



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report: Rondebosch East Primary School



School: **Rondebosch East Primary School**

Address: 4th Avenue, Rondebosch East,
7780

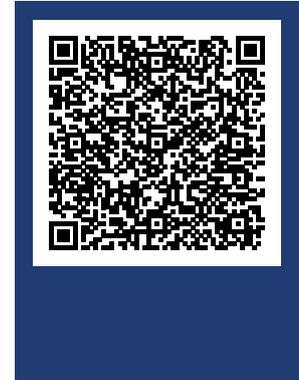
Circuit: C4

District: Metro Central

Province: Western Cape

Category: Public Ordinary (Fee-charging)

Principal: Mr T Turner (Acting Principal)



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 4

Evaluative commentary

All grades are divided into two groups and a daily rotational timetable is used. All learners attend school five days out of a ten-day cycle. Siblings are placed in the same groups. Red and blue dots are placed on each desk so that learners in each group know exactly where to sit. Teachers are present, actively teaching and engaging their learners. The classrooms are beautifully decorated with relevant educational posters and learners' work is displayed to celebrate their achievements and efforts. There is mutual respect shown between all staff and learners. The acting principal said that the school had created a family atmosphere and all decisions are made in the interests of the learners.

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

Teachers interviewed said that the revised Annual Teaching Plans (ATP) aligned with elements of the Temporary Revised Education Plan (TREP) relating to the curriculum and teaching. Although the ATPs were straightforward, teachers had to modify them for different ability groups. A few teachers felt that the ATPs did not take the different learning styles, namely, visual, auditory, written, kinaesthetic or multimodal, into consideration. When the year commenced, some teachers focused on teaching concepts and revision as many learners had forgotten what they had previously been taught. Teachers adapted well to using online platforms. Most classrooms had interactive whiteboards, data projectors and teachers either used their own laptops or shared the laptop available to each grade. Learners interviewed said that they preferred being taught at school than working at home.

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

Evaluative commentary

All teachers marked and signed learners' work or ensured that the learners completed corrections. Those with barriers to learning are identified and receive supportive interventions. The acting deputy principal assists learners who had language difficulties and achieved below Code 3 overall. In 2020, university students offered extra lessons to learners after school, which proved to be most effective. The School-based Support Team identified vulnerable learners and received assistance from the district psychologist and social worker.



2. Behaviour and Safety

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

Evaluative commentary

Learners and staff know, understand and implement the measures necessary to keep everyone safe while remaining focused on high-quality teaching and learning. Learners and staff maintain a positive school ethos and disciplined environment. Teachers concentrate on teaching and teacher assistants are available to assist with general duties. Youth from the Presidential Employment Initiative Programme (PEIP) are employed to assist with screening and supervision duties. The Code of Conduct for Learners is implemented consistently and effectively. The school offers a variety of extra-mural activities and all teachers organise at least one extra-mural activity.

Good practice, innovation, imaginative solutions

Coding and robotics are very popular and additional teachers were assigned to these extra-mural activities.

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

Evaluative commentary

All staff are allocated duties according to a daily duty roster. The acting principal and acting deputy principal are on duty at the two entrances to the school every morning to ensure that the screening protocols are effectively implemented. The PEIP assistants take and record learners' temperatures and the general assistants sanitise the soles of learners' shoes. Teachers remain with learners after school until they are fetched. Classrooms are cleaned twice a day and the ablution facilities thrice a day. Learners interviewed said that the ablution facilities are always clean. Learners and staff all wear face masks correctly and adhere to social distancing. Dots, smiley faces and lines are painted throughout the school premises, so learners know exactly where to stand and sit. Each learner has a Ziploc bag labelled with their name in which to keep their face masks. Parents are asked to ensure that their children always have a spare face mask. All lunches are brought in disposable bags to avoid the use of lunch boxes or containers. The school responds effectively to suspected or confirmed cases of Covid-19 and an isolation facility is available. Visitors are not allowed on the school premises without the prior permission from the acting principal and entry is strictly controlled.

Good practice, innovation, imaginative solutions

Closed-circuit television cameras have been installed and ADT monitors the premises 24 hours per day.

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 school has a clear and appropriate plan for complying with the Department of Basic Education Standard Operating Procedure and the Western Cape Education Department Guidelines, including the TREP. Before the guidelines arrived, the acting principal had received the input from a doctor on hygiene and safety measures. The School Management Team (SMT) disseminated the information to all staff, who, in turn, prepared the school premises before the learners returned. The principal also held virtual meetings with parents on the procedures to be followed. Teachers held orientation sessions with their learners on their return. A parent interviewed said that parents trusted the school with the safety of their children. The SMT monitors the safety of learners and staff throughout the day and breaks are staggered to allow for social distancing. Every classroom has a cleaning kit. Attendance by learners and staff is very good.

Good practice, innovation, imaginative solutions

The use of individually labelled Ziploc bags in which to keep learners' face masks is very innovative.

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

Evaluative commentary

The SMT monitors the quality of teaching and learning, and moderates assessment. The acting deputy principal assists learners who achieve below Code 3 in assessments. Psycho-social support is available for vulnerable learners.

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

Evaluative commentary

Specialist subject teachers were deployed to assist with other teaching duties. All teacher assistants are assigned various duties and used effectively. The SMT monitors the cleaning and safety resources and there is sufficient stock. The school uses the online platforms effectively and Information is readily available on the school's website.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well 3

Evaluative commentary

The governing body supports the principal and SMT and held regular virtual meetings throughout lockdown. Relevant policies have been revised in the light of Covid-19.

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 reviewed and reprioritised the school's budget. Parents were encouraged to pay school fees. The 2021 Budget was ratified. Bonuses were paid to all governing body teachers. None of the school's investments have been used for the remuneration of governing body staff.

4.3 The school engages effectively with all stakeholders 3

Evaluative commentary

Learners and staff can give feedback and suggestions to the principal and SMT. Learners also refer to the school as their family. Throughout lockdown, communication with parents was good. The circuit manager and subject advisers support teachers and provided useful teaching and learning materials. The district psychologist and social worker have assisted learners with psycho-social support.

Recommendations

1. The school must continue to deliver quality teaching and learning and offer programmes to extend learners.
2. Greater use must be made of online teaching and learning programmes.
3. All vacant positions, especially those on the SMT, must be filled as soon as possible.