



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report: Mokone Primary School



School: Mokone Primary School
Address: Rubusana Avenue, Bennie Street, Langa, 7455
Circuit: C8
District: Metro Central
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr ZD Raphahlelo



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 3

Evaluative commentary

The school follows the Department of Basic Education (DBE) Standard Operating Procedures (SOP) and Western Cape Education Department (WCED) Guidelines. Grade 7 learners are divided into five smaller groups and all groups attend school daily. The Temporary Revised Education Plan (TREP) makes provision for other grades to attend school on alternative days. The staff room has been moved to a larger venue to ensure social distancing. Markers indicating the regulated 1,5 metre distances are placed throughout the school premises to maintain social distancing. Although all Grade 7 teachers were present and actively teaching, the participation of learners was limited. There is mutual respect between learners and teachers.

1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality 2

Evaluative commentary

Subject advisers explained the Annual Teaching Plans (ATP) via online meetings to all teachers. Resources are also available on Google classroom. Subject groups have aligned their planning with the revised ATPs and requirements are reflected in the TREP. Lessons are well prepared and presented. It was observed that teachers give individual assistance to learners.

Concerns, problems

Teachers are focused on following the ATPs, but do not make sure that all learners understand the work.

1.3 Learners are supported well (in school and at home) so that they learn effectively 2

Evaluative commentary

Grade 7 learners who attend school are supported. Most of the work learners received during lockdown had to be repeated when they returned to school. This was confirmed by learners and teachers. The School Management Team (SMT) has a plan to support them when they return. There are plans to set Fridays aside for twenty learners to be supported in preparation for high school. The Learning Support Teacher (LST) focuses on learners who struggle most. She will implement a plan with a team including the SMT and support staff. The National School Nutrition Programme (NSNP) was operational during the lockdown. It served a dual purpose – to feed learners and to serve as a collection point for hard copies of information to parents and learners. Unfortunately, not all the parents and learners collected the notes.

Concerns, problems

The plans to support learners remain only plans until learners return to school.



2. Behaviour and Safety

2.1 The school's environment is disciplined and purposeful and its ethos is positive 2

Evaluative commentary

The principal issued a letter to all staff members the week before the date of return because teachers did not want to return, and most parents did not want to send their children to school. When teachers returned, all fears were addressed, and their responsibilities were discussed and accepted. Staff members interviewed confirmed their initial fears, but also stated unambiguously that they were no longer afraid and felt safe at school. They willingly comply with Covid-19 regulations. Grade 7 learners adhered to the health and safety measures at all times. Learners are punctual, listen attentively and are focused on their schoolwork.

2.2 The school is safe, and protects and cares for its learners and staff well.....

3

Evaluative commentary

Everyone is screened and their hands are sanitised at the main entrance. At least two staff members are on duty at the gate and ensure that everyone wears a face mask and that authorised visitors complete the visitors' register. Learners and staff know where the isolation room is and know and understand the procedures for responding to suspected and confirmed Covid-19 cases. Everyone also understands what parents must do whilst learners are at home and the importance of keeping the school informed. No unauthorised visitors are allowed onto the premises. Exceptions are made in cases of emergencies, but permission is requested from the principal and, if approved, the visitor is escorted to the secretary's office. The procedures and preparations at the NSNP area are well planned and comply with safety and health regulations. All food handlers are appropriately attired.

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.....

2

Evaluative commentary

The SMT has planned very well and the TREP follows the DBE SOP and the WCED Guidelines. All stakeholders are well informed, and staff members have a copy of the TREP. The SMT orientated non-teaching staff before the school reopened and prepared for when the rest of the staff returned to school. Teachers were orientated and, in turn, orientated each grade on the first day at school. Everyone understands their roles and responsibilities. Fourteen Walking Bus volunteers have been allocated to the school. They know the learners and ensure that they get to and from school safely. They are at the school throughout the school day and assist at the gate, ablution facilities and during meals. Although most learners attend school, not all of them attend every day. Ten learners have not yet returned and the SMT has been unable to find them. It has struggled to contact all the parents due to incorrect contact numbers. However, the learners who attend school were requested to spread the message that the school is open and safe.

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

1

Evaluative commentary

The SMT gives clear guidance on the delivery of the curriculum. The flow of information is planned and communicated effectively. The ATPs are received by the principal. He distributes it to the SMT for discussion and then passes it on to the phase and subject heads for discussion and implementation. The SMT monitors and gives feedback on lesson plans and learners' work which are submitted every second week. The LST, who serves two schools, supports the vulnerable learners. The Department of Cultural Affairs and Sport staff member with the support from the SMT downloads clips from YouTube for teachers. The use of eLearning is encouraged, but there was little evidence of online teaching and learning. One teacher was observed using an online platform to enhance teaching.

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

2

Evaluative commentary

The SMT has planned the deployment of staff is well. All staff members are involved in screening, sanitising, recording of data and checking of social distancing on a rotational basis. General assistants prepare the area where meals are served, ensure that social distancing is adhered to and monitor the use and cleanliness of learners' ablution facilities. Only one SMT member works from home due to comorbidities. The principal is awaiting her plan for support to her phase team. All the Foundation Phase learners are due to return the following week and she has not given guidance to her team. The SMT ensures that cleaning and safety materials are well organised and used.

The SMT recommended that the governing body purchase more thermometers with the money donated by another school. The SMT encourages the use of eLearning, but it cannot be effectively used for learning at home due to parents and learners' lack of accessibility. However, the SMT has ensured that hard copies of notes are available to all learners.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well (2)

Evaluative commentary

The groups interviewed confirmed that the governing body supports the school. They have had two meetings and constructive discussions about the WCED regulations and supported the opening of schools. Policies have been discussed but not changed. However, rules to comply with Covid-19 regulations are implemented.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate (1)

Evaluative commentary

The governing body has not reviewed or reprioritised the school's budget. It relies solely on the Norms and Standards allocation. Fundraising functions have not taken place since lockdown and there are no plans for the rest of the year. The school is in arrears with its electricity account and has arranged with the municipality to pay off in instalments. It will be able to meet all financial obligations until the end of 2020.

Concerns, problems

Whilst the governing body is focused on getting all learners to return to school, there will be a shortage of funds in 2021, if fundraisers are not held.

4.3 The school engages effectively with all stakeholders (2)

Evaluative commentary

Only teachers and non-teaching staff said that they give feedback, make suggestions, and receive responses. Examples are the problem with the teachers' ablution facilities and the difficulty in getting people in to fix the computers of the school due to Covid-19. Three teachers who were in isolation for 14 days shared their experiences with the rest of the staff which raised the morale and relationships of all staff members. The school has done its best to communicate with parents via WhatsApp and Facebook and issued letters when learners collected food during the lockdown. However, learners who have not yet returned to school are not able to work at home due to the inaccessibility of online learning materials and most have not collected hard copies of the notes. The school has applied for financial support from the district office for the printing of notes. The School-based Support Team is linked with and has received support from the circuit's social worker, school psychologist and learning support teacher.

Concerns, problems

Interaction with community structures and faith-based organisations to improve communication with parents.

Recommendations

1. The governing body must consider fundraising functions to pay off the arrear electricity account.
2. The governing body must network more by reaching out to other schools, community organisations and sister departments.
3. The SMT must ensure that support for the vulnerable is carried out.
4. The SMT must drive the use of technology.