



**planning, monitoring
& evaluation**

Department:
Planning, Monitoring and Evaluation
REPUBLIC OF SOUTH AFRICA

**FM SCHOOL MONITORING TOOL
Monitor Questionnaire 2018/2019**



| | | |
|---|------------|------------------|
| Department of Planning, Monitoring and Evaluation Office / Department of the Premier | | Province: |
| | | Reference Number |
| Details of FSD Monitoring Site | | |
| Name of Facility | | |
| District | | |
| Municipality | | |
| Street Address | | |
| Date of visit | DD/MM/YYYY | |
| Details of Monitor | | |
| Name and Surname | | |
| Contact Details | Telephone | |
| | E-mail | |
| | Other | |

Signature of monitor

Date

| Description | | Rating Scale - Monitor | | | | Score | Comments |
|--|--|---|--|---|--|-----------|----------|
| PA heading | Questions | 1 = Not achieved | 2 = Partially Achieved | 3 = Fully Achieved | 4 = Achieved beyond compliance | | |
| KPA 1: Location & Accessibility | | | | | | | |
| | KPA 1 | Location & Accessibility | | | | | |
| 1.1 | PA Statement | The school's buildings and premises are accessible to the disabled and the elderly. | | | | | |
| Physical access into facility | Is the school accessible to persons living with disabilities and the elderly from the facility perimeter to the building(s)? | No provision is made to help persons living with disabilities or elderly gain access to the building and premises. | Some provision is made to help persons living with disabilities or elderly including either a handrail, or a ramp or some form of assistance constructed at the entrance of the school but not easily accessible and/or user-friendly. | Adequate provision is made to help persons living with disabilities and elderly by means of ramps (built on an acceptable gradient), handrails and/or any other appropriate means, that is easily accessible and user-friendly. | There is a continuous path that enables the disabled and elderly unobstructed access from the facility perimeter to the buildings. This includes clear pathways, ramps and continuous handrails. The ramp's floor is constructed from non-slip material. | | |
| | Is it easy for persons living with disabilities and the elderly to navigate their way inside the facility? | No provision is made to help persons living with disabilities or elderly navigate their way inside the building(s). | Some provision is made to help persons living with disabilities and elderly to navigate their way inside the facility. Some points in the facility have sufficient space to allow for ease of movement, and have ramps and/or handrails. | Adequate provision is made to persons living with disabilities and elderly to navigate their way inside the facility. There are ramps and handrails at all points within the facility (where needed) and passages are wide enough to allow ease of movement. | To be determined and described during implementation | | |
| | | | | | | PA Score | / |
| | | | | | | KPA Score | / |
| KPA 2: Visibility & Signage | | | | | | | |
| | KPA 2 | Visibility & Signage | | | | | |
| 2.1 | PA Statement | Users are able to locate the facility quickly and easily by following external signage. | | | | | |
| Signage to the facility | External signage: Is there visible signage on the roads or paths leading to the school? | There is no signage leading to the school. | There is some signage, but it is broken, vandalised and/or unclear. | There is sufficient signage that is: - Clear (if it contains a universally accepted icon or legible text); - Visible (if it is sufficiently large and easily read by pedestrians, public and private transport users); - Useful if it provides directional and distance information on both sides of the road. | There is excellent signage that is clear, visible, useful, and is located on the main and feeder roads leading to the school. | | |
| | External signage: Is the school identified on the external sign by the main gate/entrance? | There is no signage by the main entrance/gate to identify the school. | There is a sign but it is not clear or visible (e.g., the sign is faded, letters are missing, and it is too small) | There is a clear and visible sign at the school's entrance which describes the name of the school. | There are clear signs at the school's entrance and on the building which describe the name of the facility. | | |
| | | | | | | PA Score | / |

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| 2.2 | PA Statement | Users are able to navigate their way throughout the facility, by following internal signage to the correct service points and waiting areas. | | | | | |
| Signage within the facility | Internal signage: Does the signage inside the school direct learners / users to the various sections in the school? | There is no internal signage within the school | There is some internal signage in some areas or the signage is not clear enough to direct learners / users to the sections of the school | There is adequate internal signage that is: Clear: contains legible text and is easily understandable; and Visible: sufficiently large to be read by all users and is placed prominently at key points throughout the facility; and Useful: provides directional assistance to the correct service points and waiting areas. | There is excellent internal signage (electronic) that is clear, visible, useful and contains additional and up-to-date information on the various sections of the school and directs learners / users quickly and efficiently. | | |
| PA Score | | | | | | / | |
| 2.3 | PA Statement | Users are helped to navigate their way through the facility by signage that contains easy-to-understand iconography and is translated into the local language of the community. | | | | | |
| Availability of languages to the community | Internal signage: Is the signage in English and the main language(s) of the surrounding community? | There is no signage. | The signage is written in only one language. | The signage is written in English and the local language of the community. | The signage is written in English and at least two local languages relevant to the community. | | |
| | Does the signage make provision for users that are illiterate to find the correct service points and waiting areas? | None of the signs have pictures and symbols. | Very few of the signs are accompanied by icons, symbols, visualisations or pictures directing users to the main service points or waiting areas. | Enough of the signs contains icons, symbols, visualisations and pictures directing users to the main service points and waiting areas. | All of the signs contains icons, symbols, visualisations and pictures directing users to the main service points and waiting areas, and are colour-coded and illuminated for maximum visibility. | | |
| PA Score | | | | | | / | |
| 2.4 | PA Statement | The facility provides users with information on its services, fees and management's contact details. | | | | | |
| Contact details | Are the contact details of the school's principal displayed within the school? | There are no contact details available for the school anywhere in the school | There is some contact information for the school, but the contact details are incomplete and are not appropriately displayed. | All the relevant contact details of the school are prominently displayed at the entrance(s) or waiting area(s) of the school | All the relevant contact details of the school, as well as the names of the school principal and management team are prominently displayed on photo boards at multiple points in the school. Users are also given the option of texting or emailing the school management. | | |
| PA Score | | | | | | / | |
| KPA Score | | | | | | / | |

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| KPA 3: Queue Management & Waiting Times | | | | | | | |
| | KPA 3 | Queue Management & Waiting times | | | | | |
| 3.1 | PA Statement | The facility has in place a queue management system to direct, manage and control the flow of users quickly and efficiently through the service process. | | | | | |
| Queue management systems | Does the school have a reception area with seats for users? | There is no reception area | There is a reception area, but it has no seats for users. | There is a reception area with several seats for users | There is a reception and a separate helpdesk which is identified and manned with an assigned official present, and situated in a prominent position within the school. | | |
| | | | | | | PA Score | / |
| | | | | | | PA Score | / |
| 3.2 | PA Statement | The school has education support areas with clearly-marked assembly areas for learners. | | | | | |
| Education support areas | Is there an education support area (assembly area) in the school? | There is no assembly area in the school? | There is an assembly area, but it is uncovered and not paved or tarred, or unmarked. | There is a clearly-marked assembly area, that is paved or tarred, and sheltered from adverse weather conditions. | There is a clearly-marked assembly hall with sufficient seating, and that provides shelter from adverse weather conditions. | | |
| | | | | | | PA Score | / |
| | | | | | | KPA Score | / |

| Description | | Rating Scale - Monitor | | | | | Score | Comments |
|---|---|--|---|---|---|----------|-------|----------|
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| KPA 4: Dignified Treatment | | | | | | | | |
| | KPA 4 | Dignified Treatment | | | | | | |
| 4.1 | PA Statement | The school's staff treats learners with courtesy, dignity and respect | | | | | | |
| Courteous, dignified and respectful service | Did the staff treat learners with courtesy, friendliness, dignity and respect? (Courtesy = the showing of politeness in one's attitude and behaviour toward others. Respect = to show regard or consideration for users rights. Dignity = quality of being worthy of honour or respect) | Most learners are not treated with courtesy, friendliness, dignity and respect. | Some learners are not treated with courtesy, friendliness, dignity and respect. | All learners are treated with courtesy, friendliness, dignity and respect. | Staff go an extra mile to assist learners in achieving their goals | | | |
| | | | | | | PA Score | / | |
| 4.2 | PA Statement | The facility takes reasonable steps to communicate with users in the language of their choice or provide interpretation services, if necessary. | | | | | | |
| Language of instruction | Did the staff address learners in the dominant language(s) of the community? | None of the learners are spoken to in the dominant language(s) of the community. | Some of the learners are spoken to in the dominant language(s) of the community. | All the learners are spoken to in the dominant language(s) of the community. | To be determined and described during implementation | | | |
| | | | | | | PA Score | / | |

| Description | | Rating Scale - Monitor | | | | Score | Comments |
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| 4.3 | PA Statement | The school provides users with information on how to apply for the services including the types of documents needed, the fees payable, and the process for following up on their service request or application. | | | | | |
| Information about application processes or service requests | To what extent does the school provide information to parents to assist them in applying enrolment into the school? | There is no information available in the school (e.g. signboards or pamphlets) on the following: - application process - documentary requirements - the fees payable (if applicable) - process of following up (if applicable) | There is some information available in the school (e.g. signboards or pamphlets) on one of the following: - application process - documentary requirements - the fees payable (if applicable) - process of following up (if applicable) | There is adequate information available in the school (e.g. signboards or pamphlets) on all of the following: - application process - documentary requirements - the fees payable (if applicable) - process of following up (if applicable) | To be determined and described during implementation | | |
| PA Score | | | | | | / | |
| 4.4 | PA Statement | The school publicises its service standards and targets so that learners know and understand what to expect during their time at the school. | | | | | |
| Awareness of service charters and standards | Is the service delivery charter displayed? | The service delivery charter is not displayed. | The school displays a service delivery charter but it is not positioned prominently or visible to users. | The school displays a service delivery charter and it is positioned prominently and visible. | The school displays multiple service delivery charters at all key points across the facility. | | |
| | Are sector-specific standards displayed? | The sector-specific standards are not displayed. | The school displays sector-specific standards but it is not positioned prominently or visible to users. | The school displays sector-specific standards and it is positioned prominently and visible. | The school displays sector-specific standards at all key points across the facility. | | |
| PA Score | | | | | | / | |
| KPA Score | | | | | | / | |

| Description | | Rating Scale - Monitor | | | | Score | Comments |
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| KPA 5: Cleanliness & Comfort | | | | | | | |
| | KPA 5 | Cleanliness & Comfort | | | | | |
| 5.1 | PA Statement | The school is clean and maintained in a manner that enhances the learner's experience and ensures a safe environment for the delivery of frontline services. | | | | | |
| Cleanliness and maintenance of facility | Are the school's grounds and outside areas kept clean and maintained? | The school's grounds and outside areas are heavily littered with significant accumulations in bins and/or on the grounds, the plants and shrub beds are overgrown and the grass is not mowed. | There is littering with minor accumulations in bins and/or on the grounds, the grass and plants have been cut but demonstrate signs of regrowth. | The school's ground and outside area are clean (i.e. no littering) and maintained (the grass and plants are cut and neat). | To be determined and described during implementation | | |
| | Are the classrooms clean? | The classrooms are very dirty if all of the criteria is met: -are heavily littered, and - the floors are dirty, and - a foul smell is present. | The classrooms are dirty if two of three criteria is met: -are heavily littered, and/or - the floors are dirty, and/or - a foul smell is present. | The inside of the classrooms are clean (free from litter in public spaces, free from dirt on floors and no foul smells) and well kept. | The classrooms are clean (free from litter and dirt) and well kept. There is continuous cleaning or it is done frequent intervals throughout the day. | | |
| | Is the school's buildings, fittings and fixtures well maintained? | The school is poorly maintained if five or more of the following conditions are met: - There is visible water damage on the ceiling - The ceiling is broken - The paint is peeling off the walls - There are cracks on the walls - Electrical wiring is exposed - Lights are broken - Windows are broken - Air-conditioning is not functional.(if available) -Doors are broken - Gutters are blocked | The school is somewhat maintained if between one and five of the conditions are met: - There is visible water damage on the ceiling - The ceiling is broken - The paint is peeling off the walls - There are cracks on the walls - Electrical wiring is exposed - Lights are broken - Windows are broken - Air-conditioning is not functional.(if available) -Doors are broken - Gutters are blocked | The school is well maintained if all of the ten conditions are met: - There is no visible water damage on the ceiling; - The ceiling is intact; - The paint is not peeling off the walls; - There are no cracks on the walls; - Electrical wiring is not exposed; - Lights are working; - Windows are not broken; - Air-conditioning is functional (if available); - Doors are intact (not broken); - Gutters are clear. | To be determined and described during implementation | | |

| Description | | Rating Scale - Monitor | | | | Score | Comments |
|-------------|-----------------------------------|--|---|--|--------------------------------|----------|----------|
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| | Is the furniture well maintained? | The furniture is poorly maintained if: - most of the chairs are broken, and/or - there is significant damage to most of the tables and counters. | The furniture is maintained if: - some of the chairs are broken and/or - there is some damage to the tables and counters. | The furniture is well maintained if none of the chairs, tables or counters are broken or damaged. | To be determined. | | |
| | | | | | | PA Score | / |

| Description | | Rating Scale - Monitor | | | | Score | Comments |
|--|--|---|--|---|---|-------|----------|
| PA heading | Questions | 1 = Not achieved | 2 = Partially Achieved | 3 = Fully Achieved | 4 = Achieved beyond compliance | | |
| 5.2 | PA Statement | The school has sufficient and comfortable reception area that is protected from the elements and have enough seating to accommodate parents / users | | | | | |
| | Is the school's reception area protected from adverse weather conditions? | The reception area is outside, not covered and exposed to the elements | The reception area is outside, covered with an overhead awning, and offers some protection from adverse weather conditions. | The reception area is inside , enclosed, and well protected from adverse weather conditions, and has suitable ventilation. | The reception area is inside, enclosed, and well protected from adverse weather conditions, and has suitable ventilation and heating systems. | | |
| PA Score | | | | | | / | |
| 5.3 | PA Statement | The facility provides clean and functioning ablation facilities with the necessary toiletries to prevent the spread of disease. | | | | | |
| Ablution facilities are accessible, clean and in working order | Are the school's ablation facilities clean and in working order? | The ablation facilities are very dirty and broken if it meets all of the following criteria: - is dirty, and - toilets are broken/leaking, and - has no running water, and - doesn't flush. | The ablation facilities are dirty, broken but still usable if it meets one of the following criteria: - is dirty, and - toilets are broken/leaking but still able to flush. | The ablation facilities are clean, in working order, has running water and can be flushed. | To be determined and described during implementation | | |
| | Are the ablation facilities supplied with the necessary toiletries (toilet paper, soap, drying equipment)? | The ablation facilities has none of the necessary amenities and no provision is made to supply these amenities if there is no: - toilet paper; and - soap; and - hand-drying equipment or paper towels. | The ablation facilities has some of the necessary amenities and no provision is made to supply these amenities if there is toilet paper, but no soap, and/or hand-drying equipment or paper towels. | The ablation facility has all the necessary amenities if it has: - toilet paper (or toilet paper is made accessible); and - soap; and - hand-drying equipment or a functioning paper towel dispenser; and - appropriate disposal facilities in both male and female toilets. | The ablation facility has all amenities if it has: - toilet paper (or toilet paper is made accessible); and - soap and soap dispensers; and - hand-drying equipment or a functioning paper towel dispenser; and - appropriate disposal facilities in both male and female toilets; and - nappy changing facilities. | | |
| | Do learners / users living with disabilities have access to suitable ablation facilities? | There are no ablation facilities suitable for learners / users living with disabilities | There is an ablation facility but it is not suitable for learners / users living with disabilities as it is either too small or the amenities are not suitable for the disabled. | There is an ablation facility suitable for learners / users living with disabilities, and it is in working order. | There is an ablation facility suitable for learners / users living with disabilities, and it is in working order and clearly marked. | | |
| PA Score | | | | | | / | |
| KPA Score | | | | | | / | |

| Description | | Rating Scale - Monitor | | | | Score | Comments |
|------------------------------|---|---|---|--|--|-------|----------|
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| KPA 6: Safety | | | | | | | |
| | KPA 6 | Safety | | | | | |
| 6.1 | PA Statement | The facility has in place appropriate safeguards to protect users, staff and their possessions from harm and theft. | | | | | |
| Safety and security measures | Is access to the school controlled and monitored? | There is no access control at the facility. | There is some form of access control at the school if one of the following criteria is met: - a turnstile; - a gate or fence (if applicable); - a security guard; - a registration process. | There is good access control at the school if at least two of the following criteria are met: - a turnstile; - a gate or fence (if applicable); - a security guard; - a registration process. | There is excellent access control at the school if most of the following criteria are met: - a turnstile; - a gate or fence (if applicable); - a security guard; - a registration process; - metal detectors and X-rays; - CCTV. | | |
| | Are the school's restricted areas signposted to prevent or minimise the risk of unauthorised entry? | Restricted areas are not marked or signposted. | There is considerable variation in the signposting of restricted areas, some are marked and others are not | All restricted areas are clearly marked. | Restricted areas are clearly marked and there is electronic access control or guard services at entrances. | | |
| PA Score | | | | | | | |
| 6.2 | PA Statement | The facility is fit for purpose, has sufficient space, resources and equipment to provide the services in line with the volume of users it receives. | | | | | |
| School safety | Are the school's buildings safe for learners? | The school's external walls are made of mud or unsafe materials (asbestos, wood, plastic sheeting) and the roof frame is unstable. | The school's external walls are made of bricks or cement blocks, but there are cracks in the walls, broken windows and doors. | The school's external walls are made of either bricks, or cement blocks, or prefabricated material and the roof is stable, supported by a frame. | The school's buildings are safe, appropriately maintained, with clearly illuminated exit signs and emergency lighting. | | |
| | Is the school's fence and gate in a good condition? | There is no perimeter fence around the school. | There is a perimeter fence with a gate around the school but it is not maintained and broken in places. | There is a fence of sufficient height (approx. 1.8m) constructed from appropriate materials (brick wall, palisade, etc.), a gate in good working condition, and it is maintained | There is a fence of sufficient height (approx. 1.8m) constructed from appropriate materials (brick wall, palisade, etc.). Additionally, there are wall raisers (e.g. electric fence), security guards and/or other measures to provide additional security. | | |
| PA Score | | | | | | / | |

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| 6.3 | PA Statement | Facilities have health and safety procedures in place to handle emergencies or when dealing with sensitive user information. | | | | | |
| Safety procedures | Are emergency procedures (e.g. evacuation plan, marked exits,) and equipment (e.g. fire extinguishers) clearly displayed and signposted within public spaces? | Emergency procedures are not compliant with building regulations if: - the evacuation plan is not displayed at key points within the facility; and - emergency exits are not appropriately signposted; and - fully-serviced fire extinguishers are not available in the public spaces. | Emergency procedures are partially compliant with building regulations if one of the following criteria is not met : - the evacuation plan is displayed at key points within the facility; - emergency exits are appropriately signposted; - fully-serviced fire extinguishers are available in the public spaces. | Emergency procedures are fully compliant with building regulations if: - the evacuation plan is displayed at key points within the facility; and - emergency exits are appropriately signposted; and - fully-serviced fire extinguishers are available in the public spaces. | All building regulations are complied with. Emergency drills are performed at least twice a year to test the safety procedures and plans. | | |
| | | | | | | PA Score | / |
| | | | | | | KPA Score | / |

KPA 7: Service Availability & Efficiency

| KPA 7 | | Service Availability & Efficiency | | | | Score | Comments |
|--------------------|--|---|--|--|--|----------|----------|
| 7.1 | PA Statement | The facility has access to stable, reliable services that facilitates the education and development of its learners | | | | | |
| Access to services | Does this school have access to a reliable power supply that adheres to prescribed laws? | The school does not have access to a reliable power supply | The school does have access to a power supply, but it does not comply with laws | The school has access to a reliable power supply that complies to all laws | To be determined and described during implementation | | |
| | Does this school have access to a reliable water supply that adheres to prescribed laws? | The school does not have access to a reliable water supply | The school does have access to a water supply, but it does not comply with laws | The school has access to a reliable water supply that complies to all laws | To be determined and described during implementation | | |
| | Does the school have access to sports facilities? | The school does not have access to sports facilities | The school has made arrangements to use external sports facilities | The school has its own sports facilities | To be determined and described during implementation | | |
| | Does the school have access to a science lab, library and a computer lab? | The school does not have any science lab, library or computer lab | The school has a science lab, a library OR a computer lab | The school has a science lab, a library AND a computer lab | To be determined and described during implementation | | |
| | Does the school have a School Nutrition Programme? (if applicable) | The school does not have a functional programme in place | The school has a programme in place, but it is not always operational or resourced | The school has a well-resourced, functional programme in place | To be determined and described during implementation | | |
| | | | | | | PA Score | / |

| Description | | Rating Scale - Monitor | | | | Score | Comments |
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| 7.2 | PA Statement | The facility operates in line with the operational hours prescribed in norms and standards, ensures that services are provided on an ongoing basis during these times and has backup systems in place when utilities fail. | | | | | |
| Disruptions to services | Did you observe any disruptions to teaching and learning due to staff breaks, meetings or system failures? | There were major disruptions as a result of staff members taking tea breaks, lunch breaks, attending staff meetings or equipment or power failures, and this impacted heavily on teaching | There were minor disruptions , when staff chatted to each other or on their cell phones. | There were no disruptions at all. | To be determined and described during implementation | | |
| | | | | | | PA Score | / |
| | | | | | | KPA Score | / |
| KPA 8: Complaints & Compliments management | | | | | | | |
| | KPA 8 | Complaints & Compliments Management | | | | | |
| 8.1 | PA Statement | The facility displays the complaints procedure in the waiting areas, public spaces and close to the exits. | | | | | |
| Awareness of complaint-lodging mechanisms | Does the facility display the complaints procedure to its users? | The complaints, compliments and suggestion procedure is not displayed. | The complaints, compliments and suggestion procedure is displayed but not prominently. | The complaints, compliments and suggestion procedure is displayed prominently. | There complaints procedure is prominently displayed in waiting areas, public spaces and close to exits and there are pamphlets available at the helpdesk and a staff member is on hand to explain the procedure. | | |
| | | | | | | PA Score | / |
| 8.2 | PA Statement | The school provides users with the equipment to lodge a complaint or compliment and tracks these until they are resolved | | | | | |
| Complaint- and compliment-lodging systems | Is there a clearly-marked complaints, compliments lodging mechanism (suggestion box, register, hotline number, email address) at this facility, that is easily accessible to users | There is no complaints, compliments and suggestions lodging mechanism at this facility. | There is a complaints, compliments and suggestions lodging mechanism at this facility, but it is not clearly marked. | There is a complaints, compliments and suggestions lodging mechanism at this facility, that is clearly marked with stationery made available to users. | There is a complaints, compliments and suggestions box at this facility, that is clearly marked with stationery made available to users. There is also a complaints officer on hand to offer assistance. | | |
| | | | | | | PA Score | / |
| | | | | | | KPA Score | / |