitment to the wellbeing of the learners. It respectfully acknowledges the clean, safe and pleasant learning environment created by the staff. The governing body works towards ensuring the continued safety and security of the premises, in particular, considering breaches in security in the past. Some parents and community members are remunerated by the governing body to assist the staff with cleaning, safety and security. Members are aware of the other areas for development in the SIP and raised concerns about poor parental involvement and the importance of a good relationship between the community and the school. The governing body has received training with regards to recruitment and selection processes and has been involved in the filling of most vacant posts. It has been involved in the review and adoption of all relevant policies.

The Finance Policy has been updated according to current regulations and is implemented effectively according to the needs of the school. Practices for all income and expenditure are completed according to good accounting practices. Financial records were made available and are securely stored in a locked office. All financial statements, including the annual statement and monthly bank reconciliation statements, were completed according to existing financial management regulations and submitted on time. The annual budget was prepared according to the school's needs, presented and accepted by the parents at a meeting held in November 2022. The budget is monitored by tracking income and expenditure on a regular basis.

Most learners value the relationships they have with their teachers but were not sure if they were really listened to. It was also evident that they lacked the confidence to voice their opinions or to express their dreams about school improvement. In addition, dedicated platforms in and outside of the classroom to develop their morale and public speaking skills have not been established. Parental involvement in the learning of their children and in school activities remains poor, but staff members, nevertheless, display their dedication by doing their best to contact parents via online platforms, telephone calls, and letters. Professional relationships are courteous, and most staff members support each other, but the working environment is not sufficiently collaborative to ensure that the quality of teaching and learning is constantly being improved across the phases. The school engages positively with the district in some areas, but increased support is required in relation to improving the quality of teaching and learning throughout the phases. A few links have been developed with external organisations which include donations to upgrade the computer laboratory and the school library. The Mellon Educate volunteers constructed classrooms, a literacy hub, a kitchen, a playground, and two covered shelters.

Recommendations

1. Teachers must plan lessons more effectively by including a broad range of activities for all subjects.
2. Teachers must adjust the pace and style of lessons to support learning.
3. Teachers must mark learners' workbooks more consistently.
4. The SMT must ensure the CoCL is implemented consistently.
5. The SMT must conduct regular and structured lesson observations in order to identify the strengths and weaknesses in teaching and learning.
6. The SMT must guide and monitor planning to ensure that all learning abilities and styles are accommodated.
7. The SMT must schedule regular meetings to monitor the delivery and quality of teaching.
8. The governing body must gain a clear understanding of the school's effectiveness and priorities for improvement to support effective leadership and management.