



# Schools Evaluation Authority

Accountability • Quality • Respect



## Schools' Responses to Covid-19 Report: **Crestway Secondary School**



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Accountability • Quality • Respect

Date of evaluation  
1 September 2020

Lead evaluator  
Ms BD Houghton

Chief evaluator  
Ms KN Bydell

**School:** Crestway Secondary School  
**Address:** Joe Marks Boulevard, Retreat,  
7945  
**Circuit:** C3  
**District:** Metro South  
**Province:** Western Cape  
**Category:** Public Ordinary (Fee-charging)  
**Principal:** Mr V Safer - Mrs J Daniels (Acting Principal)



## 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:

4 Outstanding

3 Good

2 Requires improvement

1 Inadequate

## Main Findings



### 1. Teaching and Learning..... 1

#### 1.1 The teachers maintain a safe and positive learning environment

##### Evaluative commentary

Although all seating arrangements in classrooms are organised to observe social distancing, in practice, learners do not consistently adhere to it, especially if left unattended. The timetable was adjusted to ensure that the environment is safe for learners and staff as the school cannot accommodate all learners every day. Grade 12 learners attend school every day. Grades 8 to 11 learners attend school according to a daily rotational timetable. However, the high teacher absenteeism rate has a negative impact on teaching and learning.

##### Concerns, problems

Learners are not receiving maximum instructional time because of the teachers' irregular and poor attendance. The caretaker and his team only prepared the Grade 8 classrooms on the day of their return to school because they had not been informed beforehand.

#### 1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality..... 1

##### Evaluative commentary

The Annual Teaching Plans (ATPs) were well received and found to be very focused. Some teachers adapted them further to suit the needs of their subjects. Most teachers find the smaller classes more manageable and better able to assist weaker learners. Although the pace of work has also improved, it is negated by the fact that many learners have not returned to school.

##### Concerns, problems

Owing to the poor attendance of both teachers and learners, the ATPs will not be completed.

#### 1.3 Learners are supported well (in school and at home) so that they learn effectively ..... 1

##### Evaluative commentary

Many teachers guide learners in correcting their own work, but feedback is limited. Work packs were prepared for all learners during lockdown, but less than half were collected by parents. There is little support for learners not attending school. Most learners are absent without providing reasons. Although the school has made some effort to obtain the reasons, parents' responses are poor. A counsellor from the Department of Social Development assists the school.

##### Concerns, problems

Parents' lack of response to collecting work packs or informing the school about their children's absence.



### 2. Behaviour and Safety

#### 2.1 The school's environment is disciplined and purposeful and its ethos is positive ..... 1

##### Evaluative commentary

The learners, teachers and non-teaching staff comply with the measures necessary to keep everyone safe upon their arrival at school. However, many classes were without teachers and, when left unattended, most learners did not wear their face masks or adhere to social distancing. There is insufficient evidence that all learners strive to deliver their best as teachers reported that many did not bother doing the work provided to them during the lockdown.

##### Concerns, problems

The lack of compliance to safety measures because learners are left unattended in classrooms.

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

2

### Evaluative commentary

The school adheres to the screening protocols when learners enter the premises. However, due to teacher absenteeism and classes being left unsupervised, all the earlier procedures are compromised. The classrooms, surfaces, window and door handles are cleaned regularly. The ablution facilities are sanitised at least twice a day. Teachers are on duty during breaks to ensure safety protocols are followed. Learners and staff know the procedures to follow if there is a suspected or confirmed Covid-19 positive case. There is an isolation room for learners. No visitors may enter the school without the acting principal's permission. Once permission is given, visitors are screened effectively. The gates are locked, and access is monitored throughout the day. The kitchen and storage space are clean and hygienic, as is the area where the meals are served.

## 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 school has a clear plan for complying with the Department of Basic Education Standard Operation Procedures (SOP), the WCED Guidelines and the Temporary Revised Education Plan (TREP). The TREPs were adapted as the phased return conditions changed, but the implementation is poor as safety measures are not adhered to by many learners and the high teacher absenteeism impacts negatively on curriculum delivery. The principal held orientation sessions with the School Management Team (SMT) and non-teaching staff and subsequently with the teachers and learners on their return. However, it was observed that many learners were not wearing face masks or social distancing. Although absenteeism has been a problem for some time, measures have not been devised to improve attendance.

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

2

##### Evaluative commentary

The SMT facilitated the input provided by subject advisers regarding the organisation of teaching, learning and assessment. However, it is not very effective in monitoring the quality of teaching and learning due to full teaching loads and very little additional time available.

##### Concerns, problems

The SMT tries to ensure that all classes are taught, but with so many teachers absent daily, the task is almost impossible.

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

1

##### Evaluative commentary

Owing to staff absenteeism, Grade 12 learners assist with screening. A teacher has been redeployed to teach a subject which she has not taught for many years because of a shortage of teachers in the subject. Only one of the four teachers with comorbidities attends school and assists with administrative duties. The other three are at home and do not contribute any work even though approval to work from home has not been received. The safety and cleaning resources are well organised, safely stored and labelled. Shortages are replenished regularly. Cleaning is well done. There is no evidence that online learning is used to support learning at school or at home.



## 4. Governance, Parents and Community

### 4.1 The governing body fulfils its key responsibilities well .....

#### Evaluative commentary

The governing body supports the SMT by serving on the Covid-19 Health and Safety Committee and assists with screening. Although amendments have been made to the Code of Conduct for Learners, other related policies have not been revised.

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

#### Evaluative commentary

There is no evidence that the budget has been effectively reviewed and reprioritised. The decrease in expected income will impact negatively on the budget and could result in the governing body not being able to remunerate its teachers. Despite this, a person from the community has been employed to monitor access to the school.

### 4.3 The school engages effectively with all stakeholders .....

#### Evaluative commentary

Learners and staff feel that they are free to give their opinions about Covid-19 related matters. The school liaised with its alumni to raise funds for learners who required cell phones and data. This proved to be very successful. The school informed parents via WhatsApp groups about the procedures that it is following regarding the return of learners, but the response was poor. Other than the guidance and support provided by the subject advisers, there is little evidence that the school has effective links with the district office and other support services.

## Recommendations

1. The high absenteeism of teachers and learners must receive urgent attention.
2. Teachers must be present and teaching in all classes.
3. The SMT must make a greater effort to encourage learners to return to school.
4. The SMT must monitor the quality of teaching and learning.
5. The budget and relevant policies must be reviewed and reprioritised.
6. Communication between the school and district office must improve.