



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report:
WF Loots Primary School



School: **WF Loots Primary School**

Address: Fourth Avenue, Wolseley,
6830

Circuit: C6

District: Cape Winelands

Province: Western Cape

Category: Public Ordinary (No-fee)

Principal: Mr R Baxter



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:

4 Outstanding

3 Good

2 Requires improvement

1 Inadequate

Main Findings



1. Teaching and Learning

1.1 The teachers maintain a safe and positive learning environment (3)

Evaluative commentary

The school's timetable adheres to the Department of Basic Education (DBE) Standard Operating Procedure (SOP) and the Western Cape Education Department (WCED) Guidelines. All grades are divided into two groups and follow the daily rotational timetable. Breaks are staggered for the Foundation Phase and other grades. All teachers were actively teaching. Learners are disciplined, cared for and respected by their teachers. Teachers talk with compassion about their learners.

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

Subject advisers shared the revised Annual Teaching Plans (ATP) with the teachers via online platforms. The ATPs received were printed and distributed to the School Management Team (SMT), subject heads and teachers. The Foundation Phase Professional Learning Community (PLC) is still active and share valuable information. Teachers use the WCED resources as a basis for teaching and learning activities. Most teachers have adapted to the changed conditions. They are well prepared, and the lessons are generally well presented. All teachers in the Foundation Phase and most teachers in Grade 7 make maximum use of the smaller classes by involving learners in the teaching and learning activities.

Good practice, innovation, imaginative solutions

The SMT has co-opted some teachers to help align the Temporary Revised Education Plan (TREP) to the revised ATPs.

1.3 Learners are supported well (in school and at home) so that they learn effectively (3)

Evaluative commentary

Teachers in the Foundation Phase implement plans effectively and enthusiastically. All grades were busy with revision for assessment and learners were encouraged to follow instructions. All learners' work was marked, signed, and dated. The efforts of some teachers in the Intermediate Phase are in sharp contrast to efforts of the Foundation Phase teachers. There is a lack of enthusiasm and energy. Very few books are marked in both Intermediate Phase and Senior Phase, and in some cases, not a single piece of work was marked. The feedback and support in the Foundation Phase and learners with special needs is commendable. Teachers mostly used WhatsApp groups with limited success, but hard copies of notes are made available to all learners not attending school. During the lockdown, teaching and learning materials were delivered to strategic delivery points in the community. Farmers also helped to distribute emails received from the school. The DBE workbooks were issued to learners before schools closed in March 2020, but not all learners have made good use of them. The school has a functional School-based Support Team. The Learning Support Teacher (LST) takes the lead. Seriously traumatised and neglected learners are referred to the District-based Support Team.

Good practice, innovation, imaginative solutions

Motivational sessions were conducted by the LST who has also advised teachers on how to identify and refer vulnerable learners.



2. Behaviour and Safety

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

Evaluative commentary

It was observed during breaks, in classrooms, the National School Nutrition Programme (NSNP) kitchen and ablution facilities that staff and learners understand the safety regulations and willingly comply. In most classes, learners are punctual and focused on their work. Most teachers and learners are committed to overcoming the constraints imposed by Covid-19.

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

2

Evaluative commentary

Staff said that the principal leads by example and that all the precautionary measures put in place by the SMT are effective. Everyone wears face masks, sanitises hands regularly and adheres to social distancing. Offices, classrooms, and ablution facilities are regularly cleaned and sanitised. The school has processes in place to deal with suspected and confirmed cases of Covid-19. This was confirmed during interviews with different stakeholders. Authorised visitors are subjected to the same procedure as for staff and learners. However, evaluators were not asked for official letters of authorisation. Unauthorised visitors are not allowed. Those who want to see the principal must make an appointment and are allowed into the school only after being screened and sanitised. Food handlers at the NSNP area are appropriately attired by wearing face masks, hairnets and caps, gloves and adhere to social distancing. On the day of evaluation, 200 meals were served to 96 learners at school and 104 from the community which included 64 learners at home and 40 adults from the community. The school effectively manages learners' safety on the Learner Transport Scheme. Learners' hands are sanitised, they sit on alternative seats and are screened in the afternoons before boarding the vehicles. The prefects help to maintain order on the bus.

Concerns, problems

Some toilets in the learners' ablution facilities need repairs urgently to promote social distancing and learners' safety. Learners eat meals in class during lessons. A few learners did not have spoons to eat their porridge and tried to drink it from the plates.

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 Temporary Revised Education Plan (TREP) is aligned to the DBE SOPs and the WCED Guidelines. The different phases met and gave input to deliver a realistic and effective plan. Interviews confirmed that the SMT managed it well and that staff and learners understand arrangements. All stakeholders confirmed that the orientation programme by the SMT put them at ease and made them feel safe at school. The principal is a member of the Covid-19 Safety Committee and has first-hand information about the effectiveness of the safety plans. However, the SMT has not identified and mitigated against the risk of broken toilets. The attendance of staff and learners is good. On the day of the evaluation, all staff members and the two teaching assistants were present. Learner attendance was at 87%.

Concerns, problems

On the day of the evaluation, Grade 7 learner attendance was significantly lower than that of the other grades.

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

2

Evaluative commentary

The SMT gives effective guidance. Its plans support the needs of the different grades and subjects. Data projectors are made available for Languages, Mathematics and Natural Science. Some teachers are effectively integrating online teaching and learning resources in lesson presentations. The monitoring role of the SMT is rather limited, informal and unstructured. It is left to subject heads and teachers to organise the different subjects. The SMT agreed that it has to improve in this area. It does, however, have an assessment plan which makes provision for the moderation of teachers' work.

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

Evaluative commentary

The SMT deploys staff effectively. Tasks are fairly allocated and are rotated, where possible. Teachers and the Department of Cultural Affairs and Sport (DCAS) staff help the NSNP area and the distribution of food at the gate for learners not attending school on the day and members of the community. Administrative staff have the added responsibility of capturing NSNP and screening data. The SMT has secured the service of two qualified teacher assistants for two teachers with comorbidities who are working from home. The school ensures that the teachers adhere to the agreement to provide the teacher assistants with teaching and learning materials. The school bought extra cleaning and safety materials which are well managed by the principal and caretaker. Five additional thermometers were bought. The SMT encourages the use of online teaching and learning resources although it does not have a structured plan. Although some teachers used online platforms, its use is limited for learners at home due to a lack of devices and data.

Good practice, innovation, imaginative solutions

The DCAS staff are deployed to help with recreational activities for learners. Learners enjoyed practising and are excited about the recording of the "Jerusalema" dance.

4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well 1

Evaluative commentary

The governing body lacks capacity. However, it supported the principal and SMT by providing funding for cleaning and safety materials as well as paper for hard copies before the consignments and funding reached the school. This allowed the principal and SMT to prepare for the return of staff and learners. The SMT took the lead in amending the safety guidelines in line with Covid-19 regulations.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate 1

Evaluative commentary

Other than buying extra cleaning and safety materials and deciding that only essentials will be bought, there is no evidence that the governing body fulfils its functions regarding the school finances.

Concerns, problems

The municipal water account was more than 200% higher during the lockdown.

4.3 The school engages effectively with all stakeholders 2

Evaluative commentary

Learners were successfully orientated and are well informed. They said that they share their opinions and suggestions with teachers, but they could not mention any examples. Staff have ample chances to give feedback to the SMT. They were consulted and given an opportunity during the compilation of the TREP. The good attendance of learners proves that the school has communicated effectively with parents via online platforms, letters and emails to farmers. The feedback from parents is, however, limited due to reasons beyond the school's control. The SMT appreciated the courtesy visit from the district director and circuit manager. The circuit manager communicates with principals regularly but has not visited the school again since June. Some subject advisers stay in contact with the teachers via online platforms whilst others have visited the school.

Recommendations

1. The SMT must improve the monitoring of the implementation and quality of teaching and learning.
2. The SMT must pay urgent attention to learner attendance in Grade 5.
3. The ablution facilities must be repaired and regularly maintained.
4. The SMT must act decisively to improve the serving of meals and make alternative arrangements so that meals are not served during instructional times.
5. The governing body must review and reprioritise the budget and follow up on the excessively high water account.