



Schools Evaluation Authority

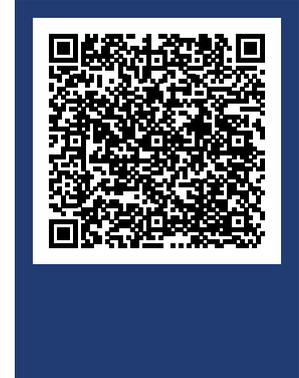
Accountability • Quality • Respect



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



School: Turfhall Primary School
Address: Penlyn Avenue, Penlyn Estate, 7780
Circuit: C8
District: Metro Central
Province: Western Cape
Category: Public Ordinary (Fee-charging)
Principal: Ms S Naidoo



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 3

Evaluative commentary

All classrooms are organised so that social distancing is observed. The school follows a daily rotational timetable and learners attend school five days in a ten-day cycle. Teachers are present and actively teaching. There is mutual respect between teachers and learners and inclusivity is evident. Teachers and learners celebrate each other's differences. Breaks for Foundation and Intersen Phase learners are staggered to adhere to social distancing. Teachers are on duty according to a roster. Most classrooms displayed positive and encouraging wall posters.

Good practice, innovation, imaginative solutions

Deliberate efforts are made by teachers and learners to prevent all forms of discrimination by celebrating each other's differences and uniqueness of all learners. Life Skills lessons focus on anti-discrimination and anti-bullying.

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

The revised Annual Teaching Plans are of a good quality and appropriately reflect the elements of the Temporary Revised Education Plan (TREP) relating to the curriculum and teaching. Teachers in each grade and subject plan the lessons together and lesson plans are available for the entire term. Lessons are well delivered. The Home School Programmes state exactly what the learners are expected to do on the days when they do not attend school. These must be signed and dated by parents and returned to the class teacher to indicate that the homework was completed. The change brought about by Covid-19 means that there are smaller class groups and most teachers felt that this enabled them to devote more individual attention to all learners. All classrooms, except for two temporary prefabs, are equipped with online teaching and learning resources. Currently, a new school building is being built so there was no Wi-Fi connectivity during the evaluation. This will be restored shortly. All classes have computer lessons and use different programmes, including Green Shoots which has had a positive impact on the learning outcomes. Learners also enjoy physical education lessons and engage in activities while adhering to social distancing. Music lessons are offered to all classes and the learners enjoy this activity immensely.

Good practice, innovation, imaginative solutions

The offer of a variety of extra-curricular activities enables different skills to be taught and learnt.

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

Evaluative commentary

Most teachers write corrections on the whiteboards or give learners the memoranda to mark and correct their work. This is followed by the teachers stamping, signing, and dating learners' workbooks. In the Foundation Phase, most of the books examined show regular, accurate marking and correction and encouraging stickers and stars are used. It is evident that teachers have adapted their teaching styles to undertake intervention even in the classroom and they also ensure that learners who require interventions attend extra lessons after school. A Mathematics Buddy programme assists learners in the Intersen Phase to improve their Maths skills. Teachers use online platforms (such as Class Dojo, WhatsApp groups and Google Classroom) to ensure that all learners receive work. However, if a parent does not have data or facilities, they may collect work packs from the school. The School-based Support Team offers guidance to all learners, including vulnerable learners. The principal is caring and supportive of vulnerable learners. If necessary, learners are referred to the district psychologist or social worker.

Good practice, innovation, imaginative solutions

The school does much more than is required to support its families.



2. Behaviour and Safety

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

Evaluative commentary

Learners, teachers, and non-teaching staff demonstrate a comprehensive and willing compliance with all the measures necessary to keep everyone safe. The school environment is hygienic and safe. An abundance of well-placed signage, information posters, floor markings and sanitising stations are visible to all and reinforced the level of clear understanding of the Western Cape Education Department (WCED) Guidelines. Learners are punctual, diligent, focused, and enthusiastic. Teachers work hard to ensure that learning outcomes are reached. This is evident in their planning as well as the first term results with which the principal was extremely satisfied.

Good practice, innovation, imaginative solutions

The positive ethos is reflected in all areas of the school.

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

Evaluative commentary

Observation showed clearly that the procedures for cleaning, screening, wearing of face masks and social distancing are fully and effectively in place. For example, all learners, teachers, and non-teaching staff are screened on arrival and learners move directly to their classrooms where their class teacher awaits them. All learners and staff wear their face masks throughout the day and adhere to health and safety protocols. Classrooms are cleaned daily and sprayed after school. The ablution facilities are new and spotless. Despite this, they are still cleaned every day after school and before and after each break. The school also has ablution facilities for the disabled. The school has clear and appropriate procedures in response to suspected and confirmed cases of Covid-19. The school was deep-cleaned before the learners returned and after a suspected case of Covid-19. There is a Front of House Manager who controls access to the school premises throughout the day.

Good practice, innovation, imaginative solutions

The Front of House Manager ensures that all safety protocols are followed.

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 principal and SMT give clear direction to the school and work very well together. This filters throughout the school where teamwork is the norm. Its motto "A school with a vision and a view" is practised. The school has a clear and appropriate plan for complying with the Department of Basic Education Standard Operating Procedures and the WCED Guidelines, including the TREP. Orientation was thorough so when staff and learners returned, they knew exactly what procedures to follow. The SMT monitors the safety of learners and staff, and the principal visits all classrooms frequently. For example, there are strict anti-bullying protocols, and these are laminated and placed in all classrooms. The major risk is to ensure that any learners and staff displaying symptoms of Covid-19 are identified as soon as possible, as the possibility of a third Covid-19 wave remains uppermost in the minds of the SMT. To mitigate this, the principal ensures that vigilance does not wane. Teacher and learner attendance are monitored and are very good.

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

Evaluative commentary

Evidence in the relevant files as well as during interviews made it clear that the SMT provides very effective guidance to teachers on lesson plans and assessment. There is pre- and post-moderation of all assessments. Samples of the learners' answer books are also moderated. It was stated that moderation has



been improved even further to ensure a high standard of assessment throughout the school. Professional development for teachers has continued via virtual and physical meetings and workshops to upgrade their skills. The computer facilitator also assists teachers with improving their online teaching skills. Vulnerable families received care packs during lockdown.

Good practice, innovation, imaginative solutions

Monitoring and moderation by the SMT is excellent.

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

Evaluative commentary

Staff are deployed to assist with screening and other duties. The SMT monitors the use of cleaning materials, and these are used appropriately and effectively. The school purchased additional cleaning and safety materials at the outset of the pandemic. These are well organised and stored. The SMT promotes the use of online teaching and learning resources to support learners at home.



4. Governance, Parents and Community

4.1 The governing body fulfils its key responsibilities well 4

Evaluative commentary

The governing body is very supportive of the school. It is involved on the Health and Safety Committee and helps to resolve any staffing issues. The governing body spent an entire Saturday reviewing the Code of Conduct for Learners, which includes an anti-bullying clause, and the Health and Safety Policy to include Covid-19 protocols and regulations.

Good practice, innovation, imaginative solutions

The governing body's commitment to its tasks is commendable.

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

Evaluative commentary

The governing body reviewed and reprioritised the budget in response to the changes in income and expenditure even though it was not greatly impacted by the pandemic. Approximately 80% of the parents continued to pay their fees in full, although the number of applications for exemption increased slightly. Owing to the reprioritisation of the budget, the school was able to pay for deep cleaning of the premises more than once, as well as meet its commitments regarding salaries.

4.3 The school engages effectively with all stakeholders 4

Evaluative commentary

It is evident from interviews and observation that learners and staff feel comfortable in giving feedback, voicing their opinions, and making suggestions to the SMT. The school communicates effectively with parents using digital platforms as well as weekly circulars. Parents are often contacted to attend meetings to discuss the interventions recommended. The links with and support from the district office, circuit manager, subject advisers, psychologist and social workers are very good. As the school is in the process of acquiring a new school building, the Community Liaison Officer meets with the principal weekly, and this helps maintain good relationships in the community as well.

Good practice, innovation, imaginative solutions

The relationship between the school and the community is very positive.

Recommendations

1. The SMT offers support and care to all its learners and staff, but they must ensure that they also take care of themselves.
2. Policies must be constantly revised, and addenda added if required.