



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report: Meiring Primêre Skool



School: Meiring Primêre Skool
Address: 1 Leilie Street, Riebeek-Kasteel
7307
Circuit: C1
District: West Coast
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Ms T Ahgoo (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:

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 follows the Department of Basic Education (DBE) Standard Operating Procedures (SOP) and the Western Cape Education Department (WCED) Guidelines. In the Temporary Revised Education Plan (TREP). Classes are divided into two groups, which attend school on a daily rotational basis. There are markers on the premises to ensure social distancing. In the 17 classes visited, all teachers were either actively teaching, guiding learners through tasks or revising work. However, no learners asked questions during the observation. No disciplinary problems were observed. There is mutual respect between learners and teachers.

Concerns, problems

Learners are not encouraged to respond during lessons.

1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality (1)

Evaluative commentary

Subject advisers have explained the Annual Teaching Plans (ATP) via Microsoft Teams meetings to all teachers. Subject groups aligned their planning with the revised ATPs after discussions and adjustments. Teachers prepared and presented their lessons well as observed. However, more effort could have been shown to ascertain how well they have adapted to the changed conditions by involving learners in the smaller classes more in the lessons. Smaller classes, as observed, are not beneficial to either learners or teachers.

Concerns, problems

Smaller classes do not benefit learners or teachers.

1.3 Learners are supported well (in school and at home) so that they learn effectively (1)

Evaluative commentary

Most learners are attending school, but they are not effectively supported. Marking and suitable feedback is lacking in the workbooks checked. Learners did not receive hard copies of learning materials and the majority do not have access to online resources. Little use is made of social media platforms and learning materials. Parents were unable to assist their children as parents and teachers do not communicate regularly on their children's progress. Only Grade 7 learners received a Mathematics task. Less than 40% of parents give feedback to the school. The Learning Support Teacher attends to vulnerable learners in the Foundation and Intermediate Phases. The school shows little recognition to provide additional psycho-social support for learners during the pandemic. This was confirmed during interviews with the school management team (SMT), teachers and learners.

Concerns, problems

Curriculum delivery and support for learners are not effective.



2. Behaviour and Safety

2.1 The school's environment is disciplined and purposeful and its ethos is positive (1)

Evaluative commentary

All stakeholders have a good understanding of Covid-19 regulations and emphasised that orientation and good communication allayed their fears resulting in everyone complying willingly with all safety measures. No evidence could be found or observed of learners and teachers trying to overcome the efforts of the constraints imposed by the pandemic. Only the Mathematics classes in Grade 7 received work to do at home. The attendance of learners is low. Although all teachers and learners were on time for classes, it was disturbing to observe that not a single learner asked a question during lessons. The learners were passive with little effort by teachers to involve them. This was observed in 17 classes visited.

Concerns, problems

Low learner attendance will ultimately have a negative impact on learner performance.

2.2 The school is safe, and protects and cares for its learners and staff well **3**

Evaluative commentary

All stakeholders on the premises wear face masks, are screened, sanitise their hands and adhere to social distancing. It was observed that ablution facilities are cleaned after intervals and in the afternoon. Classes are cleaned every day after school and offices in the morning and during the school day. Staff and learners can explain the procedures to respond to suspected and confirmed cases of Covid-19. The school has an isolation room and stakeholders know its location. Authorised visitors, such as for deliveries, must wear face masks, are screened, sanitised, answer Covid-19 questions and complete the visitors' register. No unauthorised visitors are allowed onto the premises. The National School Nutrition Programme kitchen is clean, food handlers wear headgear, aprons and face masks and comply with safety and hygienic regulations. Learners enjoy their meals under supervision in their classrooms. The school has a Learner Transport Scheme. Evidence was provided that the school takes effective measures to ensure the safety of learners to and from school.

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 **2**

Evaluative commentary

The SMT used the DBE SOP and the WCED Guidelines to compile the TREP. The SMT planned and executed the orientation for all stakeholders very well. It was confirmed that the uncertainties of staff and parents were addressed, and assurances given that everything was in place. The SMT monitors compliance with Covid-19 regulations on the school premises. Staff and learners are regularly reminded about the safety measures. The SMT must promote good attendance by learners. Staff attendance on the day of the evaluation was good.

3.2 The SMT acts effectively to improve the quality of teaching and learning in the school **1**

Evaluative commentary

Although the SMT said that the input of subject advisers was addressed, it did not ensure that all learners received work during the lockdown period. Only DBE books were made available to learners. The SMT did not provide evidence of training or encouragement in using online resources. The school has only one data projector that is in working condition. The SMT did, however, mention its desire to implement an infrastructural development plan. There was no evidence or confirmation that assessments were moderated.

Concerns, problems

Learners did not receive work during lockdown.

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

Evaluative commentary

The SMT ensures that roles and responsibilities are fairly divided amongst stakeholders. Stakeholders confirmed that they understand and are satisfied with their roles. No teachers were absent due to comorbidities. The SMT monitors the cleaning materials effectively and there is no need for replenishment of stock at this stage. The SMT confirmed that eLearning resources are not used effectively by all teachers. The school and learners do not have the available infrastructure to do so.



4. Governance, Parents and Community

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

Evaluative commentary

The governing body is well informed about the school's action plans and supports the principal and SMT. It appointed a teacher for Grade 5 at the request of the SMT. It was confirmed that the governing body was a role player during discussions of the TREP and approved it thereafter. The governing body has not changed or amended any policy but included the Covid-19 regulations in its safety plans.

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 has reprioritised the school budget to pay for Covid-19 expenses such as sanitisers, spray bottles, scanners, head gear and aprons for food handlers from the Norms and Standards allocation. The school can meet all its obligations for the year and the salary of the governing body teacher is secured. One fundraiser was held after the lockdown period. The governing body engaged effectively with the local municipality to clarify the huge water and electricity bills. The school has identified savings on transport for learners' sport and teachers' meetings, cleaning materials and paper. The governing body did not receive any donations or voluntary contributions.

4.3 The school engages effectively with all stakeholders (2)

Evaluative commentary

The school engages effectively with all stakeholders. Teachers contributed to the finalisation of the TREP. Learners make suggestions to their teachers. Non-teaching staff members get opportunities to give feedback during meetings with their line managers. The school communicates with parents mainly via WhatsApp groups and letters, but only 40% of parents give feedback due to lack of devices and data. The communication to parents about how to support their children's learning is ineffective as most learners did not receive any work during lockdown. The school could not provide evidence of funds for printing from the district. The SMT indicated that the circuit manager supports the school. The subject advisers for the Foundation and Intermediate Phase are very supportive. No evidence was available for the role of the social worker and psychologist. Four Community Work Project volunteers are utilised by the SMT at ablution facilities. The fire department from the local municipality helped with deep-cleaning and disinfecting of classes before stakeholders returned.

Recommendations

1. The SMT must find ways to engage and involve learners in lessons.
2. The SMT must regard curriculum delivery as a priority and compile a realistic plan to address it.
3. The SMT must liaise with the circuit manager on how to involve the social worker and psychologist in a meaningful way.
4. The SMT must address the low attendance of learners.
5. The repair of online resources and the training of teachers to use these must be addressed.
6. The SMT must prioritise and approach the circuit manager to assist it in solving the tension that is prevalent amongst SMT members and teachers.