



Schools Evaluation Authority

Accountability • Quality • Respect



**Schools' Responses to Covid-19 Report:
St Idas RK Primêre Skool**



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Date of evaluation
3 September 2020

Lead evaluator
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School: St Idas RK Primêre Skool
Address: Luckhoff Street, Idas Valley, Stellenbosch, 7600
Circuit: C10
District: Cape Winelands
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Ms GM Rippenaar



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 1

Evaluative commentary

The school organised its classrooms to adhere to Covid-19 guidelines regarding social distancing. However, two classrooms are not large enough to accommodate the required number of learners. Learners are divided into two groups that attend school on alternative days but, because of insufficient space, Grades 2 and 4 learners attend five days out of a total of 15. Although the timetable has been modified to ensure social distancing, the two grades do not have enough teaching time.

Concerns, problems

The Grades 2 and 4 learners are currently receiving very little tuition.

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

The teachers are implementing the Annual Teaching Plans (ATPs) effectively, and although useful, do not think that they will be able to complete the revised curriculum. The Temporary Revised Education Plan (TREP) has been adapted to the needs of the school. Teachers feel that the reduced numbers provide for better interaction and improved pace and little time is wasted on disciplinary matters. Teachers use eLearning resources effectively.

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

Evaluative commentary

Teachers mark work and provide feedback to learners. Some teachers use smart television sets to show corrections and move around the classroom to assist learners individually. Home learning is not effectively implemented. Only 50% of parents collected and returned work packs. Psycho-social support is offered by the district office and the school shares a Learner Support Teacher with another school.



2. Behaviour and Safety

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

Evaluative commentary

At first, learners and staff were anxious but have since settled and focused on delivering quality teaching and learning. The principal reassures and motivates the learners and staff by visiting classes regularly and allaying fears. She actively engages learners and staff in conversations on how they are coping and feeling. Learners fully accept the measures to keep everyone safe and the example set by staff is very helpful in this regard.

Good practice, innovation, imaginative solutions

A few teachers sent photographs and updated information to parents to show them the safety measures at school. This initiative put many parents at ease.

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. The teachers are screened on arrival and all assist with the screening of learners. There is only one entrance to the school and the learners line up outside maintaining social distancing. All learners and staff wear face masks. There are enough and

appropriate materials to clean classrooms, frequently used surfaces and ablution facilities. Brightly coloured information signage and demarcated painted squares are visible throughout the school indicating where learners may stand and sit during breaks. All learners and staff understand the procedures for responding to suspected and confirmed cases of Covid-19. The school has a suitable isolation room available. When there was a positive case, learners in the grade self-isolated and their classroom was deep cleaned while the rest of the school continued as usual. The school has effective measures in place to control access. Authorised visitors are screened upon arrival at the school. Visitors are not allowed on the premises without prior permission from the principal. Approximately 50% of learners are part of the National School Nutrition Programme (NSNP). Meals are prepared under hygienic conditions. Learners collect their meals and then sit in demarcated painted blocks on the netball court to eat their lunch. The school is part of the Learner Transport Scheme (LTS), which services two routes from Kayamandi, Cloeteville and Jonkershoek. The principal and the Covid-19 Compliance Officer discussed safety and hygiene measures with the bus owners and drivers. Learners interviewed said that these measures were followed on the bus.

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 appropriate plan for compliance with the Department of Basic Education (DBE) Standard Operating Procedures (SOP) and the WCED Guidelines, including the TREP. The principal conducted a meeting in the school hall for all staff and governing body members and the plans were customised to the needs of the school. The orientation and instructions on the management of Covid-19 put the staff and learners at ease when the school reopened. The staff worked as a team preparing the school for the safe return of learners. Learners and staff, as well as the governing body, are satisfied that the orientation sessions were informative and reassuring. The caretaker said that he received information packs for the non-teaching staff from the principal during the orientation session. The SMT monitors the safety of learners and staff and supports the work of the Covid-19 Compliance Officer. The principal encourages all learners and staff to attend school regularly. Some learners with comorbidities have opted to attend school because of the reassurance that safety measures are in place.

3.2 The SMT acts effectively to improve the quality of teaching and learning in the school..... (3)

Evaluative commentary

The School Management Team (SMT) gives direction, guidance and support for effective teaching and learning. When SMT members receive curriculum changes from the subject advisers, they ensure that teachers understand and implement the recommendations. The principal observes lessons to support teachers. She also checks all planning, and learners' books to monitor the quality of the work completed. The DBE books are used, and parents are sent messages via SMS and WhatsApp groups, indicating the work learners must complete at home. One of the teachers with comorbidities sends work to the teacher assistant. This is monitored by the relevant departmental head. There is only one vulnerable learner, who receives and returns work packs on a weekly basis.

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

Evaluative commentary

Staff are deployed fairly and for the benefit and safety of all. The caretaker commented that there is more work than before, but the non-teaching staff do not mind because the principal is approachable and is willing to listen to their concerns. The safety and cleaning materials are enough, managed effectively and safely stored. No online teaching has taken place during lockdown, but this was beyond the school's control as most parents do not have access to such facilities.



4. Governance, Parents and Community

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

Evaluative commentary

The governing body supports the principal and SMT well and has been informed of Covid-19 management measures from the beginning. It assists with screening and cleaning. The governing body has not reviewed any policies related to the management of Covid-19. For example, learners currently are not required to wear school uniforms, but there have been no amendments to the Code of Conduct for Learners.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate (3)

Evaluative commentary

The principal said that there was no need to change the budget as most of the additional procurement has been covered by generous donations, such as funding for an additional teacher and two assistant teachers.

4.3 The school engages effectively with all stakeholders (3)

Evaluative commentary

Learners and staff feel that they may give suggestions related to the management of Covid-19 or other educational issues. The school attempted to communicate with parents via online platforms, but this remained a challenge. As one teacher said that at first the interest was amazing, but as time passed it dwindled. The principal used the opportunity to engage with parents when they came for meals during lockdown. Support from the district office is good. Subject advisers are in contact with teachers via online platforms and send useful resources. The teachers said that they are doing an outstanding job. The school invited the psychologist to speak to the staff, which proved to be beneficial. The district nurse also visited to give learners information on how to keep healthy.

Recommendations

1. The Grades 2 and 4 learners must attend school more frequently in order to receive more instructional time.
2. The school hall could be converted into a classroom for a larger group of learners.
3. The caretaker and non-teaching staff must receive additional assistance, especially for the cleaning of the ablution facilities.
4. The SMT must encourage parents to send their children back to school.