



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report:
LK Zeeman Primêre Skool



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Date of evaluation
8 September 2020

Lead evaluator
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School: LK Zeeman Primêre Skool
Address: Suikerbekkie Street, Amstelhof, Paarl, 7646
Circuit: C9
District: Cape Winelands
Province: Western Cape
Category: Public Ordinary(No-fee)
Principal: Ms C Moosa (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:

Outstanding Good Requires improvement Inadequate

Main Findings



1. Teaching and Learning

1.1 The teachers maintain a safe and positive learning environment (2)

Evaluative commentary

All classrooms are organised so that social distancing is observed. Upon arriving at school, learners are screened and proceed directly to a large room where tables and chairs are arranged 1,5 metres apart for learners to sit and eat their porridge. They then move to their classrooms, answer the health questions, and sanitise whilst observing social distancing. The timetable has been modified to accommodate all grades on a daily rotational basis. Grades R, 1, 2, 6, 7 and 8 learners attend school five days out of a ten-day cycle. Because of the low learner enrolment, Grade 3 learners attend every day. Grades 4 and 5 learners only attend five days out of possible 15. Teachers were present and actively teaching and no class was left unattended.

Concerns, problems

As Grades 4 and 5 learners only attend school five out of 15 days, there will not be enough time to complete the curriculum which will lead to difficulties when the learners progress to the next grade.

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

While the Annual Teaching Plans (ATPs) were well-received, the teachers interviewed said that they had to adapt to the changes. One teacher said that she had prepared to teach the full curriculum and found it difficult to leave out essential concepts in the adapted version. In the Foundation Phase, the size of classes has not changed but adheres to social distancing. Teachers in the Intermediate and Senior Phases said that the learners are more focused and there are fewer discipline issues disrupting teaching and learning. Teachers have access to online resources, including two data projectors and one iCombo (a combination of a data projector and a laptop), to make lessons more stimulating for learners.

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

Evaluative commentary

Teachers mark books regularly and use the available resources to project answers onto screens and give feedback to learners. Learners interviewed said that they also mark their own books. For safety reasons, all workbooks remain at school and homework is completed on folio paper. During the lockdown, work packs were prepared for learners and collected by parents every Friday. This practice continues because of the low number of learners attending school. A group of retired teachers assist by tutoring learners in literacy and numeracy and offer counselling to learners in need of psycho-social support.



2. Behaviour and Safety

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

Evaluative commentary

Learners and staff understand the reasons for the safety measures. They always comply and teachers encourage learners to remain vigilant even when they are at home. Despite smoking on the school premises being addressed, at least one teacher smoked in a classroom used for administrative purposes. Overall, the school creates a caring ethos and learners said that they felt cared for and respected.

Concerns, problems

A few teachers do not follow the guidelines regarding smoking on the premises.

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

3

Evaluative commentary

The school implements very good procedures to manage Covid-19. Cleaning of classrooms, ablution facilities and frequently used surfaces is comprehensive. The school has adopted innovative strategies about taking learners' temperatures and wearing face masks. The staff has painted brightly coloured social distancing indicators throughout the school. Learners and staff know the procedures well regarding suspected and confirmed cases of Covid-19 cases. All interviewed were able to inform us of the location of the isolation room. The school had problems with parents wanting to enter without adhering to protocols, but after regular intervention from the staff, the situation has improved. There are still a few shortcomings in this regard. A large classroom was prepared to serve learners' meals; it is clean and hygienic and adheres to Covid-19 requirements. The breaks are staggered so there is enough space for learners to enjoy sit-down meals. The school has been included in the Learner Transport Scheme (LTS) since 31 August 2020. The Covid-19 Compliance Officer had a discussion with the driver and gave him a checklist about Covid-19 management. Learners sanitise and wear face masks before they enter the transport.

Good practice, innovation, imaginative solutions

Learners' temperatures are recorded thrice a day and the school collects and washes face masks daily to assist learners who are not able to do so at home. The school continued with the National School Nutrition Programme (NSNP) during lockdown and teachers buy extra food for vulnerable learners. A neighbouring school's parents also donate money and food to help learners and the broader community.

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

3

Evaluative commentary

The school has a clear and thorough plan for complying with the Department of Basic Education Standard Operating Procedures (SOP) and the WCED Guidelines, including the Temporary Revised Education Plan. The acting principal workshopped the procedures and guidelines with the School Management Team (SMT) who, in turn, discussed these with all the staff. An orientation session was held with the Grade 7 learners and their parents before their return to school and these sessions were repeated when each grade returned. Despite parents' reluctance to send learners to school, the SMT and staff reopened the school successfully. The SMT monitors the safety of learners and staff and the necessary precautions were taken when a few staff members tested positive for Covid-19. Although the SMT attempts to monitor the attendance of learners, it remains low.

Concerns, problems

Learners do not wear face masks at home or in the community.

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

3

Evaluative commentary

The SMT gives direction and guidance on teaching, learning and assessment. The teachers interviewed praised the acting principal for her input and reassurances. The SMT facilitates the input of subject advisers and monitors the quality of teaching and learning of all learners, including vulnerable learners. Each subject teacher keeps a detailed weekly record of lesson plans, what has been taught and when workbooks were marked and signed. Action or intervention plans are included, if needed. These records are monitored by the departmental head and sent to the acting principal for her perusal. Monitoring and moderation provide useful feedback to teachers and learners.

3.3 The SMT ensures that good use is made of all school resources (human, financial and physical)..... (2)

Evaluative commentary

The SMT ensures that all staff rotate duties and assist with the screening protocols. All class teachers are responsible for sanitising their classrooms before and after school. Volunteers from the community assist with serving meals and other duties whenever required. The SMT works well as a team and this spreads throughout the school. The SMT ensures that safety and cleaning resources are effectively organised and safely stored. There are enough materials available for replenishments. Although the SMT encouraged teachers to use WhatsApp groups during the lockdown period, there are no online resources to assist learners at school or at home.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well..... (1)

Evaluative commentary

Overall, the governing body has not been supportive of the SMT's management of Covid-19. Some members of the governing body did not feel that it was safe to reopen the school and participated in silent protest in front of the school. A few members have resigned from the governing body, including the caretaker, who has since returned. None of the policies related to the management of Covid-19 have been reviewed.

Concerns, problems

The disagreement between members of the governing body and staff about the safe reopening of the school has impacted negatively on their working relationship.

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 budget. The school received R19 000 for printing from the district office.

Concerns, problems

The governing body has not reviewed the budget, considering the additional expenses incurred and the printing allocation from the district office.

4.3 The school engages effectively with all stakeholders (2)

Evaluative commentary

Staff feel that because of their close-knit relationship and that the acting principal has an open-door policy, they make suggestions often. Learners interviewed said that the teachers are approachable and encourage them to share their ideas. Parents receive information and updates from specific teachers. Despite the efforts of the school, the response from parents is unsatisfactory. The subject advisers are in regular contact with teachers and provide them with updates and useful resources. Owing to the support from retired teachers, it was reported that psycho-social support for learners was not needed from the district office.

Recommendations

1. The SMT must review the timetable so that Grades 4 and 5 learners receive sufficient instructional time.
2. The principal must ensure that staff adhere to the guidelines regarding smoking on the premises.
3. The SMT must encourage the effective use of online resources to counteract the effect the pandemic has on teaching and learning.
4. The vacant positions in the school governing body must be filled.
5. The governing body must review policies and reprioritise the budget.