



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report: Lavisrylaan Primary School



School: Lavisrylaan Primary School
Address: Lavisrylaan, Bishop Lavis,
7490
Circuit: C8
District: Metro North
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr S Makubalo (Caretaker Principal)



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 (3)

Evaluative commentary

All classrooms are neatly organised so that social distancing is observed and most of the tables are labelled with learners' names. Colourful posters about Covid-19 are displayed on all classroom doors and in the corridors. Classes are divided into smaller groups, which are appreciated by teachers and learners. As the school consists of only Foundation Phase learners, all teachers remain in their classrooms throughout the day. All grades attend school according to a daily rotational timetable. The time previously allocated to Life Skills is now incorporated into the Language period, specifically for extra reading. Although there are a few teachers who are often absent, learners are never left unattended, and teachers show respect towards them.

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 revised Annual Teaching Plans (ATP) are well received by teachers as these are focused and resourceful. At first teachers were worried about the volume of work but now plan mindful of the limited time available. The departmental head assisted teachers with unpacking and customising the revised ATPs in line with the Temporary Revised Education Plan (TREP), specifically in relation to the curriculum. Most teachers make good use of the opportunities presented by the smaller classes to engage more learners constructively and offer support to individuals. It was stated that despite learners receiving work whilst at home, teachers had to redo the work when they returned.

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

Evaluative commentary

Although teachers have not done a lot of assessments other than in the first term, they mark classwork and homework. Learners do corrections which form the basis for teachers' feedback and intervention. When learners were home, they received work from their teachers via WhatsApp and parents without access to online platforms could fetch work packs. Learners mentioned that it was difficult to work from home and preferred the guidance of their teachers in the classrooms. Since the return of all learners they do not receive work packs but homework for the days when they are at home, in accordance with the daily rotational timetable. The School Management Team (SMT) stated that approximately 23 learners have not returned since lockdown started. There is insufficient evidence that all these learners are supported via online platforms or whether they receive work packs from the school. Vulnerable learners are supported by a Learner Support Teacher (LST) who is at the school three times a week.



2. Behaviour and Safety

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

Evaluative commentary

Learners and staff comply willingly with all the measures required to keep everyone safe. Learners mentioned that their parents were at first anxious to allow them to return until they were assured that the school is doing everything possible to adhere to safety protocols. Most learners and teachers show a commitment to quality teaching and learning. Although there have been improvements lately, at least one teacher is often late for school. In addition, regular absenteeism of a few teachers puts strain on the operations of the school.

2.2 The school is safe, and protects and cares for its learners and staff well (2)

Evaluative commentary

Although the school adheres to most safety measures related to Covid-19, a few minor transgressions were observed. For example, to prevent learners from running home, some staff escort them to their classroom, thus preventing them from leaving. All learners and staff are screened and sanitised, wear face masks and adhere to

social distancing. Teachers are on ground duty during breaks to ensure social distancing. Classrooms and ablution facilities are cleaned and sanitised daily although there was evidence of vandalism in the ablution facilities for female staff. Learners and staff know and understand the procedures if there are suspected or confirmed cases of Covid-19. They know that an isolation room is available for learners until further steps are taken. The school's procedures for controlling access and the screening of visitors need improvement. Although we observed effective screening of learners and staff, on the day of the evaluation our screening process was limited as only our temperatures were taken. The preparation and service of the National School Nutrition Programme (NSNP) are safe and hygienic. The room where meals are prepared is clean and its staff is appropriately attired. Learners receive two meals per day, including porridge which is served before school starts, and these meals are supervised to ensure social distancing.

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 caretaker principal and acting deputy principal went through the Department of Basic Education (DBE) Standard Operating Procedures (SOP) and the Western Cape Education Department (WCED) Guidelines, including the TREP thoroughly before presenting them to the staff to discuss and implement. At first, the SMT provided effective orientation to the non-teaching staff and then to the teachers. Some governing body members attended the orientation and assist now with screening and the tuckshop. The class teachers, in turn, orientated their learners as each grade returned to school. The SMT, including the caretaker principal teach, but he walks around the school as often as possible to monitor the safety of learners and staff and visits classes informally. There have been numerous burglaries and safety is a priority on the school premises. A major risk is to ensure that one or two learners do not run home during the school day. During our evaluation, a learner was crying and asked to go home because his mother had passed away over the weekend. However, after thorough investigation this proved to be untrue. Two teachers are regularly absent from school but produce medical certificates. The caretaker principal follows up if teachers are habitually late for school. The attendance of learners has improved and stands at approximately 85%. There is concern that 23 learners have not returned at all.

Concerns, problems

Some learners have not yet returned to school.

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

Evaluative commentary

The SMT gives direction, guidance and support to teachers on teaching, learning and assessment. The caretaker principal and acting departmental head moderate assessments before and after they are written. Dates for formal assessments are given in advance. Two teachers also conduct demonstration lessons on how to teach certain skills, for example, handwriting. The SMT monitors the quality of teaching and learning and facilitates the input provided by subject advisers at their grade meetings. There is no online learning because of the lack of resources at school and at home. Vulnerable learners receive work packs, which are collected and returned by their parents.

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

Evaluative commentary

The SMT deploys all staff equitably to do screening and break duties. Two parents assist with screening and tuck shop duties. The caretaker principal ensured that a teacher with comorbidities and one who tested Covid-19 positive sent work to their classes and teacher assistants facilitated accordingly. Cleaning and safety resources are organised and used effectively. There is available stock to replenish when necessary. Online learning was not possible because of the lack of resources but parents collected work packs for their children to do at home. Teachers reported that learners completed very little work at home.



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 members assist the school with screening and the tuckshop. It does not have a Health and Safety Committee. It has conducted interviews and completed the process for the vacant principal's post. A garden project has commenced to beautify the surroundings and the governing body pays stipends to two gardeners. No school policies have been revised.

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

Evaluative commentary

The governing body has not reviewed and reprioritised its current budget in the light of changes to its income and expenditure. A budget meeting was held and although poorly attended by parents, the 2021 budget was accepted. The school no longer receives rental income from a church that used its premises before lockdown.

4.3 The school engages effectively with all stakeholders (2)

Evaluative commentary

There is conflict among the staff members, which limits constructive feedback needed for school improvement. The Foundation Phase learners are too young to give feedback to the SMT. Teachers formed WhatsApp groups with parents, but these were not effective and therefore parents do not give feedback or make new suggestions. The circuit manager and subject advisers are in contact with the principal and teachers. Subject advisers emailed teachers with additional resources and are available to assist. The LST visits the school regularly and shares her services with a neighbouring school. The local health authorities visited the school once.

Recommendations

1. The school must follow up on learners who have not yet returned.
2. The late coming and absenteeism of a few teachers must be addressed.
3. The school must ascertain how it is able to improve security and prevent ongoing vandalism of its premises.
4. The conflict among the staff must be resolved so that the school is able to function optimally.
5. The governing body must review all policies and ensure that all acting posts are filled permanently as soon as possible.
6. Greater parental involvement must be encouraged.