AEOLUS VALLEY ALL AGE SCHOOL

INSPECTION REPORT

Principal: Mr. Joel Scott
Board Chair: Mr. Christopher Bunting

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Introduction

The National Education Inspectorate (NEI) is responsible for making an assessment of the standards attained by the students in our primary and secondary schools at key points during their education. It is the aim of the NEI to report on how well students perform or improve, as they progress through their schooling and learning life. The NEI is also charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes for all learners.

During school inspections, our trained inspectors observe classroom lessons, interview members of the school's staff, students individually and in small groups. Inspectors also look at samples of student work and study various school documents provided before and during the inspection. Additionally, School Inspectors hold meetings with the principal and senior members of the staff to get clarity on their roles and responsibilities at the school.

Please see the **Inspection Indicators** (Appendix 2) used by School Inspectors to assist in forming judgements about a school's progress.

Key Questions

The inspection indicators are structured as a set of eight key questions that inspectors ask about the educational provision and performance of every school. These are:

1. How effectively is the school led and managed by the Board, the principal and senior management team and middle leadership?

2. How effectively does the teaching support the students´ learning?

3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)

4. How much progress do students make in relation to their starting points?

5. How good is the students´ personal and social development?

6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

7. How well do the curriculum and any enhancement programmes meet the needs of the students?

8. How well does the school ensure everyone's security, health, safety and wellbeing?

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The Five-point Scale

Inspectors make judgements according to a five-point scale. The five levels on the scale are defined as follows:

Level 5 – Exceptionally high quality of performance or provision

Level 4 – Good: the expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school

Level 3– Satisfactory: the minimum level of acceptability required. All key aspects of performance and provision in every school should reach or exceed this level

Level 2 – Unsatisfactory: quality not yet at the level acceptable for schools. Schools are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory

Level 1 – Needs Immediate Support: quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory. These schools are also at risk of direct interventions for improvement by the HME.

Consistency in terminology

The following terms are used consistently throughout the indicators with the following definitions:

All	100%
Almost all	90% to 99%
Most	75% to 89%
Many	50% to 74%
Some	21% to 49%
Few	1% to 20%
None	0

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Profile

School's Demographics

School Code:	03001
Parish:	St. Thomas
Region:	2
Locale:	Rural
School Organization:	Whole Day
Gender:	Co-educational
Size:	Extra Small
Class:	II
Capacity:	285
Enrollment:	112
Attendance Rate:	79%
No of Teachers:	10
Pupil-Teacher Ratio:	11:1
Multi-Grade:	No
Owned By:	Government

Socio-economic Context

Aeolus Valley All Age School is located in rural St. Thomas, four miles north of Yallahs. The exact circumstances around the establishment of the school are unknown; however, it is believed that it was founded by the Church of England in the 1900s. It is also believed to be almost 100 years old. There is no basic school in the community and so most students have to travel miles to the closest early childhood institution. Most of the primary school students are from the surrounding areas of Lloyds and Aeolus Valley. There are a few vehicles that travel the route and so the students mostly walk to and from school each day.

Almost all parents are from very low socio-economic backgrounds. Most parents are engaged in farming, small scale vending, construction and, a large percentage, are unemployed or seasonally employed. As such, they have very little expendable income and many are unable to afford basic amenities for their children. Over 95 per cent of the students are on the Programme of Advancement Through Health and Education (PATH). Additionally, a number of the students have special education needs and some have been formally identified for support in the Child Find Assessment Report by the Ministry of Education personnel.

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Executive Summary

Overall effectiveness of the school

The overall effectiveness of Aeolus Valley All Age School is unsatisfactory

Overall, leadership and management is unsatisfactory

Unsatisfactory relationship between the Principal and the staff has caused a lack of confidence in school leadership. However, the school has an active Board which supports the school and its activities. Additionally, a school improvement plan is in place, but there is inadequate focus on students' numeracy skills development. Also, parental support and links with the local community is limited.

Overall, teaching in support of learning is unsatisfactory

Many teachers fail to demonstrate in-depth knowledge of their subject content and deliver it comfortably to meet the needs of many students. Also, the school has not developed a standard assessment policy and so there are variations in the quality of the assessments at all grade levels. While some learning takes place in each class, it is mostly at the recall level as many students are seldom challenged or given opportunities to develop higher order thinking skills.

Overall, students' performance in English and mathematics is *needs immediate support*

Over the period 2010 to 2013, students have not performed well in national examinations in English or mathematics. In mathematics, performance at Grades 4 and 6 is below the expected level. Even though students make progress at Grade 6; for many years the scores have been well below the national averages.

Overall, students' progress in English and mathematics is unsatisfactory

Most students make some progress when compared to their starting points in English and mathematics, but many students particularly those with special education needs, have not attained age and grade level competency. However, some students made some progress during lessons and over time; as they move throughout the grades they develop gaps in their knowledge and so they have difficulty understanding more complex concepts.

Overall, students' personal and social development is *needs immediate support*

While most students behave well both in their classes and at play, they lack exposure and have limited awareness of civic, spiritual, economic and environmental issues. They also know very little about regional and global practices or even about the natural disasters affecting sections of the world. Additionally, they are unaware of the current economic situation globally.

Overall, the use of human and material resources is unsatisfactory

The school is over-staffed; however, deployment does not ensure that teachers are properly placed to meet all the students' learning needs. All teachers have the minimum required teacher-training but none of the teachers has sufficient specialized training to cater to the

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students with special learning needs. This results in them not being able to ensure that the lessons presented result in students making maximum progress.

Overall, provisions for the curriculum and enhancement programmes are unsatisfactory

The Revised Primary Curriculum (RPC) is implemented, and there are clear attempts to modify lessons but these initiatives are often ineffective in meeting the needs of all the students. There are, however, few efforts to improve the students' social and personal development through a few extra curricula activities and forging links with the local community.

Overall, the provisions for student safety, security, health and wellbeing are satisfactory

While basic safety measures are not in place, such as perimeter fencing and security personnel, the leadership ensures the safety of all stakeholders through the implementation of its safety and security policy. There are scheduled safety drills and provisions are in place to support the students' health and wellbeing.

Inspectors identified the following key strengths in the work of the school:

- The teacher/pupil ratio is small and class sizes are manageable
- All teachers are trained
- Low staff turnover

How effective is the school overall?
The overall effectiveness of the school is **unsatisfactory**

Findings of School Inspection

1) School Leadership and Management

How effectively is the school led and managed by the Board, the Principal and senior management team and middle leadership?

Overall, leadership and management is unsatisfactory

School-based leadership and management is unsatisfactory

The Principal and senior staff are not a cohesive unit and do not have a shared vision for the school. The school's vision statement is outdated and does not reflect the desires of the senior teachers or the other stakeholders. However, all teachers are aware of the vision statement as it is posted in all the classrooms. Relationships at the school are strained due to interpersonal differences between Principal and staff and many teachers lack motivation and are not supportive of school improvement initiatives even though they are included in making some decisions. Instructional leadership is weak. However, senior staff meets regularly with the Principal, marks lesson plans and provides some guidance to the teachers under their supervision. However, monitoring of the curriculum is not done and staff is not held accountable for all students' performance. Additionally, the school does an analysis of examination data and is aware that the students are underperforming in English and mathematics. However, the information garnered is not effectively used to advance teaching and learning. For instance, even though, the students are not performing in English and mathematics, only a literacy programme is in place, and no clear strategies for school-wide improvement in mathematics are identified. Nevertheless, the basic school activities are managed well. School starts and ends on time, daily enrolment is recorded, lunch items are purchased and the plant is kept in a condition to support lessons each day. The required school documents are also properly filed for easy access.

Self-evaluation and school improvement planning is unsatisfactory

The school has a current School Improvement Plan (SIP) for the years 2010 to 2013; however, there was limited input from the key stakeholders in the development of the strategic direction for the school. Nevertheless, efforts have been made to share the main strategies in the document and to review examination results in a detailed way. There have also been efforts by the Principal to use this information to track improvement. However, the teachers do not align their action plans to the SIP and so they are not actively working towards achieving the goals outlined in the document. Although the SIP has a detailed analysis of the students' performance, the outlined strategies are not adequate to achieve the goal of improved students' performance. And, some of the strategies have not been implemented. Additionally, the plans for numeracy improvement are limited and as such it is unlikely that it will result in much improvement in the students' performance in mathematics.

Governance is satisfactory

The Board which is in its second year is fully constituted. Members, especially the Vice Chairman, meet regularly with the Principal and staff to discuss issues at the school. For example, through the efforts of the Chairman and the Vice Chairman, many mediation sessions were conducted in the last academic year and this has had a positive impact on relationships at the school. Additionally, the Board is now paying closer attention to the

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school's academic performance. For instance, in August 2013, the Board was involved in the review of examination results and offered suggestions to the staff for strategies to improve literacy and numeracy. However, the Board offers little strategic support to help the school improve its academic standards as they set no academic targets, nor does it hold the Principal accountable for continuous improvement in academic performance. The senior teachers are not held accountable for not fulfilling their roles as middle managers. However, the Principal takes the initiative to keep the Board updated by presenting reports on students and staff performance. Nonetheless, oversight on school finances, are better managed as questions are asked about spending on a more regular basis.

Relationship with parents and local community is unsatisfactory

The relationship that exists among the parents, local community and the school is unsatisfactory. Only a few parents support their children's academic development and the links forged with the local community are limited.

Many parents do not attend Parent Teachers' Association (PTA) meetings nor do they provide support to the school. Only a few parents come to the school to assist in the canteen and in classes and attend PTA meetings. Many parents view the teachers as unapproachable. For example, when the parents asked teachers for their contact numbers so that they could assist their children with their homework, they were not provided and told that they should call the school. Nevertheless, the school makes effort to communicate with the parents through letters, phone calls, home visits and text messages, mainly, to discuss students' behaviour and welfare issues. Reports on students' performance are sent to parents once each academic year.

There are few sustained partnerships with local agencies and a few have made donations to the school. Nevertheless, efforts are made to contact local community partners like the police and fire departments to support school activities; such as, fire safety awareness day and emergency drills. The school also has relationship with the Peace Corps who has assigned a volunteer to the school. There are also a few other entities that support school activities from time to time.

How effectively is the school led and managed by the Board, the Principal and senior management team?	
Grades	**1- 6**
School-based leadership and management	**Unsatisfactory**
Self-evaluation and improvement planning	**Unsatisfactory**
Governance	**Satisfactory**
Relations with parents and community	**Unsatisfactory**

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2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is unsatisfactory

The teachers' subject knowledge and how best to teach is unsatisfactory

While most teachers consistently teach accurate information, some fail to demonstrate in-depth knowledge of their subject content or to deliver lessons comfortably to meet the specific needs of many students. In some lessons, the examples chosen do not help some of the students to understand the concept being taught. For instance, in a language arts phonics lesson using 'br' words, the teacher chose words such as, 'breeze', 'Brazil' and 'brilliant' and then asked students to find the opposite of those words. However, there are no opposites for some of the words, so several students were confused until the teacher told them to simply list characteristics of each word. Additionally, in many lessons, the students with special needs are sometimes left behind as no differentiated activities are utilized to enable the less able students to participate in the teaching and learning process. During many lessons teachers demonstrate that they reflect on the responses given by many students and often make adjustments to help them improve. However, there are instances when misconceptions are not adequately addressed. Additionally, teachers do not regularly evaluate their lessons to identify specific areas of teaching and learning that need adjustments, and when evaluation is done, it simply states that the lesson will need to be retaught.

Teaching methods are unsatisfactory

In most instances, lesson plans are written with the basic components; however, only some areas address the learning needs of the students, especially those with special needs. At all grade levels teachers rely heavily on the lecture and discussion method. And, where questions are asked to spark meaningful discussions, only in a few instances are most of the students able to answer correctly. Teachers make adjustments to tasks given to some students. However, some of the tasks are not aligned with the curriculum and are not beneficial to the students for whom it is designed. Moreover, the development of many lessons is weak; resulting in much time being wasted because the lessons are not structured properly to meaningfully engage students. For example, in Grade 1 some of the boys consistently disrupted the lesson as they were not engaged in the activities. This resulted in the teacher using most of the instructional time to reprimand the students. Additionally, culminating activities often cater to the students grasping basic concepts and do little to develop higher thinking skills; for example, chorus reading, or one or two students placing word cards on the chalkboard.

Students' assessment unsatisfactory

The school does not have a standard assessment policy, so there are variations in the quality of the assessment at all grade levels. In addition, no clear guidelines are in place to identify the expected assessment areas, or the tasks to be completed, and how scores are to be allocated, recorded and analysed. The mark books indicate that a variety of tasks are done to assess learning; such as, homework, class work and term tests. Assessments at some grade levels are inconsistent and the quality of the tests is sometimes poor. Further, test results are not used to improve students learning or to influence lesson planning. In most assessments, students are continuously asked questions at the lower level. These kinds of questions do not help students to develop their analytical skills. Where seat work is

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marked, the students' books show few evaluative comments to guide students in developing and improving their skills. Plus, only some teachers consistently take the time to review the answers to benefit the whole class. When this is done, it allows the students to assess themselves and their peers. Because of the weaknesses in assessment practices, some teachers do not have detailed knowledge of their students' strengths and weaknesses, and which is necessary for effective reflection and planning to meaningfully impact each student.

Student learning is unsatisfactory

While many students show eagerness to learn and a genuine desire to do well, they do not possess higher order thinking skills to make them curious learners; hence, they are mostly passive during lessons. While some learning takes place in each class, it is mostly at the recall level. So, most students are able to answer simple recall questions, and to perform tasks that require them to follow examples and use knowledge in familiar ways. For instance at Grade 3, most students were able to place words in alphabetical order and at Grade 4 they were able to use phonics to sound out some unfamiliar words. However, many students are unable to analyze and to think critically as their classes do not provide them with sufficient opportunities to develop these skills. Similarly, many students are not able to transfer knowledge from previous lessons and apply it to the new concepts they are being taught. Students across grade levels also demonstrate little collaboration in lessons; in most instances, they simply share a textbook or worksheet.

How effectively does the teaching support the students´ learning?	
Grades	**1 - 6**
Teachers´ subject knowledge and how best to teach the subject	**Unsatisfactory**
Teaching methods	**Unsatisfactory**
Assessment	**Unsatisfactory**
Students´ learning	**Unsatisfactory**

3) Students' Academic Performance

How well do the students perform in national and/or regional tests and assessments?

Overall, students' performance in national tests is *needs immediate support*

Students' performance in English is unsatisfactory

Over the period 2010 to 2013, students at the school performed below the national average in all national examinations in English. In the 2010 Grade Four Literacy Test (GFLT), students achieved an overall average mastery of 26 per cent which was below the national average by 39 percentage points. In 2011, there was an improvement in the students' performance but their attainment remained below the national average by 34 percentage points. In 2012, the school's average mastery was 32 per cent which was 40 percentage points below the national average. The school will need to improve its mastery by 47 per cent each year in order to meet the national target of 100 per cent literacy by 2015 set by the Ministry of Education.

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At the Grade 6 level, the students' performance remained below the national average for the period 2010 to 2012. In the 2010 sitting of the Grade Six Achievement Test (GSAT), the average in language arts was 38 per cent. This improved to 41 per cent in 2011, but declined by two per cent to 39 per cent in 2012. The national averages were much higher at 58, 58 and 60 per cent for each year under review. The communication tasks averages were higher than that for language arts and showed significant improvement over the period with averages of 29, 64 and 67 per cent for each year correspondingly. When examining gender performance, the girls did better than the boys except in 2010. The rate of improvement trended downward for the boys but remained relatively constant for the girls. The gap for communication tasks was very narrow at the start of the period but widened slightly as the period progressed. The rate of improvement trended upward for both the boys and girls but the girls improved at a faster pace.

In the Grade Nine Achievement Test (GNAT) students' performance remained at 31 per cent for 2010 and 2011. This was below the national average of 40 and 42 per cent respectively. The boys' out-performed the girls in 2010; however, both the girls' and boys' performance declined in 2010 and 2011.

Students' performance in mathematics is *needs immediate support*

Students' performance at the Grade 4 level is continuously below the national averages. However, students' performance at the Grade 6 level is slightly better. Mastery in the Grade Four Numeracy Test (GFNT) for the period 2010 to 2012 has been 9, 5 and 11 per cent for each corresponding year. This means that for each year only one or two of the about 20 students sitting the test achieved mastery. Over the same period, the national average mastery was 38, 48 and 51 per cent for each year respectively. The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85 per cent mastery, which is to be achieved by 2015.

In the GSAT mathematics examination, students' performance was unsatisfactory. However, the school's progress in GSAT was incremental. It was 33, 46 and 41 per cent, respectively for the periods 2010 to 2013. Further, the gender gap for mathematics was extremely narrow throughout the period and the rate of improvement trended upward for both the boys and girls.

At Grade 9, there was a decline in the average in mathematics; in 2010 the average was 40 per cent and in 2011 there was a decline to 28 per cent. Since 2011 no student has sat the GNAT. The boys' performance declined, but the opposite was true for the girls.

How well do the students perform in national and/or regional tests and assessments?	
Grades	**1- 8**
How well do the students perform in National or regional tests and examinations in English?	**Unsatisfactory**
How well do the students perform in National or regional tests and examinations in mathematics?	***Needs immediate support***

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4) Students' Academic Progress

How much progress do the students make in relation to their starting points?

Overall, students' progress in relation to their starting points is unsatisfactory

Students' progress in English is unsatisfactory

Over time, the school has not made much progress in external examinations in English. However, some students make progress when compared to their starting points, but many students never reached the level required for their age or grade. In addition, some students did not make adequate progress as they moved from grade to grade. For example, in 2006 only seven of the 25 students who sat the Grade One Readiness Inventory Test had the basic literacy skills to access the primary curriculum. In 2010, six of the 23 students who sat the GFLT attained mastery. In 2012, the cohort's average in GSAT language arts was 39 per cent but for communication task it was 67 per cent.

During lessons some students make progress; however, progress made was not continuous as the students move throughout the grades. Gaps in students' knowledge affect their understanding of more complex concepts. For example, At Grade 1, some students were unable to identify the words 'at' and 'am', even though many of them can identify and sound out letters. At Grade 3, the boys were more able than the girls to read age appropriate books; however, their spelling was weak and they were unable to use their dictionaries well. At Grade 5, no boy was able to spell words like 'hurricane', 'sleep', 'foreign' or 'station'. At Grade 4, some students readily identified some proper nouns. Also, at Grade 6 many students were unable to spell well and even though their sentence composition skills had improved, they still struggled with comprehension.

Students' progress in mathematics is unsatisfactory

Students at the school have made slight progress in the GSAT mathematics examination for 2011 and 2012. Overtime, in class the students also make progress in mathematics; however, this was more noticeable in the upper grades. At Grade 4, the school has only one or two students attaining mastery in the GFNT, regardless of how many entered ready for Grade One. For instance, in 2006 only seven of the 25 students mastered the number letter knowledge in the Grade One Readiness Inventory Test and were ready to access the primary curriculum. However, by 2010 when this cohort sat the GFNT, only two of the 22 students attained mastery. At Grade 6 the cohort attained an average of 41 per cent in the GSAT; this performance shows that slight progress was made.

During lessons some progress is seen and some Grade 1 students were able to identify numerals one to ten, but some were unable to write the numerals after ten correctly. At Grade 2, a few students still struggled with number concepts. At Grade 3, the students were able to count to 100. Even at Grade 5 some students, especially the boys, were still unable to identify place value.

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How much progress do the students make, in relation to their starting points?	
Grades	**1 - 6**
How much progress do the students make in relationship to their starting points in English?	**Unsatisfactory**
How much progress do the students make in relationship to their starting points in mathematics?	**Unsatisfactory**

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is *needs immediate support*

Students' behaviour and attitudes are satisfactory

Most students exhibit good behaviour and positive attitudes both in class and on the school compound. For example, in class they attempted all assigned tasks and many participated in lesson activities. Students are well prepared with the necessary tools, except textbooks, to do their work. During breaks, the students interact well together. For instance, when at play, students created a conflict free environment without direct adult supervision. With the exception of a few Grade 1 students, teachers find it easy to manage their behaviour with simple reprimands or reminders. The few unruly Grade 1 students require frequent redirection because of continuous disruptive behaviour. Nevertheless, the relationship between staff and students is cordial and supportive. In fact, some students maintain that they are comfortable talking to their teachers even about personal issues.

Students punctuality and attendance is satisfactory

The average attendance is 79 per cent; one per cent below the 80 per cent Ministry of Education's minimum requirement. Students' punctuality is commendable. They report to school and classes on time in spite of the fact that they have to walk long distances. In addition, they respond promptly to the bell for transitioning between classes and after break periods. For instance, within two minutes of the bell marking the end of break and lunch, the students are in their classes.

Students' civic understanding and spiritual awareness is *needs immediate support*

Students' understanding of their civic responsibility is unusually limited. They view the school environment as their 'world'. They do not understand the concept of citizenship and believe keeping the school and its environs clean as a part of their responsibility. They are not aware of the history and culture of Jamaica or even their own parish. For example, they did not know that Paul Bogle, who came from St. Thomas, is a national hero or what he had done to earn that honour. They are also unaware of the popular folk form, Kumina which is popular in the parish. Most students' spiritual understanding and awareness is not fully developed. They attend and participate in devotions but appear not to be   impacted or

empowered by the exposure. They have a very limited concept of God and their moral development is under-developed. Additionally, they simply follow the rules of the adults in their lives and demonstrate very little self-confidence and many are not assertive. They are also unaware of other religions and their practices.

Students' economic awareness and understanding is *needs immediate support*

Many students have very limited understanding of economic activities in Jamaica and globally. For example, they were unable to name any source from which the government receives funds to carry out its functions. They were unaware of their potential contribution to national revenue through paying the General Consumption Tax (GCT) or taxes. Importation and exportation are also foreign concepts to many of these students. For example, once the terms were explained, one student claimed that Jamaica exports rice.

Environmental awareness and understanding is unsatisfactory

The students' view of the environment is limited to their home and school. They voice the need to keep the grounds clean in order to limit the creation of conditions under which insect pests thrive. However, they are unaware of global environmental issues and their impact on communities. Nevertheless, they keep their classrooms and school yard clean.

How good is the students´ personal and social development?	
Grades	**1-8**
Students´ behavior and attitudes	**Satisfactory**
Punctuality and attendance	**Satisfactory**
Civic understanding and spiritual awareness	***Needs immediate support***
Economic awareness and understanding	***Needs immediate support***
Environmental awareness and understanding	**Unsatisfactory**

6) Use of Human and Material Resources

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

Overall, the use of human and material resources is unsatisfactory

The quality and quantity of the human resources are satisfactory

For a school with an enrolment of under 120 students, the school is over-staffed. The staff consists of eight teachers, a guidance counsellor, Principal and five support staff. All of the teachers are trained to at least the Diploma level. Four teachers have first degrees and one has a post graduate degree. There are several students with special education needs but none of the teachers is trained to address their learning needs. The school has a trained numeracy and a literacy coordinator but they are not used to provide interventions to support literacy and numeracy. Moreover, the lack of training in strategies to assist students with special educational needs limits the teachers' ability to plan effectively to meet their

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needs. Additionally, some teachers inconsistently deliver quality lessons. This has negatively impacted students' attainment in English and mathematics. Also, the support staff includes a Peace Corps volunteer, a secretary, two cooks/janitors and a tuck shop employee. These staff, support learning, carry out administrative duties, ensures a clean learning environment and well prepared balanced meals.

Use of the human resources is unsatisfactory

The teachers' attendance and punctuality to school is below the expected standards. In examining the staff register for the 2012 to 2013 school year, teachers were collectively absent for 190 days; when each school year has 180 days. For example, in the very first term of the 2012 to 2013 school year, one teacher was absent for 13 days, another for nine days, and a third was absent for seven days. Notably, in the last school year most teachers take a day each month and at least four teachers are late each week. However, no teacher has been absent for this school year; but, a few are already arriving at school late. Nevertheless, the teachers, including the new Peace Corps volunteer have been re-deployed to better meet the needs of the students. Staff development efforts are ongoing with a workshop held in September 2013. The support staff is assigned multiple duties to ensure that administrative and ancillary tasks are done well to ensure that the school environment is clean. The support staff attendance at school is fair and they are mostly punctual, and, they carry out their duties effectively.

The quality and quantity of the material resources are satisfactory

The school has enough space and furniture to support the current population. There are specially designated areas such as, a computer lab, sick bay, guidance counsellor's office, a small dining area, and a library that is being refurbished. The modern sanitary facilities are adequate for the population and they are kept clean and free from unpleasant odour. The classrooms have enough space for small classroom libraries and storage of textbooks and support materials. However, there are not enough Ministry of Education textbooks or audio-visual equipment. Only one of two radios work, and there is no television, DVD player or a working overhead projector. There is also no internet access at the school. Nevertheless, the teachers are creative in making charts, mobiles, word cards, games and a few manipulatives such as counters from bottle caps.

Use of the material resources is unsatisfactory

Material resources are not adequately used to support students learning. For example, there is a general over-reliance on the use of the chalkboard to support lessons in many classes. In some lessons, teachers use a few textbooks and printed materials to support learning. However, these are usually appropriate for the most able students in the class. For example, in a Grade 4 language arts class, the passage from the textbook used was above the level of some of the students and so they were unable to follow as the lesson progressed. Neither are dictionaries or textbooks adequately used to develop research and critical thinking skills. Additionally, some available materials such as the computers in the lab, books in the library and the globe are not used at all to support learning. Nevertheless, there are some teachers who use of a variety of materials to deliver and enhance concepts. For instance, in one good lesson a Grade 2, teacher used the Literacy1-2-3 Book, games, along with several other items such as a ball, horn, pen, and play dough to help the students understand the functions of the brain.

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How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Grades	**1-8**
Human resources	**Satisfactory**
Use of human resources	**Unsatisfactory**
Material resources – quality and quantity	**Satisfactory**
Use of material resources	**Unsatisfactory**

7) Curriculum and Enhancement Programmes

How well do the curriculum and any enhancement programmes meet the needs of the students?

Overall, provisions for the curriculum and enhancement programmes are unsatisfactory

Provisions for curriculum are unsatisfactory

The Revised Primary Curriculum (RPC) is implemented, and there are clear attempts to modify lessons, but these initiatives are often ineffective in meeting the needs of some students. In some lessons the objectives are unattainable for a significant percentage of the students however, the tasks are sometimes not well thought out. For example, in an upper school language arts class the words chosen did not match the design of the lesson activity and so many students were lost. The school's curriculum is broad but not always balanced. There is a higher focus placed on literacy; with little attempt to ensure that the extremely poor performance in numeracy is addressed through curriculum innovations. As a result, the school continues to perform below the national averages.

Although there is Common Planning Time scheduled, the time is not adequately used to review and formulate appropriate strategies to develop all of the students' skill levels. In fact, the deficiencies in students' skills are not being accurately addressed even with the modifications that are in place. In short, the teachers' are not adequately catering for the multiple learning needs, style and interest of all the students in order to increase their awareness and holistic development. This is most noticeable in the population of students that have special needs. Moreover, in most instances lessons are taught in isolation, as most lessons do not establish cross curricular links.

Enhancement Programmes are unsatisfactory

The school has begun an initiative to develop a literacy intervention programme across grade levels.   However, the failure to effectively use the available data about the students' literacy skills to provide remediation has made the programme ineffective. Additionally, no intervention programme is in place to improve numeracy and the school continues to experience a history of low students' performance. The school is making efforts to improve the students' social and personal development through a few extra-curricular activities and links with the local community. For example, volunteers teach traditional dances to some students and expose them to the Jamaica Cultural Development Commission's (JCDC)

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competitions. However, only some of the students benefit from these activities; mostly the same set of students represents the school. There are also very few field trips with very little student participation as most parents are unable to finance these activities. The field trips are mostly for entertainment rather than for educational purposes and have no clear linkage to the curriculum.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	**1-8**
How well does the curriculum meet the needs of the students?	**Unsatisfactory**
How well do the enhancement programmes meet the needs of the students?	**Unsatisfactory**

8) Student Safety, Security, Health and Wellbeing

How well does the school ensure everyone's safety, security, health and wellbeing?

Overall, the provisions for student safety, security, health and wellbeing are satisfactory

Safety and security is satisfactory

The school does not have a perimeter fence or security personnel on the compound. However, the leadership has formulated policies with scheduled events and activities to develop safety awareness; for example, two fire extinguishers were purchased, disaster preparedness and road safety exercises are conducted, as well as earthquake and fire drills to ensure that stakeholders are safe during the daytime. As a result, safety concerns are minimal during the school's hours of operation. However, there are lingering concerns about security, especially at nights, since the school has experienced two burglary attempts in the past three years. Another concern is the ease with which students could leave the school without being noticed or challenged. Additionally, not all members of staff know how to use the fire extinguisher.

Health and wellbeing is satisfactory

The students' wellbeing is of concern to the school; however, there are clear efforts by the management and staff to support the students' health and wellbeing. Most of the school's population is on PATH. The school ensures that they have lunch each day and where the need arises, some students are even provided with breakfast. There is a health care policy in place and the school has a guidance counsellor who makes home visits if students are absent for long periods. The guidance counsellor also has responsibilities that include counselling, communicating incidents of misbehaviour to parents, monitoring the PATH Programme, and organising special events like Girls' Day and Boys' Day. In addition, there are few efforts to enhance the students' awareness and academic development on special days; these are ineffective as students view these activities as mere fun, and do not pay attention to the tasks on those days. Also the school has no strategy in place to assist students who have been absent to transition back to classes and to make up for work

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missed. Nonetheless, there are systems in place to handle minor injuries at the school and more serious cases are referred to the Yallahs Clinic.

How well does the school ensure everyone´s safety, security, health and wellbeing?	
Grades	**1-8**
Provisions for safety and security	**Satisfactory**
Provision for health and wellbeing	**Satisfactory**

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Recommendations

We recommend that the following actions be taken to make further improvement:

1. That the Region's Numeracy Coordinator conducts professional development workshops for all the teachers on:

    a. the stages of numeracy development;

    b. the use of manipulatives to support the teaching of mathematics; and

    c. linking mathematics concepts with students' real life experiences.

2. That the Principal immediately:

    a. creates a system for continuous staff development and monitoring to improve, numeracy and literacy development in children, use assessment data to drive lesson planning and the development of higher order thinking skills in children;

    b. ensures that all teachers align their action plans to the SIP and that realistic targets are set and strategies are effectively implemented;

    c. increases the number of report cards sent to parents to at least two per year; and

    d. holds the teachers to account for absenteeism and persistent lateness in keeping with the Education Regulations.

3. That the senior teachers:

    a. improve the quality of instructional support and guidance they provide to the teachers by paying closer attention to the tasks being assigned to the students as outlined in the lesson plans and request that teachers include full examples in their plans;

    b. monitor curriculum coverage and the quality of instruction provided by the teachers they supervise; and

    c. improve communication with parents so that they can better support their children's development as well as the development of the school.

4. That the teachers provide opportunities that will enhance students' civic, spiritual, economic and environmental awareness and understanding.

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Further Action

The school has been asked to prepare an action plan indicating how it will address the recommendations of this report. The action plan will be sent to the National Education Inspectorate and the Regional Education Authority within two months of the school's receiving the written report. The next inspection will report on the progress made by the school.

Maureen Dwyer
Chief Inspector
National Education Inspectorate

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List of Abbreviations and Acronyms

ASTEP   Alternative Secondary Transition Education Programme
CAPE   Caribbean Advanced Proficiency Examination
CCSLC   Caribbean Certificate of Secondary Level Competence
CSEC   Caribbean Secondary Education Certificate
GNAT   Grade Nine Achievement Test
GSAT   Grade Six Achievement Test
HEART   Human Employment and Resource Training
ICT   Information and Communication Technology
IT   Information Technology
ISSA   Inter Secondary Schools' Association
JSAS   Jamaica Schools Administration System
JTA   Jamaica Teachers Association
MOE   Ministry of Education
NEI   National Education Inspectorate
PATH   Programme of Advancement Through Health and Education
PTA   Parent Teacher Association
SIP   School Improvement Plan
SJE   Standard Jamaican English
SMT   School Management Team

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Appendices

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	38

	English	Maths	Other
Number of lessons or part lessons observed **[Primary]**	16	12	10
Number of lessons or part lessons observed **[Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]**	N/A	N/A	N/A

Number of scheduled interviews completed with members of staff, governing body and parents	5

Number of scheduled interviews completed with students	3

	Parents	Students	Teachers
Number of questionnaires returned and analysed	N/A	N/A	N/A

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Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

- They establish the vocabulary for a conversation with, and between, schools about the purposes of schooling and the key determinants of educational success

- They provide schools with a picture of educational excellence to which they can aspire

- They provide schools with a clear understanding of levels of provision and performance that are considered unacceptable and must be improved

- Schools can use the indicators to evaluate their own provision and performance, and to help them to make improvements

- The use of indicators ensures that inspectors concentrate on weighing evidence to make consistent judgements in all schools

- The publication of indicators helps to make inspection a transparent process for schools and the wider public.

Inspection Indicators

1. How effectively is the school led and managed by the Board, the Principal and SMT and middle leadership?

1.1 School-based leadership and management

Key strands

- Leadership qualities
- Vision and direction
- Focus on teaching, learning and student outcomes
- Commitment of the staff
- Management of the school

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Senior leaders lack drive and do not enjoy the respect of significant numbers of staff and students The school has no coherent set of aims. Few members of the school's community know what they are or are working deliberately towards their achievement **Senior leaders exert little influence over the quality of teaching and learning. They might be complacent about the standards the students achieve** There is generally low morale among the staff and students **The school is poorly managed; its day to day operation is liable to frequent disruption**	**Senior leaders are not always visible around the school and do not exert sufficient authority over staff or students** The school lacks direction. Its aims are unclear and there is little sense of common purpose among the staff **Senior leaders devote too much time and effort to administrative tasks and focus insufficiently on the quality of teaching and learning** It is apparent that some members of the staff lack commitment to their work with students **Although it might operate smoothly most of the time, many of the school's management systems are inefficient**	**Senior leaders are visible around the school and have clear authority over staff and students** The school has stated aims, but it might but lacks strategies for the attainment of goals **Senior leaders make the achievement of high standards the focus of their work** Most members of staff have confidence in, and respond well to, the leadership of the school and are committed to their work with students **The school operates efficiently day to day**	**Senior leaders lead by example and exert a strong, positive influence on staff and students** They provide a clear sense of direction for the school and communicate effectively a common purpose **Senior leaders focus strongly on maintaining and improving student outcomes** Effective staff teams share responsibility and are accountable for ensuring high quality outcomes for students **The school's systems and processes are well thought-out and highly efficient**	**Senior leaders are respected by staff and students as highly effective and skilled professionals** They articulate a compelling vision of the school's ambitions for the future and how they will be achieved **Senior leaders exert a decisive influence in consistently promoting teaching and learning of high quality** Individuals and teams at all levels are deliberately empowered to innovate and take responsibility **The school is managed with flair and imagination in the interests of maximising opportunities for all students**

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1.2 Self-evaluation and improvement planning

Key strands

- Rigour and accuracy of the school's routine self-evaluation process
- The extent to which the views of parents, students and others are taken into account
- The identification of appropriate priorities for improvement
- The quality of plans for improvement
- The extent to which plans are monitored and result in genuine improvement

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Senior leaders do not have a realistic view of the school's strengths and weaknesses because key areas of its work are not evaluated effectively Little or no feedback is sought from parents, students and other groups **Planning for improvement is not based on well-judged priorities** Plans are vague, often propose too many unrealistic and unachievable priorities **There is no evidence of improvement plans leading to raised standards or better teaching**	**Self-evaluation is informal and inadequately developed. It pays insufficient attention to monitoring the standard of students' work and the quality of the teaching** There is little systematic attempt to gather the views of parents and students of the work of the school **The school's improvement plans do not focus sufficiently on raising the quality of teaching and learning** Planning for improvement is unrealistic and responsibilities are unclear **Plans often remain unimplemented and there is little evidence of their leading to real improvement**	**The school has processes for monitoring the standard of students' work and the quality of teaching** Steps are taken to find out what parents, students and others feel about the quality of the education the school provides **The school's priorities for improvement are based on a sound analysis of its performance** The school prepares an improvement plan on the basis of a range of suitable evidence **There is some evidence that recent plans have brought about intended improvements**	**Senior leaders know the school well as a result of the regular and rigorous evaluation of student performance and the quality of teaching** The views of parents, students and other groups are systematically sought and analysed **Senior leaders use the outcomes of self-evaluation reliably to identify and manage key priorities for improvement** Improvement plans are realistic, ambitious and achievable **They usually result in prompt and effective action to make necessary improvements**	**Systematic and rigorous evaluation is embedded in the school's practice at all levels, generating valid and reliable information** Parents, students and others help to identify the school's strengths, weaknesses and its key priorities for improvement **The school identifies a manageable number of key priorities for improvement** The strategies adopted in the improvement plan are fit for purpose and implemented thoroughly and intelligently. Their impact is evaluated carefully and they are often adjusted in consequence **Improvement plans result in genuine improvement**

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1.3 Governance

Key strands

- The quality of the Board's contribution to the leadership and management of the school
- The extent to which the Board holds the school's professional leaders to account for key aspects of its performance
- Board's knowledge and understanding of the school

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The Board makes no effective contribution to the leadership and management of the school. It provides very little practical support to the school's professional leaders. Its members have very little accurate appreciation of the school's strengths and weaknesses The Board has little understanding of how it could hold the school's professional leaders accountable for its performance and spending	**The Board exerts little influence on the work of the school. It does little to support the efficient and effective management of the school** Some members might understand some of the school's strengths and weaknesses, but the Board does not hold the school's leadership accountable for its performance and spending	**The Board undertakes strategic oversight of the overall direction of the school. It carries out all its legal responsibilities. The Board provides consistent support to the school's professional leaders** It receives from the Principal regular accounts of the quality of the school's work and of the impact of spending decisions	**The Board exerts a significant strategic influence in leading the school's development. It influences the work of the school by challenging as well as supporting its professional leaders** The Board has a good grasp of the school's strengths and weaknesses. It has a clear commitment to raising standards and improving the quality of the education it provides	**The Board makes a considerable contribution to the leadership of the school. It is fully involved in strategic planning and in formulating policy. The Board knows the school well. It promotes change and improvement and plays a key role in links with the community** It works highly successfully in support of the school's professional leaders, while holding them firmly to account for the school's performance

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1.4 Relations with parents and the local community

Key strands

- The quality of the school's communication with, and reporting to, parents
- Parents' involvement with their children's education and the work of the school
- The school's links with organisations and agencies in its local community

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
There is inadequate communication with parents. Arrangements for reporting on students' progress are poor, and parents are not sure how well their children are doing at school Parents are not encouraged to play their part as active partners in their children's education. Parents are unwelcome at the school and their views are seldom sought **There are few, if any, productive links with organisations and agencies in the local community**	**Communication with parents is insufficiently frequent and of poor quality, giving little information about children's progress and wellbeing** Parents' views are rarely sought and too often disregarded. Some parents are actively involved in the school but many have insufficient understanding of how they can contribute effectively to their children's education **The school makes insufficient use of the resources offered in its local community and by outside agencies**	**The school uses established and reliable means to communicate with parents. The school informs parents regularly on matters relating to their children** Many parents attend school consultation events. Parents are welcome at the school and their concerns dealt with effectively. Parents are invited and helped to contribute to their children's education. Parents' views are sought on the quality of the school's work **There are some productive links with the local community and outside agencies, which produce additional resources and enrich the curriculum**	**There is well established communication between home and school. The school provides frequent reports of students' progress and parents are welcome to speak to the teachers** Parents are regarded as partners in their children's education and their views are valued and responded to. Many parents are involved in school activities. **The school has built a range of productive links with the local community and agencies, which enhance important aspects of the school's provision**	**The school uses highly effective methods to communicate with parents. Parents receive regular and frequent reports of their children's academic and personal progress and how they could be improved** They participate in the life of the school and are actively encouraged to be partners in their children's education in a variety of ways Parents are regularly consulted about the work of the school and views are influential **The school enjoys highly productive links with external partners, which enhance and enrich students' educational opportunities**

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2. How effectively does the teaching support the students´ learning?

2.1 Teachers' knowledge of the subjects they teach and how to teach them

Key strands

- Teachers' knowledge of their subjects
- Teachers' knowledge of how to teach their subjects
- Teachers' reflection on how they teach and how well students learn

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Many teachers have insufficient knowledge of the subjects they teach and how to teach them As a result, the progress that many students make and the standards they reach are seriously limited **Teachers very rarely reflect critically on the quality of their practice and its impact on the students' learning**	**Some teachers have insufficient knowledge of the subjects they teach, which results in inaccurate teaching and incomplete coverage of the curriculum** Some teachers lack the understanding needed to promote successful learning in their subjects **Few teachers engage in deliberate and productive reflection on the quality of their practice**	**With very few exceptions, the teachers have a secure understanding of the subjects they teach** They use their understanding to make clear explanations and knowledgeable responses to students' questions **Most teachers reflect on the effectiveness of instruction, how well their students are learning and adjust their teaching as a result**	**All teachers have a thorough understanding of the subjects they teach** In lessons, most teachers are able to help students overcome difficulties by offering different examples to illustrate points and different ways of tackling problems **Most teachers regularly assess the impact of their teaching and adjust their approaches and methods accordingly**	**Teaching throughout the school is characterised by comprehensive understanding of subjects and the contributions they make to the curriculum as a whole** Most teachers are adept at extending their students' capacity in their subjects **Rigorous reflection and the search for more effective practice is the norm among teachers of all subjects**

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2.2 Teaching methods

Key strands

- Quality and effectiveness of lesson planning
- Management of time
- Range of appropriate teaching strategies
- Quality of interaction between teachers and students
- Use of learning resources

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Many lessons are poorly planned or not planned at all	**Many lessons are planned without reference to clear learning objectives**	**Most lessons are effectively planned with clear purposes**	**Most lessons are planned according to clear learning objectives, which the students understand**	**Nearly all lessons are planned according to clear learning objectives, which are successfully communicated to students of all abilities, so that they gain a real sense of achievement**
Many lessons are poorly organised and much time is wasted	Some lessons are poorly organised and some students waste time	Most lessons start promptly in a stimulating way and are rounded off effectively. They are organised efficiently so that tasks are not unnecessarily drawn out	Productive use is made of all the time available	Nearly all lessons contain a balance of activities with the use, where appropriate, of whole class, individual and group work
Many lessons are monotonous, relying mainly on talk by the teacher. There is very little attempt to cater for the needs of individuals and different groups of students	**The methods employed in some lessons are poorly matched to the needs of different groups of students**	**Most teachers use a range of teaching styles for different purposes, which motivate students of all abilities and promote sound gains in knowledge, understanding and skills**	**Most teachers recognise that different groups and individuals have different learning needs and they adapt their methods and resources accordingly**	**Teachers' expectations are consistently high, and challenging for students of all abilities**
Many teachers spend a high proportion of their time disciplining students	Many teachers employ only a narrow range of methods, resulting in dull teaching, which fails to motivate many students	Most lessons are well-ordered and achieve their objectives. In many lessons teachers pose problems and encourage discussion	Most lessons are based on clear, confident instruction and comprise worthwhile activities that enable students of all abilities to make good progress. Students in many lessons are challenged to think critically, justify their views and develop reasoning	Most teachers are able to inspire students to want to find out more. Their questions are often designed for particular students
Very few learning resources are used, other than standard textbooks	**Many teachers use only a limited variety of learning resources and students are denied opportunities to make better progress as a result**	**Most teachers make adequate use of resources in addition to standard**	**Most teachers are adept at using a variety of**	**A wide range of learning resources is used to optimum effect in most**

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Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
		textbooks	**resources to stimulate good learning**	**lessons**

2.3 Assessment

Key strands

- Assessment as part of teaching and learning during lessons
- Assessment practices and record keeping
- Use of assessment information by teachers to inform teaching and learning
- Quality of feedback by teachers, in lessons and in written work, to help students identify and make improvements

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Few teachers undertake assessment regularly as an element in their teaching. Assessment is mainly restricted to formal tests. As a result, many teachers have only sketchy knowledge of their students' strengths and weaknesses Record keeping is poor and the school undertakes little analysis of test and examination results **Most teachers make little or no use of assessment information to adjust their teaching** Most teachers give little or no	**Assessment in many lessons is irregular and inconsistent. As a result many teachers do not have sufficient detailed knowledge of their students' progress** Although the school might keep records of the results of tests and examinations, they are not used effectively to monitor the progress of individual students **Students rarely evaluate their own and other's work. Few teachers use assessment information deliberately to assist their lesson planning so that weaknesses are tackled and**	**Most teachers regularly check their students' progress in lessons. As a result, most have some knowledge of individual students' strengths and weaknesses** The school keeps records of assessment and undertakes some analysis of test results to identify patterns of attainment **Many teachers use assessment information effectively when planning lessons and involve students in the assessment of their own and others' work** Most teachers provide students with regular oral and written feedback on their	**Most teachers employ consistent and effective classroom assessment practices to develop thorough knowledge of their students' performance** Record keeping is thorough and organised well throughout the school. It tracks the progress of individual students against what is expected of them **Most teachers use assessment information to understand what students need to do to improve and adjust their teaching in response. Many involve students in the assessment of their own and**	**Almost all teachers routinely assess what students know, understand and can do in relation to their capabilities** All teachers have access to assessment data that compares students' actual attainment with what has been predicted. They use it to evaluate the effectiveness of the curriculum and their teaching **Students routinely use objective criteria to evaluate their own and each other's work** **Most teachers adjust their teaching to support students who need help and extend those**

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Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
constructive feedback to students and seldom mark their students' written work	**students of all abilities are catered for** Teachers might regularly give oral feedback in lessons, but their marking is mostly cursory	work, but their marking might offer little specific commentary about how it could be improved	**others' work** Most teachers give helpful oral feedback to students during lessons. Their marking helps students to understand how well they have done and what they need to do to improve their work	**who could be challenged further** Almost all teachers use oral and written feedback to give individual students useful insights into how well they have done and what they need to do next

2.4 Student learning

Key strands

- Attitudes and motivation to learn
- Inquiry and research skills
- Application of learning to new situations and real life
- Collaboration between students
- Higher order and critical thinking

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
A substantial proportion of students in many lessons are not engaged and are unable to explain what they are doing Students rarely work without constant teacher direction and lack interest in learning. Many students are unable to find things out for themselves because they lack the necessary skills **Students seldom make connections between what**	**A significant number of students in many lessons lack motivation and are easily distracted. They have only a general awareness of how well they are doing** In these lessons students typically undertake tasks that do not require much thought. Students only occasionally take the initiative or find out things for themselves and choose and use resources independently	**Most students use their time well in lessons** **They can explain what they have learned and have an adequate understanding of their strengths and weaknesses and how to improve** They do what teachers ask of them, but might often be passive listeners. The majority of students work well without close supervision, but others might lack motivation or might be easily distracted	**Most students are keen to learn** **Most are aware of their strengths and weaknesses and take steps to improve** Most students are able to take responsibility for selecting resources, using them independently and deciding what to do next. Most students can discover information to solve problems for themselves, using ICT when appropriate **Most can make clear**	**Almost all students are highly motivated and eager participants, fully engaged in learning and well aware of the progress they are making** **They routinely reflect on what and how they are learning** They are independent learners, able to organise and undertake work for themselves when required **The questions they ask show that they are**

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Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
they study in different subjects. They rarely relate what they have learnt to their own lives outside school Many students are unable to work successfully with others in groups with a common purpose **Higher order and critical thinking play little part in students' experience of school**	**Many students are able to apply what they have learnt only when they are required to repeat a familiar procedure. They need a high level of support when asked to apply knowledge in new situations** Many students, lack the skills they need to sustain co-operation with others to produce good work. Some do not understand the importance of listening to each other and taking turns **Students rarely exhibit the capacity to think critically**	**Most students can connect new and previous learning in simple ways and can relate what they learn about in school to real life situations** Most students can work successfully in a group **Higher order and critical thinking are sometimes features of learning in homework and in many lessons**	**connections between what they have learnt at different times and in different contexts. They can effectively communicate what they have learnt to others.** Most students regularly collaborate productively with others in groups of different sizes, working for a variety of purposes **Higher order and critical thinking are developed in many lessons**	**making connections between new learning and what they already know. They apply skills, knowledge and understanding confidently and accurately in new contexts, tackling real life problems** All students work successfully with others as a matter of routine to produce presentations and rehearse arguments **Students think critically, justify their views and develop reasoning. They frame their own questions, seek answers and reach their own conclusions**

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3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)

Key strands

- Performance in national and/or regional assessments
- Performance against the targets set for the sector and the school
- Performance of different groups
- Performance trends over time

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The performance of most students is very low in comparison with the national average The performance of most students is very low in comparison with national and local targets **There are great disparities in the performance of different groups of students** The trend in student performance over the last three years shows serious decline	**The performance of many students is low in comparison with the national average** The performance of most students is low in comparison with national and local targets **There are significant differences between the performance of some different groups of students** There has been a significant decline in student performance over the last three years	**The students' performance is generally in line with the national average** The performance of most students is generally in line with national and local targets **The differences in performance between different groups of students are in line with those found in similar schools** The trend in student performance over the last three years is broadly in line with that in similar schools	**The performance of many students is high in relation to the national average** The performance of most students is high in comparison with national and local targets **There are no significant differences between the good performance of different groups of students** There has been a significant improvement in student performance over the last three years	**The performance of most students is very high in relation to the national average** The performance of most students is very high in comparison with national and local targets **The performance of different groups of students is consistently high** The trend in student performance over the last three years shows a very great degree of improvement (or the maintenance of exceptionally high standards)

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4. How much progress do students make in relation to their starting points?

Key strands

- Progress against starting points
- Progress during lessons
- Appropriateness of levels achieved
- Progress of different groups of students

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students are under-achieving and make almost no progress in relation to their starting points **There are great disparities in the progress made by different groups of students** There are great disparities in the progress students make in different targeted subjects	Many students are under-achieving and progress is unsatisfactory in relation to their starting points **There are significant differences in the progress made by some different groups of students** There are significant differences in the progress students make in different targeted subjects	Most students make satisfactory progress in relation to their starting points **The differences in the progress made by different groups of students are in line with those found in similar schools** The differences in the progress students make in different targeted subjects are in line with those found in similar schools	The progress of most students is good in relation to their starting points **There are no significant differences in the good progress made by different groups of students** There are no significant differences in the good progress students make in different targeted subjects	Almost all students achieve very well and make excellent progress and in relation to their starting points **The progress made by different groups of students is consistent and exceptionally good** The progress students make in different targeted subjects is consistent and exceptionally good

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5. How good is the students´ personal and social development?

5.1 Students' behaviour and attitudes

Key strands

- Observed behaviour and attitudes in lessons and around the school compound
- Students' relationships with other students and all school staff
- Self-organisation and commitment to learning

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students show little self-discipline. They disobey school rules and disrupt many lessons, leading to much lost learning time. Relationships are generally poor. There are widespread problems involving bullying or other forms of hurtful behaviour **Most students are disorganised and not committed to learning**	**The poor behaviour of some students disrupts some lessons and causes difficulties, leading to lost learning time. Students often do not obey rules and regulations** Many students show little respect for teachers or for one another **Many students are disorganised and not committed to learning**	**Behaviour and attitudes are generally good. Rules are respected. The school is orderly and safe** Student-staff relationships are based upon mutual respect. The students co-operate well with others **Students are organised and most are committed to learn**	**Good behaviour and attitudes prevail throughout the school.** Staff-student relationships are positive and supportive. They lead in turn to good relationships among students. **Most students are well organised and keen to learn, resulting in a positive learning environment**	**Almost all students are self-disciplined** Their social relationships show genuine concern for and tolerance of others. They respond very well to adults and resolve difficulties in mature ways **Most students are very well organised and take responsibility**

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5.2 Punctuality and Attendance

Key strands

- Attendance to school and lessons
- Punctuality to school and lessons
- Transition time between lessons

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Many students are late at the start of the school day Many students arrive late to lessons	**Some students are persistently late at the start of school** Some students persistently arrive late to lessons	**Most students arrive at school punctually. There is very little persistent lateness** Almost all students are punctual at the start of lessons	**Almost all students arrive on time to start school** With very few exceptions, all students are punctual at the start of lessons	**Unless they have a good reason, all students arrive at school on time** All students are punctual at the start of lessons

5.3 Students' civic understanding and spiritual awareness

Key strands

- Understanding of national identity and regional and local traditions and culture
- Understanding civic responsibility
- Taking on individual responsibilities
- Spiritual understanding and awareness

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no understanding of national identity and little appreciation of local traditions and culture Most students are unaware of the responsibilities of citizenship **Most are reluctant to take on responsibilities**	**Many students lack understanding of national identity** **Many lack an informed appreciation of local traditions and culture** Many students develop only a superficial understanding of what it means to be a citizen **Few successfully**	**Many students are developing an understanding of national identity and an appreciation of local traditions and culture** They are aware of their responsibilities as part of a larger community **Many contribute to the life of the school and the**	**Most students understand the concept of national identity. They understand and appreciate local traditions and culture.** Students' civic understanding is developing strongly and is evident in their responses in lessons in a range of subjects	**Almost all students understand and appreciate the defining characteristics of Jamaican society, and the Caribbean's traditions and culture** The students are developing the skills of active citizenship **Most contribute actively to the**

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Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
in schools and remain uninvolved in their local communities	**discharge responsibilities in school or make a contribution to the local community**	**wider community, through planned responsibilities**	**Most students are able to exercise responsibility and contribute actively to the life of the school**	**life of the school and the wider community and many adopt leading positions in organising events**

5.4 Students' economic awareness and understanding

Key strands

- Awareness and understanding of Jamaica's economic progress and importance both regionally and globally
- Awareness of their potential contribution to Jamaica

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no knowledge of the nature of Jamaica's economic development or of the importance of continued economic progress Most students have little or no understanding of economic issues and do not recognise the contribution they could make to economic progress	**Many students are unaware of the importance of Jamaica's continued economic progress** Many are unaware of, or unconcerned with, their potential to contribute to the country's future economic success	**Many students have a basic knowledge of Jamaica's economic development. They understand the key factors that influence economic progress in the Caribbean region** Most students are positive about the contributions they can make towards economic success	**Most students know how Jamaica and the Caribbean region have developed economically. They understand clearly the importance of Jamaica's continued economic progress** Most students are aware of the contributions they can make to continuing economic prosperity	**Almost all students demonstrate detailed knowledge and understanding of the economic circumstances of Jamaica and the Caribbean region and its place in the world economy** They are well equipped and willing to contribute to continuing economic success

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5.5. Environmental awareness and understanding

Key strands

- Knowledge and understanding of national and global environmental issues
- Concern and care for the school environment
- Concern and care for the wider environment

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no awareness of environmental issues They take no interest in looking after the school, they drop litter casually, or deface school property **They have little knowledge of wider environmental concerns**	**Many students have little awareness of environmental issues** They make little effort to take care of their immediate environment **They show little care for, or concern with, the quality of the wider environment**	**Many students are aware of some national and global environmental issues** They take care of their immediate surroundings in school and in the community **They appreciate the importance of caring for the wider environment**	**Most students know that national and world resources need to be protected and used responsibly** Many take part in activities to keep the school and local environment clean and tidy **Many students understand that economic decisions affect the wider environment**	**Almost all students understand the importance of securing a sustainable environment** Students routinely initiate and take part in schemes that promote sustainability and conservation, both in their immediate environment and on a wider scale

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6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

6.1. Human resources

Key strands

- The sufficiency of suitably qualified and knowledgeable teaching and support staff
- The extent to which the staff are supported and offered training

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school is inadequately staffed to deliver its curriculum effectively. The quality of the education the students receive is seriously reduced in consequence. Some staff are inappropriately qualified	**The school lacks teaching and support staff with the knowledge and expertise required to deliver the curriculum in full. Some staff are inappropriately qualified**	**The school retains and deploys sufficient qualified teaching and support staff to deliver the curriculum and achieve at least satisfactory standards**	**The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable students to achieve good standards**	**The school has a full complement of well qualified teaching and support staff, enabling it to achieve the best standards possible for students**
The school accepts little or no responsibility for the professional development of the staff	Opportunities for staff training are infrequent and unsystematic	The school enables most members of staff to take part in appropriate training activities to help develop their knowledge and skills	The school provides a programme of training for staff at all levels, based on an accurate appreciation of professional learning needs	The school provides a wide range of training opportunities for all members of staff, resulting from careful evaluation of teaching quality and designed to meet individual and group needs

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6.2 Use of human resources

Key strands

- Deployment of teaching staff
- Attendance of staff
- Punctuality of staff
- Use of support staff

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Many teachers are deployed to subjects and at levels in which they are insufficiently qualified and experienced Staff attendance is poor: persistent and unexplained absences are common **Many staff regularly arrive late to school and to lessons and there is little or no discretionary effort from most staff** Support staff make little or no contribution to the quality of teaching and learning	**Some teachers are deployed to subjects and at levels in which they are insufficiently qualified and experienced** The rate of staff attendance is low: there is frequent persistent or unexplained absence **Some staff regularly arrive late to school and to lessons and there is little discretionary effort from many staff** Support staff are deployed inefficiently and contribute little to the quality of teaching and learning	**Most teachers are deployed to the subjects at the levels in which they are qualified and experienced** Staff attendance is satisfactory: there is little persistent or unexplained absence **Most staff are punctual to school and to their lessons** Support staff is deployed to assist with teaching and learning.	**Almost all teachers are deployed to the subjects at the levels in which they are qualified and experienced** The rate of staff attendance is good: persistent and unexplained absences are rare **The staff arrive punctually to school and to almost all lessons** Support staff is deployed well so that they contribute to the good quality of teaching and learning	**All teachers are deployed to the subjects at the levels in which they are qualified and experienced** Staff attendance is exemplary: there is no persistent or unexplained absence **The school day always begins smoothly and lessons always begin on time** Support staff is deployed well and sometimes imaginatively to support high quality teaching and learning.

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6.3 Material resources – Quality and Quantity

Key strands

- Appropriateness and quality of the school premises
- Appropriateness, quality and sufficiency of resources for teaching and learning

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The premises and facilities are inadequate to meet some of the basic requirements of the school's curriculum The school has too few resources of adequate quality to meet the requirements of the curriculum in many subjects	**Parts of the school premises are unsuitable or deficient for delivering the school's curriculum** The lack of learning resources of sufficient quality restricts students' progress in some subjects	**The school premises are adequate, although specialist facilities may be limited** There are enough learning resources, including ICT, to deliver the curriculum efficiently and enable students to attain at least satisfactory standards	**The premises and specialist facilities are sufficient, of good quality and fully accessible to all students** There are sufficient resources of high quality to promote effective independent learning and good standards	**The premises are of high quality, with many well-designed specialist facilities** Resources for learning of all kinds are plentiful and their effectiveness is routinely evaluated to ensure that they support high standards

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6.4 Use of material resources

Key strands

- Effective use of school premises
- Effective organisation and use of available resources for teaching and learning
- Use of time to maximise learning

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school makes poor use of much of its premises. Specialist areas are seriously under-used Learning resources are under-used or not used at all, which impedes important aspects of many students' academic progress and personal development	**Some aspects of the school's premises, such as specialist areas, are used inefficiently** Deficiencies in the use of available learning resources restrict some aspects of the students' academic achievement and personal development	**The school's premises are maintained to an adequate standard and are used efficiently** Students and staff make satisfactory use of the school's resources in their academic work and to support their personal development	**The school's premises are well maintained and deployed effectively by means of efficient timetabling** Staff and students have easy access to learning resources and make good use of them to achieve good academic standards and strong personal development	**The school makes excellent use of its premises and facilities through efficient and sometimes creative timetabling** All learning resources are readily available to all staff and students, who make exceptionally good use of them in achieving high standards

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7. How well do the curriculum and any enhancement programmes meet the needs of the students?

7.1 Relevance

Key strands

- Review and adaptation of the curriculum to meet the needs of all students
- Breadth and balance
- Continuity and progression
- Cross-curricular links

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The curriculum fails to cater adequately for the educational needs of particular groups of students. There is no systematic review and almost no adaptation The range of subjects offered is too narrow or inappropriate for many students, who are poorly motivated in consequence **There is little or no continuity in learning from year to year in many subjects** The curriculum is not based on any clear overall rationale	**The curriculum is reviewed occasionally but adaptations are mainly superficial** The curriculum offers too narrow or inappropriate a range of subjects for some students, and there is little genuine choice of what to study and significant gaps in content **There is discontinuity in some subjects from year to year and between sections of the school** Subjects are mostly taught in isolation from one another	**The curriculum is reviewed from time to time and adapted to meet the needs of students** It is soundly planned to be adequately broad and balanced: there are few significant gaps in content or limitations on choice for any students **The syllabuses in most subjects are planned to enable students to make progress within and across years** Links between subjects are evident in a limited range of contexts	**The curriculum is reviewed regularly according to a clear rationale and adapted to ensure that it caters well for all students** It is broad, balanced and challenging for students of all abilities, with some choice in learning for almost all students **Transitions between sections of the school ensure that most students are well prepared for the next stage of their education** Links are frequently planned between subjects, so that what the students learn in one context is deliberately applied in others	**The curriculum is reviewed regularly according to a systematic self-evaluation process and adapted imaginatively to ensure that no student's needs are overlooked** Each of its various elements has breadth and balance. It includes creative, physical and practical experiences for all students, with evident choice **All subjects are planned and taught to ensure progression in learning for all students** Cross–curricular themes are deliberately planned to ensure that knowledge and skills are developed in meaningful and interesting contexts

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7.2 Enhancement Programmes

Key strands

- Relevance to all students
- Uptake of programmes
- Links with the local environment and community

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
There are few enhancement activities and they are poorly planned Some are poorly organised and attended by few students **Very little use is made of resources or opportunities beyond the school**	**The school offers a few enhancement programmes and activities** Some are well attended, although they do not involve a high proportion of students **There are few opportunities to learn beyond the classroom**	**The curriculum is enriched by a limited range of enhancement programmes** Many are well organised and well attended **There are a few opportunities for students to learn within the local environment and community**	**The curriculum is appreciably enriched by a good range of enhancement programmes** They are well organised and well attended **There are regular opportunities for students to learn within the local environment and community**	**The curriculum is substantially enriched by a wide range of enhancement programmes** They are well organised, well attended and cater for the interests of most students **Regular planned opportunities exist for students to learn within the local environment and community or beyond**

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8. **How well does the school ensure everyone's safety, security, health and wellbeing?**

8.1 Safety and security

Key strands

- Policy and procedures to ensure the safety and security of all members of the school community, including on and off site school activities
- Quality of monitoring and maintenance

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Policies for safety and security are non-existent or ignored There are almost no safety and security checks. Many parts of the buildings and equipment are unsafe and poorly maintained	**Policies for safety and security might exist but are poorly implemented** Safety and security checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe	**Policies and procedures ensure that requirements for maintaining the safety and security of students are met** Buildings and equipment are checked regularly and are safe, secure, and maintained in sound repair; accidents are rare	**Policies exist to ensure that a safe and secure environment is maintained** Buildings and equipment are checked thoroughly and kept in a good state of repair	**Policies and practice provide an exceptionally safe and secure environment for students and staff** Buildings and equipment are scrupulously maintained and in excellent condition

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8.2 Health and wellbeing

Key strands

- Staff relationships with students
- Guidance and counselling arrangements
- Management of discipline
- Management of student attendance and punctuality
- Arrangements for suspension and exclusion of students – number of students out of school due to suspension and exclusion
- Tracking of students' wellbeing

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most staff have poor relationships with most students Guidance and counselling arrangements are poor and the school is ineffective in responding to students´ needs **Punctuality and attendance poor and not acted on** Arrangements for the suspension and exclusion of students are poorly handled **There is little or no attempt to track the wellbeing of individual students**	**The staff relationships are limited and staff are slow to diagnose and respond to students' needs** Guidance and counselling arrangements are weak or are not applied consistently **Limited attention is paid to attendance and punctuality, which need improving** Arrangements for the suspension and exclusion of students are unsatisfactory **The school keeps only informal track of the wellbeing of individual students**	**Staff know students well. They show them respect and respond promptly to their personal needs** Students know they can trust and confide in staff **Suitable arrangements exist to promote punctuality and attendance** Arrangements for the suspension and exclusion of students are satisfactory. **The school keeps records of significant incidents that affect the wellbeing of individual students**	**Relationships are good and students' personal wellbeing is a high priority for staff** Students receive effective and supportive guidance in preparation for the next stage of their education **Procedures to address punctuality and attendance are good** Arrangements for the suspension and exclusion of students are well-handled **There are systems for tracking students' personal welfare and for supporting individuals and groups**	**Staff have very good relationships with all students**. Staff consistently provide well-judged advice and guidance **Procedures to address punctuality and attendance are very good** Arrangements for the suspension and exclusion of students are exceptionally well-handled. **There are well developed systems for tracking students´ personal welfare and for supporting individuals or groups**

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Appendix 3 - National Test Data

Starting Point

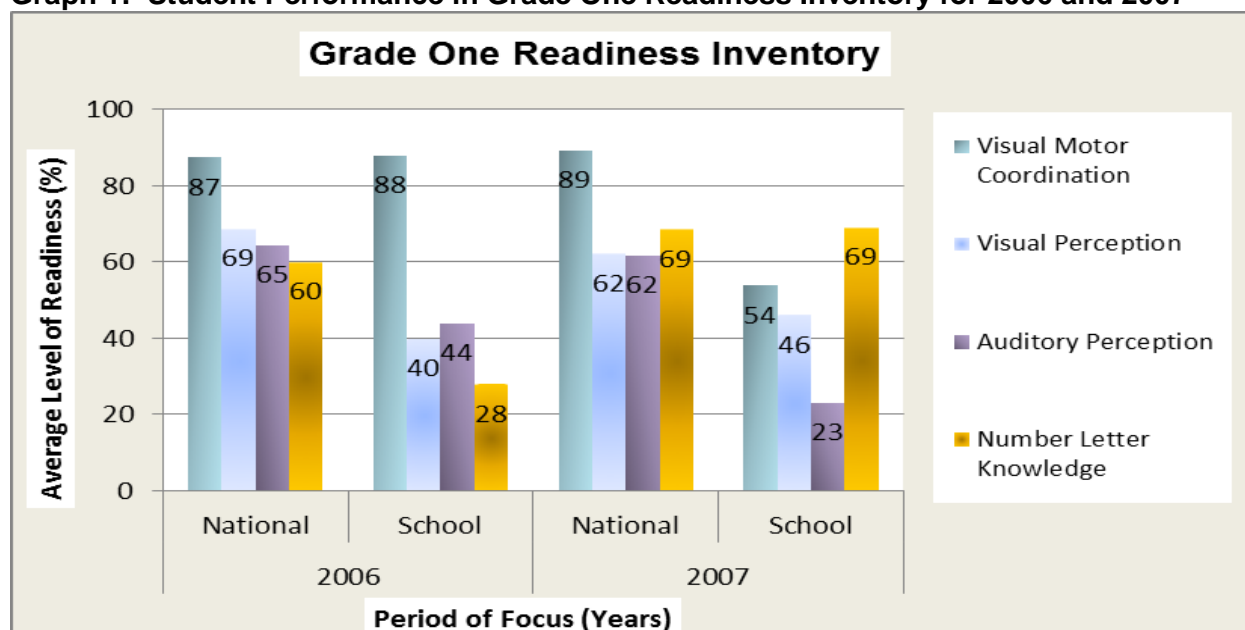**Graph 1: Student Performance in Grade One Readiness Inventory for 2006 and 2007**

Table 1: Student Performance in Grade One Readiness Inventory for 2006 and 2007

Aeolus Valley All Age				
2007				
Assessment	Candidates		2007 Mastery	
Grade One Readiness	Enrolled	Sitting	National	School
	20	13	**43**	**15**
2006 (Cohort data)				
Assessment	Candidates		2006 Mastery	
Grade One Readiness	Enrolled	Sitting	National	School
	28	25	**42**	**20**

The overall mastery for students who entered Aeolus Valley All Age in **2006 (Cohort 1)** was 20 per cent. This was below the national average (42 per cent) by 22 percentage points. The participation rate for this exam was 89 per cent. The students' mastery was below the national mastery for all subject areas except Visual motor Coordination which was one percentage point above the national mastery.

The school's mastery (15 per cent) declined in 2007 by 26 percentage points. It was below the national mastery (43 per cent) by 28 percentage points. The participation rate for this exam was 65 per cent. The students' mastery was below the national mastery for all subject areas except Number Letter Knowledge which was on par with the national mastery.

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ATTAINMENT

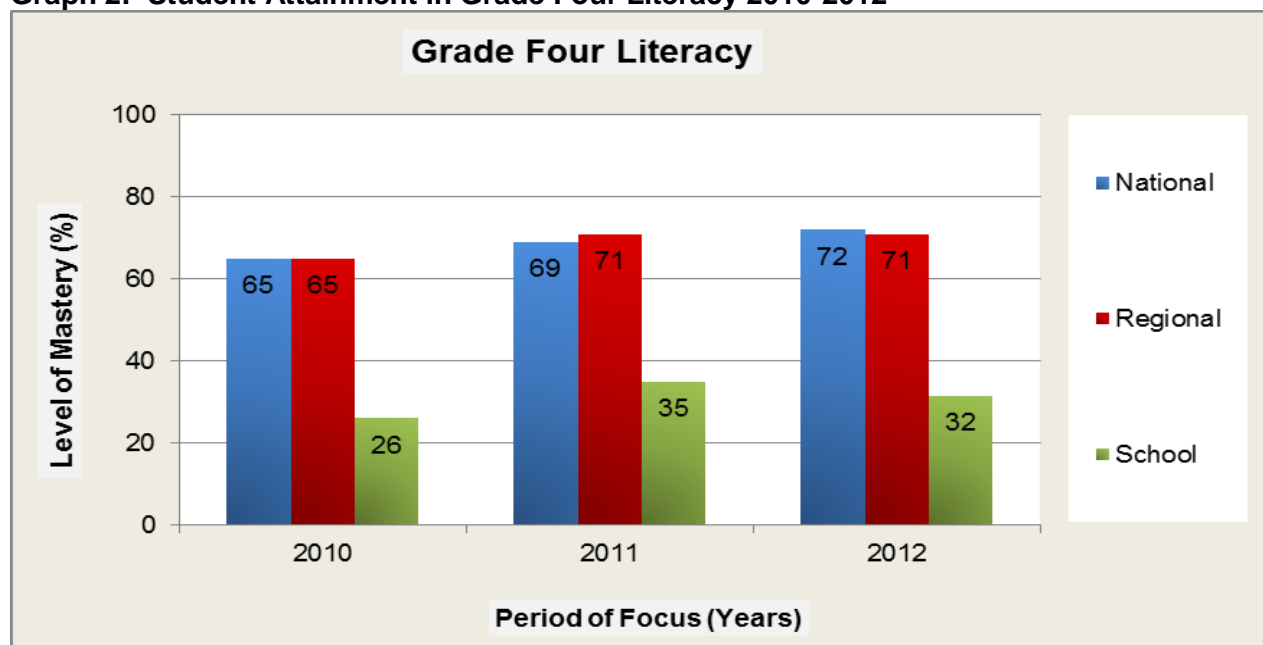**Graph 2: Student Attainment in Grade Four Literacy 2010-2012**

Table 2: Student Attainment in Grade Four Literacy 2010-2012

Aeolus Valley All Age					
2012					
Assessment	Candidates		2012 Mastery		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	20	19	**72**	**71**	**32**
2011					
Assessment	Candidates		2011 Mastery		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	21	20	**69**	**71**	**35**
2010 (Cohort data)					
Assessment	Candidates		2010 Mastery		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	26	23	**65**	**65**	**26**

The school's Grade 4 Literacy mastery fluctuated throughout the period (2010 to 2012).

In **2010 (cohort 1)**, school mastery (26 per cent) was significantly below both the national and regional mastery (65 per cent) by 39 percentage points. The participation rate was 88 per cent.

In 2011, school mastery (35 per cent) improved by nine percentage points but was below the national (69 per cent) and regional (71 per cent) mastery by 34 and 36 percentage points respectively. The participation rate was 95 per cent.

In 2012, the school mastery (32 per cent) declined by three percentage points and remained significantly below the national (72 per cent) and regional (71 per cent) mastery by 40 and 39 percentage points respectively. The participation rate was 95 per cent.

The Grade Four Literacy target set for each primary level school by the Ministry of Education is 100 per cent mastery, which is to be achieved by 2015. Aeolus Valley All Age will need to attain a mastery of 47 per cent each year to meet the target.

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Graph 3: Student Attainment in Grade Four Numeracy 2010-2012
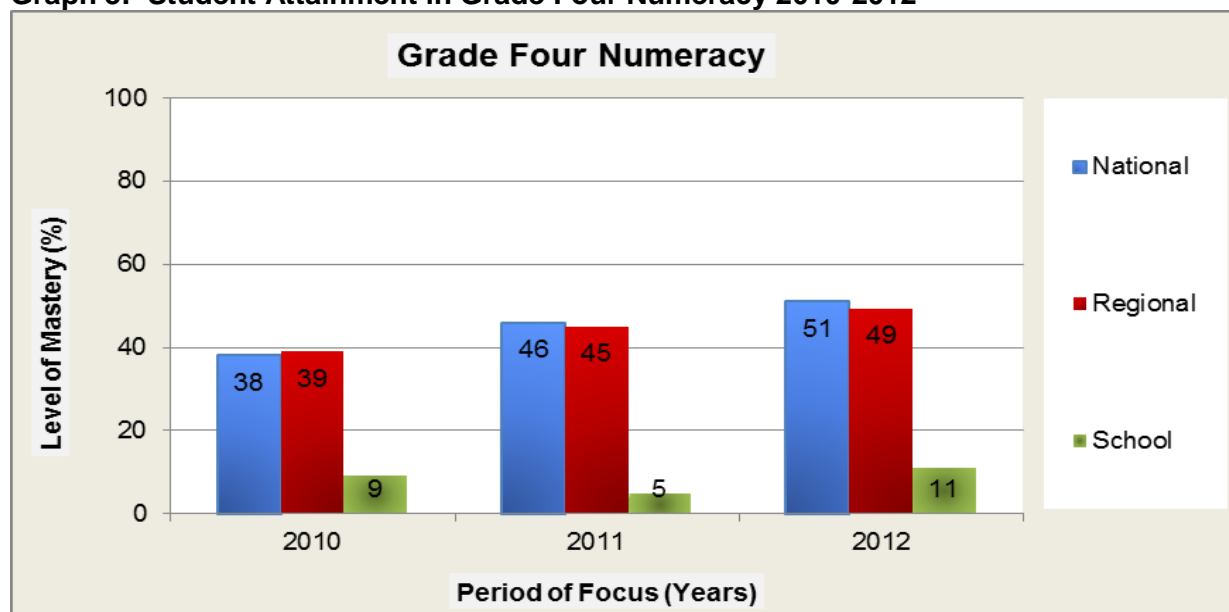
Table 3: Student Attainment in Grade Four Numeracy 2010-2012

Aeolus Valley All Age					
2012					
Assessment	Candidates		2012 Mastery		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	20	18	**51**	**49**	**11**
2011					
Assessment	Candidates		2011 Mastery		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	21	21	**46**	**45**	**5**
2010 (Cohort data)					
Assessment	Candidates		2010 Mastery		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	26	22	**38**	**39**	**9**

The school's Grade 4 Numeracy mastery fluctuated throughout the period (2010-2012) and remained below both the national and regional mastery.

In **2010 (cohort 1)**, school mastery (nine per cent) was significantly below both the national (38 per cent) and regional (39 per cent) mastery by 29 and 30 percentage points. The participation rate was 85 per cent.

In 2011, school mastery (five per cent) decreased by four percentage points and remained below the national (46 per cent) and regional (45 per cent) mastery by 41 and 40 percentage points respectively. The participation rate was 100 per cent.

In 2012, school mastery (11 per cent) increased by six percentage points but remained significantly below the national (51 per cent) and regional (49 per cent) mastery by 40 and 36 percentage points respectively. The participation rate was 90 per cent.

The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85 per cent mastery, which is to be achieved by 2015.

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**Graph 4a: Grade Six Achievement Test 2010-2012**
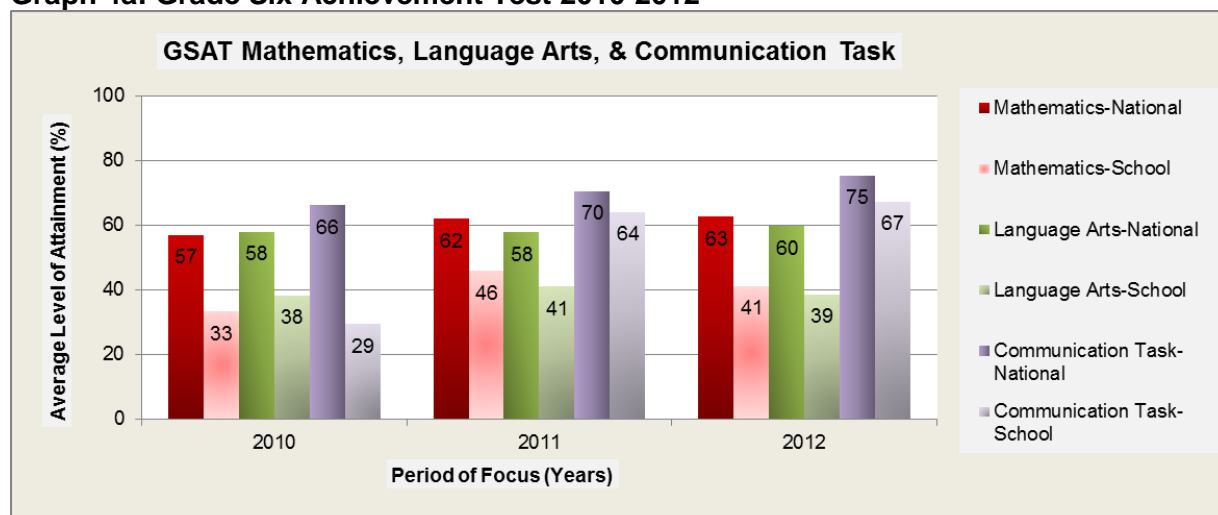
The school performed below the national average for mathematics, language arts and communication tasks throughout the period (2010-2012).

The mathematics average fluctuated throughout the period. It was 33, 46 and 41 per cent for each year respectively.

The language arts average fluctuated throughout the period. It was 38, 41 and 39 per cent for each year respectively.

The communication tasks average improved significantly over the period. It was 29, 64 and 67 per cent for each year correspondingly.

Graph 4b: Grade Six Achievement Test by Gender 2010-2012
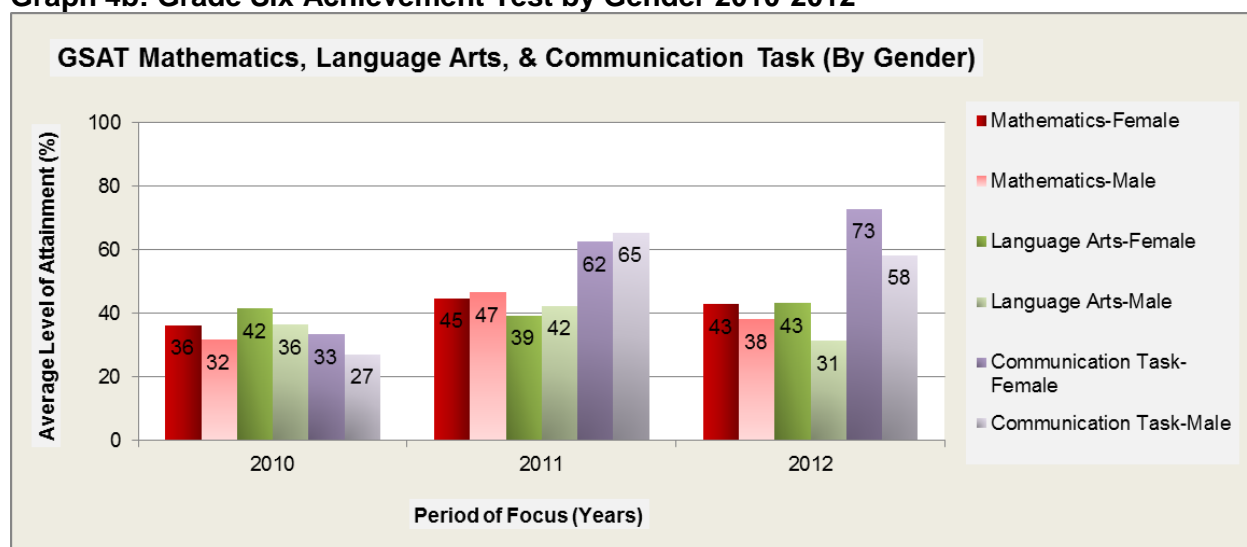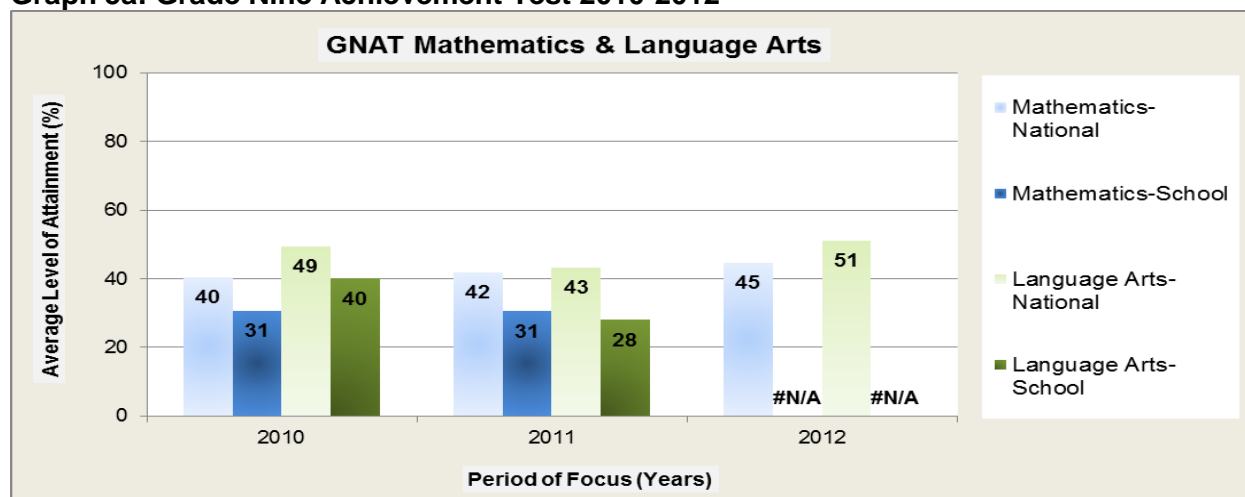

The gender gap looks at the percentage point difference between boys and girls over the entire period (2010-2012).

The gap for mathematics was extremely narrow throughout the period. The rate of improvement trended upward for both boys and girls.

The gap for language arts was quite narrow at the start of the period and widened slightly as the period progressed. The rate of improvement trended downward for boys but remained relatively constant for girls.

The gap for communication tasks was very narrow at the start of the period but widened slightly as the period progressed. The rate of improvement trended upward for both boys and girls but the girls had a faster pace.

Graph 5a: Grade Nine Achievement Test 2010-2012

The school's averages for both language arts and mathematics were below the national averages in 2010 and 2011. The mathematics average remain constant for the two year period while language arts average declined. **No student sat the exam in 2012.**

Graph 5b: Grade Nine Achievement Test by Gender 2010-2012
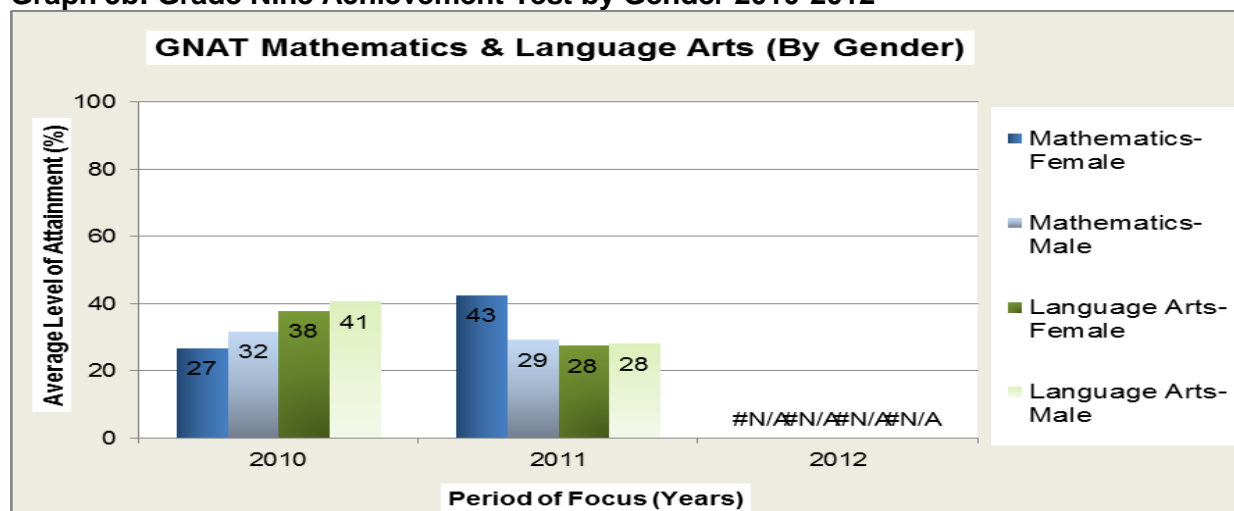
The gender gap looks at the percentage point difference between boys and girls over the entire period (2010-2012).

No student sat the exam in 2012. Therefore, a gender gap cannot be measured for the period.

PROGRESS

Graph 6a: Tracking Results for Cohort 1 in Literacy and Numeracy (2006, 2010 and 2012)
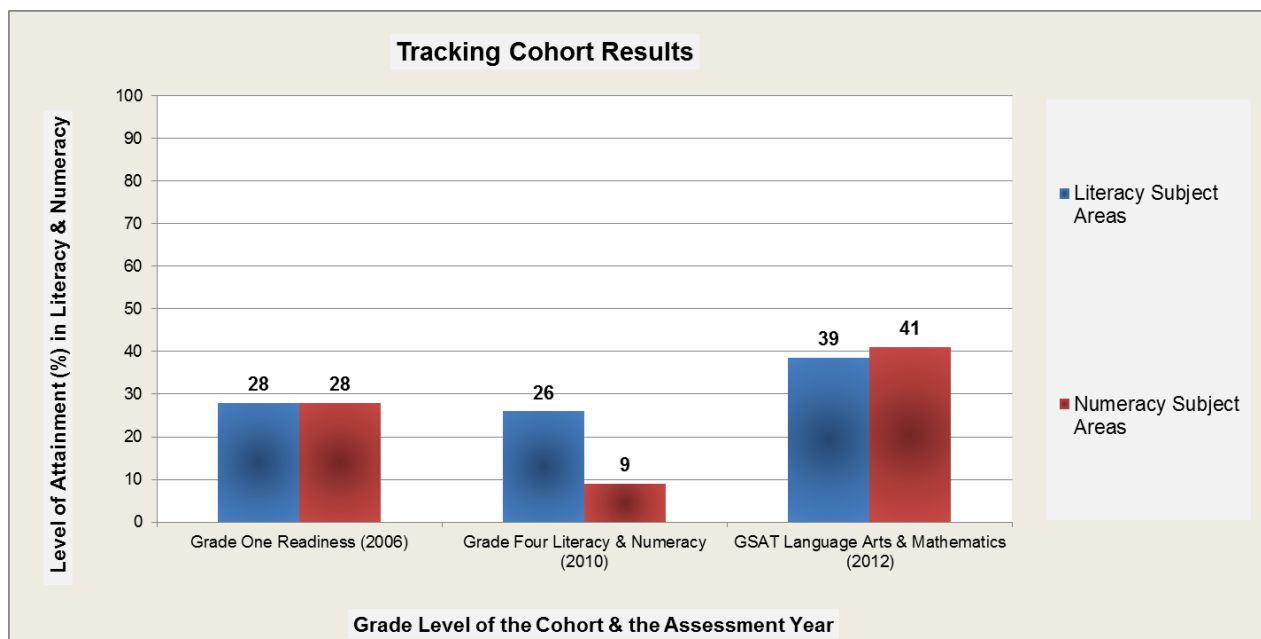
Knowledge) subject area of the Grade One Readiness Inventory Test (2006).

When **Cohort 1** sat the Grade Four Numeracy and Literacy exams in 2010 the students performed better in literacy (26 per cent) when compared with numeracy (nine per cent).

In GSAT (2012), the students' average was slightly higher for mathematics (41 per cent) when compared with language arts (39 per cent).

Graph 6b: Tracking School's Progress from 2010-2012

Tracking Overall School Progress in Literacy and Numeracy Subject Areas

Y-axis: Average Level of Mastery/Attainment (%)
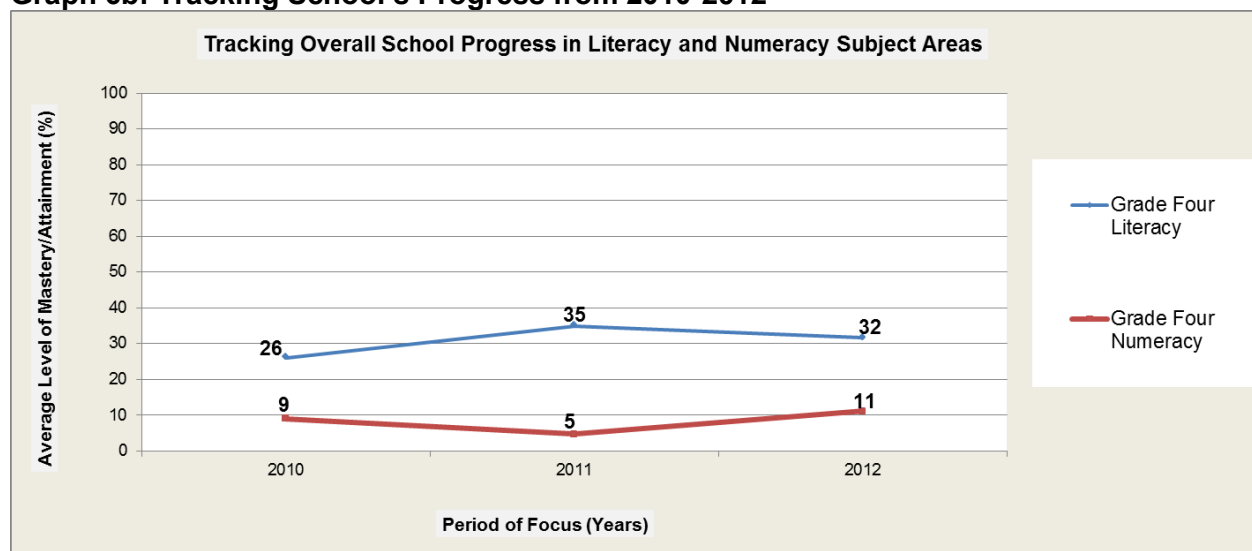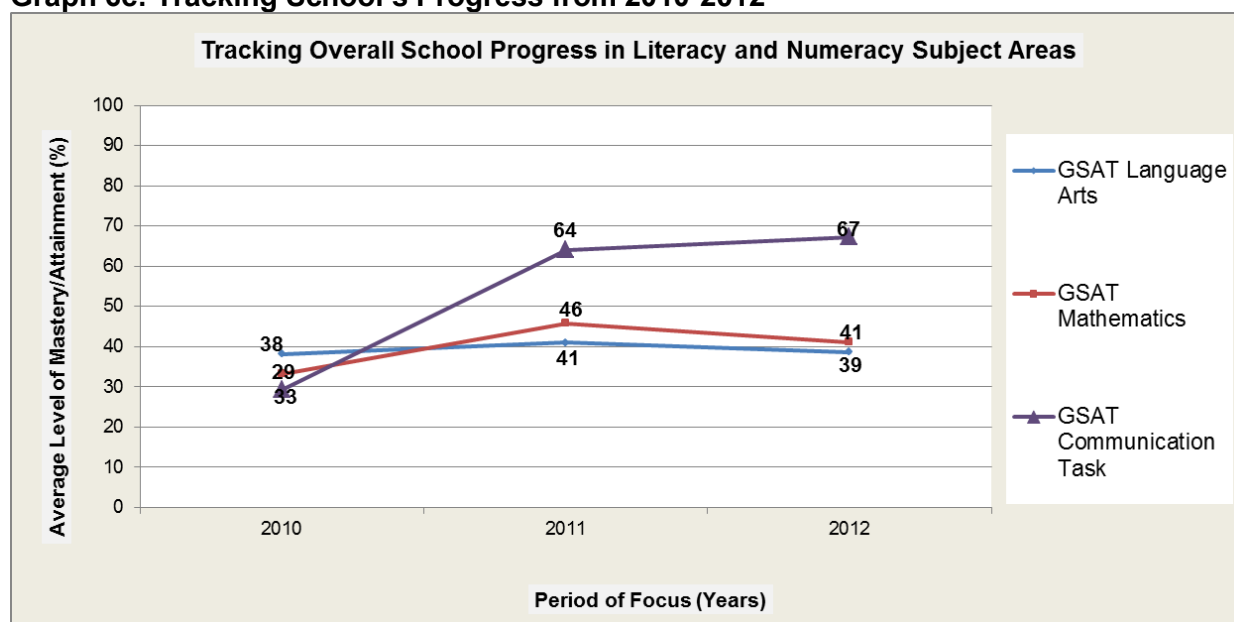X-axis: Period of Focus (Years)

Grade Four Literacy: 2010: 26, 2011: 35, 2012: 32
Grade Four Numeracy: 2010: 9, 2011: 5, 2012: 11

Legend:
— Grade Four Literacy
— Grade Four Numeracy

The school's Grade Four Literacy mastery improved between 2010 and 2011 but declined between 2011 and 2012. The Numeracy mastery declined between 2010 and 2011 and improved between 2011 and 2012. The Literacy mastery remained above the Numeracy mastery throughout the period.

Graph 6c: Tracking School's Progress from 2010-2012

Tracking Overall School Progress in Literacy and Numeracy Subject Areas

Y-axis: Average Level of Mastery/Attainment (%)
X-axis: Period of Focus (Years)

GSAT Language Arts: 2010: 38, 2011: 41, 2012: 39
GSAT Mathematics: 2010: 29, 2011: 46, 2012: 41
GSAT Communication Task: 2010: 33, 2011: 64, 2012: 67

Legend:
— GSAT Language Arts
— GSAT Mathematics
— GSAT Communication Task

The school's average for mathematics and language arts fluctuated while the communication tasks average improved throughout the period.

Overall, the school made slight progress over the period (2010-2012).

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Grade Six Achievement Test 2010-2012

Aeolus Valley All Age			
2012 (Cohort data)			
Assessment	Candidates	**2012 Averages**	
GSAT Mathematics	Sitting	National	School
	13	**63**	**41**
Female	8	**65**	**43**
Male	5	**60**	**38**
GSAT Language Arts	Sitting	National	School
	13	**60**	**39**
Female	8	**63**	**43**
Male	5	**56**	**31**
GSAT Communication Task	Sitting	National	School
	13	**75**	**67**
Female	5	**78**	**73**
Male	8	**72**	**58**
2011			
Assessment	Candidates	**2011 Averages**	
GSAT Mathematics	Sitting	National	School
	13	**62**	**46**
Female	6	64	45
Male	7	59	47
GSAT Language Arts	Sitting	National	School
	13	**58**	**41**
Female	6	61	39
Male	7	54	42
GSAT Communication Task	Sitting	National	School
	13	**70**	**64**
Female	6	74	62
Male	7	66	65
2010			
Assessment	Candidates	**2010 Averages**	
GSAT Mathematics	Sitting	National	School
	23	**57**	**33**
Female	8	61	36
Male	15	53	32
GSAT Language Arts	Sitting	National	School
	23	**58**	**38**
Female	8	63	42
Male	15	53	36
GSAT Communication Task	Sitting	National	School
	23	**66**	**29**
Female	8	73	33
Male	15	60	27

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Grade Nine Achievement Test 2010-2012

Aeolus Valley All Age			
2012			
Assessment	Candidates	**2012 Averages**	
GNAT Mathematics	Sitting	National	School
	#N/A	**45**	**#N/A**
Female	#N/A	49	#N/A
Male	#N/A	42	#N/A
GNAT Language Arts	Sitting	National	School
	#N/A	**51**	**#N/A**
Female	#N/A	58	#N/A
Male	#N/A	47	#N/A
2011			
Assessment	Candidates	**2011 Averages**	
GNAT Mathematics	Sitting	National	School
	21	**42**	**31**
Female	2	46	43
Male	19	40	29
GNAT Language Arts	Sitting	National	School
	21	**43**	**28**
Female	2	50	28
Male	19	40	28
2010			
Assessment	Candidates	**2010 Averages**	
GNAT Mathematics	Sitting	National	School
	13	**40**	**31**
Female	3	45	27
Male	10	38	32
GNAT Language Arts	Sitting	National	School
	13	**49**	**40**
Female	3	58	38
Male	10	45	41

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Sources

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