



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report: **Groenvlei Primêre Skool**



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Date of evaluation
17 November 2020

Evaluator
Mr GP Williams

Chief evaluator
Ms KN Bydell

School: Groenvlei Primêre Skool

Address: Groenvlei, Piketberg
7320

Circuit: C2

District: West Coast

Province: Western Cape

Category: Public Ordinary (No-fee)

Principal: Mr JM Faro



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

The school has used the Department of Basic Education (DBE) Standard Operating Procedures (SOP) and the Western Cape Education Department (WCED) Guidelines. The Grades 5 and 6 learners share one classroom. All grades are divided into two smaller groups and attend school according to a daily rotational timetable. The school implemented staggered breaks for all grades. In all classes observed teachers were present and actively teaching. Learners are treated with respect and are well disciplined. It was observed that one teacher could not handle a very upset learner, but a School Management Team (SMT) member intervened.

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 subject advisers have explained the revised Annual Teaching Plans (ATP) via Microsoft Teams and sent the contents to the school where groups further deciphered, discussed and adjusted them to align with the school's assessment plan and streamline implementation. The emphasis was on a cyclic approach to accommodate learners at different times. Informal assessments are planned. Learners are given appropriate tasks and activities although working independently is a challenge. Teachers explained that smaller classes changed the classroom dynamics. Learners are more involved, asking and answering questions. Discipline has improved and the Foundation Phase teachers grouped learners according to their abilities. Teachers have adapted well and have more time for administrative work. Learners in the Intermediate Phase were less active during lessons.

Concerns, problems

The lack of participation by learners in the Intermediate Phase.

1.3 Learners are supported well (in school and at home) so that they learn effectively (2)

Evaluative commentary

Teachers in all grades were proud to explain the effectiveness of their planning. It was observed during revision for assessment that teachers go the extra mile to guide learners. Most learners' work was marked, signed and dated. Teachers communicated with learners and parents via WhatsApp. The communication via letters and delivery to farms proved more successful and effective. Hard copies of notes were made available on a weekly basis to learners not attending school. DBE workbooks were given to learners to work at home. Homework in the form of ability packages were sent and returned to school. The Learning Support Teacher (LST) leads and assists the School-based Support Team (SBST) effectively by planning and liaising with teachers and district officials. The LST withdraws four learners at a specific time on two days for listening exercises and supports Grade 6 learners and teachers in class with Mathematics.



2. Behaviour and Safety

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

Evaluative commentary

During walkabouts to the ablution facilities, the National School Nutrition Programme (NSNP) area, classrooms and at breaks, it was evident that staff members and learners are well informed and orientated about the safety regulations and therefore willingly comply. Despite the need to repeat, revise work and prepare for assessments, learners are focused on their work and, with their teachers, are committed to overcome the constraints imposed by Covid-19.

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

3

Evaluative commentary

The principal and deputy principal ensured that all role players are properly trained and understand the precautionary measures. All stakeholders have knowledge and a good understanding of procedures to deal with suspected or confirmed cases of Covid-19. A crucial missing link was the isolation room. The evaluator spent a lot of time with the School Management Team (SMT) to ensure that a functional facility be addressed. No unauthorised visitors are allowed onto the premises. The NSNP kitchen is well maintained and clean. The food handlers are wearing masks, headgear and aprons. Learners enjoy their meals under supervision in their classes. No sharing of utensils was observed. The appropriate cleaning materials are used. It was observed that the school and the bus company responsible for the Learner Transport Scheme (LTS) have effective measures in place to ensure the safety of learners. The bus driver was interviewed outside the school. Learners' hands are sanitised on the bus in the morning and in the afternoon. Non-teaching staff sanitise learners' hands when they arrive at school very early in the morning.

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 SMT used the DBE SOP and the WCED Guidelines to compile a realistic Temporary Revised Education Plan (TREP). The SMT started planning the orientation programme before stakeholders arrived and orientated the non-teaching staff first. After a meeting with all teachers, orientation started. Learners were orientated by teachers on their first day at school. The SMT monitors compliance with Covid-19 regulations and addresses the challenges of social distancing during breaks and at ablution facilities effectively by ensuring that teachers are on ground duty. The SMT's good communication and contact with the community ensures that learners and teachers attend school regularly. The attendance for learners is 90%.

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

2

Evaluative commentary

The SMT has not succeeded in equipping teachers for online teaching due to a lack of Wi-Fi, interactive whiteboards and data projectors. Departmental heads have regular meetings with their subject teachers. Lesson and assessment plans are moderated and monitored by the SMT. The Foundation Phase has a weekly plan and DBE workbooks and learners' written work are marked. During lockdown 70% of the learners did not do their work. The SMT monitors the progress of the revised ATPs effectively. No lesson observation takes place. The SMT ensures that the SBST is functional and supports the LST.

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

2

Evaluative commentary

The SMT allocated new tasks fairly and according to stakeholders' skills to which they adapted quickly. A member of the SMT monitors the cleaning of the ablution facilities and staff members ensure that learners sanitise their hands. Learners visit the ablution facilities under the supervision of teachers. Only two to three learners use the facility at a time. The school has different ablution facilities for different grades. The SMT ensures that the foreman and Covid-19 Compliance Officer manage the supply of cleaning materials effectively and that sanitisers are always topped up and available. The SMT worked out a programme for distributing hard copies of work packs to learners when food was distributed in the community during lockdown.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well **2**

Evaluative commentary

The governing body held one meeting. It has supported the SMT's request for the appointment of a teacher and approved funds for Covid-19 related expenses from the Norm and Standards allocation. The governing body has not changed any policies, but a list of Covid-19 rules has been drawn up and implemented.

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

Evaluative commentary

The governing body has made funds available from the Norms and Standards allocation to pay for Covid-19 related expenses. Savings recorded include water, electricity, transport, telephone and photocopying. The distribution of food parcels to farms was a necessary and unavoidable expense. The school has enough funds to meet their financial obligations for the year and has secured the salary of the appointed teacher. No voluntary contributions or donations have been received. The school is planning its first function after lockdown.

4.3 The school engages effectively with all stakeholders **2**

Evaluative commentary

The school has effective communication channels for staff. Teachers can give feedback and make suggestions at formal staff meetings or in informal discussions. Learners can raise their concerns with teachers. Non-teaching staff report to their line managers. Despite receiving only 40% feedback, the school uses SMSs, WhatsApp and Facebook to communicate with parents but they also send letters and make personal contact with the community. This was confirmed during interviews. This mode of communication ensures that learner attendance is high despite fears after lockdown. The school has effective links with the district office. Funds for the printing of work packs have been allocated by the district office. The circuit manager is very supportive, communicates with and visits the school. Subject advisers support the school and assist with the ATPs. The social worker and psychologist visit the school. The LST guides, assists the SBST and holds regular meetings.

Recommendations

1. The SMT must address the reorganisation of an isolation room as a priority.
2. The lack of participation by learners in the Intermediate Phase must be addressed by the SMT.
3. The SMT must implement a lesson observation plan.