



Schools Evaluation Authority

Accountability • Quality • Respect



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



School: Petunia Primary School
Address: Petunia Street, Scottsville, Kraaifontein, 7570
Circuit: C3
District: Metro Central
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Mr F Yon



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

The school follows a daily rotational timetable and learners attend school five days in a ten-day cycle. The Foundation and Intersen Phases enter the school premises through different entrances. They are screened, hands sanitised, temperatures taken and recorded by class teachers before they move to wait outside their classrooms. Extra face masks are available if any learner forgot/forgets theirs at home. The school has teacher and general assistants, "Walking Bus" volunteers and Women for Change from the City of Cape Town to assist the staff with the screening process and general duties. All classrooms are organised so that social distancing is observed. There are fewer than 20 learners in each classroom. Learners from each of the two groups are allocated seats to adhere to social distancing. During breaks, learners are allocated specific areas to sit and eat their lunch. Teachers follow a duty roster. The timetable has been changed and teachers in the Intersen Phase move to classrooms instead of the learners rotating. All teachers are present and either actively teaching or invigilating assessments. Most teachers mark, comment on, sign or stamp learners' workbooks or learners write corrections from the chalkboard. Teachers respect the learners. During interviews, learners said that the Code of Conduct for Learners was implemented consistently. The school's motto Work and Conquer is visible and the principal said it is a constant reminder of the importance of education, particularly in a community where unemployment and gangsterism are rife.

Good practice, innovation, imaginative solutions

Women for Change, employed by the City of Cape Town, are used effectively to support the staff and learners with screening and undertaking duties at break.

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

Although the revised Annual Teaching Plans (ATPs) reflect elements of the Temporary Revised Education Plan (TREP), most teachers mentioned the backlog that learners experienced when they progressed from one grade to the next. All teachers have spent most of the first term revising knowledge and skills from the previous grades. Most grades are busy with assessments and the quality of these is generally good. These are based on the revised ATPs and are adapted to the school's teaching and learning lesson plans. Teachers assess only what they teach. Teachers reported that an advantage of having a smaller group is that they can give more individual attention to each learner. There are no online teaching and learning resources in the classrooms. These are equipped only with chalkboards. It was interesting to observe learners' oral presentations which indicated that the learners are prepared, confident and enthusiastic.

Concerns, problems

The lack of stimulating and visual resources to improve teaching and learning.

1.3 Learners are supported well (in school and at home) so that they learn effectively 2

Evaluative commentary

While most teachers have marked and signed the learners' work, many learners correct their own books with the assistance of the teachers. It was observed that very little homework is completed on the days that learners are at home. In one class, only two of the sixteen learners present had done their homework. This prevents teachers from keeping up with the lesson plans. A few mentioned that the revised ATPs are planned for ten days, but they only have five days in which to complete them. In the Foundation Phase, although most teachers have marked, signed, and dated the learners' work, only a few have made positive or encouraging comments. As most learners lacked access to online teaching and learning platforms, teachers prepared work packs for parents to collect from the school for the learners to complete. Vulnerable learners received work packs, but most learners have since returned to school. Teachers mentioned that the smaller class groups enable shyer learners to express themselves more confidently. The school has the services of a Learning Support Teacher four times a week. In an interview, she mentioned that more and more learners are being referred to her. However, individual support programmes are required to assist learners with overcoming

barriers to learning. The school recognised the inactivity of learners and physical education lessons have resumed with careful adherence to social distancing protocols.



2. Behaviour and Safety

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

Evaluative commentary

Learners and staff willingly comply with and embrace the measures to keep everyone safe. However, there appears to be a lack of commitment from many learners to complete work during the days that they are at home. Some learners are passive during lessons and more visual resources would enhance their understanding of concepts. There is a need for the more advanced learners to progress at a faster pace instead of simply completing the same work as the rest of the class.

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

Evaluative commentary

The screening process is very efficient and effective. Learners adhere to social distancing and wear their face masks properly. The Covid-19 Compliance Officer stated that the classrooms and ablution facilities are thoroughly cleaned each afternoon, and these are checked during the day as well. Sanitisers are available in each classroom. Learners and staff know how to respond to suspected or confirmed cases of Covid-19 and where the isolation facility is situated. Authorised visitors may enter the school's premises only with the permission of the principal and unauthorised visitors are not allowed. Although the school is not included in the National School Nutrition Programme, the Peninsula School Feeding Association provides meals for 181 learners. The kitchen facilities are clean and hygienic. During lockdown, teachers volunteered to deliver food parcels to vulnerable families.

Good practice, innovation, imaginative solutions

The vegetable garden, an initiative of the City of Cape Town, provides additional food for the learners and community. The gardener is very proud of the quality of the produce.

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 Procedures and the Western Cape Education Department (WCED) Guidelines, including the TREP. The SMT divided the WCED Guidelines amongst themselves and went through them with all staff. In turn, the teachers held orientation sessions with the learners upon their return. The SMT monitors the safety of learners and staff and identifies that the major risk is at homes where parents do not follow the health and safety protocols or fail to inform the school if a family member tested positive for Covid-19. Attendance by learners and staff is very good.

3.2 The SMT acts effectively to improve the quality of teaching and learning in the school (2)

Evaluative commentary

The SMT monitors and moderates the lesson plans and assessments. Regular subject and grade meetings are conducted by the subject and grades heads. More frequent classroom visits and classroom observation are needed by the SMT. The SMT encourages professional development of the teachers, who have upskilled themselves by registering for online courses and webinars. More intervention strategies are needed to improve the quality of teaching and learning, especially in Languages, and to support vulnerable learners.

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

Evaluative commentary

The school acquired six teacher assistants and three general assistants who work effectively to assist with duties to ensure the safety and well-being of learners, Safety and cleaning resources are organised and used effectively. There is a lack of online resources at home, but teachers communicate with approximately 70% of parents via online platforms.



4. Governance, Parents and Community

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

Evaluative commentary

The governing body supported the school throughout lockdown. They helped prepare the school to ensure social distancing and continue to assist with screening and break duties. A governing body member serves on the School's Health and Safety Committee. The governing body has revised and amended a few school policies, including the school times and the Health and Safety Policy 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 (2)

Evaluative commentary

Although the school is in Quintile 5, most parents cannot afford to pay school fees of R700 per annum. The number of parents applying for exemptions from school fees has increased considerably. There have been no fundraising activities over the past year to supplement the school's income.

4.3 The school engages effectively with all stakeholders (2)

Evaluative commentary

Learners, teachers and non-teaching staff feel comfortable to give feedback to the SMT. The school communicates with parents via online platforms and by sending hard copies of letters and circulars, but the parents' response is generally poor. The school maintains links with the district office and the circuit manager and subject advisers are available. It was felt that some subject advisers could be more helpful. The district office contributed R67 000 in 2020 and R90 000 in 2021 towards the school's printing costs.

Recommendations

1. The school must continue to improve the quality of teaching and learning and introduce more intervention strategies to assist weaker learners, especially in Languages and Mathematics.
2. The SMT must conduct more classroom visits and lesson observations to improve the quality of teaching and learning.
3. The SMT must follow up on offers of sponsorships and donations from private investment companies to promote access to online teaching and learning resources.
4. The governing body must review all school policies in line with Covid-19 regulations.
5. The governing body must find ways to improve its communication with the parent body.