



Schools Evaluation Authority

Accountability • Quality • Respect



**Schools' Responses to Covid-19 Report:
Matjiesrivier NGK Primêre Skool**



School: Matjiesrivier NGK Primêre Skool

Address: Matjiesrivier, Ceres, 6835
Circuit: C5
District: Cape Winelands
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Mr JP Franse



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 **2**

Evaluative commentary

All learners attend school every day. There is one Grade R class and two multi-grade classes and, while the Intermediate Phase classroom is organised to ensure that there is adherence to social distancing, the Foundation Phase classroom is congested due to part of the classroom being used for storage. The outdoor spaces are clearly marked to adhere to the social distancing protocols. The school's beautifully maintained lawns and rose garden create a positive environment. Teachers were present and actively teaching and there is mutual respect shown between teachers and learners. On the day of the evaluation, the staff and learners gathered on the lawn to wish a member of the non-teaching staff a happy 70th birthday. The principal, a teacher and a learner thanked her for her contribution to the school over many years.

Concerns, problems

The Foundation Phase classroom is also used for storage.

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

As all learners have returned to school and attend daily, the trimmed Annual Teaching Plans (ATPs) are easily covered and combined with the previous curriculum planning in both phases. However, the ATPs are not always applicable or useful when teaching multi-grade classes. Lessons are well planned and delivered, and the teachers interviewed said that there were no significant backlogs. During lockdown, learners received work packs and worked from the Department of Basic Education (DBE) books. Learners participated in lessons, answering the questions posed and completing the worksheets and activities from their textbooks. In the Intermediate Phase the teacher ensured that two grades were busy with worksheets and tasks before teaching the other grade new work. The Foundation Phase was busy with phonics activities and all the learners participated actively. Assessments had been written at the end of the first quarter and learners were preparing to write assessments in the second quarter. The tables in the Foundation Phase were covered in plastic which enabled them to be easily cleaned and sanitised. Each learner had a box containing the necessary stationery and learning materials. These adaptations contributed to the creation of a safe and positive learning environment.

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

Evaluative commentary

All workbooks were marked, signed, dated and some included comments and stickers. Learners in the multi-grade classes benefit from the work taught to the other grades as it forms part of revision and consolidation exercises. During the interviews, it was stated that currently no psycho-social support is necessary for the learners. The social worker from the district is available as needed and supported the staff. The parents of a learner with severe asthma were assisted by the social worker from the district.



2. Behaviour and Safety

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

Evaluative commentary

The small number of learners and staff at the school ensures that the environment is disciplined and its ethos positive. The teachers must focus on using different approaches and methodologies to improve the quality of teaching and learning. The learners were punctual, diligent, and enthusiastic.

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

3

Evaluative commentary

The school's procedures for managing Covid-19 are effective. All learners, teachers and non-teaching staff are screened on arrival in the morning. The learners line up at markings made for social distancing protocols. There are sanitising stands available outside each classroom and the ablution block. Although all learners and staff wear face masks, many learners were constantly reminded to wear their face masks correctly, especially after they had eaten at break. From evidence gathered during interviews, as well as during observation, it was clear that classrooms are cleaned every day after school and the ablution block is cleaned before and after break times. Surfaces are sanitised throughout the day. The procedures for responding to suspected and confirmed cases of Covid-19 are known and effective. There is an isolation area. No unauthorised visitors are allowed onto the school premises and the gate is locked throughout the day. Authorised visitors are screened accordingly. The National School Nutrition Programme is well-organised. The food is prepared in a clean and hygienic kitchen. Porridge is served when learners arrive at school and lunch is served during the break. The utensils used are thoroughly cleaned. The Learner Transport Scheme is efficient, and learners are transported from the various farms to and from school. The chairperson of the governing body supervises the entry of learners onto the bus from one departure point. This ensures that all learners are sanitised on the bus and orderly while waiting for the bus.

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 SMT gives clear direction to the school. The teachers work well together, and this small team discusses and makes decisions together. The school complies with the DBE Standard Operating Procedures and the Western Cape Education (WCED) Guidelines, including the Temporary Revised Education Plan. All the documentation is systemically filed and available to all staff, if required. The principal orientated the teaching and non-teaching staff about what to expect upon the return to school and in turn, the teachers orientated the learners. Information posters on Covid-19 are displayed on the walls inside and outside the school building as well as in the ablution block. At the outset, the major risk was the many tourists visiting the surrounding farms who could spread Covid-19. However, lockdown prevented the influx of visitors to the area. Staff attendance is excellent and learner attendance is approximately 95%.

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

2

Evaluative commentary

The principal gives direction and guidance to the teaching staff on the organisation of teaching, learning and assessment. However, the lack of connectivity is a disadvantage as teachers are unable to use the online teaching and learning resources available at the school that could enhance the quality of teaching and learning. The principal and the teachers work together to monitor one another's work. There is peer moderation and lesson plans, and assessment tasks were signed and filed. Professional development for the teachers continues in the form of online meetings, workshops and courses, mostly offered by the district office.

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

2

Evaluative commentary

The school deploys its teaching and non-teaching staff to assist with screening and supervision during breaks. Unfortunately, due to financial constraints it could not renew the contract of a governing body teacher. Sanitising bottles and supplies are replenished whenever necessary, and the cleaning and safety materials are organised and stored effectively. Parents who do have facilities and data for online teaching and learning to be used effectively often have a problem with connectivity in the area.

Concerns, problems

Lack of connectivity and access to data among parents hinder the school's ability to communicate effectively with them.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well **3**

Evaluative commentary

The newly elected governing body supports the principal and the school whenever called upon for assistance. The governing body revised all school policies and made changes in the light of the pandemic.

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

Evaluative commentary

The governing body approved the budget at the budget meeting on 19 November 2020. As it is a no-fee school, the budget was not significantly affected. However, fundraising could not continue during the pandemic, and this meant that the one governing body teaching post was not able to be renewed.

4.3 The school engages effectively with all stakeholders **3**

Evaluative commentary

The principal, teachers and non-teaching staff work well together, and all staff are welcome to make suggestions about the school's management of Covid-19. In the interviews with learners, they said that they were also able to give input and suggestions. Many parents are unable to assist their children with their schoolwork, but parents are asked to attend meetings, if required, to talk about their children's education. Owing to the restrictions on physical meetings because of the pandemic, as well as the lack of connectivity, the school has not been able to offer parents much assistance in helping their children with schoolwork at home or opportunity to give feedback. The school received support from the district office, circuit manager and subject advisers. Food hampers were sponsored to assist needy families in the community. The "Leap to Know" project donated twelve laptops to the school. A French-based organisation has partnered with the school and will be building a new administration block soon. Plans were available for viewing during the evaluation visit. Evidence showed that the school has built strong connections with the broader community.

Concerns, problems

Communication with parents and their involvement in the education of their children is of concern.

Recommendations

1. As the Foundation Phase classroom is too congested and additional space is needed, the school must make alternative arrangements for storage.
2. Learners must always be constantly reminded to wear their face masks correctly for safety reasons and to avoid complacency setting in.
3. Connectivity is urgently needed to use the online teaching and learning resources available.
4. The governing body must reprioritise the budget.
5. More effective ways to communicate with parents must be found.