



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report: Jurie Hayes Primary School



School: **Jurie Hayes Primary School**
Address: Langeenheid, Langebaan Road,
7375
Circuit: C3
District: West Coast
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr DW Jacobs



Areas of Evaluation:

	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:

Outstanding

Good

Requires improvement

Inadequate

Main Findings



1. Teaching and Learning

1.1 The teachers maintain a safe and positive learning environment 4

Evaluative commentary

All classes are divided into smaller groups of no more than 20 learners to ensure social distancing. The staff room was moved to the foyer and tables are placed 1,5 metres apart. The school has staggered break times for the different grades and each group has a separate area to enjoy breaks. Grade 7 learners are divided into four groups and attend five days each over a ten-day cycle. The school has received approval to allow Grade 8 learners to return. The Afrikaans class attends school every alternative day. The school was approached in March 2020 to enrol a group of 13 English Grade 8 learners who could not be accommodated at neighbouring high schools. These learners have attended school for less than two weeks and have huge backlogs. The School Management Team (SMT) has decided that the group should attend school daily to prepare them for Grade 9. A few teachers are teaching or facilitate learning in other grades whilst their grades have not yet returned to school. All teachers were actively teaching on the day of evaluation and they treat learners with respect. It was obvious in learners' behaviour and responses during interviews that they appreciate and respect their teachers.

Good practice, innovation, imaginative solutions

The SMT took initiative by giving the English Grade 8 class the much-needed extra teaching time by letting them, instead of Grade 7, attend school daily.

1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality 4

Evaluative commentary

The deputy principal has copies of the Annual Teaching Plans (ATP) of all subjects. The plans in the Temporary Revised Education Plan (TREP) are aligned with the requirements of the ATPs. During the interview, it was clear that she has an exceptionally good understanding of the different ATPs. She has arranged a meeting with the Head: Curriculum based at the district office to address all grey areas. Learners appreciate the smaller classes and teachers use the opportunity to give more personal attention. Teachers have adapted very well to the changed conditions in the classroom and enhanced teaching and learning with relevant online resources and hard copies of notes. The teachers have contact with all their learners and when some learners are occasionally absent, teachers ensure that they receive work packs.

Good practice, innovation, imaginative solutions

The principal and deputy principal monitor the quality and progress of teaching and learning because they are familiar with the TREPs of all the different subjects. They have set the example by teaching subjects and grades they do not normally teach.

1.3 Learners are supported well (in school and at home) so that they learn effectively 3

Evaluative commentary

Class tests are written and marked weekly. Teachers do not handle learners' workbooks but let learners turn over the page, give feedback and sign the books. Most learners attend school according to the daily rotational timetable. The grades that have not yet returned to school receive hard copies of notes. The school bus has been used since lockdown to deliver the notes on Fridays. Learning materials are also available to those learners who can afford to download it. The School-based Support Team (SBST) is functional and goes the extra mile to support vulnerable learners. It works closely with BADISA, a faith-based social welfare organisation. They supported a learner who lost everything in a fire and facilitated a donation of toiletries for learners from the local municipality. The team receives full cooperation of all staff members when a learner or staff member needs support. Learners who are not attending school continue to receive meals from the National School Nutrition Programme (NSNP). Meals have been delivered to the community twice per week since March 2020. The school also provides food parcels to vulnerable learners and has applied to have them included in the NSNP.

Good practice, innovation, imaginative solutions

The school cares about their learners and the SMT sets the example. This was displayed when the principal and two departmental heads were present at all Learner Transport Scheme (LTS) pickup points during the first few weeks after lockdown to encourage parents to send their children to school.



2. Behaviour and Safety

2.1 The school's environment is disciplined and purposeful and its ethos is positive (3)

Evaluative commentary

All groups interviewed and the behaviour of all learners and staff displayed a good understanding of the Covid-19 regulations and they willingly comply. During a staff meeting, all staff members pledged their commitment to comply not only for their safety but also for the safety of their loved ones and colleagues. Teachers eat their lunch without complaining whilst supervising learners. Teaching and learning are not neglected. Teachers are well prepared, and the learners are punctual, diligent, and focused.

2.2 The school is safe, and protects and cares for its learners and staff well (4)

Evaluative commentary

The entrance gate is monitored and locked as soon as all staff and learners have entered. There are separate screening points for staff and the different grades. Everyone wears a face mask throughout the day. All classrooms and offices are cleaned at least once a day and toilets and frequently touched areas more than once a day. Staff and learners' temperatures are taken in the mornings and again in the afternoons before they go home. There are markers in all areas of the school to ensure social distancing. Everyone could explain the procedure to deal with suspected and confirmed cases of Covid-19. They know where the isolation room is and when parents come to fetch their children, they get clear instructions on what to do and to inform the school of any developments. The secretary monitors the entrance gate from her office and meets all visitors at the gate. No one is allowed to enter the school premises and all deliveries are left at the gate where it is sanitised before being taken to the storeroom. Learners not attending school also collect their notes at the gate on Fridays. No food, other than that for the NSNP, is prepared at school as the kitchen for staff is closed. The kitchen is clean and hygienic, and the food handlers wear hairnets or caps, aprons, and face masks. Teachers fetch the meals from the kitchen and take it to the learners in the classrooms. The school provides sanitiser for use on the LTS buses. Learners' hands are sanitised, and everyone wears face masks, but since buses have been running at 100% capacity, it is difficult to adhere to social distancing. To mitigate this, the same learners always travel on the same bus with the same driver.

Good practice, innovation, imaginative solutions

An alarm prompts everyone to sanitise their hands every 30 minutes. As there are a few taps for learners to wash their hands, a water-saving device was built which enables 14 learners to wash their hands at the same time and still observe social distancing.

Concerns, problems

The lack of social distancing on the buses is worrying but is beyond the control of the school.

2.3 (Where applicable) The school's boarding facilities (hostels), cater well for the safety, care and welfare of learners – Not Applicable



3. Leadership and Management

3.1 The School Management Team (SMT) gives clear direction to the school (4)

Evaluative commentary

The SMT met during the lockdown, planned thoroughly, and compiled a draft TREP in line with the Department of Basic Education Standard Operating Procedure (SOP) and the Western Cape Education Department (WCED) Guidelines. The staff gave input before the final TREP was submitted to the circuit manager and it was revised after the phase-in dates for the different grades changed. All groups interviewed reported that they were all orientated on their first day back at school. It is also clear in the behaviour of staff

and learners that they understand and comply with Covid-19 regulations. The SMT is visible on the school grounds during breaks. Attendance of staff and learners is exceptionally good and a testimony to the SMT's effective communication. The SMT is actively involved. Its plans address all issues and there is a willingness to accommodate the opinions of the staff, learners, and parents. On rainy days, the school uses its bus to transport learners who are not part of the LTS.

Good practice, innovation, imaginative solutions

There are cameras installed on the school premises so that the principal can observe behaviour from his office. He has captured pictures from the screen in his office and sent it to the parents to show them what the school does to keep their children safe. The staff meets every day whilst only Grades 7 and 8 learners are attending school and that creates an opportunity for them to share experiences and for the principal to check on the wellbeing of his staff. The deputy principal checks the registers and as soon as a learner is absent for three days, the class teacher is requested to contact the parents.

3.2 The SMT acts effectively to improve the quality of teaching and learning in the school 4

Evaluative commentary

The SMT encourages staff to use online platforms. The majority of staff use these platforms very effectively, share knowledge and develop online teaching and learning resources. It monitors the quality of teaching and learning effectively. The deputy principal meets with the departmental heads every week and subject groups meet regularly. The SBST has a database of vulnerable learners which enables the deputy principal to monitor their attendance on CEMIS.

Good practice, innovation, imaginative solutions

All teachers have certificates to prove that they have completed the online Microsoft Teams course.

3.3 The SMT ensures that good use is made of all school resources (human, financial and physical) 3

Evaluative commentary

Covid-19 related tasks are rotated amongst staff. Teachers also help with the distribution of meals from the kitchen. The secretary monitors the main entrance gate soon after all staff members and learners have entered. There are no staff members with comorbidities, but when someone is absent occasionally, there is always another staff member to take over their responsibility. The SMT monitors that safety and cleaning materials are well managed. Links to WCED online teaching and learning resources were shared with parents, and some were printed and included in the notes issued on Fridays. Teachers have developed video clips, but unfortunately, not all parents and learners can access the online platforms due to a lack of data and devices. However, many Grade 8 learners are active in their WhatsApp group.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well 3

Evaluative commentary

The governing body has not stopped functioning. It has held three virtual meetings and communicates via WhatsApp daily. It supports the principal and SMT and the chairperson visits the school almost every second day. It supported the SMT's request to buy extra safety and cleaning materials and equipment. The safety plans and Code of Conduct for Learners were amended to comply with Covid-19 regulations.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate 4

Evaluative commentary

The governing body has held virtual meetings to discuss fundraising activities and reprioritise the budget. Additional funds are generated by means of a number of fundraising events. The school has received various donations from farmers and businesses. On the day of the evaluation, the municipality delivered a donation of cleaning materials, face masks and stationery.

The district office has contributed R51 000 towards the printing of learning materials. The governing body is actively involved and has a good relationship with donors. The school can meet all its financial obligations.

Good practice, innovation, imaginative solutions

The governing body has received sponsorships to pay its employees until the end of 2020.

4.3 The school engages effectively with all stakeholders

Evaluative commentary

Learners give feedback via their teachers and staff meet every week. Each grade has a WhatsApp group for parents and the SMT monitors group participation. The school has strong links with the district office and a meeting has been scheduled with senior curriculum officials to discuss teachers' challenges with the ATPs. Subject advisers communicate with the teachers via WhatsApp. The school has good relationships with the municipality and other local services and organisations.

Recommendations

1. As the staff is committed and work extremely hard, the SMT and governing body must consider motivational activities and sessions to boost their morale.
2. Similarly, activities for learners must be considered as Grades 7 and 8 learners expressed a need for this.
3. The school must ensure that vulnerable learners are included in the NSNP.