



# Schools Evaluation Authority

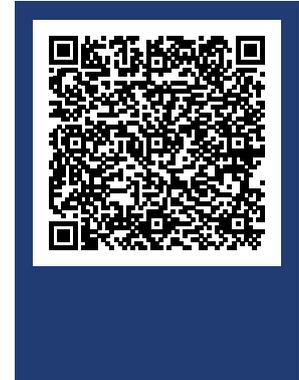
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**Schools' Responses to Covid-19 Report:  
Ikamvalethu Secondary School**



**School:** **Ikamvalethu Secondary School**  
**Address:** Zone 27 off Washington Street, Temba Nqose Street,  
 Langa, 7455  
**Circuit:** C3  
**District:** Metro Central  
**Province:** Western Cape  
**Category:** Public Ordinary (No-fee)  
**Principal:** Mr SS Mabece



## 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 ..... 3

##### Evaluative commentary

All classrooms are organised so that social distancing is observed. Only the Grade 12 learners have returned to school. The 128 Grade 12 learners are divided into six groups and are taught in six classrooms for their core subjects. Most teachers now move to the Grade 12 venues. The Life Sciences teacher has a large venue in order to accommodate more than 30 learners in one lesson. The timetable has not been changed as most Grade 12 subject teachers taught the same learners before lockdown. The timetable will change in the coming weeks when the other grades return. Grades 10 and 11 will attend school twice a week and the Grades 8 and 9 learners only once a week. All teachers, even those with comorbidities, are present.

##### Concerns, problems

There are insufficient classrooms to accommodate all grades on their return so a daily rotational timetable will be used. This will impact on curriculum delivery. The staff is concerned about maintaining the current safety standards when the rest of the grades return.

#### 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 teachers said that the adjusted Annual Teaching Plans (ATPs) are user-friendly and include useful exercises and explanations. The Temporary Revised Education Plan (TREP) is also implemented and useful. The Grade 12 curriculum has not been modified at all, so the teachers are offering extra classes in the afternoons and on Saturday mornings. The late coming and absenteeism of learners is a problem and impacts negatively on the optimal use of instructional time. Learners interviewed said that they are late because public transport is the problem.

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

Teachers are offering extra lessons to the Grade 12 learners.

##### Concerns, problems

One teacher mentioned that she was teaching Mathematical Literacy, a subject that she had not taught for four years. The teachers' workloads have increased substantially because of the number of groups. The plans for the return of the other grades to school were not yet known by the teaching staff.

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

##### Evaluative commentary

There is insufficient evidence that learners' work is effectively marked, except for formal assessments. Teachers have created WhatsApp groups to send work to the learners staying at home, but not all learners are contactable. There are many learners who have not returned to school and have not completed any work. Learners at home are not well supported except for some teachers' individual efforts. Approximately 80% of Grade 12 learners have returned to school but attend irregularly. On the day of the evaluation, two members of the School Management Team (SMT) had a meeting with a local bus company to seek an agreement to assist financially struggling Grade 12 learners. "Just Grace", a non-governmental organisation (NGO), visits parents to encourage them to send their children to school. There are no confirmed cases of learners with comorbidities. The school has not made use of the psycho-social services at the district or any other organisation.

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

The visits by "Just Grace" to the learners' homes to encourage them to return to school and deliver work packs are very helpful.

### Concerns, problems

A major concern is the number of learners who have not returned to school at all and the lack of contact from their parents. Many learners do not live in the area and do not have money for transport. Late coming is and remains an ongoing problem.



## 2. Behaviour and Safety

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

#### Evaluative commentary

Most of the Grade 12 learners present, teachers and non-teaching staff demonstrate comprehensive and willing compliance with all the measures necessary to keep everyone safe. Upon arrival, learners are screened before they move to their classrooms. All learners arrived wearing face masks. We observed little social distancing when learners moved from the examination venue to receive their meal. They had to be reminded by the teacher on duty to stand in the line and observe social distancing. The teacher on duty did not cover her nose and mouth with her face mask and one of the nutrition kitchen staff was not wearing a face mask until she saw an evaluator approaching.

#### Concerns, problems

Some staff and learners do not always wear face masks.

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

#### Evaluative commentary

Evaluative commentary

The school's procedures for managing Covid-19 are effective. Appropriate cleaning materials are used. The ablution facilities are sanitised at least four times a day. The school implements effective measures to control access to the premises. Visitors are screened effectively. The preparation and serving of meals are safe and hygienic.

#### Concerns, problems

The shortage of support staff to manage the cleaning procedures, especially when the other grades return, is a concern.

### 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 TREP is implemented effectively for the current Grade 12 learners. When probed about the implementation of the plan when the other grades return, the information provided by two SMT members differed from the rest of the SMT. Teachers are satisfied with the revised ATPs. The Western Cape Education Department (WCED) Guidelines were workshopped with all staff and adapted to the school environment accordingly. Orientation and instructions to learners, teachers and non-teaching staff were effective, providing clarity and reassurance. The SMT met and first held a workshop with the non-teaching staff, then the teachers and this filtered down to the learners on their return. Although the orientation sessions were good, the coordinator of the Covid-19 committee and the Covid-19 compliance officer both felt that criticism from teachers was at times unnecessary as there was dissatisfaction with the quality of face masks and hand sanitisers. Although the SMT has made a concerted effort to make sure all learners attend school, on some days, attendance is unsatisfactory as it is difficult to contact the learners who have not yet returned to school. Staff attendance is outstanding. The principal mentioned that there are some teachers who opted not to apply to work at home, despite comorbidities.

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

#### Evaluative commentary

The SMT currently uses the information and resources from subject advisers effectively. There is no online learning because the learners do not have these facilities at home. The principal took the initiative to approach Vodacom to reduce the price of cell phones and data so that all parents and learners are contactable. There is no response to date. The SMT is not able to contact all the learners who are at home. There are learners who have not received or completed any work since March 2020. Very little support is available to vulnerable learners. As the school has not requested psycho-social support from the district office, only the NGO, "Just Grace", has contacted learners.

#### Concerns, problems

The lack of support for vulnerable learners at home.

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

#### Evaluative commentary

The SMT uses its teaching and non-teaching staff to teach additional classes, screen and assist with administrative duties. However, three teachers reported that their increased workload was having a negative impact on their well-being. All staff with comorbidities contribute to the school's work. The SMT monitors the use of cleaning materials and ensures that they are replenished when necessary. A few teachers tried WhatsApp communication with their Grade 12 learners during lockdown, but the online approach was not successful because of the lack of data and facilities.



## 4. Governance, Parents and Community

### 4.1 The governing body fulfils its key responsibilities well..... 1

#### Evaluative commentary

In the governing body interview, it was mentioned that it wants to be actively involved. However, governing body members feel excluded as there is no representation on the Covid-19 Health and Safety Committee and the principal does not inform them about all matters pertaining to the school. The governing body has not revised any school policies during the lockdown.

#### Concerns, problems

There is poor communication between the principal and the governing body.

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

#### Evaluative commentary

Although the governing body has not monitored the updated school's income and expenditure resulting from the pandemic closely, it responded to requests for additional funds for immediate purchases. The previous employment of five teachers by the governing body is no longer possible because there is no money to pay them. The budget has not been reviewed and reprioritised and there has been no discussion or analysis of likely future income and expenditure. The problems regarding the governing body and the principal about the finances are ongoing. The chairperson says that the governing body is excluded from financial discussions. The treasurer serves on the Finance Committee but is not well informed or able to report to the rest of the governing body.

#### Concerns, problems

The circuit manager has been informed about the lack of communication and transparency, especially regarding financial management, between the governing body and the principal, but there has been no intervention so far.

### 4.3 The school engages effectively with all stakeholders.....

#### **Evaluative commentary**

The learners, teachers and non-teaching staff can give feedback to the SMT. The governing body's suggestions at the commencement of the phased return of learners to school were accepted. Communication with parents is difficult as the school is not informed when email addresses and telephone numbers change. The school's links with the subject advisers are good. It is evident that psycho-social support for learners and staff is badly needed.

#### **Concerns, problems**

The lack of response from parents as to the reasons why they are keeping their children at home.

## **Recommendations**

1. A concerted effort must be made to ensure that more learners attend school regularly.
2. The adjusted timetable must be available to teachers well ahead of time so that they plan accordingly.
3. Learners and staff must be offered psycho-social support.
4. The governing body and SMT must work together to review all policies and reprioritise the budget in relation to Covid-19.