



Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report:
Leipzig SSKV Primêre Skool



School: Leipzig SSKV Primêre Skool
Address: Sonja Farm, Nuy, Worcester, 6849
Circuit: C2
District: Cape Winelands
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr HG Johnson



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 timetable was not adapted as the classrooms can accommodate every learner due to the small numbers. All learners have break at the same time and teachers monitor them. The principal is responsible for classroom teaching as well. Classrooms are generally neat and clean, and learners sit at each desk or table which is approximately one metre apart. Some of the learners' work was on display on the walls in the Foundation Phase classroom and it contributes to a positive environment. Outside murals also enhance the positive learning environment. An after-school programme, run by a non-profit organisation, provides an opportunity for enrichment for some learners. From evidence gathered during observation, teachers and learners treated each other with respect. This was seen in the language used and the relationships displayed. Learners and teachers arrived at school punctually.

1.2 The adaptation of classroom teaching practice in the light of Covid-19 ensures that teaching and learning are of high quality 1

Evaluative commentary

All learners had returned as soon as the schools reopened and therefore the delivery of the curriculum continued at a good pace. However, from evidence gathered during interviews and observation sessions, it seemed that the revised Annual Teaching Plans have not been followed entirely and have been further trimmed to fit the circumstances of the school. Academic gaps have been identified in both phases. Both classrooms are multigrade so very little adaptation was required. In the Foundation Phase, interventions are done as part of the daily routine. For example, during observation, the phonics practice for Grade 1 was also extended to the other two grades as a means of consolidation. Online teaching and learning resources are available but not in working order.

Concerns, problems

More effective teaching and learning resources must be used.

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

Evaluative commentary

In both phases, the learners' work had generally been marked, dated, and signed. However, there was no evidence of positive comments or encouraging stickers in the learners' workbooks. It was noted that learners were smacked on their hands as a form of discipline. During the lockdown period, Foundation Phase learners received work packs. Intermediate Phase learners had their reading books and Department of Basic Education (DBE) books, although the work was generally not done. This has contributed to academic gaps for many learners. There are currently no learners at home due to co-morbidities. During the interviews conducted, it was reported that there had been no need to call for psycho-social support as the school has not identified any vulnerable learners.

Concerns, problems

The administration of corporal punishment is unacceptable.



2. Behaviour and Safety

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

Evaluative commentary

During observation and from evidence gathered during interviews, it could be seen that learners and staff have embraced and comply with all the measures necessary to keep everyone safe. Clear instructions were given which enabled all stakeholders to understand and therefore adapt to the measures with relative ease. Even

though all the learners have returned to school, there are academic gaps which hamper the effectiveness and quality of learning. From the information gathered during interviews, it was clear that the school does not have a problem with bullying.

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

Evaluative commentary

The screening process was carried out smoothly and learners moved to their classrooms quickly. Sanitisers are available in the classrooms and the ablution facilities. Most learners wore their face masks correctly. Classrooms are cleaned every day. Ablution facilities are old and need some attention. However, they were clean and largely functional. They are also cleaned thoroughly once a day. Markings to ensure social distancing made with lime were evident on the gravel and clay front area. However, these must be redone frequently as they wash, blow, or wear away. From evidence gathered during the interviews, it was noted that all stakeholders were aware of the procedures to follow in the event of suspected and confirmed Covid-19 cases. As the school is situated among farms, there are not many visitors. However, there is access control at the gate in the mornings and the gates are locked after the school day has begun. Visitors are properly screened and must sign a register kept for this purpose. The kitchen is run by staff of the National School Nutrition Programme and it was evident that the facilities and utensils were clean and hygienic, although the kitchen was a little untidy. The lunch menu varies from day to day and porridge is served each morning

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

Evidence and observation confirmed that the school's plans for complying with the DBE Standard Operating Procedures and the Western Cape Education Department (WCED) Guidelines are in place and are being followed. Staff met together before the reopening of schools to plan thoroughly for the changes which lay ahead. Clear instructions were given to learners upon their return and markings were implemented in preparation for adhering to social distancing. The learners indicated that they felt safe at school and staff indicated that the school was following the health and safety protocols. Another risk identified was the fact that many parents struggle to understand communication from the school or how to assist with their children's schoolwork. The school has not found a way to mitigate this risk. Attendance by staff and learners is good (above 90%) and from observation and interviews conducted, it was clear that the learners are happy and willingly attend school every day.

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

Evaluative commentary

The principal undertakes informal classroom visits. More formal visits take place for Quality Management System purposes. Professional development currently takes the form of virtual meetings and workshops. Some physical meetings are beginning to take place. During interviews it was indicated that there is no formal monitoring of assessment tasks, although these were looked at. Limited book moderation takes place. There was no evidence to show that formal monitoring systems are in place; rather the teachers collaborate informally and hold joint discussions.

Concerns, problems

There is an absence of formal monitoring and moderation.

3.3 The SMT ensures that good use is made of all school resources (human, financial and physical) 2

Evaluative commentary

The staff is effectively deployed so that every area of the school can function. Cleaning and safety materials are sufficient and securely stored. Online teaching and learning resources could not be used for home learning as connectivity and data access are limited.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well (2)

Evaluative commentary

Owing to the distances, connectivity issues and the work schedule of the parents who work on the farms, it was not possible to interview parent members of the governing body, either in person or via telephone. However, from evidence gathered during other interviews, and through observation, it could be concluded that the governing body is supportive of the principal and staff and helps where it can. It is still in the process of revising all policies.

4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate (2)

Evaluative commentary

As the school is a no-fee school, the budget was not impacted greatly by the pandemic. Since the governing body has recently been elected, the members are still finding their feet and getting to know financial systems. The budget has not been reprioritised.

4.3 The school engages effectively with all stakeholders (2)

Evaluative commentary

The principal and the staff discuss all matters related to the running of the school and everyone has a chance to give their input. The learners indicated that they do not give any feedback regarding the management of Covid-19 at all. The school communicates with parents mainly through letters and circulars, as well as online platforms where parents are able to access these platforms. Lack of understanding impacts negatively on the effectiveness of communication. The school has strong links with the district officials and with one of the farmers in the area.

Recommendations

1. Teachers should include more substantive comments when correcting learners' workbooks.
2. The school must remain vigilant regarding the correct wearing of face masks by the learners.
3. The school must ensure that no form of corporal punishment is administered.
4. More regular classroom visits should be undertaken.
5. The moderation of workbooks and assessment tasks should be improved.
6. Policies must be revised, amended, and signed off.