



Schools Evaluation Authority

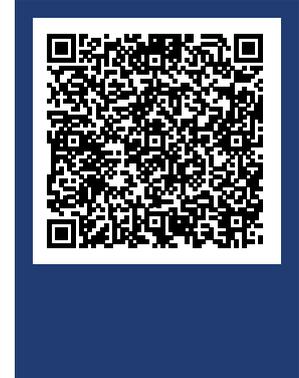
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**Schools' Responses to Covid-19 Report:
Muizenberg Junior School**



School: Muizenberg Junior School
Address: Main Road, Muizenberg, 7945
Circuit: C4
District: Metro South
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Mr VR Erfort



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 according to the Department of Basic Education (DBE) Standard Operating Procedures (SOP) and Western Cape Education Department (WCED) Guidelines so that social distancing is observed. The Art and Computer rooms are used as additional classrooms to accommodate Grade 7 learners. Grade 7 learners attend school every day and the other grades attend two days out of five with a third day set aside for intervention or assessments. Teachers and teaching assistants attend school regularly and learners speak fondly about and appreciate their teachers. They refer to teachers being respectful, inclusive and creating a good learning environment.

Good practice, innovation, imaginative solutions

A healthy atmosphere prevails at the school, with mutual respect shown between learners and staff. The corridors are adorned with beautiful artwork, motivational messages and Covid-19 information posters. Staff take pride in their jobs despite the challenges posed by the pandemic.

1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality 3

Evaluative commentary

The school drew up a good plan before the revised Annual Teaching Plans (ATP) were received and advised parents on the way forward. The ATPs are appreciated by the teachers and incorporates relevant segments of the Temporary Revised Education Plan (TREP). On days learners do not attend school, they are provided with work to complete independently and with support. Teachers make effective use of the reduced class sizes and learner engagement has improved. Lessons are more focused, and many learners ask and answer questions frequently. Learners prefer attending school rather than online learning.

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

Evaluative commentary

All learners receive regular feedback and support from teachers. Work is corrected using the interactive whiteboards in the Intermediate and Senior Phases and barriers to learning are identified and addressed. Mondays are reserved for Foundation Phase learners needing intervention and for assessments, and Fridays for the Intermediate and Senior Phases. The learners at home receive hard copies of notes and have access to online teaching and learning materials on Google Classroom and other online platforms. Special arrangements are made for learners at home with comorbidities or with concessions to complete assessments at school. The school shares the services of a Learning Support Teacher with another school and employs a school counsellor four days a week.

Good practice, innovation, imaginative solutions

The school's additional support structures for vulnerable learners are good.



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 understand the reasons for the safety measures and willingly comply with the wearing of face masks and adhere to social distancing. All staff and learners feel safe at school and are therefore able to focus on maintaining quality standards of teaching and learning. The teachers were concerned that until recently approximately 20% of learners were granted concessions to work from home, but most have since returned.

Good practice, innovation, imaginative solutions

All stakeholders embrace a positive ethos and good values. The learners greet staff and visitors warmly and deliver quality work in class.

2.2 The school is safe, and protects and cares for its learners and staff well 4

Evaluative commentary

The school has very good procedures in place to manage the pandemic. All staff are involved in screening, supervision or cleaning. Grades are screened in different venues, which speeds up the process. Register teachers are in their classrooms to await learners after screening. Learners occupy designated areas during breaks. Classrooms are cleaned and sanitised after school and after breaks. Ablution facilities are cleaned three times a day and soap dispensers are available. The school implements an innovative system to indicate the number of learners using the ablution facilities. The Intermediate and Senior Phase learners clip sanitised pegs onto a strip of cloth to indicate the number of toilets in use. The Foundation Phase learners use stacking blocks for the same purpose. Learners and staff know the safety protocols and procedures if there is a suspected or confirmed Covid-19 positive case. The music room is now furnished as an isolation room and learners explained the logic in using a venue that is separate from the main entrances. The school's access control is good. All gates are locked except when learners and staff arrive or leave the premises. Visitors are allowed access after permission is granted and screening has taken place. Parents have been informed of the changes and adhere to the safety protocols.

Good practice, innovation, imaginative solutions

Learners know the screening protocols well. After sanitising their hands, they are screened and move briskly to their classrooms. On the day of the evaluation the Foundation Phase and Grade 7 learners attended, and it was pleasing to observe the younger learners' independence during the screening process.

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 thoroughly discussed the DBE SOP and the WCED Guidelines, including the TREP, and appropriately adapted them to the school's operational plans. The SMT returned to school two weeks before the teaching staff and brainstormed how the school would manage Covid-19. The non-teaching staff worked hard to prepare the classrooms and outdoor facilities. When the teachers returned the principal led the orientation sessions and allayed their fears. The teachers, in turn, role-played and made age-appropriate video clips with voice notes for their learners to show them the exact procedures to follow each day. Teachers remarked that they had great fun preparing these. The SMT monitors the safety of learners and staff and are visible before and during the school day to ensure that the safety measures are followed. A major risk identified is if there is a positive Covid-19 case in the community. Another risk is complacency setting in, but the school prioritises its stringent observance of safety measures. The SMT is proud of the staff's attendance, which averages 95%. At the outset learner attendance was low because 21 learners with comorbidities and 87 learners without comorbidities applied for exemption from school attendance. However, through the efforts and encouragement of the SMT ten learners with comorbidities and 63 who applied for exemptions to stay home have since returned to school.

Good practice, innovation, imaginative solutions

The SMT ensures that everyone is safe at the school.

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

Evaluative commentary

The SMT provides effective direction, guidance and support to teachers and on their return to school all teachers attended a workshop on how to use Google Classroom. Teachers are all competent to teach online which continues with learners who are still at home. Teachers communicate with the parents and learners on social media and online platforms. The SMT facilitates the input provided by subject advisers. Although the Intermediate and Senior Phases welcomed the webinars and resources received from the subject

advisers, the Foundation Phase felt that the work was not very different from the standard curriculum. As all grades are represented on the SMT, effective monitoring and review of the ATPs are ensured. The SMT also monitors the ongoing online assistance to vulnerable learners and makes provision for them to do assessments at school.

Good practice, innovation, imaginative solutions

The expanded SMT from four to ten members and its teamwork is very effective in improving the quality of teaching and learning.

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

Evaluative commentary

All staff, including the Art, Computer, Music, Remedial and Learning Support teachers, are fairly and equitably deployed to do cleaning, screening and break duties. A teacher with comorbidities set up a Google Meet platform with her learners and taught them very effectively online. The caretaker organises and labels all cleaning and safety resources and ensures that all are replenished regularly. WhatsApp groups, Zoom, Google Classroom, video clips with voice notes and webinar platforms are examples of the online resources used. An SMT member received donations to ensure that all learners had data while they were learning from home.

Good practice, innovation, imaginative solutions

The SMT ensures that good use is made of the school's resources and the interactive whiteboards in all classrooms are effectively used.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well (3)

Evaluative commentary

The governing body understands the implications of Covid-19 and, in support of the principal and SMT, held virtual meetings throughout the pandemic. The principal has kept it informed of all correspondence received. Although no member of the governing body serves on the Covid-19 Health and Safety Committee, it read, discussed and adopted the Covid-19 Health and Safety Policy and Access Control Policy.

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 reviewed the school's budget and made provision for extra expenses under Covid-19, for example, the purchasing of thermometers and additional Personal Protective Equipment. The school applied for and received two months' payment from the Unemployment Insurance Fund Covid-19 Temporary Employer Relief Scheme. The governing body has put on hold certain big expenditure items, such as the purchasing of a school kombi, in order to ensure that it is able to remunerate its staff.

4.3 The school engages effectively with all stakeholders (3)

Evaluative commentary

Learners and staff feel comfortable in making suggestions and giving feedback to the SMT on the school's management of Covid-19. The SMT encourages teamwork and is always willing to hear their input. The school communicates with parents via social media, emails and the d6 School Communicator. During lockdown parents collected work packs from the school. So did those whose children have not yet returned continue to do so. Teachers mentioned that a few parents contact them very early in the morning or late at night, which they find intrusive. Support from the district office has been very good and the circuit manager is in regular contact with the principal. Subject advisers hold webinar meetings, and their input is appreciated. The Department of Social Development assisted the school in tracing a learner who had not yet returned.

Good practice, innovation, imaginative solutions

Overall, there is good communication with stakeholders.

Recommendations

1. The SMT must continue to encourage parents to send their children back to school.
2. The SMT must give parents reasonable times that they may contact teachers after school hours.