



# Schools Evaluation Authority

Accountability • Quality • Respect



## Schools' Responses to Covid-19 Report: **Fish Hoek Primary School**



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Accountability • Quality • Respect

Date of evaluation  
23 November 2020

Lead evaluator  
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**School:** Fish Hoek Primary School  
**Address:** Upper Recreation Road, Fish Hoek,  
7975  
**Circuit:** C6  
**District:** Metro South  
**Province:** Western Cape  
**Category:** Public Ordinary (Fee-charging)  
**Principal:** Mr N Kinkead-Weekes



## 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 ..... 4

##### Evaluative commentary

All classrooms are organised so that social distancing is observed. For safety and hygiene purposes, all carpets have been removed from the Foundation Phase classrooms. In the Grades 4 to 7 classrooms, screens are placed on desks to ensure that learners are separated from each other. The small numbers in Grades Pre-R and R enable the learners to attend school daily. The platooning system is in place from Grades 1 to 7 and the average class size is 15. The first group attends school from 08:00 until 11:00 and the second group from 12:00 until 15:00. The names of learners are placed on different sides of a desk so that they know where to sit during each session. Each class has a staggered "snack" break. In order to promote exercise and outdoor activity, learners are allocated a short time slot to run a loop around the school. Although there are no breaks, learners from each session meet for 30 minutes every Friday to connect with each other while adhering to social distancing. Indoor and outdoor facilities are used often and effectively. The learners do physical education on the large open fields, swim in the pool and play tennis. These are individual activities. They continue with Music and Art lessons. Teachers are present, actively teaching and the ten teaching assistants ensure that learners are never left unattended. There is mutual respect between learners and staff and learners said that they love their teachers.

##### Good practice, innovation, imaginative solutions

A positive, vibrant teaching and learning environment has been created.

#### 1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality ..... 4

##### Evaluative commentary

The revised Annual Teaching Plans (ATP) are aligned to the elements of the Temporary Revised Education Plan (TREP). Teachers found them very useful and because there are fewer assessments, they spend more time on teaching the curriculum. Innovative and fun video clips were posted on Google Classroom for learners to watch at home. The work was also repeated when learners returned to class. It has been recognised as a Google School so learners and teachers are used to online teaching and learning. Teachers produced Flip grid lessons on Google classroom to act out stories and poems in a fun way, for example, Little Red Riding Hood. Learners are actively engaged in these interactive lessons and respond enthusiastically. As classes are smaller and divided into different ability groups, teachers spend more time assisting weaker learners.

##### Good practice, innovation, imaginative solutions

Innovative lessons on Google Classroom are fun and interactive, while maintaining high quality teaching and learning.

#### 1.3 Learners are supported well (in school and at home) so that they learn effectively ..... 4

##### Evaluative commentary

Teachers mark work physically, stamp it and comment on assessments. They check homework and follow up with parents if there is a problem. All memoranda are posted on Google Classroom. Teachers in each grade meet with their colleagues from the previous grade to discuss possible areas which will require consolidation when learners progress the following year. Likewise, the Grade 7 teachers also have discussions with the local high school on academic expectations. Four learners with comorbidities receive work but do their assessments at school. Five learners have deregistered. Vulnerable learners either receive work on Google Classroom or their parents collect work packs from the local police station or library. There are two school counsellors, who also teach children about emotional intelligence. A social worker employed by the school is available to assist learners.

##### Good practice, innovation, imaginative solutions

The school's two counsellors and social worker offer academic and emotional support to learners.



## 2. Behaviour and Safety

### 2.1 The school's environment is disciplined and purposeful and its ethos is positive ..... (4)

#### Evaluative commentary

Learners and staff show an understanding of the reasons for the measures to keep everyone safe and willingly comply almost all the time. Despite a strong focus on safety and hygiene, learners and teachers strive to maintain the school's high standards on quality teaching and learning. As a result, teachers have ensured that all learners are up to date with their work and, if necessary, they will revise work that learners have possibly missed out on during lockdown. Learners and staff maintain a positive ethos and show immense pride in the school by attending in good numbers, being punctual and focused. As we moved around the school, learners greeted us warmly and there is a sense of purpose in the classrooms and within the school premises. Learners and staff willingly comply with and embrace measures to keep everyone safe. The teachers concentrate on teaching, while the sports coaches and ten student teachers assist with the other tasks. The school insists that learners are allocated time to exercise and continue to acquire additional skills, for example, artwork and knitting.

#### Good practice, innovation, imaginative solutions

Teachers concentrate only on teaching and the non-teaching staff and student teachers are allocated other tasks.

### 2.2 The school is safe, and protects and cares for its learners and staff well ..... (4)

#### Evaluative commentary

The estate manager supervises 15 staff who are all involved in the cleaning process. The passages, communal rooms and classrooms are sprayed daily. Teachers may not place anything on the windowsills, which are regularly disinfected. The ablution facilities are cleaned before and after each platooning session and cleaners are allocated specifically to an ablution area. All toilets are functional. The learners and staff wear face masks and adhere to social distancing. Dots and lines are painted throughout the school premises so that learners know where to sit and stand. The school responds effectively to suspected or confirmed cases of Covid-19 and there is an isolation facility available. All stakeholders know and understand the procedures. No visitors are allowed into the school building without prior permission from the principal and entry is strictly controlled. Once granted permission, visitors are effectively screened and sanitised. There is a drive-through ring road which parents use to transport their children, but no parent may get out of their car.

#### Good practice, innovation, imaginative solutions

Learners and teachers appreciate the efforts of the general assistants during the pandemic. It was mentioned that the school has always been clean and tidy prior to Covid-19, but it is obvious that a lot more work goes into it during this time. As a result, teachers collected money to give to the general assistants and a Grade 7 learner baked cakes to thank them.

### 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 complying with the Department of Basic Education Standard Operating Procedures and the Western Cape Education Department Guidelines, including the TREP. The SMT went through the information step-by-step before sharing it with the non-teaching and teaching staff. It was also placed on the d6 School Communicator and on Google Classroom. The principal and deputy principal held orientation sessions with the SMT and non-teaching staff. The departmental heads conducted the orientation sessions with teachers in each phase, together with the ten student teachers, who are doing their teaching practice. Class teachers sent video clips to learners to orientate them to the changes they



would expect on their return to school. All videos were very specific to the grades and learners appreciated the efforts of their teachers. The SMT monitors the safety of learners and staff throughout the school day, but a risk is that some parents continue to organise birthday parties and sleepovers for groups of learners. The SMT promotes good attendance by the learners through regular communication and keeping parents updated on developments. Attendance by learners is approximately 98% and staff attendance is very good. Learners stated that it is better for them to be at school as there are too many distractions when working from home.

### 3.2 The SMT acts effectively to improve the quality of teaching and learning in the school ..... (4)

#### Evaluative commentary

The SMT gives guidance to teachers and expects high quality teaching and learning. Teachers have been using Google Classroom for a few years so are accustomed to using online platforms. The SMT monitors lesson plans, observes lessons and moderates marks. In each session, three hours are spent on teaching and each learner is given two hours of homework daily. The SMT ensures that the school continues to support its vulnerable learners. One learner comes to school to do assessments. Five learners have deregistered because they have either emigrated or chosen to redo the year.

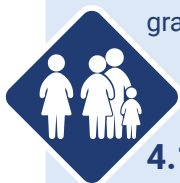
#### Good practice, innovation, imaginative solutions

The SMT is well informed about the curriculum and is therefore able to support teachers effectively. It plans in detail and displays very good teamwork, which filters down to the rest of the staff. From the start of lockdown, SMT members have taken responsibility of Covid-19 guidelines and curriculum changes and adapted them to free teachers to focus on teaching.

### 3.3 The SMT ensures that good use is made of all school resources (human, financial and physical) ..... (4)

#### Evaluative commentary

The SMT ensures that all staff are deployed equitably, and additional resources used effectively. Besides the teaching and non-teaching staff, the student and physical education staff are also involved in screening and support. The principal screens teachers and together with the deputy principal monitors the overall screening process. The school has continued with exercise breaks in order to ensure the wellbeing of all learners. The SMT monitors the cleaning and safety resources, which are stored in a locked room. Only two non-teaching staff have access and keys to this room. The estate manager ensures that there is always enough stock, most of which will last another year. Although the online platforms have always been used, during the lockdown its usage has increased immensely. Most teachers have been trained internally and feel empowered to share links, download and upload videos and integrate eLearning into their lessons. In each grade there is a teacher who can assist with online training and resources.



## 4. Governance, Parents and Community

### 4.1 The governing body fulfils its key responsibilities well ..... (4)

#### Evaluative commentary

The governing body has a good understanding of the implications of Covid-19 for the school and is kept updated. Before the school reopened, the chairperson and deputy chairperson walked around the school to check that everything was safe and in place. Until recently general meetings were held fortnightly and finance meetings held weekly, mostly via Zoom. A member serves on the Covid-19 Health and Safety Committee. It adopted the Covid-19 Health and Safety Policy and reviewed the Leave and Finance Policies.

### 4.2 The governing body fulfils well it's functions with regard to the school's finances within its legal mandate ..... (4)

#### Evaluative commentary

The governing body reviewed and reprioritised the school's budget. At the beginning of the pandemic R50 000 was set aside for emergency purchases related to Covid-19. Most spending, except essential expenditure, was frozen and the income is prioritised to pay governing body salaries. Staff is kept updated about the financial situation. The school received R70 000 from the district office for printing. The Unemployment Insurance Fund Covid-19 Temporary Employer Relief Scheme payment was received for half of April. The 2021 budget has been accepted and includes a 4% increase in school fees.



### 4.3 The school engages effectively with all stakeholders ..... 4

#### Evaluative commentary

The learners, teachers and non-teaching staff are welcome to give feedback and suggestions on the management of Covid-19. Teachers are given ample opportunity to contribute to improvement plans and the estate manager meets the deputy principal every week and feels free to make suggestions. The principal has an open-door policy. The school uses the d6 School Communicator, Google Classroom and newsletters to send information parents. In the light of The Protection of Personal Information (POPI) Act, the school decided against using WhatsApp as a means of communication. Teachers also follow up with parents on homework matters. The circuit manager and subject advisers support teachers and provide useful teaching and learning resources. The principal stated that the circuit manager is readily available and that the Fish Hoek clinic has worked with teachers on wellness programmes.

### Recommendations

1. The SMT must continue with its monitoring of safety measures in order to ensure that complacency does not emerge.
2. The governing body must check and add amendments to its current policies in the light of Covid-19 changes.