



Schools Evaluation Authority

Accountability • Quality • Respect



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



School: Labiance Primary School
Address: Steinberg Street, Labiance, Bellville, 7530
Circuit: C3
District: Metro East
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Ms M du Toit



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 4

Evaluative commentary

The school plans per the Department of Basic Education's (DBE) Standard Operating Procedure (SOP) and the Western Cape Education Department (WCED) Guidelines. The school hall is used to accommodate the two Grade 7 classes every day. The other grades are divided into two smaller groups and each group attends school according to a daily rotational timetable. Learners attend school five days each in a ten-day timetable. Teachers move between classes to reduce movement. All teachers and teacher assistants are present and are actively teaching. Learners are treated with respect and learners admire and respect their teachers.

1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality 4

Evaluative commentary

Subject advisers have explained the revised Annual Teaching Plans (ATP) to each subject group in the district. The subject groups have refined the plans and their different needs are catered for in the school's Temporary Revised Education Plan (TREP). Teachers reported that the WCED resources are very useful but commented on the quality. They have adapted very well and will be able to complete the work within the set timeframes. Lessons are well prepared and presented. Learners are given appropriate tasks and activities and work independently. Most teachers and learners make excellent use of the smaller classes. Learners are actively involved in teaching and learning activities, asking and answering questions. However, the large Grade 7 class was less active during the lesson observed.

1.3 Learners are supported well (in school and at home) so that they learn effectively 4

Evaluative commentary

Most learners attend school, are effectively supported and receive regular feedback from teachers. Learners at home receive hard copies of notes and have access to online teaching and learning materials on the Google Classroom platform. Parents and teachers communicate regularly about their children's progress. Special arrangements are made for learners at home with comorbidities to complete certain assessment tasks at school. Mondays and Wednesdays are reserved for Grades 6 and 7 assessment and Tuesdays and Thursdays for the other grades. The Learning Support Teacher (LST) is allocated only to this school which enables her to attend to vulnerable learners' needs daily. Learners' individual psycho-social needs were identified by using the WCED questionnaire and they are supported accordingly.

Good practice, innovation, imaginative solutions

The LST collaborates with the music teacher and incorporates music into her support programme.



2. Behaviour and Safety

2.1 The school's environment is disciplined and purposeful and its ethos is positive 4

Evaluative commentary

All stakeholders understand the importance of the Covid-19 regulations and willingly cooperate. They sanitise regularly, wear face masks and maintain social distancing in the classrooms, during breaks and the ablution facilities. Everyone is focused on the school's academic programme. While teaching and learning continued during the lockdown, teachers had to repeat work for a few learners who could not access the online teaching and learning materials. Learners are diligent, enthusiastic and have a cheerful attitude.

Good practice, innovation, imaginative solutions

Owing to very good planning and time management, teachers are ahead of the ATP timeframes and some grades are currently revising work.

2.2 The school is safe, and protects and cares for its learners and staff well 4

Evaluative commentary

Social distancing is adhered to in all areas. There are markers in front of the entrance gate and throughout the school premises. Learners stand on the markers in front of the entrance gate when they arrive in the mornings and whilst they wait for their transport in the afternoons. All staff, learners and visitors wear face masks when they enter the school grounds. Each non-teaching staff member is responsible for cleaning and sanitising a specific area of the school building. There are a few staff members available on a rotational basis to stand in when staff members are absent. All staff know where the isolation room is situated and understand the procedures to follow when they suspect Covid-19 cases. Learners know the symptoms and parents are well informed about what to do when their children show these symptoms. The entrance gates are locked once the staff and learners have entered. Authorised visitors are received at the agreed time at the gate and unauthorised visitors must first get approval from the principal's office before entering the school premises. Teachers use their personal utensils in the staffroom and clean kitchen equipment before and after use.

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 SMT has ensured that the school's TREP is based on the DBE SOP and the WCED Guidelines. It adheres in terms of all safety regulations, roles and responsibilities of stakeholders and managing the curriculum. The orientation of staff and learners was conducted as recommended in the DBE SOP and the WCED Guidelines. All staff members were issued with a copy of the safety regulations and had to confirm that they understood the contents. Every morning, learners are reminded about safety regulations. Stakeholders display a good understanding of the school's TREP. The SMT conducts walkabouts during the day. It has appointed staff members for specific tasks and gets regular feedback from them. The SMT is successful in motivating and monitoring staff and learner attendance. More than 90% (excluding those with comorbidities) of learners and staff attend school daily.

Good practice, innovation, imaginative solutions

The teachers designed personal posters with a positive message and photographs of themselves and displayed it on the wall leading to the school hall. The learners appreciate and love the thoughtful gesture and reported that it was a great source of inspiration which gave them peace of mind when they returned to school.

3.2 The SMT acts effectively to improve the quality of teaching and learning in the school 4

Evaluative commentary

The SMT ensured that teachers continued teaching and developing their own resources during the lockdown and first weeks after the return to school when the revised ATPs were not available. Teachers were taught how to develop and use WhatsApp video clips and voice notes effectively. Everyone is confident when using Google Classroom and all lessons and relevant notes are stored on this platform. The SMT provides for the needs of the different subjects, plans accordingly, and monitors subject heads' work. Teachers submit weekly plans to the principal.

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

Evaluative commentary

All staff members are involved in screening and sanitising in the mornings. A teacher is responsible to check the cleanliness of learners' toilets and report on it, Grade Heads monitor the duties performed by colleagues and teacher assistants check posters in the foyer and the like. Teachers with comorbidities actively contribute to the school programme. The principal and another teacher with comorbidities are

back at school, but the deputy principal is not back yet. There are data projectors and screens in most of the classrooms and all teachers observed used these resources. However, in two of the classes, the font used was too small for learners to read from the back of the classroom. The school is satisfied with the cleaning and safety materials it received. Extra thermometers and visors were bought. All cleaning and safety materials are effectively managed and there is enough stock for the rest of the year. Learners not attending school are not neglected and have access to their teachers and online teaching and learning materials. Assessments are conducted in separate venues and learners are allowed to go home when finished.

Good practice, innovation, imaginative solutions

The SMT, in collaboration with the governing body, has an Information Technology Replacement Plan to replace data projectors with televisions.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well 4

Evaluative commentary

The governing body was involved in decision making from the start of the lockdown. The principal was in Gauteng for the first three weeks of the lockdown but was in regular contact with the governing body. It assisted her to ensure that everything was in place when staff returned to school.

Good practice, innovation, imaginative solutions

The following policies were amended to cater for Covid-19 regulations and curriculum requirements: The Code of Conduct for Learners and the Safety and Security Policy. The SMT also initiated amendments to the Subject and Assessment Policies.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate 4

Evaluative commentary

The governing body chairperson, principal, treasurer and bursar met regularly during the lockdown. It made funds available to buy extra health and safety materials to ensure the safety of all learners and staff. The bursar keeps a good record of the school finances and keeps the governing body well informed. Most parents paid school fees during the first two months of the year which allowed the governing body to reprioritise the budget and plan very well. The school was identified by Head Office for its scheduled maintenance programme and the funds saved on maintenance were put to good use. The salaries of governing body employees are secured until February 2021 and all its other financial obligations will be met for the rest of the year.

Concerns, problems

The bursar applied to the Unemployment Insurance Fund (UIF) for financial support for all governing body employees but has not received much cooperation.

4.3 The school engages effectively with all stakeholders 3

Evaluative commentary

The staff met daily before the learners returned to school. They refined the Covid-19 plans presented by the SMT and prepared videos and documents to inform parents and learners. Since learners have returned to school, they do not meet so often, but use line functions effectively. The non-teaching staff report to the caretaker who reports to the principal. The subject groups meet regularly and give feedback via the departmental heads. Learners are comfortable and happy to speak to their teachers. Parents communicate directly with the principal via Google Classroom and email. Some teachers also have WhatsApp groups for their register classes. Learner attendance is very good, and the work completed at home is a testimony of the effective communication between the school and parents. The teachers have good links with their subject advisers and most of them communicate regularly. The Foundation Phase teachers are particularly happy with the support received from the subject adviser. The circuit manager is available when needed.

Recommendations

1. The SMT must consider recreational activities for learners within the framework of the Covid-19 regulations.
2. The governing body and SMT must consider motivational and recreational activities for teachers to boost their morale and wellbeing.
3. The governing body must follow up the UIF payments for its employees.