



ALBERT TOWN PRIMARY & INFANT SCHOOL INSPECTION REPORT

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National Education Inspectorate
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FINAL

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Introduction

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

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

Please see the **Inspection Indicators** (Appendix 2) used by School Inspectors to assist in forming judgments 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. The quality is 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. The 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.

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	49% and below

Profile

School's Demographics

Locale:	Rural
Region:	3
Parish:	Trelawny
School Code:	07001
Gender:	Co-educational
School Organization:	Whole Day
Size:	Medium
Attendance Rate:	83 %
Capacity:	415
Enrolment:	642
No. of Teachers:	35
Student/Teacher Ratio:	28:1
Owned by:	Government

Socio-economic Context

Albert Town Primary and Infant School, formerly Albert Town Elementary School, is named after the district. It was built on site owned by St. Andrew's Anglican Church. The first building, built in 1959 to accommodate 500 students was vacated in December 1960 because of overcrowding and the poor state of the buildings. The present school which is built at another section of the property was officially opened in January 1961. It provided increased accommodation for 1000 students and added facilities for home economics and industrial arts. The school became a feeder school to the Albert Town Secondary School in 1969, the same year an infant department was established in the home economics and industrial arts centre. It has grown in terms of enrolment, academic achievement and cultural achievement. Some of its outstanding achievements are several gold, silver and bronze medals in speech, music and dance. The school has won several cash awards and certificates in festival and literary competitions. It is well known in the parish for its high quality performance in music. The music teacher was awarded the Prime Minister's Scholarship for music in 1988 and pursued courses both locally and internationally through which the students have benefitted.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Albert Town Primary School is satisfactory

Leadership and management of the school is satisfactory

The Principal provides quality instructional supervision for the teaching and learning process as well as for professional development. Most teachers use the information from self-evaluation to influence future planning. The Board plays a supportive role and ensures that the Principal is held accountable. The school has a good relationship with parents and the community. It is the belief of most parents that the Principal is doing a good job.

Teaching and learning in the school is satisfactory

Most teachers satisfactorily demonstrate the ability to plan effectively to impact learning and use a variety of approaches to capture students' interest. The school has a policy which allows for progress to be tracked from entry to exit with continuous feedback. Student learning is satisfactory as opportunities are given for independent and collaborative learning.

Performance in Language Arts and mathematics in national examinations is unsatisfactory

In the last three years, the school performed consistently marginally below the national average in Grade Four Literacy with a significant wider gap below in Grade Six Achievement Test (GSAT), language arts. Performance in mathematics at GSAT fluctuates but moved from below the national average to being on par. However, performance in Grade Four Numeracy is significantly below the national average.

Progress in English is satisfactory but unsatisfactory in mathematics

The personal and social development of students is good

Students are disciplined, courteous and helpful. Civic understanding and spiritual awareness is evident as most students show appreciation for local traditions and display patriotism. They are aware of Jamaica's economic conditions and highlighted the contribution of yam production by their parents as beneficial to the country. Most students are environmentally aware.

Human and material resources are satisfactory

There is a full complement of qualified teachers and sufficient support staff. There are also adequate books and equipment but teachers do not make satisfactory use of them. Classrooms designed to house two classes now accommodate three or four classes partitioned by chalkboards.

Curriculum modification and adaptation is satisfactory

The curriculum is constantly reviewed to meet the needs of students and co-curricular activities are in place to complement it.

Health, safety, security and wellbeing are satisfactory

The compound is enclosed and the gate remains closed during class hours in an effort to reinforce the safety policy. There is a welfare programme which helps to provide needy students with lunch, learning materials and uniforms.

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

- The school's excellent achievement in the performing arts especially in the areas of music and speech; they have won several awards in the Jamaica Cultural Development Commission (JCDC) competition at both local and national levels.
- Most students are well behaved, courteous and disciplined.
- Students' attendance and punctuality are excellent.
- Satisfactory progress is being made in language arts
- Good interpersonal relationships are developed and maintained among staff, students and other stakeholders.
- Staff interest in the wellbeing of all the students.
- Outstanding efforts are made to improve the literacy level in the school.
- Good documentation of data to track students' performance and wellbeing.

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 satisfactory

Leadership and management is satisfactory

The Board and parents have confidence in the Principal's leadership of the school. Her vision for the school is to see a 30 per cent improvement in literacy and numeracy. This is communicated to all stakeholders through various meetings and discussions who work together to achieve this projected target. There is a high level of cooperation among the staff and the students display a willingness to learn. The Principal provides instructional supervision to improve teaching and learning and focuses on the teachers' professional development. She provides teachers with the support and freedom to carry out their duties with emphasis on team teaching which impacts on students' learning positively.

Supervision and assessment of teachers are undertaken weekly and intervention strategies to impact meaningful learning are outlined and acknowledged. As a consequence, students' performance has improved though not at the level targeted. According to the Board Chair, students' performance has experienced an 11 per cent increase since the appointment of the present Principal. Good relationship exists between the leaders and the academic staff. However, the impact of the senior staff is not evident and a weakness in communication flow to staff on matters relating to some professional issues is detected. Accountability among some teachers is not sufficiently rigorous to impact changes. Information and document are well managed and all relevant documents are updated and well kept

The school's self evaluation is satisfactory

The process of self-evaluation is mostly limited to data derived from students' and teachers' performances. Progress across the school is regularly assessed; this includes screening of students to assess their levels of development. Most teachers use information from the Principal's assessment to create action plans which highlight intervention strategies and guide their teaching practices. The Principal monitors the teachers' adherence to the Action Plans. Staff conferences are held to plan activities and monitor students' progress. Staff appraisals are carried out once per term and staff development seminars and workshops are arranged to help teachers improve their skills.

Governance is satisfactory

Overall, the Board provides strategic support and assistance for the development and improvement of the school. Meetings are held twice per term and emergency sessions held as often as needed. Members plan strategically for school improvement. They have recommended plans to place greater focus on assessment of the students' performance in order to reduce the level of "failures" and better help students dealing with challenges. The Chairman is takes a proactive approach to the development of the school; he anticipates possible occurrences and plans for them. The Board is pleased with the Principal's management of the institution and rates her as good with strong leadership. Relationship

between the school and the Board is good; members interact positively with teachers. They play a supportive role and hold the Principal accountable for the academic performance of students, management of funds and professionalism.

Relations with parents and the local community are good

Most parents believe the Principal is doing a good job and they lend support to the school's vision. The school is highly regarded by the community and parents from neighbouring communities have been sending their children to the school. Resource persons, such as nurses, firemen and past students visit to provide concrete experiences for students to address issues of safety, puberty and other matters. The PTA is involved in various fund-raising events to aid improvement and assists with staff development. They see the teachers as care givers who create a family oriented atmosphere. The school communicates with them by telephone and circulars. Most parents, however, are dissatisfied with students' performance in external examinations and pledge more support for their children's learning.

How effectively is the school led and managed by the Board, the principal and senior management team?	
Grades	1-6
Leadership and management	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Governance	Satisfactory
Relations with parents and community	Good

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Teaching to support students' learning is satisfactory

The teachers' knowledge of the subjects they teach and how best to teach is satisfactory

Most teachers demonstrate in-depth knowledge of their subject content and deliver it satisfactorily to the students. They also have a secure understanding of how best to teach the students and how students' learn and many make a concerted effort to cater for their different abilities. Teachers use various strategies to maintain student interest, participation and learning. For example, one Grade 5 mathematics teacher had the students reading, singing and playing instruments as they participated in a drill and practice activity in order to memorize key mathematics information. Some teachers are energetic and able to motivate their students to participate actively in lessons as they review previous lessons to build on students' knowledge. Most teachers reflect on their lessons and information gleaned is used for future planning. However, a few teachers use methods which fail to capture the students' interest in the lesson.

The teaching methods are satisfactory

Most teachers plan thoroughly and effectively. This is especially evident in Grade 5, where planning is done at both the corporate and individual levels with clear objectives and attainment goals. There is good class management and most activities begin and end on time. Most teachers vary their approaches to lesson deliveries in order to capture the students' interest and set the tone for learning. Modelling, demonstrations, co-operative learning groups, discussion and ICT are all used to enhance lesson delivery and student learning. In the upper school, ICT and the use of traditional dress in a Grade 5 class, foster knowledge of national customs and culture.

Students are praised for accurate demonstrations and teacher and student interactions are generally good. Cross-curricular links are used to enhance understanding of concepts; for example, in a Grade 2 mathematics class, the teacher integrated reading, spelling and social graces into the lesson. However, in some classes there is too much chalk and talk; lessons are too teacher-centred and they fail to gain the students' interest. Resources are sufficient but they are not well used. Questioning techniques used by some teachers are also ineffective and unable to foster critical thinking skills.

Assessment is satisfactory

Most teachers' continuously assess students during lessons and provide relevant and helpful feedback to assist them to make progress in lesson. Students' progress is tracked from entry to exit using cumulative records, mark books and student profiles. Most teachers observed are able to produce up to date record of students' grades. The school makes good use of data; test results are used to inform progress. For example national and diagnostic test results are used to stream students to address deficiencies in literacy and numeracy. Teachers use the information to readily identify strengths and weaknesses. For example, teachers identify structures and mechanics as areas of strength and comprehension, writing task and Creole interference as areas of weakness in language arts. However, assessment information is not always used sufficiently by some teachers to address weaknesses. Opportunities for students to assess their own learning are also infrequent.

Student learning satisfactory

Most students are eager to learn; they show enthusiasm for learning through active participation in lessons. Some teachers provide students with opportunities where they can work collaboratively in groups to complete tasks. For example, in one Grade 5 class, students worked cooperatively to produce a scrap book. Most students are able to transfer knowledge from one subject area to another and make the links to real life situations. For example, Grade 1 students used their left arm akimbo to remember the "less than" sign. Many students are able to relate new learning to past experiences. Some students, however, are unable to complete work required and show marked deficiencies in achievement and ability to stay on task.

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' academic performance is unsatisfactory

Students' performance in English is unsatisfactory

Attainment in Grade Four Literacy has fluctuated in the last five years but has mostly remained on par with the national average. In 2010 the school attained 60 per cent mastery in comparison to 67 per cent at the national level. This is the second successive year that the school has performed below the national average and signals a downward trend in literacy attainment at the school. Performance in GSAT language Arts has been below the national average over the last five years. Even though the average scores increased in 2010, it was still significantly below the national average.

Students' performance in mathematics is unsatisfactory

The school's attainment in national mathematics tests is below the national average. In 2010, the school's attainment in the Grade Four Numeracy was 32.5 per cent, 15 per cent below the national average of 47.5 per cent. Performance in GSAT mathematics is also well below the required level. In the last five years, the school consistently performed below the national average except in 2010 when it attained 59 per cent, marginally above by two per cent. This also showed a significant improvement in the performance of students in Grade 6 mathematics as the average scores moved 14 per cent upwards. The females outperform the males.

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?	Unsatisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Unsatisfactory

4) Students' Academic Progress

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

Overall, students' academic progress is unsatisfactory

Satisfactory progress is made in English

In the infant and Grade 1 classes, penmanship is satisfactory and students are able to distinguish between capital and common letters. In one Grade 2 class, slower students are able to identify labels of products found in the home. Grade 3 students identify synonyms and write grammatically correct sentences focusing on subject verb agreement. However, comprehension and composition is weak throughout the school. There is evidence of Creole interference in many teachers' instructional language and not enough samples of prose writing are provided to guide students' efforts.

Progress made in mathematics is unsatisfactory

Analysis of data collected reveals that most students perform satisfactorily in statistics due to the practical aspects of the strand. Grades 1 and 2 students are able to identify and use lesser than and greater than signs to compare numbers and identify geometric shapes such as squares, triangles and rectangles and use these shapes to make patterns. Most students develop grade level skills in mathematical calculations, however conceptual understanding is weak and many students find it difficult to explain concepts and procedures. Many students are not able to apply concepts to solve problems. In lessons on units of measurement, emphasis is placed on centimetres (cm) only. Hence, students have difficulty measuring large objects.

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?	Unsatisfactory

5) Students' Personal and Social Development

How good is the students' personal and social development?

Personal and social development of students is good

Students' attitude and behaviour are good

Students are well behaved, disciplined, courteous and helpful. A cordial relationship exists among students and they relate with staff. Their punctuality is good; on a given morning, not more than five students are late for the start of the school day. They move to and from devotion orderly in lines.

Students' civic understanding and spiritual awareness are good

Most students understand and show appreciation for local traditions and culture. For example, at the lunch-time concert, students performed cultural items written by their teachers. The school has been awarded a number of medals and trophies by the JCDC and the Trelawny Yam Festival. Students understand clearly the significance of the national emblems and can explain how the national flag should be displayed. They assume the correct posture for the hoisting of the flag and singing of the national anthem daily. Most students participate well in devotions; they dramatize Bible stories, and sing devotional songs from the school's hymnal.

Students' economic awareness understanding is satisfactory

The students display a level of understanding of Jamaica's economic conditions. They relate the importance of export to the country and the role their parents play in it by producing yam for the overseas market. Students benefit from lessons that develop such awareness; for example, in a Grade 6 lesson, links were made with activities in Jamaica such as the Yam Festival, tourism and agriculture in an effort to enhance students understanding of trade and economic activities in the country. In one class, students discussed similarities and differences between social and economic activities in Jamaica and Japan.

Students' knowledge and understanding of their environment is satisfactory

Students' awareness and understanding of the environment and the need to maintain it is evident in the way they maintain a clean environment. Beautification projects help to enhance the physical beauty of the plant and heighten the students' awareness and understanding of the environment. In addition, environmental responsibilities and awareness are reinforced daily with the singing of the 'care your surrounding' song written by the music teacher and sung at general devotions.

How good is the students' personal and social development?	
Grades	1-6
Students' behaviour and attitudes	Good
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, human and material resources are satisfactory

Human resources are satisfactory

The school has a full complement of well qualified teachers as well as sufficient support staff. Most teachers have a first degree and about 20 per cent of the staff is pursuing further studies. The school does not have a problem in attracting or retaining staff and so teacher attrition rate is low. Most teachers function well in their area of deployment. However, teachers placed in slow learners classes are ineffective in teaching these students.

The quality and quantity of material resources are satisfactory

The school has a satisfactory supply of ICT and other resource materials: a computer lab with eleven working computers, internet access, a library with reference books, reading materials and adequate supplies of Ministry of Education (MoE) textbooks. In the classrooms, there are a variety of textbooks and other printed materials and charts and classroom furniture is adequate. However, the supply of books in the library is insufficient and some classrooms are cramped for space and chalkboard partitioning makes the areas extremely noisy. Classes are disrupted when students in different classrooms change classes.

The material resources are satisfactory

Although classroom space is limited, teachers and administrators make ingenious use of the available area. For example, rooms that were designed to house two classes now house three and four classes. Teachers skilfully partition the rooms using chalkboards and further enhance the areas with charts and other educational displays. In some classes, teachers make good use of indigenous materials and ICT resources to enhance lessons. In Grade 5 for example, the teacher used ICT and traditional costumes to reinforce lessons. In other classes, objects such as shells and drums are used to stimulate students' interest. . In

addition, resource teachers are used to conduct staff development seminars and team teach to strengthen weaker teachers.

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
Material resources – quality and quantity	Satisfactory
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?

The curriculum programme is satisfactory

The Revised Primary Curriculum (RPC) is used with the necessary modifications to meet the needs of all students including those students who have special challenges. The curriculum is constantly reviewed and teachers meet weekly to develop lesson plans in common planning time. In many subjects, continuity and progress is evident. Unit, term and annual reviews are done to track continuity, progression and coverage of the curriculum. Some teachers try to ensure content coverage by giving an additional half hour support after school to students who have little or no support at home with homework. There is adequate coverage of the curriculum except in physical education which is not timetabled.

The teachers report that about 10 to 15 per cent of the students need external intervention such as is offered by MICO CARE to enable them to reach their required grade level. At present the curriculum is unable to address their needs.

There are strong cross-curricula links made in many classes with the use of music, art and technology. This helps to broaden students' understanding and increase their ability to grasp concepts. The school provides a variety of co-curricular activities such as national and local quiz competitions, 4-H Club, environmental club, and participation in JCDC competitions in the performing arts. These help to build students' self-esteem and develop their leadership skills.

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

8) Student Safety, Security, Health and Wellbeing

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

Overall, student safety, security, health and wellbeing are satisfactory

Policies and procedures put in place to ensure everyone's safety security and health are satisfactory

The school's compound is enclosed and the gate remains closed during class time in an effort to protect the school's population. There is a clear policy on safety which is reinforced with recitation of the "do's and don'ts" at devotion by all students. Safety signs are strategically placed around the compound and plants are labelled. The Falmouth Fire Department services extinguishers, conducts drills and trains staff in safety procedures. The Guidance and Counselling Committee has clearly outlined procedures to follow in dealing with minor and major accidents and sick bay facilities are also available. However, the area which once housed pit latrines is rocky and a slope adjoining the school grounds still has an open pit. There is barbwire inside the perimeter fencing near the Infant Department which presents a potential danger to students.

Students' wellbeing is good

Healthy lifestyles are taught in class and through sessions with the Guidance Counsellor to heighten students' awareness on health issues. There is a good welfare programme in the school which helps to provide students with a cooked meal for lunch, learning materials and uniforms where necessary. There are 181 students on the P.A.T.H programme and provisions are made to assist other students who are not on the programme with meals. The school hopes to improve its welfare programme with the reintroduction of its Breakfast Programme. Students' health is taken seriously and parents are encouraged to pay closer attention to what their children eat as this can impact how they learn. Teacher and student interactions are good and the teachers celebrate students' successes and correct weaknesses without embarrassing students.

How well does the school ensure everyone's safety, security, health and wellbeing?	
Grades	1-6
Safety, security and health	Satisfactory
Wellbeing	Good

Recommendations

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

1. With the support of the MoE, the PTA and the community, provide more classroom space and furniture to alleviate the overcrowding situation in classes.
2. The Principal should seek to improve instructional supervision to impact on the quality of teaching and learning.
3. More efficient use of data available at the school, by the teaching staff, to inform planning and enhance teaching and learning.
4. The Principal should provide opportunities for professional development of staff especially in teaching techniques and assessment strategies for mathematics in order to improve students' performance.
5. The School Management Team (SMT) should make arrangements to provide teachers with greater and in-depth understand of the needs of students with special educational needs and how to address those needs.

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

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	49
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	24	15	10
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]			

Number of scheduled interviews completed with members of staff, governing body and parents	7
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Number of scheduled interviews completed with students	1
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			

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 Leadership and management

Key features:

- Leadership qualities
- Vision, direction and guidance
- Culture and ethos
- Instructional leadership
- Impact on standards and progress
- Development of relationships with staff
- Accountability
- School information and document management system

Short descriptions to illustrate the five-point scale:

Level 1 Needs immediate support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school's leadership lacks drive and authority. There is widespread lack of confidence in the leadership among the staff. The leadership holds the staff accountable for their performance in a very limited way. Most students are under-achieving and make very little progress	Staff in leadership positions are insufficiently rigorous in focussing on improvement. The leadership holds the staff accountable in a limited way for their performance. Many students in one or more age groups do not make enough progress in their work and personal development.	The school has a strong sense of direction, which focuses on improving students' achievements and wellbeing. The staff shares a common purpose. The leadership consistently holds the staff accountable for their performance. Most students make satisfactory progress and all groups are supported well	Leadership is firm and decisive. The staff works well together, with clear lines of responsibility. The staff responds positively to initiatives. Staff accountability systems are rigorously applied. The needs of most students are well catered for and most students make good progress	Leadership is dynamic and often inspirational. A clear vision for the future directs and guides staff and students. The leadership holds the staff highly accountable for their performance. The school is successful with all groups of students, including those who do not respond well to school or have difficulties with learning

1.2 Self-evaluation and improvement planning

Key features:

- Process and activities for school self-evaluation
- Monitoring and analysis of the school's performance, including views of parents and students
- Process for staff appraisal and development
- Process for school improvement planning, implementation and monitoring

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
Self-evaluation is poorly developed. There is almost no monitoring or evaluation of the school's provision and performance, including teaching and learning. As a result, the school has no clear agenda for improvement	Self-evaluation is inadequately developed, so managers do not have a realistic view of the school's strengths and weaknesses, including teaching and learning. Planning for improvement is not based on realistic priorities	The school's priorities are based on sound analysis of its performance. The work of the school is monitored effectively, including the performance of staff and students, and appropriate actions are taken	Through effective self-evaluation, which takes into account the views of parents, managers know their school well. They use the outcomes of self-evaluation to plan and take action promptly to make necessary improvements. Staff appraisal procedures are effective.	Systematic and rigorous self-evaluation is embedded in the school's practice at all levels. Staff appraisal is rigorous and staff development is well-planned and highly effective. Strategic thinking is clear. Ambitious improvement planning results in the achievement of identified goals.

1.3 Governance

Key features:

- Strategic and advisory role of the Board
- Operational support for the management of the school
- Accountability

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 has almost no influence on the work of the school. It does almost nothing to support the efficient and effective management of the school. The Board holds the school leadership accountable for its performance in a very limited way.	The Board has little influence on the work of the school. It does little to support the efficient and effective management of the school. The Board holds the school leadership accountable in a limited way for its performance.	The Board meets all its responsibilities. It gives clear support and advice to the school leadership. The Board consistently holds the school leadership accountable for their performance.	The Board has a positive influence on the work of the school. It plays a significant strategic and advisory role in leading the school's development. . The school leadership is rigorously held to account for its performance.	The Board makes a significant contribution to the leadership of the school and its successes. It works most effectively in support of the school's educational leaders. The Board holds the school leadership highly accountable for its performance.

1.4 Relations with parents and the local community

Key features:

- Communications with parents
- Parents' involvement in their children's learning and the life of the school
- Links with the local community and agencies

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
Communications with parents are infrequent and of poor quality. Many parents know too little about the work their children are doing to be able to help them effectively. The school has very little to do with its local community. Opportunities are missed to enrich the curriculum through the use of community resources	The school gives parents insufficient information about their children's progress and wellbeing. Community involvement is limited and the school does not actively seek relationships with outside agencies to support the wellbeing and progress of students	Parents receive regular, detailed reports about their children's progress. There are regular opportunities to talk to teachers and some parents are actively involved in school life. The school works with outside agencies to enhance the wellbeing and progress of students	Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning	The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school capitalises on the expertise and resources in the community to improve its performance and benefit students

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

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

Key features:

- Teachers' knowledge of their subjects
- Teachers' knowledge of how best to teach their subjects
- Teachers' understanding of how students learn best in their subjects
- Teacher reflect on their teaching

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 and the curriculum they teach. This seriously limits the progress that many students make and the standards they reach	Some teachers have insufficient knowledge of the subjects and the curriculum and of how to teach effectively. This results in ineffective and inaccurate teaching and incomplete curriculum coverage	Most teachers have a secure understanding of the subjects they teach. There is evidence that teachers reflect on the impact of their practice. Curriculum coverage is secure	All teachers have good subject knowledge and reflect regularly on the impact of their teaching. Coverage of curriculum is complete.	Teaching of a consistently high quality stems from the teachers' expert knowledge of their subjects and how to teach them. They reflect regularly and rigorously on the impact of their teaching

2.2 Teaching methods

Key features:

- Quality and effectiveness of lesson planning
- Management of time
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT
- Quality of teacher and student interactions including questions and dialogue
- Teaching strategies which challenge and cater to the needs of all 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
The teaching methods in many lessons are poorly matched to the needs of the students. Activities are often only loosely related to the achievement of learning objectives. Lessons are frequently dull and unchallenging for the students	Although their planning may be detailed, the methods the teachers use often take little account of what the students already know. The work they set frequently lacks challenge and lesson objectives are often unclear	Teachers plan their lessons well and teaching methods are effective. They manage time well and make the work interesting, with realistic levels of challenge. They make sure the students have the resources they need to complete tasks successfully	Lessons are well planned with teaching methods that are effective in securing intended outcomes. The needs of individual students are well catered for. Teachers challenge and extend the students' thinking, which helps them to make good progress and achieve high standards	The teaching methods are effective. Lessons are often imaginative and consistently stimulate and challenge the students to achieve as well as they can. Activities are chosen to match the needs of the students, to secure intended outcomes and to achieve excellent standards

2.3 Assessment

Key features:

- Assessment as part of teaching and learning
- Assessment practices including policies, implementation and record keeping
- Student self-assessment
- Use of assessment information by teachers and students to inform teaching and learning
- Quality of feedback by teachers, in lessons and in written work, to help students identify and make improvements
- Teachers' knowledge of students' strengths and weaknesses

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 little, if any, systematic internal assessment of students' work. Teachers have very little detailed knowledge of students' progress and achievements	Assessment is not well developed. Teachers do not have sufficient detailed knowledge of students' progress and achievements	Assessment is used to track the achievements of students, to indicate what they have learned and to help them understand what they need to do next.	Consistent and effective assessment practices are in place for monitoring students' progress. Most staff use them to focus sharply on what students need to do to improve. Students are sometimes involved in evaluating their own work	A thorough programme of assessment and review, including students' evaluation of their work, is used consistently throughout the school. Teachers are highly effective in helping students to identify and make improvements in their work

2.4 Student learning

Key features:

- Attitudes and motivation to learn
- Interactions and collaboration between students
- Application of learning to new situations and real life
- Inquiry and research skills
- Problem-solving skills

Short descriptions to illustrate the five-point scale:

Level 1 Needs immediate support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students show little motivation to learn. They require constant supervision to stay on task	Many students find it difficult to work without supervision and too much of the teachers' time is spent managing students' behaviour	Most students use their time well in lessons. They can explain clearly what they have learned. They can work constructively with others when required	Most students are keen to learn. Many can apply what they have learned to new situations and show initiative in solving problems. They are able to work well, both independently and as part of a team	Almost all students are highly motivated to learn. Almost all students understand how current learning relates to previous work. They can apply what they have learned to new situations. They frame their own questions and solve problems independently of the teachers, working well together in teams

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

Key features:

- Performance in national and/or regional assessments
- Performance in comparison to similar schools

Short descriptions to illustrate the five-point scale:

Level 1 Needs immediate support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The performance of most students is very low in comparison with those in similar schools	The performance of many students is low in comparison with those in similar schools	The students' performance is generally in line with those in similar schools	The performance of many students is good in relation to those in similar schools	The performance of most students is very high in relation to those in similar schools

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

Key features:

- Progress against starting points
- Progress over time
- Progress during lessons
- Appropriateness of levels achieved

Short descriptions to illustrate the five-point scale:

Level 1 Needs immediate support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students are under-achieving and make almost no progress	Many students are under-achieving and progress is unsatisfactory	The achievement of most students is adequate and they make satisfactory progress	The progress of most students is good. Most students achieve well compared with their earlier attainment	Almost all students make excellent progress and achieve very well in relation to their earlier attainment

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

5.1 Students' behaviour and attitudes

Key features:

- Observed behaviour and attitudes in lessons and around the school compound
- Students' relationships with students and all school staff
- Punctuality
- Attendance

Short descriptions to illustrate the five-point scale:

Level 1 Needs immediate support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students show little self-discipline. They disobey school rules and disrupt many lessons. Student attendance is 69% or less	The poor behaviour of some students disrupts some lessons and causes difficulties. Students often do not obey rules and regulations. Student attendance is 70% - 79%	Behaviour and relationships are generally good. Rules are respected. The school is orderly and safe. Student attendance is 80% - 89%	Good behaviour and relationships prevail throughout the school. Most students exercise self-control. Student attendance is 90% - 95%	Almost all students are self-disciplined, respond very well to adults and resolve difficulties in mature ways. Student attendance is 96% or higher

5.2 Students' civic understanding and spiritual awareness

Key features:

- Understanding of national identity and civic responsibility
- Spiritual understanding and awareness
- Appreciation of local and regional traditions and culture

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/or spiritual awareness and little appreciation of local traditions and culture	Many students lack understanding of national identity and/or spiritual awareness. Many students lack appreciation of local traditions and culture.	Many students are developing an understanding of national identity, and an appreciation of local traditions and culture together with spiritual understanding	Most students understand the concept of national identity. They understand and appreciate local traditions and culture. They have a good spiritual understanding	Almost all students understand and appreciate the defining characteristics of Jamaican society, and the region's traditions and culture. They have a high level of spiritual understanding

5.3 Students' economic awareness and understanding

Key features:

- 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 are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it. Most students have little or no understanding and awareness of economic issues.	Many students are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it.	Many students understand the importance of Jamaica's continued economic progress and that they will have a role in contributing to it.	Most students understand the importance of Jamaica's continued economic progress and know that they can contribute to it.	Almost all students understand the importance of securing Jamaica's economic progress and are well equipped and willing to contribute to it.

5.4. Environmental awareness and understanding

Key features:

- Knowledge and understanding of national and global environmental issues
- Concern and care for the 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 national or global environmental issues and they show little concern for their immediate environment	Many students have little awareness of national or global environmental issues and make little effort to take care of their immediate environment	Many students are aware of national and global environmental issues and they take care of their immediate environment	Most students know that national and world resources need to be protected and used responsibly and they take care of their immediate environment	Almost all students understand the importance of securing a sustainable environment. They take care of their immediate environment and some are involved in related co-curricular activities

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 features:

- Sufficiency of suitably qualified and knowledgeable teaching and support staff
- Effective deployment of 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
The school is inadequately staffed to deliver its curriculum effectively. The quality of the education the students receive is seriously reduced in consequence	The school lacks, or fails to deploy, teaching and support staff with the knowledge and expertise required to deliver the curriculum in full	The school retains and deploys sufficient qualified staff to deliver the curriculum and achieve satisfactory standards	The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable the students to achieve good standards	The school has a full complement of well qualified staff and deploys them to achieve the best standards possible for students

6.2. Material resources – Quality and Quantity

Key features:

- 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
Premises and resources are significantly below expected quality and quantity	There are significant deficiencies in premises and/or resources	Premises and resources are sufficient in quality and quantity	Premises and resources are of good quality and sufficiency	Premises and resources are plentiful and of high quality

6.3. Use of material resources

Key features:

- Effective use of school premises
- Effective organisation and use of available resources for teaching and learning

Short descriptions to illustrate the five-point scale:

Level 1 Needs immediate support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The staff make poor use of the available premises and/or resources	Deficiencies in premises and/or resources restrict some aspects of the students' academic achievement and personal development	Premises and resources are maintained and organised to satisfactorily support teaching and learning	Premises and resources are well maintained, and well organised. Staff and students have easy access to resources and make good use of them	The school is creative in its use of premises and resources and makes exceptionally good use of the available resources to achieve high standards

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

Key features:

- Adaptation and modification of curriculum
- Review and planning
- Continuity, progression and coverage
- Relevance to all students
- Cross-curricular links and extra-curricular activities
- Links with the local environment and community

Short descriptions to illustrate the five-point scale:

Level 1 Needs immediate support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
There is almost no adaptation or modification of the curriculum or curriculum guides. Most teachers do not adapt or enrich the curriculum to meet the students' needs	There is discontinuity in the modified or adapted curriculum in some subjects from year to year. There are significant gaps in content. Additional support for students is minimal	The curriculum is modified or adapted and regularly reviewed to make learning worthwhile. There are few significant gaps in content. Some additional support is provided for students who need it	The curriculum is well balanced, and reviewed and updated regularly to maintain its relevance to all students. There are no significant gaps in content. Additional support is provided for most students who need it	There is imaginative modification and/or adaptation of curriculum. The curriculum is broad, balanced and regularly evaluated to ensure that it meets changing needs and maintains the students' interest. There is extensive additional support for all students who need it

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

8.1 Safety, security and health

Key features:

- Policy and procedures to ensure the safety, security and health 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 health are non-existent or ignored. There are almost no safety, security and health checks. Many parts of the buildings and equipment are unsafe and/or unhygienic and poorly maintained	Policies for safety and health are poorly implemented. Safety, security and health checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe and/or unhygienic	Policies and procedures are implemented and accidents are rare. Requirements for maintaining the safety, security and health of students are met. Buildings and equipment are safe, secure, hygienic and maintained in sound repair	Regular and thorough checks are made and acted upon to ensure that a safe, secure and healthy environment is maintained. Buildings and equipment are hygienic and kept in a good state of repair	The school provides an exceptionally safe, secure and hygienic environment for students and staff. Buildings and equipment are regularly maintained in excellent condition

8.2 Wellbeing

Key features:

- Staff' relationship with students
- Staff management of behavioural issues
- Staff support of, and advice to students
- Guidance and counselling arrangements
- Tracking of students' wellbeing
- Management of student attendance and punctuality
- Arrangements for suspension and exclusion of students – number of students out of school due to suspension and exclusion
- Number of school drop-outs

Short descriptions to illustrate the five-point scale:

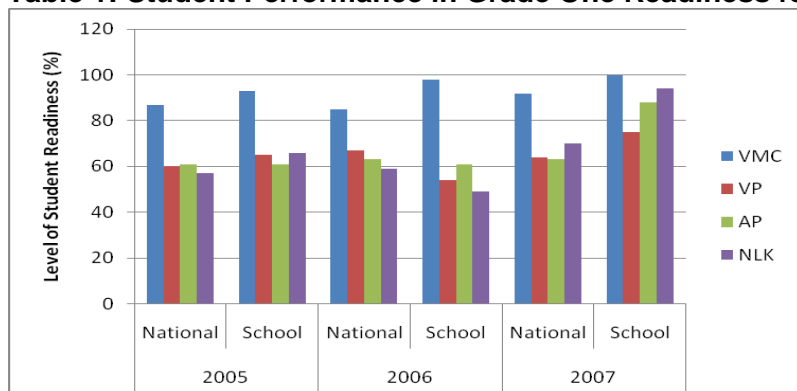
Level 1 Needs immediate support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most staff have poor relationships with most students. Guidance and Counselling arrangements are poor and the school is ineffective in responding to students' needs. Arrangements for the suspension and exclusion of students are poorly handled	The staff are slow to diagnose and respond to students' needs. Guidance and Counselling arrangements are weak or are not applied consistently. Arrangements for the suspension and exclusion of students are unsatisfactory	Staff know students well. They show them respect and respond promptly to their personal needs. Students know they can trust and confide in staff. Arrangements for the suspension and exclusion of students are satisfactory	Students' personal wellbeing is a high priority for staff. There are systems for tracking students' personal welfare and for supporting individuals and groups. Arrangements for the suspension and exclusion of students are well-handled	Staff have very good relationships with all students. There are well developed systems for tracking students' personal welfare and for supporting individuals or groups. Staff consistently provide well-judged advice and guidance. Arrangements for the suspension and exclusion of students are exceptionally well-handled

Appendix 3 – National Test Data

STUDENT PROGRESS AND ATTAINMENT

I. Grade One Readiness

Table 1: Student Performance in Grade One Readiness for the Period 2005-2007



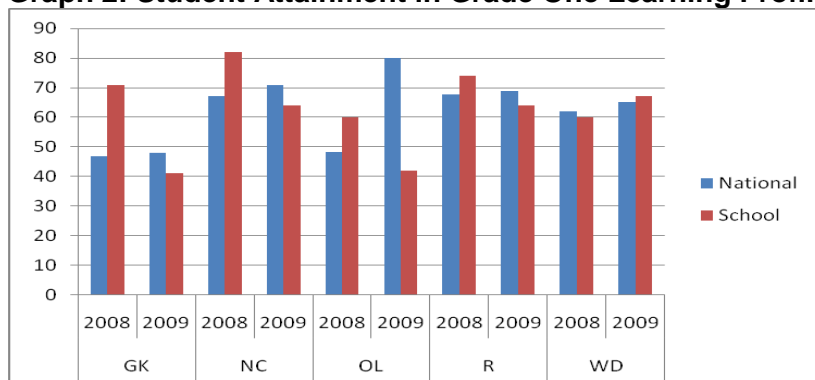
Key: VMC-Visual Motor Co-ordination; VP-Visual Perception; AP-Auditory Perception; and NLK-Number Letter Knowledge

Note: Averages were calculated based on figures presented in tables the Appendix

For the period 2005-2007, the overall average for the level of student readiness at Albert Town Primary and Infant was 75% which compares to 69% at the national level. Generally, the level of student readiness has been fair and consistent with the national average, with the exception of 2007 where the level of readiness improved and exceeded the national average.

II. Grade One Learning Profile

Graph 2: Student Attainment in Grade One Learning Profile 2008 & 2009



Key: GK-General Knowledge; NC-Number Concept; OL-Oral Language; R- Reading; WD- Writing and Drawing

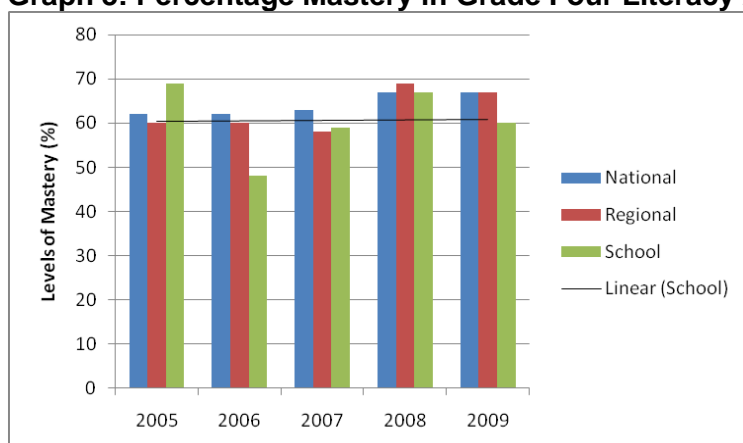
Note: Averages are calculated based on figures presented in tables the Appendix

For 2008 & 2009, the overall national and school averages for student readiness were 62% and 63%, respectively. In the areas assessed, the level of readiness for 2008 reveal that the school attained satisfactory results slightly above the national average in all categories, except for "Writing and Drawing". However, the results were reversed in 2009 with the

school attaining levels of school readiness below the national in all areas except “Writing and Drawing”.

III. Grade Four Literacy Test

Graph 3: Percentage Mastery in Grade Four Literacy 2005-2009

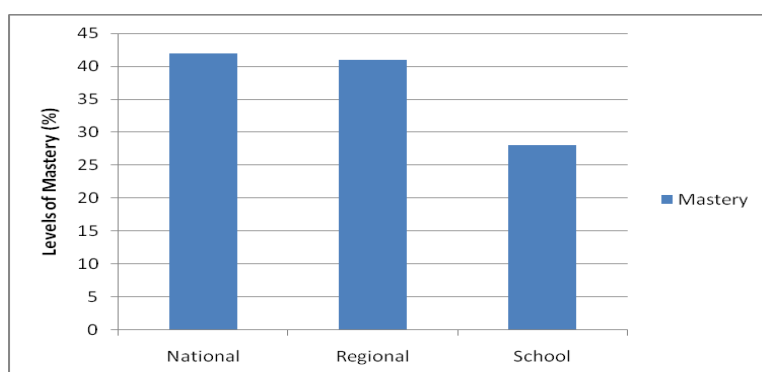


Note: Averages are calculated based on figures presented in tables the Appendix

The overall level of mastery in the Grade 4 Literacy Test for Albert Town Primary was 61% which compares favourably with 64% at the national and 63% at the regional levels. Except for 2005, the school's performance recorded averages below the national and regional averages. Nevertheless, the rate of improvement was steady.

Grade Four Numeracy Test

Graph 4: Percentage Mastery in Grade 4 Numeracy Test 2009¹

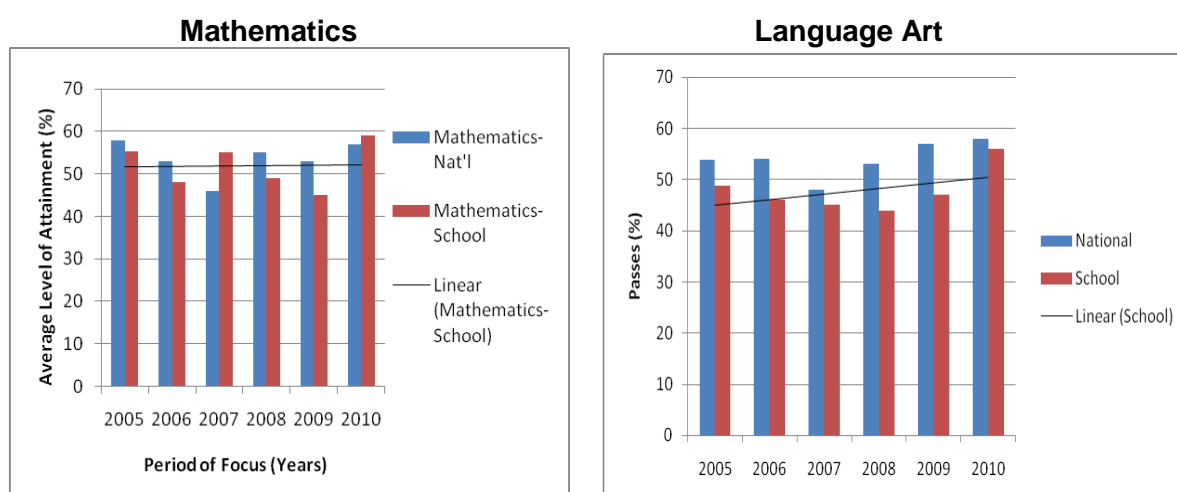


Albert Town Primary attained 28% mastery in the Grade 4 Numeracy Test, this was below the national (42%) and regional (41%) averages.

¹ Grade 4 Numeracy Test was first administered in 2009.

IV. Grade Six Achievement Test

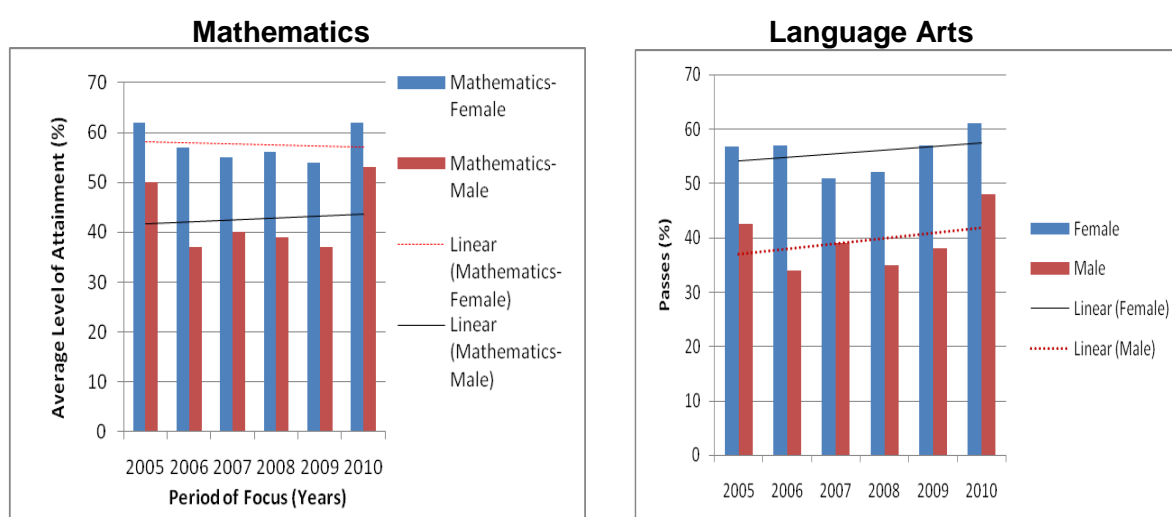
Graph 5a: Average Percentage in Student Attainment in Grade Six Achievement Test in Math& Language Arts, 2005-2010



Note: Overall averages are calculated based on figures presented in tables the Appendix

For the periods 2005 to 2010, the overall national average in GSAT Mathematics was 54% as compared to 52% at Albert Town Primary. With the exception of 2007 and 2010, the school attained average passes below the national average. The school's level of progress has shown slight improvement. With respect to student attainment in Language, the overall national average was 54%; while the school attained 48%. The results also reveal that, like the performance in Mathematics, Albert Town attained passes below the national level over the period being analyzed. However, the trend indicates a steady improvement in student attainment.

Graph 5b: Student Performance in GSAT Math and Language Arts by Gender



Note: Overall averages are calculated based on figures presented in tables the Appendix

The overall average attainment for female and male students in GSAT Math for the period was 58% and 43%, respectively. The attainment level of the female students was consistently higher than the male for the period, resulting in wide disparities in the level of attainment for both sexes. The achievement gaps were particularly pronounced in 2006, 2008 and 2009. The rate of improvement for the female students showed a slight decline;

while the rate of improvement for the boys remained constant over the period. In Language Arts, the overall average by gender was female students 56% and male students 39%. Female students consistently outperformed their male counterparts as evidenced in notable attainment in 2005 to 2009. The gender achievement gap is also pronounced over the period. However, it is important to note, that even though the male students were outperformed, their rate of improvement showed progress.

I. Grade One Readiness Inventory

Table 1: Student Performance in Grade One Readiness for the Period 2005-2007

Subject Areas	2005		2006		2007	
	National	School	National	School	National	School
	N= 43696	N= 104	N= 46088	N= 41	N= 41132	N= 16
Averages (%)	66.25	71.25	68.5	65.5	72.25	89.25
Visual Motor Coordination (%)	87	93	85	98	92	100
Visual Perception (%)	60	65	67	54	64	75
Auditory Perception (%)	61	61	63	61	63	88
Number Letter Knowledge (%)	57	66	59	49	70	94

II. Grade One Learning Profile

Table 2: Student Attainment in Grade One Learning Profile 2008 & 2009

Subjects	Years			
	2008		2009	
	National N=39,478	School N=65	National N=37,296	School N=99
General Knowledge	46.7	71	48	41
Number Concepts	67.1	82	71	64
Oral Language	48.2	60	50	42
Reading	67.6	74	69	64
Writing and Drawing	62.0	60	65	67

III. Grade 4 Literacy Test

Table 4a: Percentage Mastery in Grade 4 Literacy 2005-2009

GSAT	2005			2006			2007		
Subjects	National N=48565	Regional N=6455	School N=104	National N=46,566	Regional N=5857	School N=93	National N=38,1777	Regional N=4987	School N=39
Mastery	62	60	69	62	60	48	63	58	59

Table 4b: Percentage Mastery in Grade 4 Literacy Test 2005-2010

G4LT	2008			2009		
Level	National N=41,495	Regional N=5269	School N=71	National N=41662	Regional N=5299	School N=104
Mastery (%)	67	69	67	67	67	60

IV. Grade 4 Numeracy Test

Table 5: Percentage Mastery in Grade 4 Numeracy Test 2009²

G4NT	2009		
Subjects	National N= 41,641	Regional N=5,299	School N=104
Mastery (%)	42	41	28

² Grade 4 Numeracy Test was first administered in 2009.

IV. Grade Six Achievement Test

Table 6a: Average Percentage in Student Attainment in Grade Six Achievement Test 2005-2010

Subjects	Years					
	2005		2006		2007	
	National N=50,874	School N= 82	National N=	School N= 77	National N=	School N= 111
Mathematics	58	55	53	48	46	47
Female	62	62	57	57	49	55
Male	53	50	49	37	42	40
Science	52	46	55	46	52	52
Female	55	51	59	56	55	59
Male	48	42	51	35	49	45
Social Studies	57	51	51	46	51	51
Female	61	58	54	54	54	58
Male	52	45	47	37	48	45
Language Arts	54	49	54	46	48	45
Female	59	57	59	57	53	51
Male	48	43	49	34	44	39
Communication Task	40	34	50	42	67	58
Female	47	42	58	50	75	67
Male	33	28	42	25	58	58

Table 6b: Average Percentage in Student Attainment in Grade Six Achievement Test 2005-2010

Subjects	Years					
	2008		2009		2010	
	National N=	School N= 89	National N=	School N= 91	National N=	School N= 73
Mathematics	55	49	53	45	57	59
Female	59	56	57	54	61	62
Male	50	39	49	37	53	53
Science	52	46	53	46	60	59
Female	55	53	56	54	63	63
Male	49	37	50	38	56	51
Social Studies	56	50	53	43	58	57
Female	60	59	56	52	62	62
Male	51	39	50	35	54	47
Language Arts	53	44	57	47	58	56
Female	58	52	62	57	63	61
Male	48	35	51	38	53	48
Communication Task	58	50	58	50	67	58
Female	67	67	67	58	75	67
Male	50	33	58	33	58	50

Sources

1. Grade One Learning Profile (2008-2010). Student Assessment Unit, Ministry of Education
2. Grade One Readiness Inventory (2005-2007). Student Assessment Unit, Ministry of Education
3. Grade One Diagnostic Test (2005-2010). Student Assessment Unit, Ministry of Education
4. Grade One Literacy Test (2005-2010). Student Assessment Unit, Ministry of Education
5. Grade Six Achievement Test (2005-2010). Student Assessment Unit, Ministry of Education
6. Jamaica Directory of Public Educational Institutions 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education
7. Jamaica School Profiles 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education