



# Schools Evaluation Authority

Accountability • Quality • Respect



## Schools' Responses to Covid-19 Report: Ned Doman High School



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Accountability • Quality • Respect

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**School:** Ned Doman High School  
**Address:** St Athans Road, Athlone, 7764  
**Circuit:** C4  
**District:** Metro Central  
**Province:** Western Cape  
**Category:** Public Ordinary (Fee-charging)  
**Principal:** Mr SG Philander



## 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

Grade 12 learners attend school every day. Grades 8-11 learners follow a daily rotational timetable and attend school five days in a ten-day cycle. All classrooms are organised so that social distancing is observed. The school hall is situated in the centre of the school premises and learners were observed playing volleyball and other games before school and during breaks. On the upper level there is a table tennis board available for staff and learners' use. There is plenty of space and seating for learners to sit and eat their lunch. There is mutual respect between staff and learners. All teachers were present in the classrooms, and most were actively teaching. Closed Circuit Television cameras have been installed to monitor the safety of all.

#### 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 have adapted to the revised Annual Teaching Plans which are aligned to elements of the Temporary Revised Education Plan. In most of the 42 lessons observed, teachers were well-prepared, knew their subjects and engaged the learners effectively. The full curriculum is taught in Grade 12. Some classrooms have data projectors and interactive white boards which were effectively used by a few teachers. Teachers are all qualified to teach the subjects allocated to them and good subject knowledge was observed. A range of resources, especially in subject with practical components, was used appropriately. Online teaching and learning worked well during lockdown if learners had the facilities and data available. In addition, work packs were available for collection from the school. This practice has continued for Grades 8-11 learners since the reopening of schools. Remedial sessions in Mathematics and Languages were introduced for the Grade 8 learners when they returned to school after lockdown in 2020.

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

##### Evaluative commentary

Most teachers corrected and signed learners' work. Learners who remained at home or had comorbidities received work via social media platforms (such as WhatsApp groups) or their parents collected work packs from the school. All learners have since returned to school. Since the school is a full-service school, the Learning Support Teacher (LST) is in attendance on a full-time basis. Diagnostic assessments are conducted with all Grade 8 learners and the findings are presented to the teachers. Learners who might require examination concessions are assessed and learners are assisted with study skills. The LST assistant works with individual learners to improve their literacy skills. The School-based Support Team (SBST) is functional, and the Grade 8 learners are part of the Lit Pro programme designed by Stellenbosch University to improve literacy at this level. In addition, the SBST often refers learners to the district psychological services.



### 2. Behaviour and Safety

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

##### Evaluative commentary

As part of creating a positive ethos, the school environment is beautified by the abundance of trees, lawns, and plants, some of which are visible inside the school's outside spaces. The school is most proud of its vegetable garden which also provides products for use in the classroom by learners studying Hospitality Studies. Although it was difficult at first, learners and staff have now embraced, and willingly comply with the necessary measures to keep everyone safe. Many learners commute long distances to the school and late coming is an issue which the school is addressing. The first period every morning is for registration and attendance is monitored. From evidence gathered during interviews and observation, a certain amount of complacency has set in regarding the correct wearing of face masks. However, learners are constantly reminded of this. Most teachers are focused

on high-quality teaching and learning and there was evidence of teachers assisting learners during break and after school if they had been absent. The school has an anti-bullying clause in its Code of Conduct for Learners. It was indicated this is enforced whenever any incident is reported. From evidence gathered during interviews with various stakeholders, it appeared that learners are aware of bullying taking place, but staff are not always aware of this, as incidents are not always reported. Effective anti-bullying and mediation methodologies are applied at the school.

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

### Evaluative commentary

The non-teaching staff are responsible for screening learners on their arrival in the morning and a few teachers are on duty as well. Learners line up to be screened and their temperatures are recorded before they move inside the school premises. Many learners were observed not adhering to social distancing in their lines and they had to be constantly reminded as was the case when they entered the premises. While they do wear their face masks throughout the day, they must be constantly reminded to wear them correctly. Not many teachers were observed doing ground duty at break time during which adherence to social distancing was not always observed. Classroom and ablution facilities are cleaned every day. The ablution facilities are more than adequate, clean and generally graffiti-free. Staff and learners generally know how to respond to suspected or confirmed cases of Covid-19 and there is an isolation facility available. Authorised visitors and parents without appointments are screened before entering the school premises. The Peninsula School Feeding Association provides porridge and meals for the learners who wish to partake. During lockdown the school donated its meals to other schools as its own learners were not able to get to the school to collect the meals.

## 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 works well together and this teamwork filters to the rest of the staff. The principal walks around the school and visits classes. The school complies with the Department of Basic Education Standard Operating Procedures and the WCED Guidelines. The SMT arranged orientation sessions for the staff and then the class teachers orientated the learners on their return to school. One of the risks which was identified is that complacency regarding the three main Covid-19 safety measures (wearing of face masks, hand washing and social distancing) is setting in at school as well as in the home. The school tries to mitigate this by constant reminders to parents and learners. The SMT promotes good attendance of both staff and learners. However, absenteeism among learners is sometimes quite high due to financial reasons, such as the lack of money for transport costs.

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

### Evaluative commentary

The SMT monitors and moderates the quality of teaching, learning and assessment. A thorough analysis of the question papers is undertaken, and it is assisted by the LST. Grade and subject heads moderate work and assessment scripts as well. Professional development currently takes the form of virtual meetings and workshops initiated by the district office. Vulnerable learners receive support from the SBST, LST, district psychologist and social worker.

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

### Evaluative commentary

With the staggered return of learners to school in 2020, some teachers were deployed to assist with the additional Grade 10 class and assist with screening and other duties. The SMT monitors the use of cleaning materials which are safely stored and replenished when necessary. The school purchased twenty sanitiser stands and these are visible throughout the school premises. Shields were also purchased for the teachers

to use in class. Online teaching and learning platforms were available to learners who had access to facilities and data. However, those learners for whom these platforms were not feasible, still made use of paper-based resources for completing work on non-school attendance days.



## 4. Governance, Parents and Community

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

#### Evaluative commentary

The newly elected governing body is learning its role and is supportive of the principal and school. The previous governing body was very supportive as well. It assisted with the implementation of the Health and Safety protocols and finalised vacant posts. Some policies have been revised for example, the Finance and Admissions Policies.

### 4.2 The governing body fulfils well its functions with regard to the school's finances within its legal mandate ..... (3)

#### Evaluative commentary

The 2021 budget was approved at the budget meeting on 01 December 2020. It was indicated that many parents have applied for school fee exemptions. The income during the previous year was not greatly affected by the Covid-19 pandemic.

### 4.3 The school engages effectively with all stakeholders ..... (2)

#### Evaluative commentary

While the staff interviewed said that they can give feedback and suggestions to the SMT, the learners felt that the Representative Council of Learners was ineffective in giving feedback to the SMT. Most parents live far from the school and online communication is difficult as most do not have these facilities. The circuit manager and subject advisers are supportive and in contact with the school via virtual meetings. In terms of professional development, the Health and Safety Committee arranged a First Aid workshop, including information on Covid-19, for all staff.

## Recommendations

1. The efficient use of online teaching and learning resources is encouraged to enhance high-quality teaching and learning.
2. Newly qualified teachers should be upskilled and mentored by more experienced teachers in the different subject and learning areas.
3. Subject heads should encourage teachers to use more up-to-date methodologies to avoid learners simply writing down notes from the white or chalkboards.
4. The school must ensure that all health and safety protocols are followed to prevent complacency from learners setting in.
5. The governing body must revise relevant policies in the light of Covid-19.