



# Schools Evaluation Authority

Accountability • Quality • Respect



Schools' Responses to Covid-19 Report:  
**Wardia V GK Primêre Skool**



**School:** Wardia VGK Primêre Skool  
**Address:** Barrydale Road, Via Montagu, Montagu, 6720  
**Circuit:** C1  
**District:** Cape Winelands  
**Province:** Western Cape  
**Category:** Public Ordinary (No-fee)  
**Principal:** Mr AF Valentine



## 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:



## Main Findings



### 1. Teaching and Learning

#### 1.1 The teachers maintain a safe and positive learning environment ..... 3

##### Evaluative commentary

In both the Foundation and Intermediate Phases, the learners attend school every day as the two multigrade classrooms can accommodate the maximum number of learners in each one whilst adhering to social distancing protocols. Desks are arranged to adhere to social distancing. All the learners have break at the same time as the playground is big enough to accommodate them all safely. Both the principal and the two teachers are on duty during break. Both teachers were present and actively teaching at the time of lesson observation. Classrooms were neat and appropriate teaching and learning resources were displayed. Teachers were respectful and inclusive of the learners, as shown in the language used and the relationships observed in the classrooms.

##### Concerns, problems

The staff do not have a break as their teaching load is full and they also undertake screening and break duties.

#### 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

Although the revised Annual Teaching Plans are used by both teachers, they have largely adapted the revised plan to the circumstances in the school so that they can proceed at a pace suited to the needs of the learners. They stated that this is to ensure that academic gaps which became evident after the learners had returned to school, are addressed. In the Foundation Phase, the focus is on literacy. The learners were generally engaged during lessons. Both classrooms were equipped with online teaching and learning resources, but these were not in working order. Minimal teaching and learning resources were used during lessons observed. This general lack of the use of resources impacts on the quality and effectiveness of the teaching and learning.

##### Concerns, problems

The lack of online and other teaching and learning resources.

#### 1.3 Learners are supported well (in school and at home) so that they learn effectively ..... 2

##### Evaluative commentary

In both classrooms, some learners' work was on display. Books were generally marked, but not many encouraging comments or stickers were used. During the lockdown period, it was difficult for work to be sent to the learners as distance and lack of access to online teaching and learning platforms hampered the effectiveness of learning. However, the learners were able to work in the Department of Basic Education workbooks. The principal delivered reading books to the learners in the Intermediate Phase. The governing body assisted with the delivery of work packs to learners in the Foundation Phase. As all learners have returned to school, there are currently no learners with comorbidities requiring academic support at home. Evidence from the interviews was there has been no need to call for psycho-social support from the district yet.



### 2. Behaviour and Safety

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

##### Evaluative commentary

Evidence gathered during observation as well as during interviews showed that all stakeholders at the school have fully embraced and implemented the regulations, namely the Temporary Revised Education Plan, the Standard Operating Procedures (SOP) and the Western Cape Education Department (WCED) Guidelines regarding the management of Covid-19, despite some apprehension at the beginning of the pandemic. During interviews, it was made clear that teaching and learning have continued uninterrupted since the learners returned to school. Learners attend school every day and continue with the normal curriculum.

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

3

### Evaluative commentary

The screening process is effective. This is evident in the way that the markings on the front paved area ensure that learners maintain social distancing when they line up for the screening process. After sanitising, they enter the classroom. The process was conducted by the teaching staff and was dealt with efficiently and speedily. Face masks are worn by all learners and the school provides face masks to any learner who may arrive at school without one. Effective cleaning takes place. This was seen in the way that the ablution facilities, although old, were clean and functioning. The ablution blocks are cleaned every day. The classrooms are also cleaned thoroughly every day. Learners, teaching and non-teaching staff were able to explain the procedures for responding to suspected or confirmed cases of Covid-19, proving the effectiveness of the instructions given by the principal. The Code of Conduct for Learners is implemented and, from interviews conducted, it was clear that bullying is not a regular problem in the school. Any disciplinary incident is dealt with by the principal in accordance with the sanctions outlined in the Code of Conduct for Learners. Very few visitors come to the school, but when they do, they are effectively screened. A visitors' register must be filled in as a means of keeping control of persons on the premises. The National School Nutrition Programme is operational at the school. The kitchen was clean, hygienic, and neat. The menu is varied; it is well supplemented by vegetables grown in the well-maintained garden. The Learner Transport Scheme (LTS) is in operation and collects learners from pick-up points at farms in the surrounding areas. It was reported that the learners wear face masks while on the bus, but sanitising is not consistently practised. However, it was clear that the bus is not safe and is in urgent need of repair or replacement.

### Concerns, problems

There is only one bus used for the LTS and it must be replaced.

## 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

Evidence from observations and interviews showed that the instructions given by the principal for compliance with the SOP and the WCED Guidelines, were clear and understood. Stakeholders are kept informed about any new regulations or guidelines. The principal and the teachers met before the learners returned and were able to plan effectively for orientating the learners. The governing body assisted in disseminating information to parents who were not able to access online teaching and learning platforms. From the interviews conducted, it was evident that most parents received the necessary information, despite the physical distances between the farms on which the learners and their families reside. Learner and staff attendance are very good (above 90%) and learners said that they were very eager to return to school. From evidence gathered during interviews, and from the attendance data, it was clear that parents did not hesitate to send their children back when schools reopened.

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

2

##### Evaluative commentary

Although the principal conducts classroom visits for Quality Management System purposes, there was no evidence to show that new approaches to teaching and learning are encouraged. Professional development for the teaching staff has been largely in the form of virtual meetings and workshops.

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

2

##### Evaluative commentary

It is clear from the interviews and observations that all members of staff are actively involved in all procedures at the school. It is commendable that a non-teaching staff member is being trained to take on some administrative tasks. The SMT welcomed and appreciated the 11 assistants from the Presidential Employment Initiative Programme, and these assistants were well utilised in and outside the classrooms

to secure the safety and wellbeing of all learners and staff. The school has effectively stored and used the cleaning and safety materials, and this was evident from observation, as well as from information given during the various interviews. Online teaching and learning are generally not able to be used to support learning at school and at home.



## 4. Governance, Parents and Community

### 4.1 The governing body fulfils its key responsibilities well ..... 2

#### Evaluative commentary

Owing to the complete unavailability of parent members of the governing body, neither face-to-face nor telephonic interviews could be conducted with them. Evidence was gathered from documents as well as from interviews with other stakeholders. The governing body is fully supportive of the principal and staff and has assisted in many ways, such as the distribution of work packs to learners during lockdown. Policies have been revised but have not yet been signed off.

### 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 the budget and made some changes to purchase certain health and safety materials needed to comply with the Covid-19 regulations. Since the school is a no-fee school, there has been no significant impact on income and expenditure.

### 4.3 The school engages effectively with all stakeholders ..... 3

#### Evaluative commentary

Evidence from the various interviews revealed that both learners and staff feel free to discuss anything with the principal who involves the other members of staff in all the planning. It was clear that the school had made limited attempts to communicate with parents via letters which were distributed with the help of the governing body, as well as via online platforms where possible. Good and effective links are maintained with district officials and the school receives welcome support from the district office. The principal mentioned that the circuit manager assists with monitoring and the Foundation Phase subject advisers with moderation, upon request.

## Recommendations

1. The school must investigate ways to acquire and use online teaching and learning resources to improve the quality of teaching and learning.
2. Teachers must make full use of the available teaching and learning resources to improve the presentation of lessons.
3. The LTS must urgently be upgraded, and the bus replaced without delay.
4. All policies must be revised as soon as possible.
5. The school and its governing body must find ways to improve their communication with parents.