



# Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report:  
**Kleinmond Primary School**



**School:** Kleinmond Primary School  
**Address:** School Street, Protea Village, Kleinmond, 7195  
**Circuit:** C2  
**District:** Overberg  
**Province:** Western Cape  
**Category:** Public Ordinary (No-fee)  
**Principal:** Mrs R Goliath (Acting)



## 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:



## 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 (1,5 metres) is observed. Most classrooms are only able to accommodate a maximum of 17 learners and only three venues can accommodate 20 learners. In order to accommodate all learners, the daily rotational timetable was used for the Foundation Phase, whose learners attend five days in a ten-day cycle. However, two classes in Grades 1 and 2 only attend five out of 15 days because of the shortage of classrooms. Learners requiring remedial assistance attend an extra day. In the Intermediate and Senior Phases, the platooning system is used. The first group attends school from 08:00 until 10:00 and the second group from 11:00 until 13:00. Learners who use the Learner Transport System (LTS) attend in the first session. The school applied for permission to exclude Creative Arts and Technology from the Grade 7 timetables in order to allocate additional instructional time to other subjects. There is mutual respect shown by teachers and learners. The staff is diverse and inclusive of all learners.

##### Concerns, problems

The lack of instructional time for some grades.

#### 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 teaching staff welcomed the revised Annual Teaching Plans (ATP) which are aligned to the Temporary Revised Education Plan (TREP). Teachers commented that although the ATPs are very resourceful, teachers do not think that they will be able to complete the revised curriculum. Although the more able learners cope with the ATPs, the weaker learners lack firm foundations on which to build their knowledge and skills. Despite the smaller classes and appropriate lessons plans, teachers interviewed said that they require more instructional time in order to enable learners to gain deeper understanding on the concepts being taught.

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

##### Evaluative commentary

Teachers write corrections on the white boards and learners in the Intermediate and Senior Phases mark their own work. The teachers do not physically mark books. There is little evidence to indicate that enough feedback is provided. During lockdown over 90% of parents came to collect work packs from the school. The local Child Welfare office printed the work packs required at no cost to the school. Teachers communicated via WhatsApp groups and sent YouTube clips. Learners also had their Department of Basic Education (DBE) books from which to work at home. However, very little work was completed at home. Most learners have since returned to school. A remedial teacher works at the school for three days a week and supports learners with barriers to learning. A psychologist and social worker from the district visited the school to support vulnerable learners.

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

The services of a remedial teacher benefit learners.



### 2. Behaviour and Safety

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

##### Evaluative commentary

Staff willingly comply with and embrace the measures necessary to keep everyone safe, but some learners must constantly be reminded to adhere to the safety protocols. The small classes promote focused teaching and learning, but more instructional time is required. Learners are punctual and many are keen to learn. Teachers are proud of the teamwork and learn from each other. A member of the community painted scenic murals of the Kleinmond fishing village on the walls in the administration block.

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

### Evaluative commentary

There are two entrances to the school. The Foundation Phase learners are screened by their teachers and home-based care nurses in the area. The Intermediate and Senior Phase learners are screened at a different entrance by their teachers. Although the classrooms are cleaned regularly and there are sanitisers available in all classrooms, learners are constantly reminded to wear their face masks. There are soap dispensers available in all toilets. Although the caretaker said that the ablution facilities are cleaned four times a day, the boys' ablutions are not always clean. We observed that the flushing unit in one of the ablution facilities is broken and the caretaker confirmed this. Staff and learners know the procedures for responding to suspected and confirmed cases of Covid-19 and there is an isolation room in the administration block. Although unauthorised visitors are not allowed to enter the school, a few parents disregard the regulation and walk in unannounced. After school, a Music teacher uses the premises to teach children in the area. Access is not controlled in the afternoons and the three venues used are not sanitised when they leave, which are major risks. The National School Nutrition Programme is well-organised, and the learners line up every morning to receive their porridge and eat lunch before they leave the school. The kitchen is clean and hygienic. During the lockdown the community also received food and a local church donated R3 000 towards this activity. The school is part of the LTS, and learners are transported from Pringle Bay and Betty's Bay. A teacher checks the bus before it departs to ensure that there is sanitiser available and that social distancing is adhered to 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 .....



#### Evaluative commentary

The SMT worked on the plans to comply with the DBE Standard Operating Procedures (SOP) and the Western Cape Education Department (WCED) Guidelines, including the TREP, before orientating the non-teaching and teaching staff. The staff were divided into groups to discuss the procedures and guidelines before plans were implemented. They were all involved in preparing the school by painting dots and lines to ensure social distancing in the outside areas. A nurse was invited to speak to the staff and learners during orientation to allay fears and reduce anxiety. Teachers showed video clips to the learners on the management of the pandemic. When the school reopened, parents were anxious because families in the community had lost members to Covid-19 and a positive case was confirmed at school. Parents protested outside the school premises and insisted that the school must close. The school closed for a day and was deep cleaned before reopening. Although the SMT monitors the safety of learners and staff in the school, most learners remove their face masks as soon as they leave the school premises. Attendance of staff and learners is good, but 24 learners have been deregistered because they have left the area.

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



#### Evaluative commentary

The SMT facilitates the input from subject advisers and offer guidance and support to staff regarding the ATPs and changes to assessment. The school is limited in its approach to eLearning and there is no online learning because of the lack of facilities at the school and homes. Families cannot afford to pay for data. Teachers stated that monitoring and moderation was more comprehensive in the first term, where book monitoring was also done. Subsequently, most of the evaluation of the quality of teaching is through pre- and post-moderation of assessments. SMT and staff meetings are held fortnightly, with the latter focusing on how to become better teachers. In the third term lesson observation was limited to informal classroom visits by the SMT.

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

#### Evaluative commentary

All staff prepared the school for the return of learners and are involved in screening. The SMT ensures that the workload is fair and equitably distributed. The SMT was expanded to include five post level 1 teachers who are deployed to assist with additional administrative functions. There is plenty of cleaning materials which are organised and stored safely. These have recently been replenished. There are no online resources because of the lack of facilities and the affordability of data.



## 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. During the higher levels of lockdown, it helped with providing meals for learners and the community. The chairperson assisted the SMT when parents protested and wanted the school to be closed due to a Covid-19 positive case. The treasurer comes to the school every week. Meetings are held once a month. No policies have been reviewed to date. Vacant posts for the principal and deputy principal positions have been advertised.

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

#### Evaluative commentary

The governing body reviewed and reprioritised the school's budget and ensured that there was no unnecessary expenditure. Although the school requested funds to assist with printing costs from the district, nothing has been received to date. An Unemployment Insurance Fund Covid-19 Temporary Employer Relief Scheme (TERS) payment was received. The school's tuckshop generates a small amount of income.

### 4.3 The school engages effectively with all stakeholders ..... (3)

#### Evaluative commentary

All stakeholders are encouraged to give feedback and suggestions on the school's management of Covid-19. Other than the parents and learners, all have used the opportunity to express their views. For example, the caretaker suggested that the school uses spray paint instead of permanent road paint for the social distancing markings. Communication with parents is mostly to share information and not asking for suggestions. The district director and circuit manager supported and visited the school when parents demanded that it be closed. Subject advisers are in constant contact assisting teachers and providing useful resources. The psychologist and social worker from the district office visited the school to quell anxiety amongst the learners. Home-based care nurses are also at the school daily to assist with screening in the Foundation Phase and answer questions. A retired teacher assists the school with reading four times a week and drama productions. After the final examinations, the local traffic department and fire station will provide programmes on scholar patrol training and safety to learners.

## Recommendations

1. The SMT must ensure that all grades receive enough instructional time.
2. The music teacher must ensure that her after school learners are effectively screened and that the venues are sanitised after usage.
3. Online resources must be introduced into teaching and learning, and teachers trained accordingly.
4. The governing body must review policies.