



Schools Evaluation Authority

Accountability • Quality • Respect



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



School: Talana NGK Primêre Skool
Address: 1 Talana, Montagu, 6720
Circuit: C1
District: Cape Winelands
Province: Western Cape
Category: Public Ordinary (No-fee)
Principal: Ms ZM King



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

Learners attend school every day as they can easily be accommodated in the classrooms while adhering to social distancing protocols. It was evident at the time of the visit that break times are monitored carefully by teachers on duty. Due to the small number of staff members, the principal teaches the Foundation Phase all day. The Intermediate Phase is taught by the other teacher. There is also a Grade R class. Both teachers were present and actively teaching. Classrooms were clean and attractive, with appropriate teaching and learning materials on display and available for use. It was evident from the language used and the relationships observed that there is warmth and respect between teachers and learners, as well as between the staff members. Murals on the outside walls contributed to creating a positive environment throughout the school premises. Despite the classrooms being equipped with online teaching and learning resources, these were not in working order. Learners and teachers were punctual, and lessons commenced on time.

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

Since learners can attend school every day, the delivery of the curriculum continues as before. The teachers reported that the trimming of the curriculum has been beneficial for them as they have time to consolidate the work more effectively. In addition, enrichment work can be given to those learners who need it, and intervention can be done with those who require such support. However, due to greater academic gaps which became apparent when the learners returned to school after the lockdown, teachers have had to go back and re-teach previous concepts. This adaptation has impacted on the effectiveness of teaching and learning. It was evident that the learners enjoyed the lessons as they were eager and engaged in both phases at the time of classroom observation. The teachers manage the technique of multigrade teaching competently.

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

Evaluative commentary

The learners' workbooks are generally well marked, and, in the Foundation Phase, encouraging stickers and positive comments are used. Learners' work was not on display in the classrooms. No learner was still requiring support for home learning. However, the school provided work for the learners to complete at home during lockdown, in the form of work packs which were distributed, and continued working in the Department of Basic Education (DBE) workbooks. It was confirmed during the interviews that these resources would be used again should the need arise. It was also confirmed that there had been no need for the school to seek psycho-social support for any learner during the lockdown period and beyond. Interventions for any learners at risk take place during the school day and form part of the daily routine in both phases. In addition, vulnerable learners sometimes remain after school to complete extra work.



2. Behaviour and Safety

2.1 The school's environment is disciplined and purposeful and its ethos is positive 3

Evaluative commentary

Learners, teachers, and non-teaching staff have all embraced, and comply with the measures necessary to keep everyone safe. This was evident in the adherence to the procedures which were in place such as social distancing, wearing of face masks, sanitising, and screening. It was clear from observation as well as evidence from the interviews, that teachers remain committed in trying their best to deliver quality teaching so that learners can learn effectively.

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. This was clearly seen during the screening processes followed upon the arrival of the learners at the school. Markings were clearly and easily identifiable and learners knew exactly where to stand. Face masks were worn by all learners and teachers. However, during the interviews, the comment was made that the learners are becoming a little complacent regarding the wearing of face masks but the staff were observed addressing this regularly. Sanitising stations were visible in the classrooms, in the administrative block and at the ablution block. The classrooms are cleaned every day and it was reported that deep cleaning takes place once a week. Ablution facilities, although old, were clean and functional. The facilities are cleaned twice a day. From evidence gathered during the interview, it was clear that learners and staff knew what to do if a case of Covid-19 was suspected or confirmed. Not many visitors come to the school but those who do make appointments, are screened, sanitised and must sign in a register before they are allowed to enter the premises. The National School Nutrition Programme operates at the school and the kitchen facilities are clean and hygienic. In addition to the porridge, fruit and lunch received by the learners, staff members ensure that warm coffee is also provided in the morning during winter because the learners walk or cycle to school, some walking a distance of ten kilometres each day.

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 evidence in the relevant documents, as well as from the observation on site showed that plans were in place to comply with the DBE Standard Operating Procedures and the Western Cape Education Department (WCED) Guidelines. The staff met before the learners returned to school and ensured that all the necessary markings to ensure social distancing protocols were completed and that all the stakeholders were familiar with the new procedures at the school. During the interviews, it was clear that everyone at the school felt well prepared for the return of the learners. It was evident that the principal and staff are vigilant in their monitoring of the safety of the learners. Bullying is not a problem at the school and the learners feel safe there. However, one of the risks identified was the safety of the learners at home during the first lockdown. This was difficult to mitigate but some governing body members tried to maintain links within the farming community to keep an eye on the learners. Attendance is very good. However, winter months are usually of concern as the learners sometimes cannot get to school due to bad weather conditions which prevent them from walking to school.

Concerns, problems

Learners' attendance in winter is low.

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

2

Evaluative commentary

Informal monitoring takes place on a daily basis as the principal is in the classroom all day and can easily hear and see what takes place on the school grounds and in the other classrooms. Assessments are moderated by the principal and formal classroom visits are undertaken for Quality Management System purposes. Online teaching and learning resources are not in working condition and this needs to be addressed.

Concerns, problems

Online teaching and learning are required.

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

2

Evaluative commentary

One of the teacher assistants has been retained at the school as an administrative assistant which has contributed to the smooth running of the school. Observation showed that all cleaning and safety materials are stored adequately and securely. Very limited online teaching and learning resources are used to support learning in school and at home. Connectivity problems at the school contribute to this, as well as the fact that many parents do not have access to online platforms.



4. Governance, Parents and Community

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

Evaluative commentary

Owing to the nature of parents' employment and the remoteness of the school, it was impossible for any parent member of the governing body to attend the interviews during the day. It was clear, however, that it is very supportive of the principal and staff. It is an essential part of the communication link between the school and the parents. Members of the governing body keep an eye out in the community and assisted with the distribution of work packs and food during the lockdown period. The governing body managed to revise some policies and added sections relating to Covid-19 into the relevant policies.

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

Evaluative commentary

From evidence gathered during interviews and from the relevant documents, it was clear that the budget had been carefully reprioritised to allow for the purchase of extra cleaning and safety materials to manage the Covid-19 requirements. However, as the school is a no-fee school, the changes to income and expenditure were minimal.

4.3 The school engages effectively with all stakeholders (3)

Evaluative commentary

The staff clearly collaborate and discuss matters relating to the management of the school and their input is noted and welcomed. Learners felt that they can talk to the teachers as well. Although the school made efforts to communicate with parents, this was not always successful due to lack of online resources. However, when schools reopened, letters and circulars were sent home with the learners. Parents are not always able to communicate and interact effectively with the school. However, the governing body meets according to its schedule. The school receives good support from the district officials and enjoys their help and guidance, especially regarding curriculum delivery. Nurses from Langeberg Clinic came to the school to talk to the learners about Covid-19.

Recommendations

1. The availability and functioning of online teaching and learning resources must be addressed as soon as possible.
2. The teachers must find ways to cover the gaps in teaching and learning prevalent in each grade.
3. It is a good idea to ensure that Language and Mathematics books are marked as frequently as possible to ensure that learners are monitored regularly and encouraged to do their best.
4. Learners' work should be displayed in the classrooms.
5. The school must continue to be vigilant regarding the correct wearing of face masks.
6. The well-being of the staff must not be neglected, and support workshops could be organised so that the concerns of teachers are addressed.
7. The governing body is encouraged to revise and sign off all policies.
8. The school and governing body must find ways to improve communication with parents.