



AIRY CASTLE PRIMARY SCHOOL

INSPECTION REPORT

Principal: Mrs. Dawn A. Graham
Board Chair: Mr. Hurly Taylor

National Education Inspectorate
Inspection Date: January 28 & 29, 2014

Report Issued: April 30, 2014

FINAL

TABLE OF CONTENTS

	Page
Introduction	2
Key Questions	2
The Five-point Scale	3
Consistency in terminology	3
School's Demographics.....	4
Socio-economic Context	4
Executive Summary	5
Findings of School Inspection	7
1) School Leadership and Management.....	7
2) Teaching Support for Learning	9
3) Students' Academic Performance	11
4) Students' Academic Progress	12
5) Students' Personal and Social Development.....	13
6) Use of Human and Material Resources.....	15
7) Curriculum and Enhancement Programmes.....	16
8) Student Safety, Security, Health and Wellbeing.....	17
Recommendations	19
Further Action	19
List of Abbreviations and Acronyms	20
Appendices	21
Appendix 1 - Record of Inspection Activities	22
Appendix 2 - Inspection Indicators.....	23
Appendix 3 - National Test Data.....	48

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?

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

Profile

School's Demographics

School Code:	03002
School Name:	Airy Castle Primary
Parish:	St. Thomas
Region:	2
Locale:	Rural
School Organization:	Whole Day
Gender:	Co-educational
Size:	Small
Class:	II
Capacity:	185
Enrollment:	224
Attendance Rate:	90%
No. of Teachers:	9
Pupil-Teacher Ratio:	32:1
Multi-Grade:	No
Owned By:	Government

Socio-economic Context

Airy Castle Primary school is situated in eastern St. Thomas. Most of the students are from Airy Castle and its environs with a few of them who reside in Port Mordant and surrounding areas. The student population is largely made up of students from low socio-economic backgrounds. Many parents are unable to read well and provide little support to their children with homework. Most parents earn limited incomes as they are mostly small scale farmers, housewives or domestic helpers. At present, there are approximately 150 students on the government's Programme for Advancement Through Health and Education (PATH). Even so, it is commendable that the financial challenges faced by some parents do not prevent the children from attending school regularly. The students receive nutrition products from the governments Nutrition Programme from Mondays to Thursdays along with hot nutritious meals provided by the school's canteen.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of the Airy Castle All Age School is satisfactory

Overall, leadership and management is good

The school is well led and managed and there is a clear vision and direction which is supported by all stakeholder groups.

Overall, teaching in support of learning is satisfactory

Most teachers have secure understanding of the subjects they teach as reflected in well-developed lesson plans, delivered through a variety of teaching methods. Assessment is consistent and effective in monitoring students' performance and progress, and reflected in some students making some strides in literacy and numeracy.

Overall, students' performance in English and mathematics is satisfactory

Students' performance in national tests and assessments in English and mathematics continues to remain above or in line with national averages. However, performance is declining at the Grade 4 level.

Overall, students' progress in English and mathematics is satisfactory

Although the school has made minimal progress in external examinations at the Grade 4 level, many of the students make adequate progress in their lessons and when compared to their starting points there is much improvement.

Overall, students' personal and social development is satisfactory

Most students display acceptable behaviour during classes and break periods, and attendance and punctuality is at a desirable standard. Most students demonstrate adequate knowledge of global and environmental issues with an acceptable level of economic awareness and understanding across grade levels. In most instances, students have sound knowledge of civic awareness and spiritual understanding.

Overall, the use of human and material resources is satisfactory

The school has enough teachers and support staff to deliver the curriculum and to ensure that the school is clean and safe. The school also makes effective use of its human and material resources to enhance students' learning.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for the curriculum are adequate and there are good programmes in place for enhancement of the curriculum. These provide students with added opportunities to develop their social skills and other talents.

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

The school has no written safety and security policy in place and although there is a partial perimeter fence in place, this does not prevent intruders and other unauthorised persons from entering the compound, especially from the rear of the school premises. However, students' health and well-being are adequately catered for.

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

- Effective leadership and management team
- Good school and community relationships
- All staff attend school regularly and punctually
- Good students' attendance

How effective is the school overall?

The overall effectiveness of the school is **satisfactory**

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 good

School-based leadership and management is good

Leadership is dynamic, approachable, decisive and firm. Still, school leaders are amenable to suggestions from all stakeholder groups and ensure that decision making is shared. As a visionary, the Principal has a clear sense of purpose and direction, and receives the support from all stakeholder groups. The senior leadership team harnesses the support of all stakeholders in implementing the school's vision and goals by including them in the decision making process while securing their commitment in ensuring improved students' performance and progress in a learner friendly environment. A team approach is taken to management, and leadership is felt in all aspects of the school. The School Management Team (SMT) and staff demonstrate confidence in the leadership of the school and help to provide a culture of learning that encourages students' performance. However, members of the senior management team do not do regular structured supervisory class visits.

Self-evaluation and school improvement planning is satisfactory

The school's self-evaluation and improvement planning process is undertaken at least once per year and is the combined effort of representatives of all stakeholder groups. The team identifies the strengths and weaknesses of the school, sets its priorities, identifies and implements systems and strategies to ensure improvement in the school's operations. The process of staff appraisal and development is in keeping with Ministry of Education's guidelines and teachers are appraised once each year. Teachers are also assessed more regularly through classroom visits conducted by the Principal and the SMT. There is a well-developed School Improvement Plan (SIP), which is the corporate effort of representatives of various stakeholder groups. The plan is satisfactorily implemented and monitored by the Board of Management, Principal, Education Officer and SMT. However, there are no new annual targets although some aspects of the plan have already been achieved.

Governance is good

The Board of Management of the Airy Castle Primary School works well with the SMT. The Board is fully aware of its role in school improvement and impacts positively on the work of the school. The Board has adequate knowledge of the school and its operations, is integrally involved in preparing the School Improvement Plan, and gives good guidance and support towards the school's development. The Board also holds the Principal accountable; for example, the Principal is required to provide financial reports

as well as reports on the performance of teachers and students at regular board meetings. The Board Chairman makes regular monthly visits to the school and sometimes makes unannounced visits on a weekly basis to assess operations outside of an arranged meeting. On school visits, the Board chairman checks attendance registers of staff and students, visits classes, observes teaching/learning, questions students and provides mainly oral feedback to Principal and teachers. The Board Chairman sometimes attends meetings of the Parent Teachers Association (PTA) to ensure that he has adequate knowledge of all aspects of the school.

Relationship with parents and local community is good

Strong communication links exist among all stakeholder groups through telephone calls, circulars, PTA meetings, termly reports, school visits and face-to-face encounters. Regular PTA meetings are held and are satisfactorily supported. Many parents visit the school daily to assist in school activities such as the beautification and chicken rearing projects. The parents organize regular fund raising activities and were instrumental in the tiling of the resource room. Additionally, some parents volunteer their services to teach on Teachers' Day and give tokens of appreciation to the teachers. They also accompany students on educational tours and Open Days for the 4H club. The school receives some level of sponsorship from community-based organizations and agencies for example, a community member sponsors the Sports Day activities of the school, some of the past students also make contributions and Digicel donated two computers.

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	Good
Self-evaluation and improvement planning	Satisfactory
Governance	Good
Relations with parents and community	Good

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

Almost all teachers have adequate knowledge of the content of their subjects as observed by confidence in their delivery as well as their ability to guide students in meaningful learning. Some teachers devise strategies to reach low achieving students by including differentiated instruction as a part of the teaching learning process. The teachers are also able to capture and sustain the students' interest with enthusiasm during teaching and learning. Many teachers reflect on previous lessons and use it to guide future learning.

Teaching methods are satisfactory

Lesson plans are submitted weekly and evaluative comments are made to improve their implementation. Most teachers manage teaching time well and lesson transition smoothly with a variety of teaching strategies which include modelling, demonstration, skits, charts and group activities that help to enhance learning. Interactions between students and teachers are respectful and during lessons most teachers use commendations; for example, "great work," "good try". In most classes, there are motivational charts to encourage the students to work hard. In a few instances, however, where teaching methods are less than satisfactory, there is an inability to manage time effectively resulting in a challenge to maintain the students' interest. In no lesson was information and communication technology used.

Students' assessment is satisfactory

Most teachers conduct continuous assessment in various forms during lessons. The school has an assessment policy and assessment grades are entered monthly. Almost all teachers employ questioning techniques, quizzes and chalkboard activities to confirm that learning is taking place. Peer assessment is also encouraged in many classes. Students evaluate each other's work and are allowed to justify the answers given. Most teachers record assessment grades in detail and many evaluations from lesson plans quantify students' achievements. There is also some evidence of remediation strategies for low achieving students and assessment grades are used to inform future planning. However, there are instances of incorrect information in students' work book that has been marked as "very good" by teachers.

Student learning is satisfactory

Most students across grade levels are motivated and actively participate in classes. They possess learning tools and display readiness for lessons. Some teachers maximise the learning experience by making learning applicable to real life experiences and encouraging the students to do the same. For example, one teacher used the abbreviation K.F.C to make connections in mathematics and to explain the abbreviation

H.T.O. to Grade 2 students. In almost all lessons, group work activities are given providing students with the opportunity to work collaboratively, particularly where activities result in dramatization, poems or songs. In most lessons, questioning moves beyond the recall level and challenges students to think critically; for example, in a social studies lesson the teacher asked, "What do you think would happen to cyclists if our bicycles were made without brakes?" In a language arts lesson the teacher asked, "What do you think Lenny thought when the policeman asked him for his father?" However, in some classes, activities did not promote inquiry, involve students in problem solving or require critical thinking skills.

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

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 satisfactory

Students' performance in English is satisfactory

Over the period 2010 to 2012 the students performed at or above the national and regional averages in English on all national tests. For example, in the Grade Four Literacy Test, mastery for the period was 89, 79 and 72 per cent respectively, compared to the national mastery rates of 65, 69 and 72 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. Airy Castle Primary will need to increase their mastery by 11 per cent each year.

The Grade Six Achievement Test (GSAT) averages over the period were 65, 64 and 60 per cent respectively, compared to the national averages of 58, 58 and 60 per cent respectively. The performance by gender showed that in all external examinations female students out-performed the male students although the gender gap was relatively narrow.

Students' performance in mathematics is satisfactory

Over the period 2010 to 2012 the students performed at or above the national and regional averages in mathematics on all national tests. For example, the Grade Four Numeracy Test (GFNT) scores over the period were 67, 72 and 57 per cent mastery respectively, compared to the national mastery averages of 38, 46 and 51 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.

GSAT averages of 65, 69 and 65 per cent respectively were slightly above the national averages of 57, 62 and 63 per cent for each corresponding year over the 2010 to 2012 period. The performance by gender showed that in all external examinations female students out-performed the male students in 2010 and 2012 although the gender gap was relatively narrow.

How well do the students perform in national and/or regional tests and assessments?	
Grades	1-6
How well do the students perform in National or regional tests and examinations in English?	Satisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Satisfactory

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 satisfactory

Students' progress in English is satisfactory

Overall, many students make age and grade-appropriate progress in relation to their starting points. For instance, in 2006, 74 per cent of the students mastered number letter knowledge in the Grade One Readiness Inventory test (GORI); 14 percentage points above the national average. When the Cohort sat the GFLT in 2010, 89 per cent achieved mastery. This was above both the national and regional averages. When they sat the GSAT, an average of 60 per cent in language arts and 70 per cent in communication task was achieved, which shows that progress was made over time. However, as a school, there was no net improvement in examination results over the 2010 to 2012 period.

During lessons students demonstrate some level of progress and are appropriately challenged. This is observed in Grades 1 – 3 where the students are able to accurately use 'has' and 'have' in sentences and identify and use present and past tense verbs in different contexts. Most Grades 4 – 6 students are able to identify characters and setting in a story and develop a story map and predict outcomes based on context clues. Many students are also able to read at their prescribed reading levels with the gender gap being very narrow but the girls outperform boys.

Students' progress in mathematics is satisfactory

Although the school has made minimal improvement in its achievement in national examinations over the 2010 to 2012 period, many of the students make progress in relation to their starting points and in lessons. The 2006 Cohort entered with 74 per cent of the students mastering number letter knowledge in the GORI; above the national average of 60 per cent. When the Cohort sat the GFNT in 2010, 67 per cent of them mastered numeracy at this level. This was above both the national and regional averages of 38 and 37 per cent respectively. When they sat the GSAT in 2012 they had an average of 65 per cent, also above the national average. This indicates that, as many of the students move through the grades, they make much improvement in relation to the expectations for their grade.

In each lesson the students demonstrate some level of progress and are appropriately challenged. In Grades 1 – 3 students have the ability to tell time on the hour and manipulate their own clocks to show a given time; they are also able to divide given numbers in groups of tens and ones; and use expanded notation to make three digit numbers. Most Grades 4 – 6 students are able to divide numbers by multiples of ten and identify and differentiate between proper and improper fractions, identify equivalent fractions in given contexts and change given fractions to an equivalent; for example, $\frac{1}{3}$

= $2/6 = 3/9$. There is little difference in the achievement of boys and girls in mathematics. Still, the rate of improvement trended slightly downward for the girls but slightly upward for the boys.

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?	Satisfactory
How much progress do the students make in relationship to their starting points in mathematics?	Satisfactory

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is satisfactory

The students' behaviour and attitudes are satisfactory

Many students are well-behaved, polite and demonstrate positive attitudes towards their work in lessons and around the school compound. Mutual respect is evident by the friendly and polite exchanges among each other and between students and staff members. Most students are adequately equipped for lessons with the required textbooks, pencils and workbooks and remain focussed for the entire lesson. However, a few small skirmishes were observed in the lower school classes.

Punctuality and attendance is satisfactory

The school has an annual attendance rate of 90 per cent. This is well above the Ministry of Education's minimum acceptable attendance rate for primary schools. The transition time between classes is seamless as almost all classes are held in the same classroom. When few students at the lower school are required to leave their classrooms for their intervention program they do so quietly and purposefully. However, some students are very late for school arriving half an hour or more after the beginning of school.

The civic understanding and spiritual awareness of the students are good

Most students are developing an understanding of national identity and an appreciation of local traditions and culture. Most students are able to identify the national emblems and state the meaning of the coat of arms and what the colours of the Jamaican flag represent. Most students are able to speak about aspects of the Jamaican culture and traditions and are able to name some popular Jamaicans; for example, lower school students speak of popular singer Tessanne Chin who won The Voice in December 2013, while upper grade students speak about reggae music and its legend Bob Marley. Many students are able to identify with Usain Bolt and Shelly-Ann Fraser-Pryce as Jamaica's

sports icons. Most students assume the correct posture when the National Anthem and Pledge are being presented. Each class has male and female monitors who are responsible for maintaining order in the event that the teacher has to leave the classroom. Some students assume responsibilities such as sweeping the classroom and emptying the bins. Students' spiritual understanding and awareness are enhanced through regular daily devotions and the inclusion of religious education in the school's curriculum. However, many students have limited knowledge of regional traditions and culture.

Students' economic awareness and understanding is satisfactory

Many students have satisfactory knowledge of Jamaica's economic development and understand the key factors that influence economic progress in Jamaica and about Jamaica's borrowing relationship with the International Monetary Fund (IMF). Most upper school students are able to identify sources of income for Jamaica; for instance, they identify taxes, manufacturing, and exports as important sources of foreign exchange which is used to purchase goods from abroad. For example, students outlined the value of exporting alumina and agricultural products as well as tourism to the Jamaican economy. Many students understand the value of paying taxes and state that when they become professionals they will pay their taxes so that Jamaica can have money to provide the necessary services. Many students also feel that they can help the economy by conserving on light and water at school.

Students' environmental awareness and understanding is satisfactory

Most students across grade levels have satisfactory knowledge of global and environmental issues; for example, the effects of improper disposal of garbage on the environment which can lead to air pollution, water pollution and death. Most students are aware of the effects of hurricanes, volcanic eruptions, earthquakes, droughts and floods on the environment; for example, students are able to explain the damage done to sections of the United States and Jamaica and the damage done to other countries by earthquakes. Some students state that deforestation will lead to global warming, flooding and landslides. In addition, many students are able to explain that burning garbage improperly can destroy the ozone layer.

How good is the students' personal and social development?	
Grades	1-6
Students' behavior and attitudes	Satisfactory
Punctuality and attendance	Satisfactory
Civic understanding and spiritual awareness	Good
Economic awareness and understanding	Satisfactory
Environmental awareness and understanding	Satisfactory

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 satisfactory

The quality of human resources is satisfactory

The school has adequate and suitably qualified teaching and support staff to effectively deliver the curriculum and enhance student learning. Regular staff development sessions are conducted for teachers and by teachers and all attend work-shops and training sessions conducted by the MOE, the Jamaica Teachers Association (JTA) and other agencies.

The use of human resources is satisfactory

The school has a history of all staff attending school regularly with almost all arriving at school on time every day. The support staff is satisfactorily deployed to ensure a clean, healthy environment and provide well-prepared, balanced, nutritious meals. However, in a few instances, deployment of teachers is ineffective as some students are not benefiting satisfactorily from the learning experience.

The quality and quantity of material good

The school compound is spacious with adequate play area for students. The outer walls of the school are attractive and clean with murals and other learning materials displayed. The buildings are for the most part sturdy, except for a few areas needing minor repairs. There is adequate classroom space to engage students in meaningful learning. The school has a small Library/Resource Room with many relevant books, four working computers, two printers, two photo copiers, a television set, a range of appropriate books which are sufficient in quality and quantity for the numbers of students in the school. There are sufficient text books in all grades; all classrooms are print rich with a wide range of adequate teaching materials. The school also has a number of software programmes including 'Hooked on Phonics', and some learning games to which students have access. While there is sufficient furniture for all students and teachers, many of the dual benches and teachers' chairs are in unsatisfactory condition.

The use of material resources is satisfactory

The school makes effective use of the available space to include seven classrooms, a small staff room, the Principal's office, a resource room/library and bathroom facilities. Many teachers make use of the available resources to enhance students' learning and to make lessons more interesting. Some students are also seen interfacing with the materials in their classrooms during the break periods and in a few classes.

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	1-6
Human resources	Satisfactory
Use of human resources	Satisfactory
Material resources – quality and quantity	Good
Use of material resources	Satisfactory

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 satisfactory

Provisions for curriculum are satisfactory

The school uses the Ministry of Education's Revised Primary Curriculum (RPC) with appropriate modifications and adaptations to cater for the needs of individual learners. Although there is no formal curriculum implementation team, all teachers play a part in the modification of the curriculum during weekly common planning sessions and at end of year staff meetings. Timetables reflect adequate time for each subject area with a focus on language arts and mathematics, which are given five hours per week. The school offers a wide range of subjects to include physical education, health and family life education (HFLE), civics along with the aesthetics such as music and art. These are offered across grades levels along with a pull-out programme for Grades 1 to 3 which focuses on reading, as well as a pull-out programme for Grade 5 students which focuses on reading and writing tasks. Examination of the lesson plans and students' workbooks indicate that there are no significant gaps in the curriculum coverage. In many lessons teachers ensure that cross-curricular links are made. For example, in civics, students are asked to say and write 1962 ensuring correct order of numerals and the place value. In a reading lesson, "Birthday Story", students were asked how many candles were needed if, four eight year olds were celebrating their birthdays.

Enhancement programmes are good

The school has a wide range of enhancement programmes to support the curriculum, nurture students' development and provide leadership training. The active clubs include 4H, Football, Reading, Environmental, Math, and Spelling Bee. There is also a school library, which all students are encouraged to join and library checkout time is scheduled for all the grades. Clubs are timetabled and the entire school population is encouraged to participate in these programmes. Over the years the school has received several awards for individual students as well groups of students. These awards include Spelling

Bee with the school producing three parish Spelling Bee champions and the top boy for the parish in 2011 and 2012. The school received the Gleaner award for outstanding performance in Spelling Bee. In 2012 one student received a Grade Six Achievement Test (GSAT) government scholarship. The school has received many trophies for its involvement in competitions and projects in 4H, agro-processing and the trash to cash project general displays. Some parents assist the school with its chicken projects and students interface with their environment and community through regular field trips and nature walks.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	1-6
How well does the curriculum meet the needs of the students?	Satisfactory
How well do the enhancement programmes meet the needs of the students?	Good

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 unsatisfactory

Provisions for safety and security are unsatisfactory

The school has no written safety and security policy in place; however, the teachers and the watchmen provide supervision accordingly. The school also has two recently serviced fire extinguishers which are strategically placed in case of an emergency. However, there is no identifiable assembly area for emergency purposes and there are no warning signs in the areas that need them. On the other hand, although there is a partial perimeter fence in place, this does not prevent intruders and other unauthorised persons from entering the compound, especially from the rear of the school premises. Staff and students' safety is also put at risk from a drain at the back of the school that floods sections of the compound whenever it rains.

Provisions for students' health and wellbeing are satisfactory

Staff and students have a cordial relationship with mutual respect. Most students know their teachers to be kind, helpful, and gentle; wanting them to become successful. Along with one of the teachers who is a trained Guidance Counsellor, the Principal provides guidance and counselling services on a daily basis. In addition, the school is assigned a Guidance Counsellor from Port Morant who assists in extreme cases or the Guidance team from the MOE gives support as required. Procedures for discipline in the school

follow the guidelines set out by the MOE. On a day-to-day basis discipline is managed by all staff members. Class teachers are responsible for handling minor issues while major issues are referred to the Principal. Communication between parents and school is on-going and mostly effective, especially since it helps to manage behaviours. There is no student out on suspension or expulsion. In an effort to improve attendance, teachers contact parents via telephone when students have been absent for prolonged periods. All teachers mark class attendance register twice daily although there is no formal system in place to monitor students' attendance. In most classes the attendance registers do not indicate lateness so most teachers rely on memory to track punctuality.

How well does the school ensure everyone's safety, security, health and wellbeing?	
Grades	1-6
Provisions for safety and security	Unsatisfactory
Provision for health and wellbeing	Satisfactory

Recommendations

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

1. The Ministry of Education should improve the security of the school by ensuring that a complete perimeter fence is erected and that the drainage system at the rear of the school be corrected.
2. The Principal and SMT should immediately:
 - a. conduct a self-assessment to ascertain reasons for the continuous decline in students' performance in national tests and assessments;
 - b. identify and implement programmes and strategies to strengthen students' performance and progress;
 - c. review the intervention programmes more directly to match the unique strengths and weaknesses of the students.
3. The teachers should:
 - a. increase the use of audio-visual equipment and ICT in lessons; and review students' work more closely to ensure that errors are pointed out and corrected by the students.

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

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	30
--	----

	English	Maths	Other
Number of lessons or part lessons observed [Primary]	11	12	7
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	4
--	---

Number of scheduled interviews completed with students	2
--	---

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

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
<p>Senior leaders lack drive and do not enjoy the respect of significant numbers of staff and students</p> <p>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</p> <p>Senior leaders exert little influence over the quality of teaching and learning. They might be complacent about the standards the students achieve</p> <p>There is generally low morale among the staff and students</p> <p>The school is poorly managed; its day to day operation is liable</p>	<p>Senior leaders are not always visible around the school and do not exert sufficient authority over staff or students</p> <p>The school lacks direction. Its aims are unclear and there is little sense of common purpose among the staff</p> <p>Senior leaders devote too much time and effort to administrative tasks and focus insufficiently on the quality of teaching and learning</p> <p>It is apparent that some members of the staff lack commitment to their work with students</p> <p>Although it might operate smoothly most of the time, many of the</p>	<p>Senior leaders are visible around the school and have clear authority over staff and students</p> <p>The school has stated aims, but it might but lacks strategies for the attainment of goals</p> <p>Senior leaders make the achievement of high standards the focus of their work</p> <p>Most members of staff have confidence in, and respond well to, the leadership of the school and are committed to their work with students</p> <p>The school operates efficiently day to day</p>	<p>Senior leaders lead by example and exert a strong, positive influence on staff and students</p> <p>They provide a clear sense of direction for the school and communicate effectively a common purpose</p> <p>Senior leaders focus strongly on maintaining and improving student outcomes</p> <p>Effective staff teams share responsibility and are accountable for ensuring high quality outcomes for students</p> <p>The school's systems and processes are well thought-out and highly efficient</p>	<p>Senior leaders are respected by staff and students as highly effective and skilled professionals</p> <p>They articulate a compelling vision of the school's ambitions for the future and how they will be achieved</p> <p>Senior leaders exert a decisive influence in consistently promoting teaching and learning of high quality</p> <p>Individuals and teams at all levels are deliberately empowered to innovate and take responsibility</p> <p>The school is managed with flair and imagination in the interests of maximising opportunities for</p>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
to frequent disruption	school's management systems are inefficient			all students

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
<p>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</p> <p>Little or no feedback is sought from parents, students and other groups</p> <p>Planning for improvement is not based on well-judged priorities</p> <p>Plans are vague, often propose too many unrealistic and unachievable priorities</p> <p>There is no</p>	<p>Self-evaluation is informal and inadequately developed. It pays insufficient attention to monitoring the standard of students' work and the quality of the teaching</p> <p>There is little systematic attempt to gather the views of parents and students of the work of the school</p> <p>The school's improvement plans do not focus sufficiently on raising the quality of teaching and learning</p> <p>Planning for</p>	<p>The school has processes for monitoring the standard of students' work and the quality of teaching</p> <p>Steps are taken to find out what parents, students and others feel about the quality of the education the school provides</p> <p>The school's priorities for improvement are based on a sound analysis of its performance</p> <p>The school prepares an improvement plan on the basis of a range of suitable</p>	<p>Senior leaders know the school well as a result of the regular and rigorous evaluation of student performance and the quality of teaching</p> <p>The views of parents, students and other groups are systematically sought and analysed</p> <p>Senior leaders use the outcomes of self-evaluation reliably to identify and manage key priorities for improvement</p> <p>Improvement plans are realistic,</p>	<p>Systematic and rigorous evaluation is embedded in the school's practice at all levels, generating valid and reliable information</p> <p>Parents, students and others help to identify the school's strengths, weaknesses and its key priorities for improvement</p> <p>The school identifies a manageable number of key priorities for improvement</p> <p>The strategies adopted in the improvement plan are fit for purpose</p>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
evidence of improvement plans leading to raised standards or better teaching	improvement is unrealistic and responsibilities are unclear Plans often remain unimplemented and there is little evidence of their leading to real improvement	evidence There is some evidence that recent plans have brought about intended improvements	ambitious and achievable They usually result in prompt and effective action to make necessary improvements	and implemented thoroughly and intelligently. Their impact is evaluated carefully and they are often adjusted in consequence Improvement plans result in genuine improvement

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	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	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	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.	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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
weaknesses The Board has little understanding of how it could hold the school's professional leaders accountable for its performance and spending	performance and spending	of the quality of the school's work and of the impact of spending decisions	It has a clear commitment to raising standards and improving the quality of the education it provides	It works highly successfully in support of the school's professional leaders, while holding them firmly to account for the school's performance

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	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	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	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	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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
sought There are few, if any, productive links with organisations and agencies in the local community	children's education The school makes insufficient use of the resources offered in its local community and by outside agencies	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	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	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

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	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	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	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	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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
critically on the quality of their practice and its impact on the students' learning	successful learning in their subjects Few teachers engage in deliberate and productive reflection on the quality of their practice	Most teachers reflect on the effectiveness of instruction, how well their students are learning and adjust their teaching as a result	Most teachers regularly assess the impact of their teaching and adjust their approaches and methods accordingly	Rigorous reflection and the search for more effective practice is the norm among teachers of all subjects

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
<p>Many lessons are poorly planned or not planned at all</p> <p>Many lessons are poorly organised and much time is wasted</p> <p>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</p> <p>Many teachers</p>	<p>Many lessons are planned without reference to clear learning objectives</p> <p>Some lessons are poorly organised and some students waste time</p> <p>The methods employed in some lessons are poorly matched to the needs of different groups of students</p> <p>Many teachers</p>	<p>Most lessons are effectively planned with clear purposes</p> <p>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</p> <p>Most teachers use a range of teaching styles for different purposes, which motivate</p>	<p>Most lessons are planned according to clear learning objectives, which the students understand</p> <p>Productive use is made of all the time available</p> <p>Most teachers recognise that different groups and individuals have different learning needs and they adapt their methods and resources</p>	<p>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</p> <p>Nearly all lessons contain a balance of activities with the use, where appropriate, of whole class, individual and</p>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>spend a high proportion of their time disciplining students</p> <p>Very few learning resources are used, other than standard textbooks</p>	<p>employ only a narrow range of methods, resulting in dull teaching, which fails to motivate many students</p> <p>Many teachers use only a limited variety of learning resources and students are denied opportunities to make better progress as a result</p>	<p>students of all abilities and promote sound gains in knowledge, understanding and skills</p> <p>Most lessons are well-ordered and achieve their objectives. In many lessons teachers pose problems and encourage discussion</p> <p>Most teachers make adequate use of resources in addition to standard textbooks</p>	<p>accordingly</p> <p>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</p> <p>Most teachers are adept at using a variety of resources to stimulate good learning</p>	<p>group work</p> <p>Teachers' expectations are consistently high, and challenging for students of all abilities</p> <p>Most teachers are able to inspire students to want to find out more. Their questions are often designed for particular students</p> <p>A wide range of learning resources is used to optimum effect in most lessons</p>

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
<p>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</p> <p>Record keeping is poor and the school undertakes little analysis of test and examination results</p> <p>Most teachers make little or no use of assessment information to adjust their teaching</p> <p>Most teachers give little or no constructive feedback to students and seldom mark their students' written</p>	<p>Assessment in many lessons is irregular and inconsistent. As a result many teachers do not have sufficient detailed knowledge of their students' progress</p> <p>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</p> <p>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 students of all abilities are catered for</p> <p>Teachers might</p>	<p>Most teachers regularly check their students' progress in lessons. As a result, most have some knowledge of individual students' strengths and weaknesses</p> <p>The school keeps records of assessment and undertakes some analysis of test results to identify patterns of attainment</p> <p>Many teachers use assessment information effectively when planning lessons and involve students in the assessment of their own and others' work</p> <p>Most teachers provide students with regular oral and written feedback on their work, but their marking might offer little specific commentary</p>	<p>Most teachers employ consistent and effective classroom assessment practices to develop thorough knowledge of their students' performance</p> <p>Record keeping is thorough and organised well throughout the school. It tracks the progress of individual students against what is expected of them</p> <p>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 others' work</p> <p>Most teachers give helpful oral feedback to students during</p>	<p>Almost all teachers routinely assess what students know, understand and can do in relation to their capabilities</p> <p>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</p> <p>Students routinely use objective criteria to evaluate their own and each other's work</p> <p>Most teachers adjust their teaching to support students who need help and extend those who could be challenged further</p> <p>Almost all teachers use oral</p>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
work	regularly give oral feedback in lessons, but their marking is mostly cursory	about how it could be improved	lessons. Their marking helps students to understand how well they have done and what they need to do to improve their work	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
<p>A substantial proportion of students in many lessons are not engaged and are unable to explain what they are doing</p> <p>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</p> <p>Students seldom make connections</p>	<p>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</p> <p>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</p>	<p>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</p> <p>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</p>	<p>Most students are keen to learn Most are aware of their strengths and weaknesses and take steps to improve</p> <p>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</p> <p>Most can make</p>	<p>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</p> <p>They are independent learners, able to organise and undertake work for themselves when required</p> <p>The questions they ask show that they are</p>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>between what they study in different subjects. They rarely relate what they have learnt to their own lives outside school</p> <p>Many students are unable to work successfully with others in groups with a common purpose</p> <p>Higher order and critical thinking play little part in students' experience of school</p>	<p>independently</p> <p>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</p> <p>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</p> <p>Students rarely exhibit the capacity to think critically</p>	<p>distracted</p> <p>Most students can connect new and previous learning in simple ways and can relate what they learn about in school to real life situations</p> <p>Most students can work successfully in a group</p> <p>Higher order and critical thinking are sometimes features of learning in homework and in many lessons</p>	<p>clear connections between what they have learnt at different times and in different contexts. They can effectively communicate what they have learnt to others.</p> <p>Most students regularly collaborate productively with others in groups of different sizes, working for a variety of purposes</p> <p>Higher order and critical thinking are developed in many lessons</p>	<p>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</p> <p>All students work successfully with others as a matter of routine to produce presentations and rehearse arguments</p> <p>Students think critically, justify their views and develop reasoning. They frame their own questions, seek answers and reach their own conclusions</p>

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
<p>The performance of most students is very low in comparison with the national average</p> <p>The performance of most students is very low in comparison with national and local targets</p> <p>There are great disparities in the performance of different groups of students</p> <p>The trend in student performance over the last three years shows serious decline</p>	<p>The performance of many students is low in comparison with the national average</p> <p>The performance of most students is low in comparison with national and local targets</p> <p>There are significant differences between the performance of some different groups of students</p> <p>There has been a significant decline in student performance over the last three years</p>	<p>The students' performance is generally in line with the national average</p> <p>The performance of most students is generally in line with national and local targets</p> <p>The differences in performance between different groups of students are in line with those found in similar schools</p> <p>The trend in student performance over the last three years is broadly in line with that in similar schools</p>	<p>The performance of many students is high in relation to the national average</p> <p>The performance of most students is high in comparison with national and local targets</p> <p>There are no significant differences between the good performance of different groups of students</p> <p>There has been a significant improvement in student performance over the last three years</p>	<p>The performance of most students is very high in relation to the national average</p> <p>The performance of most students is very high in comparison with national and local targets</p> <p>The performance of different groups of students is consistently high</p> <p>The trend in student performance over the last three years shows a very great degree of improvement (or the maintenance of exceptionally high standards)</p>

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
<p>Most students are under-achieving and make almost no progress in relation to their starting points</p> <p>There are great disparities in the progress made by different groups of students</p> <p>There are great disparities in the progress students make in different targeted subjects</p>	<p>Many students are under-achieving and progress is unsatisfactory in relation to their starting points</p> <p>There are significant differences in the progress made by some different groups of students</p> <p>There are significant differences in the progress students make in different targeted subjects</p>	<p>Most students make satisfactory progress in relation to their starting points</p> <p>The differences in the progress made by different groups of students are in line with those found in similar schools</p> <p>The differences in the progress students make in different targeted subjects are in line with those found in similar schools</p>	<p>The progress of most students is good in relation to their starting points</p> <p>There are no significant differences in the good progress made by different groups of students</p> <p>There are no significant differences in the good progress students make in different targeted subjects</p>	<p>Almost all students achieve very well and make excellent progress and in relation to their starting points</p> <p>The progress made by different groups of students is consistent and exceptionally good</p> <p>The progress students make in different targeted subjects is consistent and exceptionally good</p>

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

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	Many students lack understanding of national identity Many lack an informed appreciation of local traditions and culture Many students develop only a	Many students are developing an understanding of national identity and an appreciation of local traditions and culture They are aware of their	Most students understand the concept of national identity. They understand and appreciate local traditions and culture. Students' civic understanding is developing	Almost all students understand and appreciate the defining characteristics of Jamaican society, and the Caribbean's traditions and culture

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
citizenship Most are reluctant to take on responsibilities in schools and remain uninvolved in their local communities	superficial understanding of what it means to be a citizen Few successfully discharge responsibilities in school or make a contribution to the local community	responsibilities as part of a larger community Many contribute to the life of the school and the wider community, through planned responsibilities	strongly and is evident in their responses in lessons in a range of subjects Most students are able to exercise responsibility and contribute actively to the life of the school	The students are developing the skills of active citizenship Most contribute actively to the 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

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

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
<p>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</p> <p>The school accepts little or no responsibility for the professional development of the staff</p>	<p>The school lacks teaching and support staff with the knowledge and expertise required to deliver the curriculum in full. Some staff are inappropriately qualified</p> <p>Opportunities for staff training are infrequent and unsystematic</p>	<p>The school retains and deploys sufficient qualified teaching and support staff to deliver the curriculum and achieve at least satisfactory standards</p> <p>The school enables most members of staff to take part in appropriate training activities to help develop their knowledge and skills</p>	<p>The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable students to achieve good standards</p> <p>The school provides a programme of training for staff at all levels, based on an accurate appreciation of professional learning needs</p>	<p>The school has a full complement of well qualified teaching and support staff, enabling it to achieve the best standards possible for students</p> <p>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</p>

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

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

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

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

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
<p>There are few enhancement activities and they are poorly planned</p> <p>Some are poorly organised and attended by few students</p> <p>Very little use is made of resources or opportunities beyond the school</p>	<p>The school offers a few enhancement programmes and activities</p> <p>Some are well attended, although they do not involve a high proportion of students</p> <p>There are few opportunities to learn beyond the classroom</p>	<p>The curriculum is enriched by a limited range of enhancement programmes</p> <p>Many are well organised and well attended</p> <p>There are a few opportunities for students to learn within the local environment and community</p>	<p>The curriculum is appreciably enriched by a good range of enhancement programmes</p> <p>They are well organised and well attended</p> <p>There are regular opportunities for students to learn within the local environment and community</p>	<p>The curriculum is substantially enriched by a wide range of enhancement programmes</p> <p>They are well organised, well attended and cater for the interests of most students</p> <p>Regular planned opportunities exist for students to learn within the local environment and community or beyond</p>

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

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
<p>Most staff have poor relationships with most students Guidance and counselling arrangements are poor and the school is ineffective in responding to students' needs</p> <p>Punctuality and attendance poor and not acted on Arrangements for the suspension and exclusion of students are poorly handled</p> <p>There is little or no attempt to track the wellbeing of individual students</p>	<p>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</p> <p>Limited attention is paid to attendance and punctuality, which need improving Arrangements for the suspension and exclusion of students are unsatisfactory</p> <p>The school keeps only informal track of the wellbeing of individual students</p>	<p>Staff know students well. They show them respect and respond promptly to their personal needs Students know they can trust and confide in staff</p> <p>Suitable arrangements exist to promote punctuality and attendance Arrangements for the suspension and exclusion of students are satisfactory.</p> <p>The school keeps records of significant incidents that affect the wellbeing of individual students</p>	<p>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</p> <p>Procedures to address punctuality and attendance are good Arrangements for the suspension and exclusion of students are well-handled</p> <p>There are systems for tracking students' personal welfare and for supporting individuals and groups</p>	<p>Staff have very good relationships with all students. Staff consistently provide well-judged advice and guidance</p> <p>Procedures to address punctuality and attendance are very good Arrangements for the suspension and exclusion of students are exceptionally well-handled.</p> <p>There are well developed systems for tracking students' personal welfare and for supporting individuals or groups</p>

Appendix 3 - National Test Data

Starting Point

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

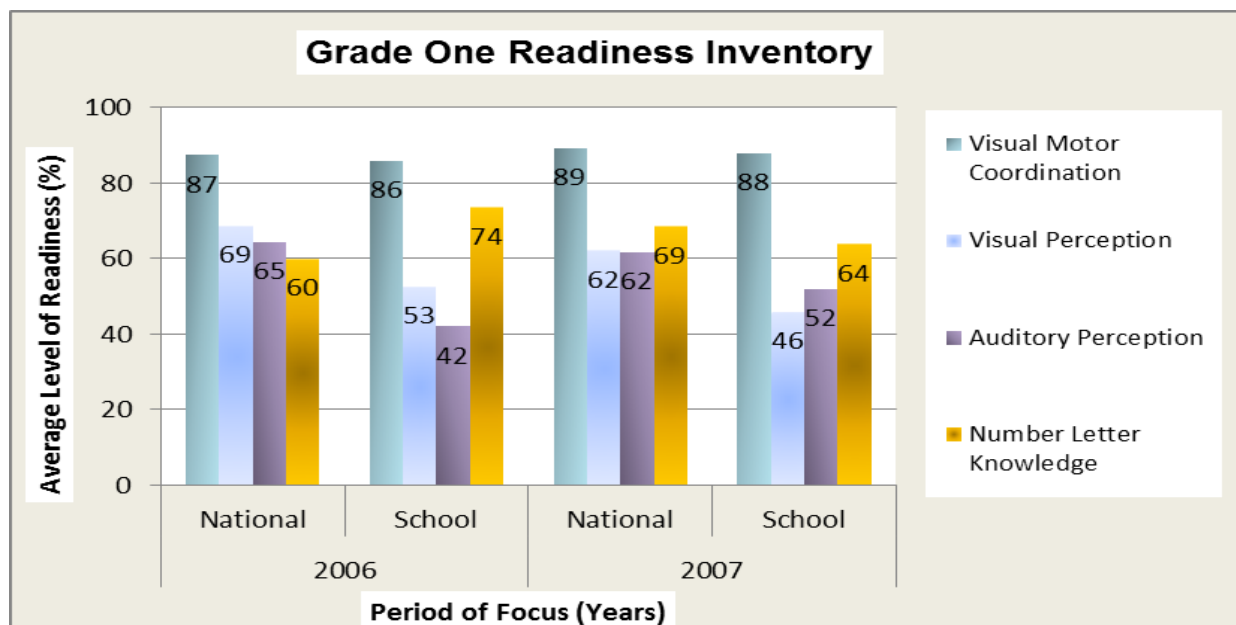


Table 1: Student Performance in Grade One Readiness Inventory for 2006 and 2007

Airy Castle Primary				
2007				
Assessment	Candidates		2007 Mastery	
Grade One Readiness	Enrolled	Sitting	National	School
	52	50	43	38
2006 (Cohort data)				
Assessment	Candidates		2006 Mastery	
Grade One Readiness	Enrolled	Sitting	National	School
	54	57	42	32

The ¹overall mastery for students who entered Airy Castle Primary in **2006 (Cohort 1)** was 32 per cent. This was below the national mastery (42 per cent) by ten percentage points. The participation rate for this exam was over 100 per cent. The students' mastery was above the national mastery for Number Letter Knowledge but below in all the other components.

¹ **Overall Mastery** indicates the percentage of students from the cohort who have mastered **all 4 components** (visual motor coordination, visual perception, auditory perception, number letter knowledge) of the Grade 1 Readiness Inventory test.

In 2007, the school's mastery (38 per cent) improved by six percentage points but remained below the national mastery (43 per cent) by five percentage points. The student's mastery was below the national mastery in all components. The participation rate was 96 per cent.

ATTAINMENT

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

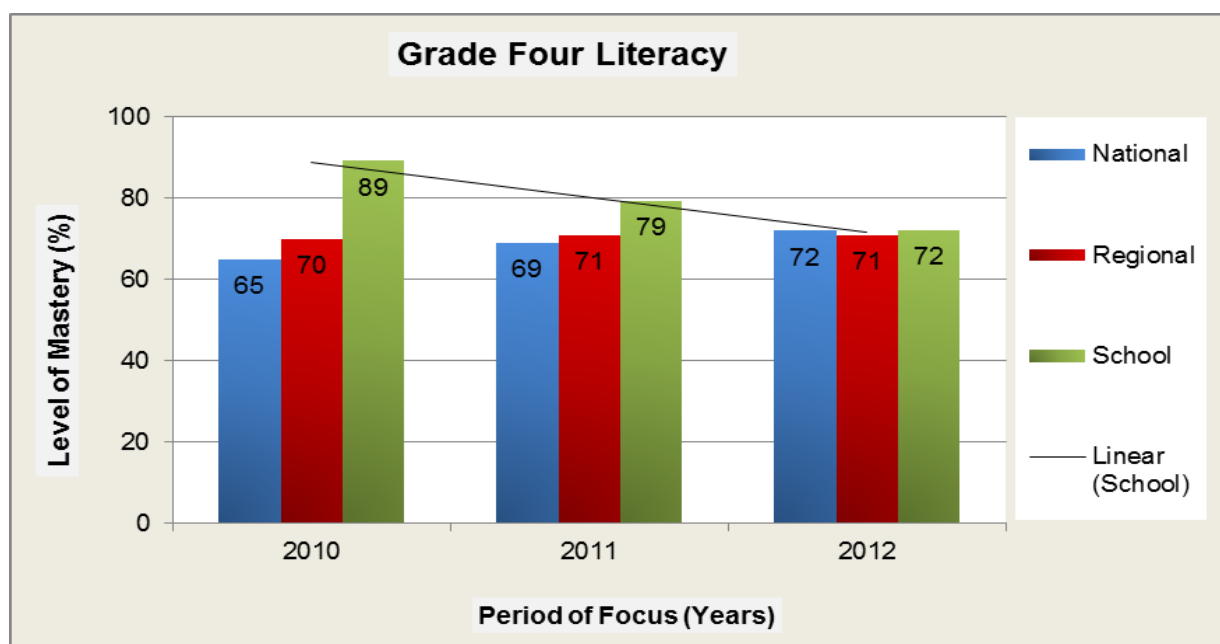


Table 2: Student Attainment in Grade Four Literacy 2010-2012

Airy Castle Primary					
2012					
Assessment	Candidates		2012 Mastery		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	33	36	72	71	72
2011					
Assessment	Candidates		2011 Mastery		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	36	29	69	71	79
2010 (Cohort data)					
Assessment	Candidates		2010 Mastery		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	41	37	65	70	89

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

In **2010 (cohort 1)**, the school's mastery (89 per cent) was above the national (65 per cent) and regional (70 per cent) mastery by 24 and 19 percentage points respectively. The participation rate was 90 per cent.

In 2011, the mastery (79 per cent) declined by ten percentage points but remained above the national (69 per cent) and regional (71 per cent) mastery by ten and eight percentage points respectively. The participation rate was 81 per cent.

In 2012, the mastery (72 per cent) declined by seven percentage points. It was on par with the national mastery and one percentage point above the regional mastery. The participation rate was over 100 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. Airy Castle Primary will need to increase their mastery by 11 per cent each year.

ATTAINMENT

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

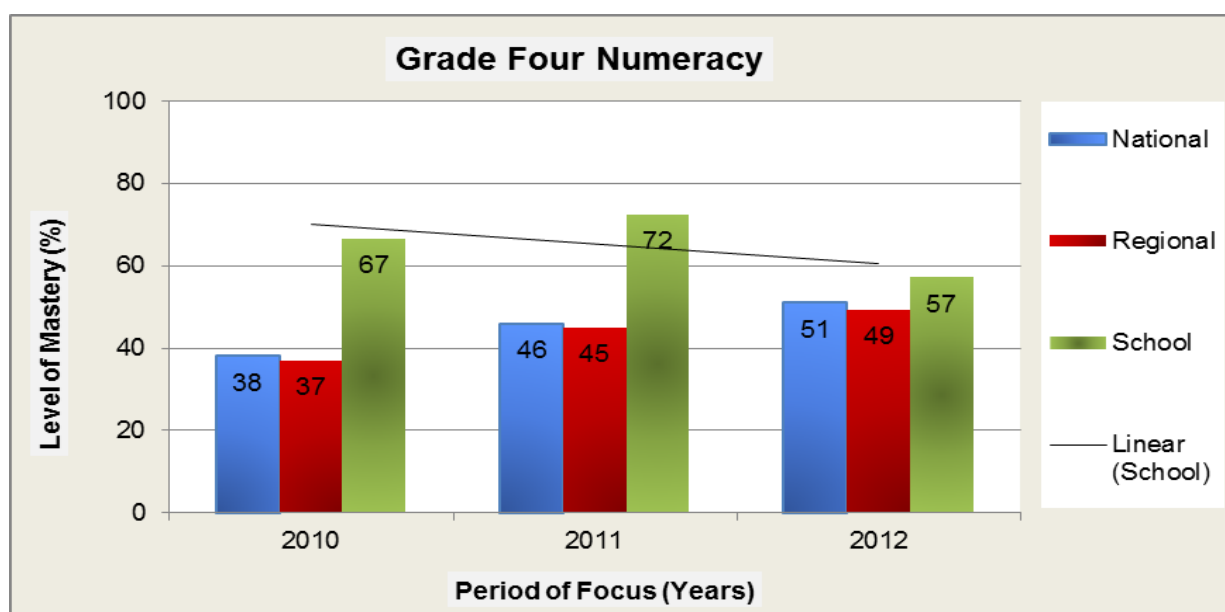


Table 3: Student Attainment in Grade Four Numeracy 2010-2012

Airy Castle Primary					
2012					
Assessment	Candidates		2012 Mastery		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	33	35	51	49	57
2011					
Assessment	Candidates		2011 Mastery		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	36	29	46	45	72
2010 (Cohort data)					
Assessment	Candidates		2010 Mastery		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	41	36	38	37	67

²The school's Grade 4 Numeracy mastery fluctuated over the period 2010 to 2012. However, graph 3 indicates an overall decline. Nonetheless, the school's mastery was above both the national and regional mastery for the period.

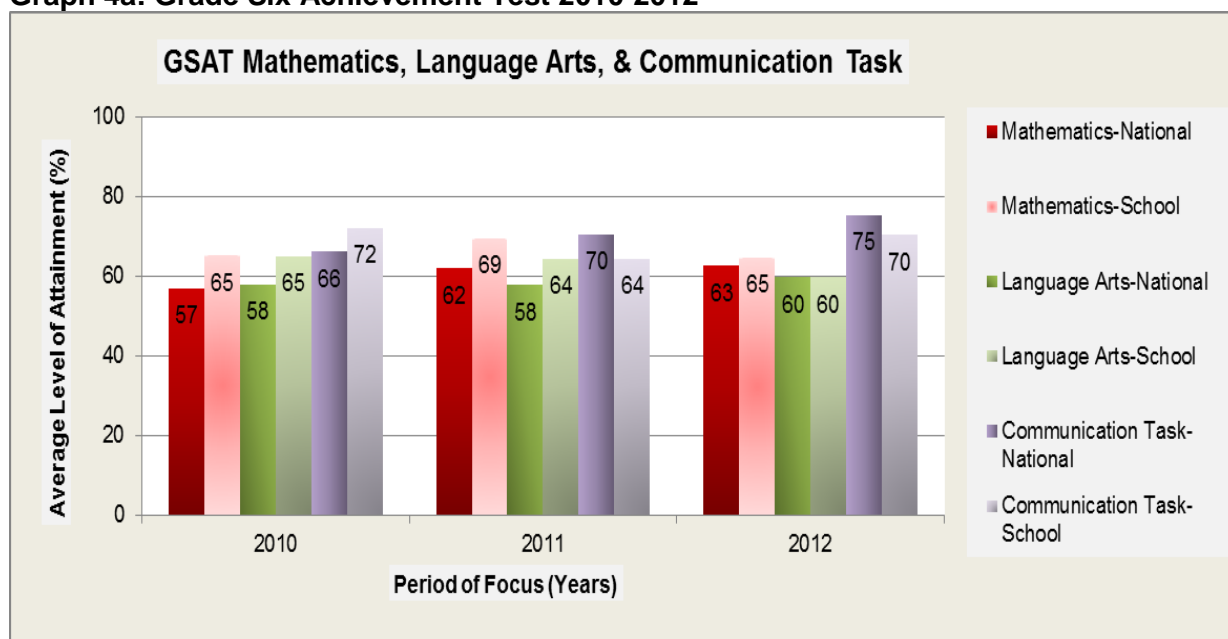
In **2010 (cohort 1)**, the school's mastery (67 per cent) was above the national (38 per cent) and regional (37 per cent) mastery by 29 and 30 percentage points respectively. The participation rate for this exam was 88 per cent.

In 2011, the mastery (72 per cent) improved by five percentage points. It was above the national (46 per cent) and regional (45 per cent) mastery by a considerable 26 and 27 percentage points respectively. The participation rate for this exam was 81 per cent. In 2012, the mastery (57 per cent) declined by 15 percentage points but remained above the national (51 per cent) and regional (49 per cent) mastery by six and eight percentage points respectively. The participation rate for this exam was over 100 per cent.

³**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.**

ATTAINMENT

Graph 4a: Grade Six Achievement Test 2010-2012



The school's average was above the national average for all subject areas in 2010. In 2011 the school remained above the national average in mathematics and language arts, while communication tasks fell below. In 2012, the school's average was above the

² *The Grade 4 Numeracy results for 2012 are still under review at the Students Assessment Unit. The mastery presented may therefore differ from the actual results found at the school.*

³ *The 2012 Numeracy targets have yet not been finalised.*

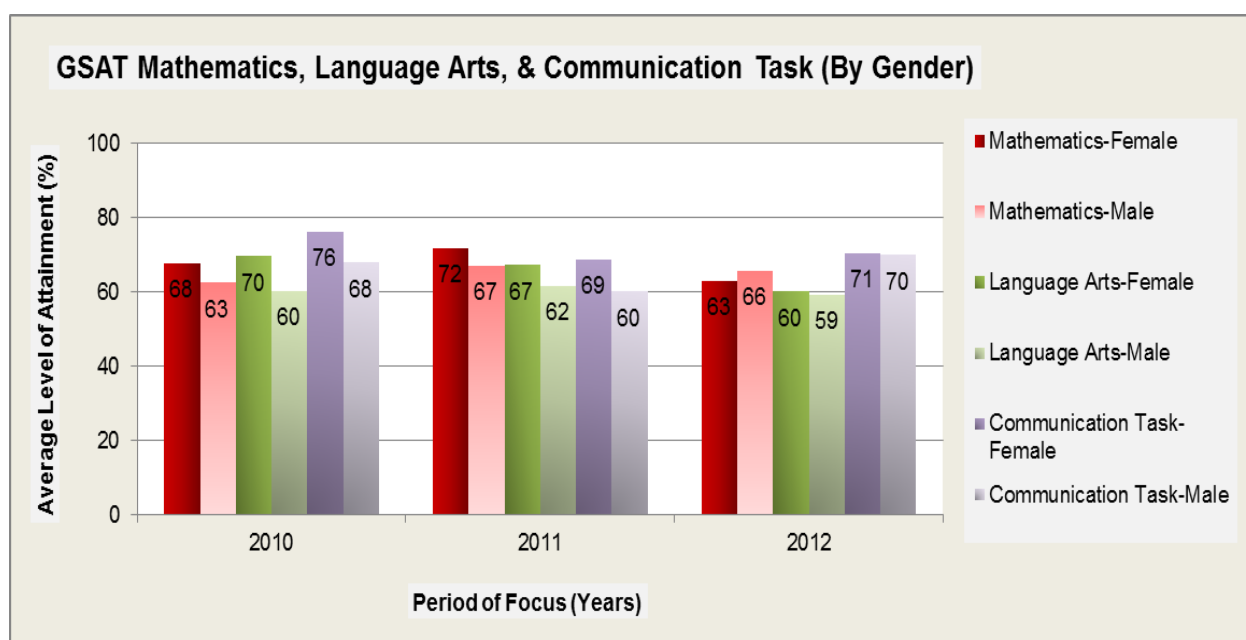
national average in mathematics, on par in language arts and below in communication tasks.

The mathematics average fluctuated slightly over the period. It was 65, 69 and 65 per cent for each year respectively.

The language arts average declined over the period. It was 65, 64 and 60 per cent for each year respectively.

The communication tasks average fluctuated over the period. It was 72, 64 and 70 per cent for each year correspondingly.

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



By Gender:

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

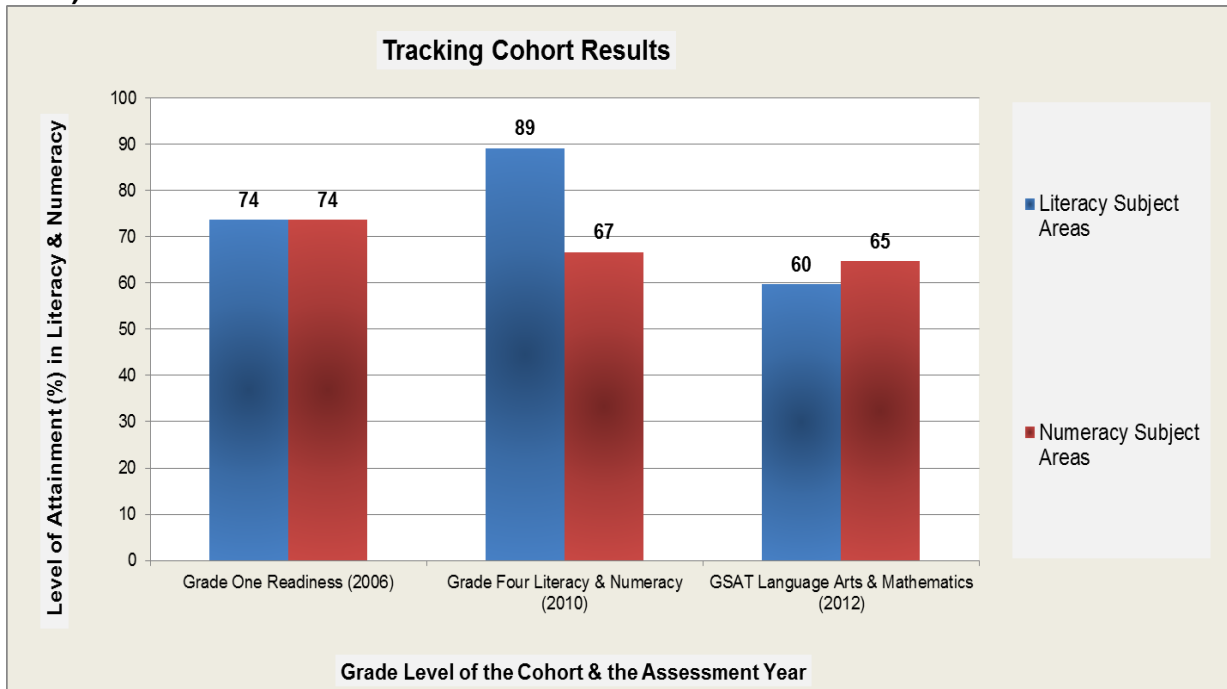
The gender gap for mathematics was very narrow at the start of the period and narrowed further as the period progressed. The rate of improvement trended slightly downward for the girls but slightly upward for the boys.

The gender gap for language arts was narrow at the start of the period and narrowed further as the period progressed. The rate of improvement trended slightly downward for the girls but was constant for the boys.

The gender gap for communication was narrow at the start of the period and narrowed further as the period progressed. The rate of improvement trended slightly downward for the girls but slightly upward for the boys.

PROGRESS

Graph 5a: Tracking Results for Cohort 1 in Literacy and Numeracy (2006, 2010 and 2012)



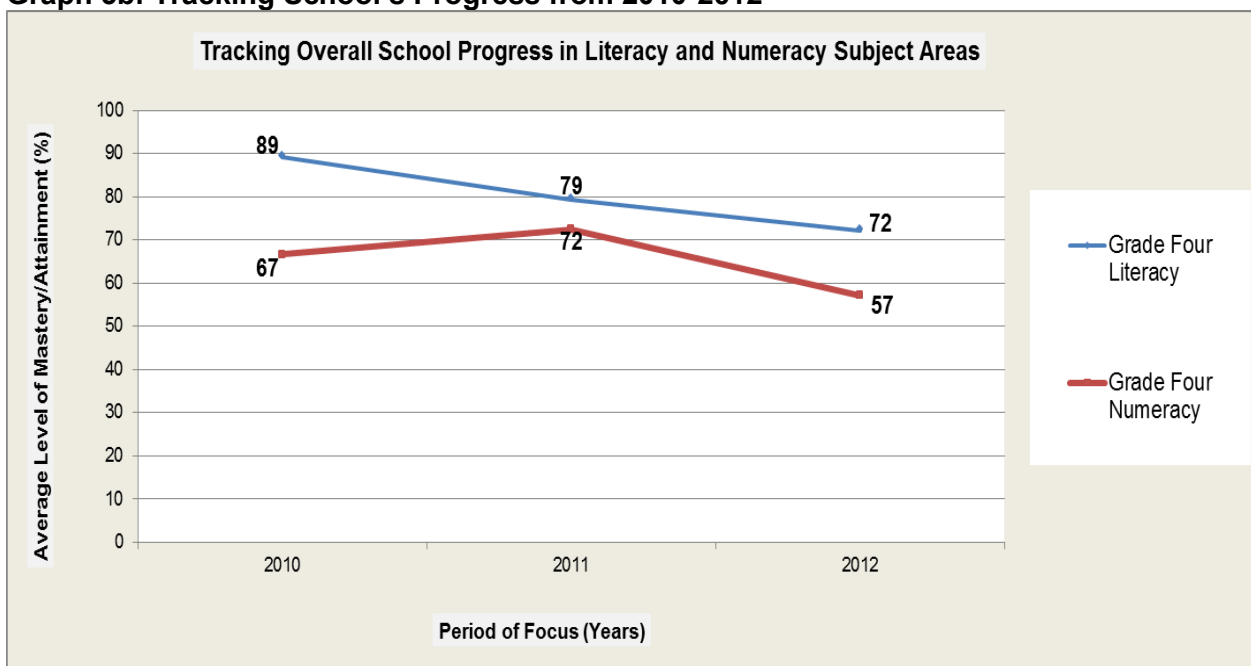
⁴ **Cohort 1** had an average of 74 per cent in the numeracy and literacy (Number Letter Knowledge) component of the Grade One Readiness Inventory Test (2006).

When **Cohort 1** sat the Grade Four Numeracy and Literacy exams in 2010 the students performed higher in Literacy (89 per cent) when compared with Numeracy (67 per cent).

In GSAT (2012), the students' average was slightly higher for mathematics (65 per cent) when compared with language arts (60 per cent).

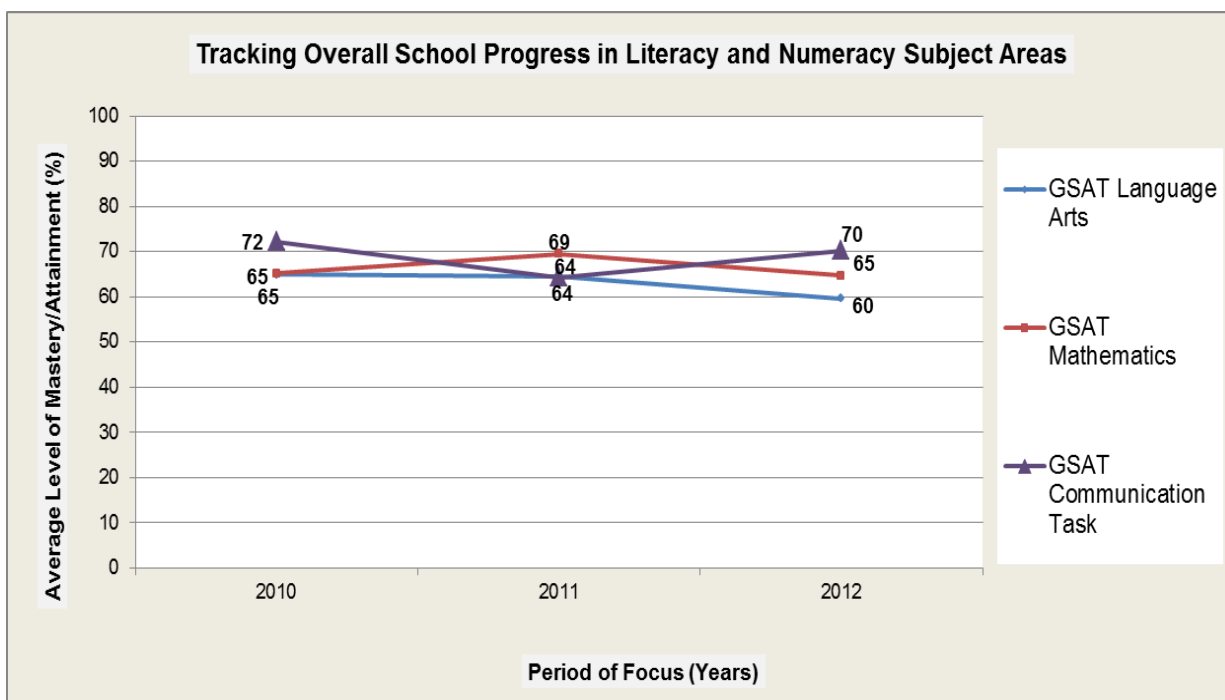
⁴ Progress tracking is a proxy measure and is combined with cohort output and school output to reflect progress.

Graph 5b: Tracking School's Progress from 2010-2012



The school's Grade Four Literacy mastery declined over the period (2010 to 2012). The Numeracy mastery improved between 2010 and 2011 but declined between 2011 and 2012.

Graph 5c: Tracking School's Progress from 2010-2012



The school's mathematics average improved between 2010 and 2011 but declined between 2011 and 2012. The language arts average declined over the period while the communication tasks average declined between 2010 and 2011 but improved between 2011 and 2012.

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

Grade Six Achievement Test 2010-2012

Airy Castle Primary			
2012 (Cohort data)			
<u>Assessment</u>	Candidates	<u>2012 Averages</u>	
GSAT Mathematics	Sitting	National	School
	46	63	65
	Female	65	63
Male	27	60	66
GSAT Language Arts	Sitting	National	School
	46	60	60
	Female	63	60
Male	27	56	59
GSAT Communication Task	Sitting	National	School
	46	75	70
	Female	78	71
Male	19	72	70
2011			
<u>Assessment</u>	Candidates	<u>2011 Averages</u>	
GSAT Mathematics	Sitting	National	School
	42	62	69
	Female	64	72
Male	22	59	67
GSAT Language Arts	Sitting	National	School
	42	58	64
	Female	61	67
Male	22	54	62
GSAT Communication Task	Sitting	National	School
	42	70	64
	Female	74	69
Male	22	66	60
2010			
<u>Assessment</u>	Candidates	<u>2010 Averages</u>	
GSAT Mathematics	Sitting	National	School
	38	57	65
	Female	61	68
Male	19	53	63
GSAT Language Arts	Sitting	National	School
	38	58	65
	Female	63	70
Male	19	53	60
GSAT Communication Task	Sitting	National	School
	38	66	72
	Female	73	76
Male	19	60	68

Definitions:

Cohort:	group sharing a particular event during a particular time
Participation Rate:	number of candidates <u>sitting</u> as a percentage of the total <u>enrolled</u>
Percentage:	expression of a number as a fraction of 100
Percentage Point:	arithmetic difference between two percentages
Trend:	data series containing at least three (3) consecutive years of data

Sources

1. Grade One Learning Profile (2005 and 2006). Student Assessment Unit, Ministry of Education
2. Grade Four Literacy and Numeracy Test Results (2008-2011). Student Assessment Unit, Ministry of Education
3. Grade Six Achievement Test (2008-2011). Student Assessment Unit, Ministry of Education
4. Grade Nine Achievement Test (2008-2010). Student Assessment Unit, Ministry of Education
5. Jamaica Directory of Public Educational Institutions 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education
6. Jamaica School Profiles 2010-2011. Planning and Development Division, Statistics Section, Ministry of Education
7. Enrolment Data 2001-2010. Planning and Development Division, Statistics Section, Ministry of Education
8. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education
9. The New School Board Directory-Regions 1-6 (2011). Planning and Development Division, Statistics Section, Ministry of Education