



Schools Evaluation Authority

Accountability • Quality • Respect



Zerilda Primary School Report



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School: Zerilda Primary School
Address: Stormvoël Street, Seawind, Steenberg, 7945
Circuit: C4
District: Metro South
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr RS Zamanjah

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 1

The Grade 3 systemic test results in Languages and Mathematics in 2022 were 19.3% and 24.7% respectively. The Languages have increased by 4.9% from 14.4% in 2021 to 19.3% in 2022, but are below the circuit, district, and province. Mathematics results have increased by 5.8% from 18.9% in 2021 to 24.7% in 2022 but are below the circuit, district and province.

The Grade 6 systemic test results in Languages and Mathematics in 2022 were 18% and 30% respectively. The Languages have decreased by 9.8% from 27.8% in 2021 to 18% in 2022 and are below the circuit, district and province. Mathematics results decreased by 4.9% from 34.9% in 2021 to 30% in 2022 and are below the circuit, district and province.

Most learners read fairly fluently at the level required, but some struggled with the accurate pronunciation of difficult words. It was evident that most learners do not read with full understanding which affects learning in all areas of the curriculum. Most learners responded easily to questions, but some learners were unable to express their thoughts and ideas coherently. They listened attentively and some asked questions to clarify misunderstandings. Most workbooks were not neatly organised and sufficient exercises to allow learners to express their ideas more effectively and improve overall writing skills were not observed.

Most learners participated in a variety of number sense activities that were aligned with their respective grade levels. These tasks were implemented as an intervention strategy to improve learners' Mathematics skills. The exercises were conducted as whole class activities and therefore some learners encountered difficulties in completing the work. In the lower grades, learning and teaching support materials (LTSM) were used to support learners' understanding. Some learners demonstrated confidence in solving basic problems, while others experienced challenges when applying their mathematical knowledge. Only a few teachers provided targeted strategies to support their success. Learners with limited reading skills faced challenges when interpreting application-based questions and reading instructions.

Learners enjoy participating in the variety of sporting codes offered in the afternoons. They requested more cultural opportunities to accommodate those who did not show interest in sport. Swimming classes are made available to learners at an external facility and teams participate in swimming galas. The school has two Western Province (WP) players for hockey and one for baseball.



2. Teaching and Learning 2

All teachers were present in their respective classes and engaged in teaching. Teachers consistently maintained respectful interactions, but not all learners responded positively. All learners were encouraged to participate in lessons, thereby creating an inclusive learning environment. Although the LTSM was neatly organised, the condition of the classroom walls and floors required attention. In a few lessons, the seating arrangements were purposefully utilised to support peer collaboration, thus effectively promoting co-operative learning. The classrooms were filled with beautifully decorated display boards, creating a print-rich environment. However, only a few teachers displayed learners' work to acknowledge and celebrate their achievements and efforts.

The large majority of teachers actively promoted participation by facilitating meaningful discussions and incorporating activities, thereby providing engaging and interactive learning opportunities. Questions were posed frequently, but only a few teachers effectively utilised open-ended questions to increase learner involvement and foster more profound understanding. Only in a few lessons was thoughtful consideration given to adapting the pace and content. A few teachers achieved a good balance between teacher-led instruction and learner involvement. The Revised Annual Teaching Plans (ATPs) are diligently followed, ensuring consistency in teaching and learning, while weekly lesson plans are refined and implemented. Lesson delivery focused on content and thus the diverse learning needs were not met in most subjects. In some lessons, learners received meaningful verbal feedback that clarified misunderstandings. Teachers effectively used their content knowledge to ensure that learners understood concepts and developed skills. However, only a few teachers effectively enhanced learners' interest by drawing upon both good teaching practices and their content knowledge. Some teachers successfully incorporated LTSM such as flashcards, chalkboards and concrete resources to engage learners and enrich their lesson delivery.

In the majority of subjects, a diverse range of completed exercises in workbooks were observed. Thus, the progress and understanding of learners could be gauged. Regular marking of learners' work was conducted in some subjects and continuous feedback to support understanding was provided. A variety of teaching strategies such as differentiated tasks was used in a few classes. Assessment data was analysed to identify and group learners based on their achievement levels, but not all teachers effectively used it to inform planning. Only a few teachers assessed learners' progress during lessons and provided support. Although all learners have intervention books, regular individual support is only provided in some classes. It was observed that some learners made better progress than others.



3. Behaviour and Safety..... 2

Despite the school prioritising the well-being of learners, it has not fully succeeded in establishing a positive ethos in all areas. Most learners were neatly dressed in their uniforms and they displayed politeness towards visitors. There were respectful relationships observed between teachers and the majority of learners. Even though the values are discussed in the lessons the interviewed learners did not have an understanding of their significance. Learners expressed that they felt heard and could speak to their teachers. There were, however, times when their safety was compromised by the gang violence in the surrounding areas or when some learners misbehaved. The majority of learners actively engaged in the lessons and displayed great enthusiasm when they knew the answers. Some learners completed their work quietly, with only a few causing disruptions during the lessons. After breaks, learners promptly attended their lessons; however, a few displayed a tendency to be late in the mornings. The learners' attendance rate is good, primarily attributed to effective monitoring systems and regular communication with parents. Additionally, the provision of quality nutrition and the support received from their teachers further contributed to their consistently good attendance. Bullying and fights still occur on the premises which remains a great concern. However, there has been a decrease in such incidents due to interventions. Learners have some understanding of the Code of Conduct (CoCL), but implementation is not upheld. Disciplinary hearings were not conducted as they were not required.

Some vulnerable learners are identified and referred to the School-based Support Team (SBST), but external support is not always promptly provided. Strong partnerships have been developed with the South African Police Service (SAPS) and Abafasi which collectively work towards ensuring the safety and well-being of the school community. The safety of the school is consistently undermined by gang violence in the area and frequent learner fights that occur on the premises. Fire drills are conducted regularly, but learners are uncertain how to respond when confronted with gang violence in the surrounding areas while at school. Despite the cleanliness of the ablution facilities during the evaluation visit, reports have highlighted a lack of ongoing maintenance to ensure hygienic conditions. Learners have some understanding of how to ensure their own safety. The school has implemented security measures that have reduced burglaries. It was reported that a few learners smoked in the ablution facilities, but also that no sharp objects were brought onto the premises. The National School Nutrition Programme (NSNP) is efficiently managed, maintaining a clean and hygienic kitchen. Meticulous attention is dedicated to food preparation and storage, ensuring that learners are provided with nutritious meals. Additionally, the meals are served in a dignified manner, resulting in learners expressing appreciation. The school offers a reading programme to support learners, as well as various sports activities including hockey, swimming, softball, rugby and soccer.



4. Leadership and Management 3

The school's vision and mission form part of a well-crafted statement and aim to provide clear direction to all stakeholders. It focuses on providing a quality education supported by a warm and friendly environment. The school ethos is positive in most areas and learners appreciate the pastoral care of their teachers. In addition, it is proudly acknowledged by all stakeholders that the school is able to continue teaching and learning in the face of adversity. The school management team (SMT) can identify most of the school's strengths which include committed teachers who work in the best interests of their learners. Members strive to work together to develop strategies to drive improvement and foster a positive learning environment. The safety and well-being of learners are prioritised and strengthening security is crucial. Poor parental involvement is regarded as one of the primary areas of concern. The school improvement plan (SIP) was devised after consultation with all stakeholders. Although it focuses on a staff development plan to ensure the effective delivery of the curriculum as well as developing subject policies, consistent implementation and monitoring are not always evident. The SMT members have an understanding of their roles in leading their respective departments. The impact of the actions of the SMT is limited in bringing about specific improvements in the quality of teaching and learning.

The strengths and weaknesses in learner achievement have been analysed and strategies to support learners at risk have been discussed at phase and grade meetings. Most SMT members conduct regular informal lesson observations to assess curriculum pace and classroom management. A few members conduct ongoing formal lesson observations to support mainly inexperienced teachers. The SMT can identify most of the strengths and some weaknesses in teaching and learning. One of the greatest concerns pertains to the negative impact that poorly disciplined learners have on the learning environment. The SMT moderates planning and assessment, scrutinises workbooks and undertakes demonstration lessons. Teachers are strongly encouraged to attend professional development sessions and most are keen to attend. While it is evident that the SMT members take responsibility for their allocated duties, the impact of their work in improving the quality of teaching is limited. This includes not fully driving an inclusive learning environment by accommodating all learners' needs.

The SMT ensures that teaching staff members fulfil their responsibilities by monitoring curriculum pace, providing guidance and professional development opportunities. The duties of the non-teaching staff which include maintaining the school facilities, managing administrative tasks and ensuring the safety and security of the school premises are managed well in most respects, but the cleanliness and hygiene of the ablution facilities require attention. The attendance and overall punctuality of the staff are good. Most staff members know the responsibilities attached to their allocated duties and are held to account when required. Although LTSM is managed well and there are no shortages of textbooks, enrichment material and stationery, online resources are not used to enhance learning. The computer laboratory is used well and provides access to interactive learning material, but it can only accommodate a limited number of learners.



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

The governing body has a clear understanding of the school's strengths and some of the areas for improvement. It supports the school by setting strategic goals, ensures that resources are allocated effectively and holds the SMT accountable in areas where performance is not meeting expectations. It is appreciative of the staff's pastoral care and the positive learning environment in most classes. However, the governing body members are concerned about poor parental support and the limited involvement that some parents have in their children's learning. There is a sense of pride that security measures have been improved. The safety and security of the premises remains a key concern even though the perimeter fence provides protection against sporadic shooting that occurs in the surrounding community. Governing body members are involved in the recruitment and selection process and most have been trained to ensure that the process is fair and transparent. Core policies have been adopted, and the governing body has been involved in the reviewing of a few policies which includes the CoCL.

The Finance Policy was updated and adopted in 2022. Records are filed well and stored in a secure office. Practices for all income and expenditure are completed according to good accounting practices. All financial statements, including the annual statement and monthly bank reconciliation statements, were completed and submitted on time. The annual budget was carefully prepared to meet the needs of the school after consulting all stakeholders. It was presented at a formal meeting held in November 2022 and accepted by the parents. The budget is closely monitored by regularly tracking income and expenditure.

Learners have positive relationships with their teachers and feel comfortable sharing their concerns with them. However, they were unsure whether their opinions were really considered and influenced decisions related to learner matters. Limited platforms to build learner leadership skills are offered. Although many parents are not involved in school-related activities, the staff communicates regularly with parents by sending home daily written notices, using online platforms and making telephone calls in an emergency. Professional relationships are respectful and the working environment is positive and collaborative. The school engages positively with the district, but increased support is required to improve the quality of teaching and learning and support for vulnerable learners. There are few links with external organisations such as the New World Foundation to benefit learners.

Recommendations

1. Teachers must plan collaboratively to address learners' reading proficiency through targeted strategies and support.
2. Teachers must include a variety of teaching methods to keep learners engaged and facilitate effective learning.
3. Teachers must utilise assessment data effectively to plan and deliver lessons that accommodate diverse learning abilities.
4. The CoCL must be consistently implemented to have an impact on more positive learner behaviour.
5. The school must continuously revise, update and implement the school emergency plan to be able to effectively respond to any crisis.
6. The SMT must implement and consistently monitor the SIP.
7. The SMT must conduct regular lesson observations to gain an understanding of the quality of teaching and learning.
8. Links with external organisations must be increased.