



# Schools Evaluation Authority

Accountability • Quality • Respect



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



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Accountability • Quality • Respect

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11 & 12 March 2021

Lead evaluator  
Ms BD Houghton

Chief evaluator  
Ms KN Bydell

**School:** Erica Primary School  
**Address:** Homeria Road, Belhar,  
7493  
**Circuit:** C4  
**District:** Metro North  
**Province:** Western Cape  
**Category:** Public Ordinary (Fee-charging)  
**Principal:** Ms H Rolls



## 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 follows a daily rotational timetable and learners attend school five days out of a ten-day cycle. The learners are divided into two groups and there are fewer than 20 learners in each classroom. All teachers were present and actively teaching. Learners interviewed said that they were never left alone in a classroom. Each phase is allocated a specific area to sit and eat their lunch. The non-teaching staff places chairs in rows before each break so that social distancing is maintained. Teachers are consistently respectful and inclusive of learners, as shown by the language used and relationships observed in the classrooms. The principal is concerned about the social and emotional well-being of the learners and shows great care. In some classrooms, learners' work is displayed and there are educational posters on the boards in all classrooms. All teachers attempt to make their classrooms attractive.

#### 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

Most teachers expressed concerns about how they would manage to complete the Annual Teaching Plans (ATP) because learners had progressed to the next grade, but most did not remember the work they were taught in the previous grade. Teachers had to revise the basic concepts required first before teaching new concepts. In an interview, a teacher said that the Grade 4 learners were in fact at Grade 2 level. This was confirmed by other teachers interviewed, who agreed that they had to consolidate work from the previous grade instead of following the current ATPs. Teachers preferred the smaller class groups and know the abilities of all their learners much better. They said that they were able to complete more work in the five days with the smaller groups in comparison to teaching a large group of learners every day. All teachers are qualified and knowledgeable to teach in the specific phase/s and subjects. Teachers interviewed were very pleased that the learners had won the circuit's inter-schools "Spelling Bee" competition. This was encouraging and motivating for both teachers and learners. The school has included physical education and dance in the curriculum and the teacher ensures that social distancing is adhered to during these activities. During the evaluation, there were dance, games and fitness lessons.

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

Physical education is included in the daily timetable and this enables learners to be more active.

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

##### Evaluative commentary

Learners receive feedback and their workbooks are checked, corrected and signed. Although learners receive homework to do on the days that they are at home, many do not complete the work. All learners have returned to school. The school offers psycho-social support to learners. A Learning Support Teacher (LST) is available three times per week, the School-based Support Team actively provides support to the learners and a teacher offers counselling. The principal cares for all learners and they feel comfortable to go to her for advice.

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

The school cares for and supports its learners and their families. During lockdown, teachers donated money, made food parcels for vulnerable families in the school community and delivered these to the learners' homes in order to ascertain their well-being.



### 2. Behaviour and Safety

#### 2.1 The school's environment is disciplined and purposeful and its ethos is positive ..... 3

### Evaluative commentary

Learners, teachers and non-teaching staff willingly comply with and embrace the measures necessary to keep everyone safe while remaining focused on the high quality of teaching and learning. However, despite teachers interviewed saying that they were focusing on the quality of teaching and learning instead of simply trying to complete the curriculum, many expressed concerns that the learners did very little work when they were at home. The school has installed cameras on the school premises so that the principal can observe behaviour from her office. There is a security guard with a vicious dog on the premises in the evenings.

## 2.2 The school is safe, and protects and cares for its learners and staff well ..... (3)

### Evaluative commentary

Screening protocols are effective. Learners line up, hands are sanitised, temperatures are taken, and the five health questions asked before they move inside where their temperatures are recorded. Class teachers are in their classrooms when their learners arrive. All staff, including the principal, deputy principal and assistants are involved in the health and safety protocols. Classrooms are sanitised twice a day, before school and at breaks, and learners' hands are sanitised outside the ablution facilities. Liquid soap is also available. Learners know where the isolation facility is situated. Unauthorised visitors cannot gain access to the school premises and authorised visitors are screened according to the health and safety protocols. Although the National School Nutrition Programme provides meals for the learners teachers and parents also donate money or additional food to assist vulnerable families.

## 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 ..... (4)

### Evaluative commentary

The School Management Team (SMT) works in synergy and offers clear direction to the school. Key values of care and respect are evident. The school complies with the Department of Basic Education Standard Operating Procedure and the Western Cape Education Department Guidelines, including the Temporary Revised Education Plan. Initially, the SMT met, followed the guidelines on the management of Covid-19, workshopped the information and procedures to be followed with all the staff before the learners returned to school. The teachers conducted orientation sessions with their classes. The attendance of both learners and staff is good.

### Good practice, innovation, imaginative solutions

The inclusion of the school secretary on the SMT is effective as she is the first point of contact for many parents and knows the information first-hand.

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

### Evaluative commentary

The SMT monitors teaching and learning at the school, observes lessons and moderates teachers' files and assessments. Vulnerable learners are supported by both the LST and a teacher who is qualified to give psycho-social support. The principal is mindful of the anxiety caused by Covid-19 and teachers and learners complimented her on her empathy.

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

### Evaluative commentary

The school ensures the safety and well-being of all. Duty rosters schedule the screening and break duties. The cleaning and safety materials are organised, plentiful and used effectively. The school uses online platforms to send work to the learners during lockdown. The d6 communicator is used daily to communicate with parents.



## 4. Governance, Parents and Community

### 4.1 The governing body fulfils its key responsibilities well ..... (4)

#### Evaluative commentary

The governing body is most supportive and cares for the principal and staff. It organised a family get-together and refreshments at a nearby church for the staff to enjoy and relax. The chairperson of the governing body prioritises the well-being of the staff. The Covid-19 and Health and Safety Policies have been revised.

### 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 and reprioritised the school budget in the light of reduced income.

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

#### Evaluative commentary

The principal has an open-door policy and both learners and staff feel comfortable giving suggestions and feedback to her and the SMT. Communication to parents is effective and regular. The school's links with the district office is good. The circuit manager is in frequent contact with the school. Although subject advisers held webinars, teachers in the Foundation Phase stated that there should have been greater support in respect of the planning and implementation of the ATPs. The district psychologist and social worker visit the school.

## Recommendations

1. The SMT must explore additional online teaching and learning programmes to enhance teaching and learning.
2. The SMT must remain vigilant to prevent any form of complacency setting in regarding health and safety regulations.
3. As the school building is old, maintenance and upgrading of the ablution facilities must be prioritised.
4. Subject advisers must offer greater assistance and guidance to teachers in all phases.
5. Parents must be encouraged to assist their children when they are working at home and ensure that they complete their homework.