



## basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

### JACOB ZUMA PRIMARY SCHOOL

The evaluation was carried out in accordance with the National Policy on Whole-School Evaluation,  
*Government Gazette Vol. 433: No. 22512 of 26 July 2001, Pretoria*

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### DETAILS OF THE SCHOOL

Name of the school:	Jacob Zuma Primary	
Category of the school:	Public Ordinary	
Quintile of the school:	2	
SASA Section 20 or 21 functions:	21	
EMIS number:	993303205	
Examination centre number (Secondary schools):		
Province:	Limpopo	
District/Region:	Mopani District	
Circuit/APO:	Sekgosese East Circuit	
Name of Principal:	Mr. KA Maake	
Name of SGB Chairperson:	Mr. MM Raserobo	
Physical address of the school:	Stand number 486 Vaalwater 2 Mooketsi	
Postal address of the school:	P.O. Box 192 Mooketsi	
Postal code:	0825	
School telephone number:	-	
School fax number:	086 273 0602	
Principal cell number:	072 719 1929	
Educators:		
Number of PL 1 posts on staff establishment:	7	
Number of vacant PL1 posts:	4	
Number of PL2 posts on staff establishment:	1	
Number of vacant PL2 posts:	0	
Number of PL3 posts on staff establishment:	0	
Number of vacant PL3 posts:	0	
Number of educators appointed by SGB:	0	
Educator : Learner ratio:	01:39.4	
Support staff:		
Number of administrative clerks on staff establishment:	0	
Number of posts vacant:	0	
Number of general workers on staff establishment:	0	
Number of posts vacant:	0	
Total number of learners:	355	
Grade R	48	
Grade 1	42	
Grade 2	54	
Grade 3	48	
Grade 4	43	
Grade 5	34	
Grade 6	40	
Grade 7	46	
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
No. of learners with special education needs:	0	
Languages spoken at the school:	Sepedi English	



## EVALUATION SUMMARY

**1. OVERALL PERFORMANCE OF THE SCHOOL:** #DIV/0!

<b>2. AREAS FOR EVALUATION:</b>	
2.1 Basic functionality of the school	
2.2 Leadership, management and communication	
2.3 Governance and relationships	
2.4 Quality of teaching and learning	
2.5 Curriculum provision	
2.6 Learner achievement	
2.7 Schools safety, security and discipline	
2.8 School infrastructure	
2.9 Parents and community	

<b>3. ADDITIONAL AREAS:</b>	
3.1 School provides curriculum resources (LTSM)	
3.2 School provides teacher development through IQMS processes	

## PRIORITIES FOR SCHOOL IMPROVEMENT

1. Development and implementation of all statutory policies in line with the provincial and national prescripts to enhance school functionality.
2. Setting systems in place to monitor provision of teaching and learning and thereby running the school as an organisation.
3. Induction and orientation of the SGB on their roles, responsibilities and executing them.
4. Full implementation of IQMS to ensure better educators who will promote effective learning towards improved learner attainment.
5. Develop structured systems in place for curriculum planning and review to infuse appropriate LTSM for full learner attainment and proper curriculum delivery.
6. Setting achievable goals for learner attainment and prioritising them in the School Improvement Plan for implementation.
7. Developing and implementing relevant policies to promote a safer school environment.
8. Effective use of the computer laboratory to enhance better learner attainment.
9. Development of proper LA policies to ensure qualitative and quantitative formal, informal assessment and proper assessment practices which will promote better learner attainment.
10. Reviewing of the school's vision and mission statement to be achievable.

## AREAS FOR EVALUATION

### 1. BASIC FUNCTIONALITY

<b>Purpose:</b>	To evaluate whether the school functions efficiently and effectively to realise its educational and social goals					
<b>Sources of Information:</b>	The General School Policy /School Handbook; Language Policy; Policy on Religion; Admission Policy; Admission Register, Attendance Registers; Summary Register; Quarterly Attendance Returns; Late-coming and Truancy Registers; Educator Time-book / Time Register; Leave Register; Leave Forms File; Any notes / letters written to learners/ parents / educators with regard to late-coming and any other documents that may assist with evaluation of this Area					
No	Criteria and associated indicators	Section 1			Section 2	Rating
	Evaluation	Available	Appropriate	Implemented	Effective	
		YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
1	<b>Appropriate policies and procedures are in place to enable school to run smoothly</b>					
1.1	General school policy / set of operational procedures	Yes	Not	Not	Needs urgent support	
1.2	Language Policy	Yes	Not	Not	Needs urgent support	
1.3	Policy on Religion	Yes	Not	Not	Needs urgent support	
1.4	Admission Policy	Yes	Not	Partially	Needs urgent support	
1.5	Address transformational goals of equity, access, redress and quality	Yes	Partially	Partially	Needs improvement	
	<b>Reasons for effectiveness rating:</b>					
1.1	The general school policy is not in line with the national prescripts and does not cover all key procedures					
1.2	The existing Language Policy is not properly developed despite the fact that the school was trained on SSE and has all the relevant documents.					
1.3	The Policy on Religion does not cover all key procedures as prescribed by the national prescripts.					
1.4	The Admission Policy does not provide clear terms of reference with regards to admission of learners.					
1.5	There is minimal implementation of the transformational goals.					
2	<b>The school has appropriate procedures for dealing with absence, lateness and truancy</b>					
2.1	Registers are up to date and regularly monitored	Yes	Fully	Partially	Acceptable	
2.2	The attendance rate of learners has positive impact on school ethos	Yes	Fully	Fully	Good	
2.3	Procedures to monitor and curb late-coming and truancy amongst learners	No	Not	Not	Needs urgent support	
2.4	Procedures to monitor and curb absence and late-coming amongst educators	Yes	Fully	Fully	Good	
	<b>Reasons for effectiveness rating:</b>					
2.1	Learner attendance registers are properly marked. However, they are not monitored at all.					
2.2	Learner attendance is satisfactory.					
2.3	There are no procedures in place to monitor and curb truancy and late coming among learners.					
2.4	Late coming and absence among educators is minimal.					
3	<b>The school has a positive school ethos</b>					
3.1	Educators display and contribute to a positive school ethos	No	Not	Not	Needs urgent support	
3.2	Learners display and contribute to a positive school ethos	Yes	Fully	Fully	Good	
3.3	Limited graffiti and damage to school property	Yes	Fully	Fully	Outstanding	
	<b>Reasons for effectiveness rating:</b>					
3.1	Work given to learners in the form of classwork and homework is too little and of low quality.					
3.2	Learners are always in class, well behaved and willing to learn.					
3.3	The level of graffiti is minimal.					
<b>Total: Basic functionality</b>						

## 2. LEADERSHIP, MANAGEMENT AND COMMUNICATION

<b>Purpose:</b>		To evaluate the effectiveness of the leadership and management of the school				
<b>Sources of Information:</b>		Vision and Mission statements; The school's improvement plans; SSE Report; School Annual Report; Staff establishment; Job descriptions; Minutes and agendas of Staff/SMT/SGB meetings, Staff/Educator improvement plan; Improvement targets, Punctuality records, Attendance registers; Copies of reports, School calendar, prospectus, school magazine, diaries, letters; School budget and financial expenditures; management activity calendar, monthly plan, Plans of HODs / Subject heads and Asset register, Maintenance plan				
<b>No</b>	<b>Criteria and associated indicators</b>	<b>Section 1</b>			<b>Section 2</b>	<b>Rating</b>
	<b>Evaluation</b>	<b>Available</b>	<b>Appropriate</b>	<b>Implemented</b>	<b>Effective</b>	
		<b>YES/NO</b>	<b>FULLY/ PARTIALLY/ NOT</b>	<b>FULLY/ PARTIALLY/ NOT</b>	<b>PERFORMANCE LEVEL</b>	
1	<b>The School Management Team gives clear direction to the school</b>					
1.1	Clear Vision and Mission statement	Yes	Partially	Partially	Needs improvement	
1.2	Annual Schools Self-evaluation (SSE)	No	Not	Not	Needs urgent support	
1.3	Annual School Improvement Plan (SIP)	Yes	Partially	Not	Needs urgent support	
<b>Reasons for effectiveness rating:</b>						
1.1	The Vision is not well collated and does not embrace the SMART principle. The mission statement does not clearly articulate how the Vision will be realised.					
1.2	Even though the school was trained on SSE, it has not yet conducted SSE as required.					
1.3	Activities in the SIP are not implemented and no reporting on the SIP is done. The SIP is not signed by the principal, SGB chairperson and the circuit manager.					
2	<b>Leaders operating at various levels are fully utilised</b>					
2.1	All promotional posts are filled	No	Not	Not	Needs urgent support	
2.2	Managers - job descriptions and duty lists, delegated in fair and equitable manner	Yes	Partially	Not	Needs urgent support	
<b>Reasons for effectiveness rating:</b>						
2.1	Not all promotional posts are filled.					
2.2	The school has only duty lists for managers. However, there are no job descriptions for managers operating at different levels.					
3	<b>The SMT promotes quality of teaching and learning in the school through appropriate curriculum management</b>					
3.1	Subject policies	No	Not	Not	Needs urgent support	
3.2	Year and term work plans (work schedules)	Yes	Fully	Partially	Acceptable	
3.3	Lesson/class time-tables	Yes	Fully	Partially	Acceptable	
3.4	Systems when educators are absent/posts vacant	No	Not	Not	Needs urgent support	
3.5	Management file for each subject	No	Not	Not	Needs urgent support	
3.6	Subject meetings	No	Not	Not	Needs urgent support	
3.7	Staff development initiatives	No	Not	Not	Needs urgent support	
3.8	LTSM for every learner	No	Not	Not	Needs urgent support	
<b>Reasons for effectiveness rating:</b>						
3.1	The school has not yet developed subject policies to regulate the provision of quality education.					
3.2	Educators have work schedules for each subject provided by the Department of Education,					
3.3	The time-table is available for each lesson and for the school in general.					
3.4	The school does not have a system in place to ensure effective teaching in case educators are absent.					
3.5	Each subject does not have a management file.					
3.6	The school does not conduct subject meetings to take stock of teaching and learning practices and to ensure provision of quality education in the classrooms.					
3.7	There are no staff development initiatives. Educator Personal Growth Plans point to an over-reliance on the Department of Education for development.					
3.8	There is an acute shortage of LTSM in the school.					
4	<b>The SMT promotes quality of teaching and learning in the school through appropriate physical resource management</b>					
4.1	Risk assessment done	No	Not	Not	Needs urgent support	
4.2	Intervention plan (Storms, health hazards, security etc.)	No	Not	Not	Needs urgent support	
4.3	Maintenance plan (continuous)	No	Not	Not	Needs urgent support	
4.4	Monitoring strategy for maintenance plan	No	Not	Not	Needs urgent support	
<b>Reasons for effectiveness rating:</b>						
4.1	The school does not conduct risk assessment.					
4.2	No intervention plan available.					

4.3	The school does not have a Maintenance Plan.
4.4	There is no monitoring strategy for the maintenance plan.

No	Criteria and associated indicators	Section 1			Section 2	Rating
		Available	Appropriate	Implemented	Effective	
	Evaluation	YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
5	<b>The SMT promotes quality of teaching and learning in the school through appropriate human resource management</b>					
5.1	Educator posts are filled	Yes	Partially	Partially	Needs improvement	
5.2	Non-educator posts are filled	No	Not	Not	Needs urgent support	
5.3	Staff duty lists	Yes	Partially	Partially	Needs improvement	
5.4	Fair and equitable job allocation	No	Not	Not	Needs urgent support	
5.5	Effective staff administration	No	Partially	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					
5.1	Not all educator posts are filled. The school has yet to fill four (04) more educator posts.					
5.2	The existing staff establishment does not cater for non-teaching staff like the administrative staff.					
5.3	The staff duty list is available and is not broad enough to focus on the core business of educators.					
5.4	There are no job descriptions signed off by all educators within the school.					
5.5	The school does not have an administrative staff.					
6	<b>The SMT promotes stakeholder involvement through appropriate communication strategies</b>					
6.1	Communication to PED and Districts	Yes	Fully	Partially	Acceptable	
6.2	Communication to staff	Yes	Fully	Partially	Acceptable	
6.3	Communication to parents (Circulars/report cards)	Yes	Fully	Fully	Good	
6.4	Communication to community/other schools	No	Not	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					
6.1	The school communicates well with the circuit and the district offices.					
6.2	There is proper communication between the office of the principal and the staff members.					
6.3	A good communication exists between the school and the parents.					
6.4	The school does not communicate with other schools or community structures.					
<b>Total: Leadership, management and communication</b>						

### 3. GOVERNANCE AND RELATIONSHIPS

<b>Purpose:</b>	To evaluate the effectiveness of the governing body in fulfilling its roles and responsibilities with regard to the establishment of a purposeful and disciplined school environment					
<b>Sources of Information:</b>	All SGB documents, All financial documents, All asset and stock registers, All Policies, Minutes of SGB and Committee Meetings, Staff records					
No	Criteria and associated indicators  Evaluation	Section 1			Section 2	Rating
		Available  YES/NO	Appropriate  FULLY/ PARTIALLY/ NOT	Implemented  FULLY/ PARTIALLY/ NOT	Effective  PERFORMANCE LEVEL	
1	<b>School Governing Body (SGB) is duly established and functions effectively</b>					
1.1	Election of SGB members and office bearers	Yes	Fully	Fully	Good	
1.2	Training of SGB members	No	Not	Not	Needs urgent support	
1.3	Constitution (document) in line with requirements	Yes	Partially	Partially	Needs improvement	
1.4	SGB meetings are held as required	Yes	Partially	Partially	Needs improvement	
1.5	SGB has functional sub-committees	Yes	Partially	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					
1.1	The SGB was duly elected and all office bearers were democratically elected.					
1.2	The SGB was not trained on their roles and responsibilities.					
1.3	The constitution of the SGB does not have all the required terms of reference, inter alia, on finance and regulation of management of the school property.					
1.4	Although meetings are held as required, decisions taken are based on what the school management prescribes.					
1.5	Existing sub-committees are not effective in executing their duties and reporting back on the mandate given by the SGB.					
2	<b>SGB provides the school with clear strategic direction</b>					
2.1	Involvement in developing and adopting policies for the school	Yes	Not	Not	Needs urgent support	
2.2	Encourage stakeholders to render voluntary services	No	Not	Not	Needs urgent support	
2.3	SGB members visit school often	Yes	Partially	Partially	Needs improvement	
2.4	SGB analyse reports on school activities and give guidance	No	Not	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					
2.1	The SMT does not give the SGB appropriate support on the development and adoption of all relevant policies as desired.					
2.2	The SGB does not encourage stakeholders to render voluntary services.					
2.3	Members of the SGB visit the school regularly whenever requested by the principal.					
2.4	The SGB does not analyse reports on the school activities to give the necessary guidance.					
3	<b>SGB execute its function with regard to the school's finances within its legal mandate</b>					
3.1	Finance Policy to manage the school's finances	No	Not	Not	Needs urgent support	
3.2	Finance Committee is functional	Yes	Partially	Not	Needs urgent support	
3.3	Financial principles followed in line with legislation	No	Not	Not	Needs urgent support	
3.4	Procurement and asset management procedures for all goods/assets	No	Not	Not	Needs urgent support	
3.5	Annual budget prepared and presented at AGM	Yes	Not	Not	Needs urgent support	
3.6	Financial statements are prepared, audited, submitted to PED	Yes	Fully	Fully	Good	
	<b>Reasons for effectiveness rating:</b>					
3.1	The school does not have a Finance Policy.					
3.2	The existing Finance Committee is not functional at all.					
3.3	Finance principles as laid down in the provincial prescripts on the management and use of school funds are not known and as such not applied.					
3.4	There is no system in place for procurement and management of all goods and services.					
3.5	The annual budget presented to the AGM does not comply with the provincial prescripts on the use and management of school funds.					
3.6	The finance books are audited annually and submitted to the PED.					
4	<b>SGB execute its function with regard to staff paid from school funds within its legal mandate</b>					
4.1	SGB appointments and remuneration in line with legislation	Yes	Fully	Fully	Good	
4.2	Reimbursement of staff for services rendered in line with legislation	Yes	Partially	Partially	Needs improvement	
	<b>Reasons for effectiveness rating:</b>					
4.1	SGB appointments and remuneration are in line with legislation					
4.2	Reimbursement of non-teaching staff for services rendered is in line with legislation. However, payment of transport claims violate provincial finance prescripts.					



#### 4. QUALITY OF TEACHING AND LEARNING & EDUCATOR DEVELOPMENT

<b>Purpose:</b>	To evaluate the quality of teaching and learning and the extent to which the school provides and promotes educator development					
<b>Sources of Information:</b>	IQMS documents, Teacher files, Learner work books and Assessment records, Monitoring and control records, Lesson observations etc.					
No	Criteria and associated indicators  Evaluation	Section 1			Section 2	Rating
		Available  YES/NO	Appropriate  FULLY/ PARTIALLY/ NOT	Implemented  FULLY/ PARTIALLY/ NOT	Effective  PERFORMANCE LEVEL	
<b>1</b>	<b>Creation of positive learning environment</b>					
1.1	Learning space	Yes	Partially	Partially	Needs improvement	
1.2	Learner involvement	Yes	Partially	Not	Needs urgent support	
1.3	Discipline	Yes	Fully	Fully	Good	
1.4	Managing diversity in the classroom	Yes	Fully	Partially	Acceptable	
	<b>Reasons for effectiveness rating:</b>					
1.1	There is an attempt to create an effective learning space during lessons.					
1.2	Learners are involved in classroom-based activities mainly through question and answer method of teaching.					
1.3	Learners are well disciplined and carry instructions as given with ease.					
1.4	Educators are able to cater for learners with different learning abilities during lessons					
<b>2</b>	<b>Knowledge and understanding of curriculum</b>					
2.1	Knowledge of Subjects	Yes	Fully	Partially	Acceptable	
2.2	Skills	Yes	Partially	Partially	Needs improvement	
2.3	Goal setting (attainment of outcomes)	No	Not	Not	Needs urgent support	
2.4	Involvement in learning programmes	No	Not	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					
2.1	Educators are knowledgeable in the subjects they teach.					
2.2	Over-reliance on the lecture method of teaching hampers the use of effective skills which enhance better learner performance.					
2.3	Educators do not set goals to achieve outcomes they set for daily lessons.					
2.4	Educators are not involved in learning programmes.					
<b>3</b>	<b>Lesson planning, preparation and presentation</b>					
3.1	Planning	No	Not	Not	Needs urgent support	
3.2	Presentation	Yes	Partially	Partially	Needs improvement	
3.3	Recording	Yes	Fully	Fully	Good	
3.4	Management of work schedule (learning programme)	Yes	Partially	Partially	Needs improvement	
	<b>Reasons for effectiveness rating:</b>					
3.1	Lesson planning is not done at all.					
3.2	Presentation of lessons does not consider learners' different cognitive development stages and does not encourage self-discovery and mastery of concepts.					
3.3	Record keeping of formal assessment is well kept.					
3.4	Educators attempt to be faithful to the work schedule where available.					
<b>4</b>	<b>Learner Assessment and Achievement</b>					
2.1	Feedback to learners	Yes	Not	Not	Needs urgent support	
4.2	Knowledge of assessment techniques	Yes	Partially	Partially	Needs improvement	
4.3	Application of techniques	Yes	Partially	Partially	Needs improvement	
4.4	Record keeping of assessment, learner progress and achievement	Yes	Fully	Partially	Acceptable	
	<b>Reasons for effectiveness rating:</b>					
4.1	Feedback to learners is given mainly in the form of corrections which are not well controlled.					
4.2	Assessment techniques used do not stimulate learners' intellectual capabilities and are not well thought of.					
4.3	Educators display a limited knowledge of assessment techniques since most of the assessment tasks are standardised and set by the curriculum advisors.					
4.4	Well typed assessment records are kept.					
<b>5</b>	<b>The school supports and encourages educator development through IQMS processes</b>					
5.1	Staff Development Team is fully constituted and effective/functional	Yes	Not	Not	Needs urgent support	
5.2	The required IQMS documents are available, completed and submitted to district	Yes	Partially	Partially	Needs improvement	
5.3	The SDT/SMT provide adequate monitoring, guidance and support	No	Not	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					

5.1	The SDT is well constituted. However, it is not effective in executing its duties.
5.2	All relevant IQMS documents are available, completed and submitted to the district as requested.
5.3	The SDT/SMT does not provide adequate monitoring, guidance and support to educators on developmental needs identified from the educator PGPs.
<b>Total: Quality of teaching and learning &amp; educator development</b>	

**5. CURRICULUM PROVISION AND RESOURCES**

<b>Purpose:</b>	To evaluate the implementation of the curriculum and enrichment programs offered at schools and to what extent it enhances the aims and objectives of the education system					
<b>Sources of Information:</b>	School policy; School's curriculum; The school's year plan ; Timetables; School Annual Report; Results of extra- and co-curricular activities; Co- curricular planning; Extra-curricular planning; School Inventory Lists; Lesson plans; Distribution Lists; Retrieval System documents; Lesson Observation; Observation of storerooms					
No	Criteria and associated indicators	Section 1			Section 2	Rating
	Evaluation	Available	Appropriate	Implemented	Effective	
		YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
1	<b>The curriculum offered complies with National Curriculum Statement</b>					
1.1	The school provides the required subjects in line with NCS/CAPS	Yes	Fully	Fully	Outstanding	
1.2	Correct notional / contact time allocated on time-table for each subject	Yes	Fully	Fully	Outstanding	
<b>Reasons for effectiveness rating:</b>						
1.1	<b>The curriculum offered complies with National Curriculum Statement</b>					
1.2	<b>Correct notional / contact time is allocated on time-table for each subject and learning area.</b>					
2	<b>The school provides curriculum resources to support teaching and learning</b>					
2.1	Appropriate and sufficient LTSM resources, in line with NCS/CAPS	Yes	Partially	Partially	Needs improvement	
2.2	LTSM resources used effectively for teaching and learning	No	Not	Not	Needs urgent support	
2.3	Relevant resources in the library, laboratories and workshops	No	Not	Not	Needs urgent support	
<b>Reasons for effectiveness rating:</b>						
2.1	There is an acute shortage of LTSM and readers.					
2.2	Existing LTSM is not used at all to enhance effective teaching and learning.					
2.3	The school does not have any relevant resources for the library.					
3	<b>The school manages procurement, distribution and retrieval of LTSM effectively</b>					
3.1	Administration systems to ensure that text books and stationery are accessible for educators/learners	No	Not	Not	Needs urgent support	
3.2	Appropriate retrieval system in place for text books and LTSM	No	Not	Not	Needs urgent support	
3.3	Stationery ordered and received before school re-opening	Yes	Fully	Fully	Outstanding	
<b>Reasons for effectiveness rating:</b>						
3.1	There is no system in place to ensure that text books and stationery are accessible to both learners and educators.					
3.2	The school does not have a system in place to issue and retrieve text books and LTSM					
3.3	Stationery ordered was received before school re-opening in January 2011.					
4	<b>The school enrichment programme provides for extra- and co-curricular activities</b>					
4.1	Provision and support for learners in variety of <u>extra-curricular</u> activities	Yes	Partially	Partially	Needs improvement	
4.2	Provision and support for learners in variety of <u>co-curricular</u> activities	No	Not	Not	Needs urgent support	
<b>Reasons for effectiveness rating:</b>						
4.1	The school provides for extra-curricular activities with minimal learner participation.					
4.2	The school does not afford learners the opportunity to participate in co-curricular activities such as debates and maths olympiad.					
<b>Total: Curriculum provision and resources</b>						

## 6. LEARNER ACHIEVEMENT

<b>Purpose:</b>	To evaluate the level of achievement of learners academically as well as in extra- and co-curricular activities					
<b>Sources of Information:</b>	November results (Promotion Schedules); Annual National Assessment results; Systemic Evaluation and other surveys – results; Records of learners who participate in sports and cultural activities; Records that shows learner achievement in sports and cultural competitions					
No	Criteria and associated indicators	Section 2				Rating
		Quality of learner achievement results				
	Evaluation	Foundation Phase	Intermediate Phase	Senior Phase	FET band	
1.	<b>Learner achievement in Foundation Phase</b>					
1.1	Internal assessment (all subjects)	Good	Good	Good		#REF!
1.2	Annual National Assessment: Literacy/Languages	Needs urgent support	Needs urgent support	Needs urgent support		#REF!
1.3	Annual National Assessment: Numeracy/Mathematics	Needs urgent support	Needs urgent support	Needs urgent support		#REF!
1.4	Grade 12 results (all subjects)				Needs urgent support	#REF!
<b>Reasons:</b>						
1.1	Learners perform better in the internal assessment.					
1.2	Learner performance in Literacy / Languages in the Annual National Assessment (ANA) is less than performance in the internal assessment by more than 30%					
1.3	Learner performance in Numeracy / Mathematics in the ANA is less than performance in the internal assessment by more than 30%					
1.4	The School is a primary and does not have learners who write grade 12 examinations.					
No	Criteria and associated indicators	Section 1			Section 2	Rating
		Available	Appropriate	Implemented	Effective	
	Evaluation	YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
5.	<b>Learners participate and achieve well in extra-curricular activities as part of the school enrichment programme</b>					
5.1	Learners participate in good numbers in sport activities	Yes	Not	Not	Needs improvement	
5.2	Learners achieve well in sport activities	No	Not	Not	Needs urgent support	
5.3	Learners participate in good numbers in cultural activities	Yes	Not	Not	Needs urgent support	
5.4	Learners achieve well in cultural activities	No	Not	Not	Needs urgent support	
<b>Reasons for effectiveness rating:</b>						
5.1	Less than 25% of learners participate in sport activities.					
5.2	Learners do not achieve well in sporting activities.					
5.3	Only few learners participate in cultural activities.					
5.4	Learners who participate in cultural activities do not achieve well.					
<b>Total: Learner achievement</b>						

**7. SCHOOL SAFETY, SECURITY AND DISCIPLINE**

<b>Purpose:</b>	To evaluate the level at which the school provides for a healthy, safe and secure environment for learners, staff, parents and others					
<b>Sources of Information:</b>	Health, Safety and Security policy; Communication to parents; Staff records; Records of working with welfare agencies, SAPD and guidance teacher; Learner profile records; Records on incidents of medical emergencies and accidents at school; First aid kits; Schools file on Nutrition programme; Safety rules and safe practices; All posters and hazard signs; Records of hazards and unsafe and unhealthy structures and conditions at school; Emergency and evacuation procedures and plans; Fire extinguishers; Visitors books; Gate control and signs at the entrance; Early release registers and required letters and other required documents; Campus duty rosters; Schedule 1 of Safety regulations in SASA- completed for school visits; Drivers and vehicle licenses; SGB Roadworthy inspection document; Consent					
No	Criteria and associated indicators	Section 1			Section 2	Rating
	Evaluation	Available	Appropriate	Implemented	Effective	
		YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
1	<b>The school implements a Health, Safety and Security (HSS) Policy to support, care and protect the learners, staff and others at school</b>					
1.1	Functions of health/welfare committee	No	Not	Not	Needs urgent support	
1.2	Procedures to support, care and protect learners in need	No	Not	Not	Needs urgent support	
1.3	Procedures on communicable diseases, handling of illnesses and medical emergencies	No	Not	Not	Needs urgent support	
1.4	The school implements HIV management	No	Not	Not	Needs urgent support	
1.5	Nutrition programme to feed learners in need	Yes	Fully	Fully	Outstanding	
<b>Reasons for effectiveness rating:</b>						
1.1	The school has not established a health / welfare committee.					
1.2	There are no procedures to support, care and protect learners in need.					
1.3	There are no procedures on communicable diseases, handling of illness and medical emergencies. However, sick and injured learners are rushed to the clinic.					
1.4	The school does not have an HIV/AIDS management system in place.					
1.5	All learners are provided with nutritious food daily.					
2	<b>The school implements safety practices against potential hazards, unsafe or unhealthy structures and conditions at the school</b>					
2.1	Safety Representative in compliance with legislation	No	Not	Not	Needs urgent support	
2.2	Practical measures to ensure that property is safe, hazard free and hygienic	Yes	Partially	Partially	Needs improvement	
2.3	Safety regulations, safe methods and practices in the workshops and laboratories	No	Not	Not	Needs urgent support	
2.4	Relevant emergency plan	No	Not	Not	Needs urgent support	
2.5	Maintained fire extinguishers	Yes	Not	Not	Needs urgent support	
<b>Reasons for effectiveness rating:</b>						
2.1	In line with legislation, the school does not have safety representatives.					
2.2	All classrooms are not neatly kept.					
2.3	There are no safety regulations in the computer laboratory, school hall and the kitchen.					
2.4	There is no emergency plan available.					
2.5	Existing fire extinguishers do not reflect date for last service and the next one.					
3	<b>The school implements security regulations that aims to ensure the safety of the learners, staff and visitors on the premises</b>					
3.1	Procedures that regulate access to the school	Yes	Partially	Partially	Needs improvement	
3.2	Procedures to regulate early release of learners	No	Not	Not	Needs urgent support	
3.3	Procedures for supervision of learners to ensure their safety and security	No	Not	Not	Needs urgent support	
3.4	Procedures followed during school visits	Yes	Fully	Partially	Acceptable	
<b>Reasons for effectiveness rating:</b>						
3.1	Procedures that regulate access to the school are not displayed at the entrance of the school premises.					
3.2	There are no procedures in place to regulate early release of learners.					
3.3	The school does not have developed procedures for supervision of learners to ensure their safety and security.					
3.4	All visitors report to the office of the principal on arrival.					
4	<b>School implements regulations in compliance with legislation to keep the school violence and drug free</b>					
4.1	Regulations - <u>bringing and possession</u> of dangerous objects and illegal drugs to the school premises and activities	No	Not	Not	Needs urgent support	
4.2	Regulations - <u>search and confiscation</u> of dangerous objects and illegal drugs at the school	No	Not	Not	Needs urgent support	
<b>Reasons for effectiveness rating:</b>						
4.1	There are no regulations for bringing and possessing dangerous objects and illegal drugs to the school premises and activities.					

4.2	There are no regulations for searching and confiscating dangerous objects and illegal drugs at the school.
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No	Criteria and associated indicators	Section 1			Section 2	Rating
		Available	Appropriate	Implemented	Effective	
	Evaluation	YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
5	<b>Code of Conduct for learners aims to establish a disciplined and purposeful school environment</b>					
5.1	School rules - regulating learner behaviour and discipline	Yes	Fully	Partially	Acceptable	
5.2	Involvement of RCL in learner discipline					
5.3	Disciplinary regulations and procedures when learners transgressed	Yes	Fully	Partially	Acceptable	
<b>Reasons for effectiveness rating:</b>						
5.1	The Code of Conduct for learners has clearly laid down procedures to enforce good behaviour and conduct.					
5.2	The school does not have the RCL since it is a primary.					
5.3	The Code of Conduct for learners spells out clear procedures to deal with learners who transgress school rules.					
<b>Total: Safety, security and discipline</b>						

## 8. SCHOOL INFRASTRUCTURE

<b>Purpose:</b>		To evaluate to what extent the school has sufficient and appropriate infrastructure and how it is maintained				
<b>Sources of Information:</b>		Electricity network, light fittings and plugs; Water network, drinking taps; Ablution block; Classrooms; Library; Classrooms with specialized equipment; Furniture in rooms; Inventory list/register; Offices and storerooms; Staffroom, kitchens, nutrition centre, tuck shop, school hall, work shop; Documentary evidence; Maintenance policy; Finance policy; Maintenance committee minutes; Project contracts; Cleaner, Maintenance duty roster				
<b>No</b>	<b>Criteria and associated indicators</b>	<b>Section 1</b>			<b>Section 2</b>	<b>Rating</b>
	<b>Evaluation</b>	<b>Available</b>	<b>Appropriate</b>	<b>Implemented</b>	<b>Effective</b>	
		<b>YES/NO</b>	<b>FULLY/ PARTIALLY/ NOT</b>	<b>FULLY/ PARTIALLY/ NOT</b>	<b>PERFORMANCE LEVEL</b>	
<b>1</b>	<b>The school has reliable and sufficient functional services</b>					
1.1	Electrical supply at the school is reliable and sufficient	Yes	Fully	Fully	Outstanding	
1.2	Electricity points (plugs, lights etc.) is maintained and working	Yes	Fully	Fully	Outstanding	
1.3	There is sufficient clean water supply at the school	Yes	Not	Not	Needs urgent support	
1.4	Water system (taps, pipes, etc) is maintained and working	Yes	Partially	Partially	Needs improvement	
	<b>Reasons for effectiveness rating:</b>					
1.1	Electricity supply is sufficiently supplied by ESKOM and it is reliable.					
1.2	All electrical points are in good condition and well maintained.					
1.3	There is an acute shortage of water supply irrespective of the school's initiative of buying water on monthly basis.					
1.4	There are only three (03) water taps available for 355 learners and nine (09) educators.					
<b>2</b>	<b>The ablution facilities at the school are appropriate, sufficient and in working order</b>					
2.1	Gender separated, functional ablution facilities for learners	Yes	Partially	Partially	Needs improvement	
2.2	Gender separated, functional ablution facilities for educators and visitors	Yes	Fully	Fully	Outstanding	
2.3	Ablution facilities (toilets, cloakrooms) are maintained	Yes	Fully	Partially	Acceptable	
	<b>Reasons for effectiveness rating:</b>					
2.1	There are two (02) toilets seats for 187 girls and two toilets seats for 168 boys. However, there are no relevant toilets for Grade R learners.					
2.2	There are enough gender separated ablution facilities for educators and visitors.					
2.3	Ablution facilities (toilets, cloakrooms) are properly maintained					
<b>3</b>	<b>Classrooms are sufficient, appropriately furnished, maintained and used for intended purpose</b>					
3.1	Sufficient, maintained ordinary classrooms	Yes	Fully	Partially	Acceptable	
3.2	Sufficient, maintained furniture used for teaching and learning	Yes	Partially	Partially	Needs improvement	
3.3	Furnished and maintained library used as teaching and learning resource centre	No	Not	Not	Needs urgent support	
3.4	Sufficient specialised classrooms with specialised equipment available for curriculum offered	Yes	Fully	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					
3.1	The school has sufficient classrooms. However, these classrooms are not properly maintained.					
3.2	There is an acute shortage of tables and chairs especially in the Foundation Phase.					
3.3	The school does not have a library and there is no attempt to create reading corners in each classroom.					
3.4	The well furnished computer laboratory is not used for teaching and learning purpose.					
<b>4</b>	<b>School has non- educational rooms to support a positive teaching/learning environment</b>					
4.1	Administrative block and storerooms	Yes	Fully	Fully	Outstanding	
4.2	Venues for food handling, social gatherings and maintenance	Yes	Fully	Fully	Outstanding	
	<b>Reasons for effectiveness rating:</b>					
4.1	The school has functional and well maintained Administrative Block and storerooms.					
4.2	Venues for food handling and social gatherings are well maintained.					
<b>5</b>	<b>The school has appropriate school grounds, play areas and sport facilities</b>					
5.1	School ground is fenced, accessible and developed	Yes	Not	Not	Needs urgent support	
5.2	Outdoor play areas and sport facilities that are accessible, maintained and used for purpose	No	Not	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					
5.1	The school ground is not appropriately developed, standardised and poses a serious health risk to learners.					
5.2	There is no outdoor playing area for the grade R learners. .					

No	Criteria and associated indicators	Section 1			Section 2	Rating
		Available	Appropriate	Implemented	Effective	
	Evaluation	YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
6	<b>School has an effective Maintenance Policy</b>					
6.1	Maintenance Policy - regulations and procedures aimed at keeping the property in good condition	No	Not	Not	Needs urgent support	
6.2	Sufficient, functional, maintenance equipment & tools to assist with school maintenance	Yes	Fully	Fully	Good	
6.3	Sufficient, functional, maintained office equipment	Yes	Fully	Partially	Acceptable	
<b>Reasons for effectiveness rating:</b>						
6.1	There is no Maintenance Policy available.					
6.2	Maintenance equipments are sufficient to enable proper maintenance of the school.					
6.3	There is sufficient office equipments to enable the schools to run.					
7	<b>School has boarding facilities to care for learners who need it</b>					
7.1	Boarding facilities accommodate and cater for the needs and welfare of learners					
7.2	Boarding facilities are neat, clean and maintained					
7.3	Financial management of the facility is sound					
<b>Reasons for effectiveness rating:</b>						
7.1	N/A					
7.2	N/A					
7.3	N/A					
					<b>Total: School infrastructure</b>	

## 9. PARENTS AND COMMUNITY

<b>Purpose:</b>	To evaluate the extent to which the school encourages parental and community involvement in the education of the learners and how it makes use of their contributions to support learners' progress					
<b>Sources of Information:</b>	Communication to parents, i.e., invitations, letters, newsletters, notices, Learner Report Cards; Minutes of meetings with parents; Handouts at parents meetings; Proof/correspondence of partnerships with community organisations and NGO's; Visitor's Book and Logbook; Registers/ correspondence of usage of facilities; Environmental Programme, Agenda's and Minutes of relevant meetings, Attendance registers; written evidence of links with other schools.					
No	Criteria and associated indicators	Section 1			Section 2	Rating
	Evaluation	Available	Appropriate	Implemented	Effective	
		YES/NO	FULLY/ PARTIALLY/ NOT	FULLY/ PARTIALLY/ NOT	PERFORMANCE LEVEL	
1	<b>The school communicates regularly and effectively with parents</b>					
1.1	Communication strategies to ensure parents are informed about school activities	Yes	Fully	Fully	Good	
1.2	Strategies to interact with and advise parents on curriculum matters	Yes	Fully	Fully	Good	
1.3	Parents attendance to meetings called by the school	Yes	Fully	Fully	Outstanding	
1.4	Parents involvement in learner's learning by signing and checking learner's work	No	Not	Not	Needs urgent support	
1.5	Parents enrol learners on time	Yes	Fully	Partially	Acceptable	
	<b>Reasons for effectiveness rating:</b>					
1.1	The school has a strategy of communicating with parents which ensures maximum attendance to meetings called.					
1.2	The school has a strategy to interact and advise parents on curriculum matters.					
1.3	Parents attendance to meetings called is outstanding.					
1.4	Parents do not check school work given to their children.					
1.5	Most parents ensure that their children are enrolled on time.					
2	<b>The school interacts regularly and effectively with the community</b>					
2.1	Partnerships with community structures	No	Not	Not	Needs urgent support	
2.2	Strategy - when community uses school physical resources	No	Not	Not	Needs urgent support	
2.3	Strategy to use local services and institutions to benefit the school and learners	No	Not	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					
2.1	The school does not have any established partnership with community structures.					
2.2	There is no strategy in place to ensure the use of the school physical resources by the community.					
2.3	Local services and institutions are not used to the benefit of the school and learners.					
3	<b>The school encourages learners to respect the local and global environment</b>					
3.1	Organisation of quality environmental programme	No	Not	Not	Needs urgent support	
3.2	Participation by learners and educators in environ. programme	No	Not	Not	Needs urgent support	
3.3	Support to and from community for environmental programme	No	Not	Not	Needs urgent support	
	<b>Reasons for effectiveness rating:</b>					
3.1	The school does not organise quality environmental programmes.					
3.2	Learners and educators do not participate in environmental programmes.					
3.3	There is no support to and from the community for environmental programmes.					
4	<b>The school has developed good links with other schools</b>					
4.1	Organisation of inter-school academic, sports and cultural activities	Yes	Partially	Partially	Needs improvement	
4.2	Participation in inter-school academic, sports and cultural activities	Yes	Partially	Partially	Acceptable	
	<b>Reasons for effectiveness rating:</b>					
4.1	The school organises inter-school sports activities only. Inter-school academic and cultural activities are not organised at all.					
4.2	The school only participates in inter-school sports activities. The school does not participate in inter-academic and cultural activities.					
<b>Total: Parents and community</b>						

