



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report: Leiden Secondary School



School: Leiden Secondary School
Address: C/O Leiden and Jan Dissels Avenue, Leiden, Delft, 7100
Circuit: C5
District: Metro North
Province: Western Cape
Category: Public Ordinary(No-fee)
Principal: Mr TL Jasper



Areas of Evaluation:

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|--|---------------------------------|--|
| | 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 1

Evaluative commentary

Although the classrooms are organised so that social distancing is observed, in practice learners do not adhere to the safety protocols when entering, sitting or leaving the classrooms if teachers are not present. Grade 12 learners attend school every day while Grades 8 to 11 learners attend school one out of every four weeks which impacts negatively on teaching and learning. In addition, a week is set aside for Grades 8 to 11 assessments which reduces instructional time further. The starting and closing times at the school change daily depending on when the screening process is completed. There is much confusion as learners and teachers do not know the exact times beforehand.

Concerns, problems

Grades 8 to 11 learners do not receive enough instructional time.

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

Teachers are satisfied with the Annual Teaching Plans (ATPs) and the elements of the Temporary Revised Education Plan (TREP), but do not think that the revised curriculum will be completed. It is evident that many teachers do not project a purposeful and driven ethos. Whilst teachers reported that less than 50% of learners complete homework, learners said that their conditions at home made it impossible for them to work. An entire week per grade is set aside to do assessments which waste valuable instructional time. Although teachers use WhatsApp groups to communicate with their learners, very few could access these as they do not have the facilities or data at home.

Concerns, problems

The completion of the curriculum to ensure that learners are fully prepared to progress to the next grade is uncertain. Despite only a few grades attending school, teachers arrived late for classes and some classes were left unattended.

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

Evaluative commentary

The teachers wear gloves whenever they mark workbooks or assessments. Teachers had to reassess ATPs when learners returned to school as many had not completed any work at home. There is little feedback and support for learners who are at home. Apart from support from the School-based Support Team (SBST), there is no psycho-social support for learners related to Covid-19. However, there is psychological support for learners with other barriers.

Concerns, problems

Feedback and support for learners is inadequate.



2. Behaviour and Safety

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

Evaluative commentary

Many learners do not comply willingly to the measures necessary to keep everyone safe as evident by their non-adherence to the safety protocols inside and outside their classrooms. After break, many learners delay their return to their classrooms, and this illustrates a poor ethos overall.

Concerns, problems

Where learners were left unattended, they mostly did not wear face masks correctly and social distancing was not maintained. At least two teachers were seen chatting in front of a classroom with one not wearing a face mask correctly and disregarding social distancing requirements.

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

3

Evaluative commentary

Classrooms are cleaned once per day and ablution facilities twice per day. Learners and staff are screened on arrival. However, the lack of adherence to the school's procedures, make them ineffective. Learners and staff generally know the procedures regarding suspected and confirmed cases of Covid-19 and one isolation room is available. The school does not allow unauthorised visitors onto the premises. Once permission is granted, visitors are effectively screened. The Peninsula Feeding Scheme assists the school by providing meals to vulnerable learners. Learners bring their own plates and spoons to avoid sharing. Meals are served during breaks in a very organised manner, adhering to social distancing protocols.

Concerns, problems

As the assistance from the Peninsula Feeding Scheme is insufficient for the number of learners requiring food, the school has applied to be added to the National School Nutrition Programme (NSNP).

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

1

Evaluative commentary

Although the School Management Team (SMT) finds the Department of Basic Education Standard Operating Procedures (SOP) and the WCED Guidelines user-friendly, the TREP does not include enough time for effective teaching and learning. The SMT meets every week to review the previous week and plans accordingly. Orientation sessions were held with staff a week before the learners returned. Class teachers organised orientation when their classes returned, but the regulations are not followed. The SMT does not monitor the safety of learners and staff effectively during the day. It is evident that some learners and teachers do not adhere to the safety protocols. It has taken little action to promote good learner attendance and does not act when teachers arrive late for their lessons.

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

1

Evaluative commentary

The SMT does not actively guide and support the organisation of teaching, learning and assessment except to allocate time for learners in each grade to write assessments. There is no opportunity for teachers to be trained in the use of new approaches to online learning and teaching. The vacancies for both deputy principal posts impacts negatively on the SMT's functionality.

Concerns, problems

The SMT does not conduct classroom visits or monitor the quality of teaching and learning effectively.

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

2

Evaluative commentary

The SMT deployed teachers qualified to teach a subject to teach other grades as well. Teachers with comorbidities provided work for their classes which was facilitated by teacher assistants. In addition, student teachers from the University of the Western Cape were practice teaching and willingly assisted with duties. The safety and cleaning resources are well organised, carefully stored and used efficiently. Online resources are not used to support learning as the learners do not have facilities and data at home.



4. Governance, Parents and Community

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

Evaluative commentary

The governing body was unable to meet, but there were some attempts by its members to assist the school. For example, a parent member donated social distancing posters. The governing body discussed possible amendments to the Code of Conduct for Learners, but there is little evidence that relevant policies were effectively reviewed in the light of the pandemic.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate (2)

Evaluative commentary

The budget has not been reviewed or reprioritised. The governing body is aware of purchases related to Covid-19 and loss of income from rental and the tuckshop but was unable to give detailed information of possible savings.

4.3 The school engages effectively with all stakeholders (2)

Evaluative commentary

Staff can make suggestions to the principal about the management of Covid-19. The school engages with parents via WhatsApp and by sending letters home. Some of the correspondence indicates that the school encourages parents to ensure learners attend school often and complete their tasks. Although parents are also informed about the curriculum programme, their response is unsatisfactory. The support from the circuit manager and the district director is good. Subject advisers are in regular contact with teachers, including via Microsoft Teams and the WCED ePortal. Teachers appreciate the guidance and resources provided. However, psycho-social support from the district office and local health officials is limited.

Recommendations

1. Learners' attendance must improve so that teaching and learning is effective.
2. The SMT must maximise the use of instructional time and not allocate an entire week for assessments.
3. The SMT must monitor the quality of teaching and learning more effectively by conducting classroom visits.
4. The SMT must ensure that learners are not left unattended in classrooms.
5. Learners and staff must comply with health and safety regulations.
6. The governing body must receive training in their roles and responsibilities to assist the SMT in school improvement.
7. The governing body must review policies and reprioritise the budget.