

ABOUKIR PRIMARY SCHOOL

INSPECTION REPORT

Principal: Mrs. Allison Wood Pringle
Board Chair: Mr. Rohan Davidson

National Education Inspectorate
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FINAL

TABLE OF CONTENTS

	Page
Introduction	1
Key Questions	1
The Five-point Scale	2
Consistency in terminology	2
Profile	3
School's Demographics	3
Socio-economic Context	3
Executive Summary	4
Overall effectiveness of the school	4
Findings of School Inspection	6
1) School Leadership and Management	6
2) Teaching Support for Learning	8
3) Students' Academic Performance	9
4) Students' Academic Progress	10
5) Students' Personal and Social Development	11
6) Use of Human and Material Resources	12
7) Curriculum and Enhancement Programmes	14
8) Student Safety, Security, Health and Wellbeing	15
RECOMMENDATIONS	17
Further Action	17
List of Abbreviations and Acronyms	18
Appendices	19
Appendix 1 - Record of Inspection Activities	20
Appendix 2 - Inspection Indicators	21
Appendix 3 - National Test Data	45

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

Locale:	Rural
Parish:	St. Ann
Region:	3
School Code:	06101
Gender:	Co-educational
School Organization:	Whole Day
Size:	Extra Small
Attendance Rate:	91%
Capacity:	200
Enrolment:	163
No. of Teachers:	8
Pupil-Teacher Ratio:	33:1
Owned by:	Government

Socio-economic Context

Aboukir Primary School was built forty years ago and is located in the quiet district of Aboukir in the parish of St. Ann. The students come mainly from the communities of Aboukir, McKenzie and Cedar Valley. The area is known for farming which is the primary source of income and livelihood for most of the parents who send their children to the school. There are 110 students who are beneficiaries of the government's welfare initiative called the Programme of Advancement Through Health and Education (PATH). They are provided with meals each day. The school is the recipient of the National Solid Waste Management Agency's (NSWMA) clean school award trophy and continues to live up to its reputation of maintaining a clean and conducive learning environment. The school is currently placed at the top of the regional Quality Education Circle (QEC) for its performance in the external examinations in 2013.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Aboukir Primary School is satisfactory

Overall, leadership and management is good

The School Management Team (SMT) is driving school improvement by ensuring that the school's vision is shared and acted upon by the various stakeholders. Self-evaluation is rigorous and highly developed, and the initiatives of the school are supported by a very efficient and involved Board that understands the needs of the school and assists in making the required improvements. Over time, the school continues to enjoy good relations with its local partners who include parents, past students and local entities within the immediate and adjoining communities.

Overall, teaching in support of learning is satisfactory

All teachers display sufficient knowledge of the subjects they teach. They use a range of teaching strategies and Information and Communication Technology (ICT) to enhance the learning experience as well as a number of assessment strategies to identify what the students know. Many students are able to discuss and share ideas about what they are learning and they are developing inquiry and research skills sufficient for their age and grade levels.

Overall, students' performance in English and mathematics is unsatisfactory

The students' performance in English was consistently above the national average at Grade 4 but fluctuated in mathematics. At GSAT their performance in both subjects was above the national results in two out of the three years under review.

Overall, students' progress in English and mathematics is satisfactory

Most students make satisfactory progress against their starting points and satisfactory progress is seen in lessons for both subjects across all the grade levels.

Overall, students' personal and social development is good

Most students relate well to adults and they are developing in their roles of responsibility at school. Most students understand the key economic problems facing Jamaica and they have concerns about the way adults treat the environment. They know that Jamaica is a very religious country despite the high murder rate.

Overall, the use of human and material resources is satisfactory

The school has well qualified teaching and support staff to deliver the curriculum and achieve acceptable standards. The school's resources are well organised and effectively used while the spacious classrooms boast a print rich environment.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

A wide range of subjects are timetabled and the teachers give extra lessons in the mornings and after school. The school provides a range of extra and co-curricular activities and has placed first in several events in recent years. The community and school 4-H clubs collaborate in the greenhouse project.

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

There is a safety and security policy in place to guide the implementation of safety and security measures for students, staff and visitors. Discipline is well managed at the school and students are encouraged to eat healthily. However, student lateness is not recorded.

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

- Excellent relationships with and among stakeholders
- Strong leadership team that involves the views of the stakeholders and provide clear growth pathway for the school
- Committed teachers who pay attention to the learning needs of all students
- A calm, clean learning environment that is rich with resources that are well used.
- Students who are well behaved, highly motivated and knowledgeable on issues to do with the economy, the environment and spirituality.

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

The Principal as leader of the school is goal driven, flexible, accessible and democratic. The School Management Team actively drives school improvement and ensures that the school's vision is shared and the established targets are carried out within the required timeline. Most relationships in the school are excellent and there is a strong focus on instructional leadership. The Principal ensures that teachers complete lesson plans which are then vetted and feedback provided to improve lesson delivery. Additionally, actual lessons are assessed and all teachers complete action plans to inform their teaching and learning. Across the school, documentary practices are maintained at a high standard in accordance with the expectations of the Ministry of Education and the information used to facilitate school improvement.

Self-evaluation and school improvement planning is good

The school has a rigorous, continuous and highly developed self-evaluation process inclusive of all key stakeholders. Also, a School Improvement Plan (SIP) is in place which contains appropriate strategies for achieving the set targets. Some of the established targets are challenging. However, most targets are usually met or surpassed.

Established committees at the school produce reports on activities just as teachers produce information regarding the students' performance on the different strands in external examinations. The school does regular assessments of its programmes from which data is gathered and analysed and the results are used to drive school improvement. For example, at the end of each month, each teacher makes a determination as to whether topics are to be re-taught so that a summary of students' performance, recommendations for improvement in teaching and learning along with the selected strategies for improvement are presented to the Principal for a final decision.

Additionally, the Principal and teachers meet constantly to reflect on how the school is performing in relation to similar schools and attempt to improve their performance; sometimes, even adopting strategies that have been successful in other schools. For e.g. putting in place interventions, such as 'pull out' programmes, and getting the most able teachers to do subject teaching across the grade levels to improve students' learning.

Governance is good

The Board is fully committed, active and involved in the school's activities. Board members visit regularly and are instrumental in improving the learning environment as; they set targets for students' academic performance and observe lessons on a regular basis. Additionally, they make suggestions for dealing with issues, such as students' attendance and staff deployment, and are always available to provide guidance to the Principal when required.

The Board praises the Principal and staff for their work and holds the Principal accountable for the performance of the school. The Principal submits regular written reports to the Board and accounts for the financial position of the school. The Board has also been instrumental in the construction of the two greenhouses, the resource and computer rooms and the bathrooms and water tank.

Relationship with parents and local community is good

The school has a good relationship with the parents and community and communicates with parents in a variety of ways, including letters, telephone calls and at PTA and community meetings. Parents are kept informed of their children's progress through grade meetings and yearly reports and they are given a profile of their children's work. Nearly all parents are cooperative and interested in their children's education. Parents volunteer to do preparations before a school event and the monthly PTA meetings are well attended. The school recognises the importance of building the capacity of the parents and the community and arranges for speakers to attend PTA meetings. The school organised a symposium for the parents where a range of agencies, including farmers' groups and health care professionals, provided specific services for them.

The 4H club secured the funding for the greenhouses and pond that are on the school grounds as a way of educating the local farmers about greenhouse farming. Farmers use the skills learned to maximize their production. Furthermore, community members and past students provide annual treats for the students as well as needed educational resources to enhance students' learning and general interest in school. The Principal maintains links with the two feeder schools and provides a treat for them at Christmas time. The Pastor from the Methodist Church conducts devotions regularly with the school and there is a sound relationship between the school and church.

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	Good
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

All teachers display sufficient knowledge of the subjects they teach. They clearly explain main ideas in lessons and give correct answers to students' questions. In many lessons, teachers reflect and pause to reinforce concepts; and they find alternative ways of presenting information. For example, in a Grade 5 comprehension lesson the teacher used syllabication to help the slower students pronounce new words such as 'squirmed', 'nimble' and 'snorting'. All teachers evaluate their lessons, but only some indicate the impact of the lesson on students' learning. Furthermore, most lesson evaluations do not specifically state how misconceptions and the needs of the slower achieving students will be addressed in future lessons.

Teaching methods are satisfactory

All teachers write detailed lesson plans, mostly with clear, specific objectives which are communicated to students so that they are aware of what they are expected to learn. Across all grades a range of teaching strategies are used, including: discussion, 'sing-along' and group work to satisfactorily meet the needs of the different types of learners. Most teachers use the available resources effectively. For example in a Grade 4 mathematics lesson, estimates and measurements given by students are written on the blackboard so that students can do comparisons for accuracy. ICT is regularly used, as seen in a Grade 1 lesson where individual students use the computer to create a list of grow foods. In most lessons, discussions are interactive, meaningful, and help to extend the students' thinking. In most lessons, however, there is limited variation in learning activities to address the different levels of the students.

Students' assessment is satisfactory

All teachers use a variety of assessment strategies, such as group work, demonstration and individual seat work during lessons to determine student's level of learning. All teachers' mark books have detail assessment data showing the cumulative progress that the students are making. The assessment plans are aligned with the school's assessment policy and provide guidelines for implementation. In some lessons, teachers use assessment results to give individual attention to students, according to their ability levels. Although most students' workbooks are regularly marked, there are insufficient comments to help the slower students improve. In most lessons teachers provide timely oral feedback to help many students improve their work.

Student learning is good

Most students display positive attitudes and motivation to learn by participating willingly in lessons. Many students discuss and share ideas about what they are learning and critique their peers' work. The students show respect for each other, as at Grade 1 they are silent when individual students go up to show their work. Many students also apply learning to new and real life situations. For example, in a Grade 5 science lesson, most students are able to identify and explain the forces at work as two boys demonstrated arm wrestling. Inquiry and research skills are utilized in many lessons; for instance, students use the dictionary, atlas

and textbook to find information. Additionally, many Grade 6 students are able to locate New Zealand on the map; and are able to list different geographical features based on the content of the lesson. Across all grades, there are some students who display sound ability to solve problems independently while there are others who rely on the prompts of the teachers to complete tasks.

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	Good

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 unsatisfactory

Students' performance in English is satisfactory

The Grade Four Literacy Test (GFLT) shows that the students' performance between 2010 and 2012 was consistently above the national average. Their performance peaked in 2011 as the students achieved 94 per cent; this attainment was 25 percentage points above the national average. In 2012, the result declined to 80 per cent but was also above the national average by eight percentage points. The school will need to increase its mastery by an average of 6.7 per cent each year to meet the Ministry of Education's target of 100 per cent mastery in literacy by 2015. The Grade Six Achievement Test (GSAT) shows that between 2010 and 2012 the students' performance was slightly below the national results in 2010, but above in the other two years. The students achieved a pass rate of 64 per cent compared to the national average of 60 per cent in 2012.

Students' performance in mathematics is unsatisfactory

Performance in the Grade Four Numeracy Test (GFNT) fluctuated dramatically between 2010 and 2012. In 2010, the students' performance was ten percentage points below the national average, attainment was 28 per cent. The results improved significantly in 2011; the students achieved 83 per cent, 39 percentage points above the national average. However, the mastery level declined to 65 per cent, but was still 14 percentage points above the national average. The school will need to increase its mastery level by an average of 6.7 per cent each year to achieve the national target of 85 per cent mastery by 2015. The GSAT results show that between 2010 and 2012 the students' performance was below the national average in 2010 but, was above in the other two years. They achieved a pass rate of 64 per cent compared to the national average of 63 per cent in 2012.

How well do the students perform in national and/or regional tests and assessments?	
Grades	4 & 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?	Unsatisfactory

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

The Cohort that entered the school in 2006 achieved 56 per cent in the Grade One Readiness Inventory for Number Letter Knowledge and this was four percentage points below the national average. When the Cohort sat the GFLT in 2010 they surpassed the national average by seven per cent and went on to score an average of 64 per cent in the 2012 GSAT, which was again above the national average. Therefore, the students have made progress against their starting points. Students show progress in lessons at Grade 1 as most students are able to change singular nouns to plurals, such as 'baby' to 'babies' and 'candy' to 'candies'. At Grade 4 most students are able to define and identify 'suffixes' as a part of a word or within sentences; and at Grade 6 many students can identify the main ideas in a passage and reorganize them in sequential order. However, some students at Grade 2 are very weak and have difficulty reading 'oat' words like 'float'. At Grade 5 the girls read better than the boys.

Students' progress in mathematics is satisfactory

The Cohort that entered the school in 2006 achieved mastery of 56 per cent; this was below the national average by four percentage points in Number Letter Knowledge. When the cohort sat the Grade Four Numeracy Test (G4NT) in 2010 this group of students achieved a mastery level of 28 per cent, which was ten percentage points below the national average. However, the students made progress by the time they sat the GSAT. At Grade 6 their result was one percentage point above the national average. The progress of this cohort declined at Grade 4 but increased at Grade 6, showing satisfactory progress from their starting points. Progress is seen during lessons; for example, Grade 1 students can identify the hour and minute hands on the clock, most Grade 2 students can identify proper and improper fractions. Most Grade 5 students can find the sum of the angles in a triangle and Grade 6 students can explain how they folded a circle to make 8 equal parts. Additionally, a few Grade 6 students can state the value of (Pi) which is, the distance half way round the edge of the circle and is represented by the symbol (π) or 22/7. However, they do not understand its relationship to the circle. However, many Grade 3 students have difficulty in positioning their rulers to measure a table.

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 good

The students' behaviour and attitudes are good

Most students are friendly, polite and display positive attitudes during lessons and around the compound. Additionally, they relate well with each other, staff and other adults amicably. They are able to establish positive relationships which should help them to advance academically. For example, a boy at the Grade 2 level asked an inspector to assist a group of students with their assigned school work. Across all the grade levels, most students display an attitude of commitment to their learning as they bring the necessary tools to school to complete their work.

Punctuality and attendance is good

Most students attend school and classes regularly and they are usually on time for their lessons. The attendance rate of 91 per cent is six percentage points above the Ministry of Education's minimum target for school attendance.

The civic understanding and spiritual awareness of the students are good

Most students have an understanding and an appreciation of their national identity, local traditions and culture. Almost all students can explain the contribution made to Jamaica by the national heroes and heroine. Roles are given to students for them to develop their leadership qualities and sense of responsibility. For example, there is a head boy, head girl and monitors in place to assist with discipline in the classroom and in devotional exercises. Most students express the importance of worship and are able to tell that Jamaica is a very religious country in spite of the high murder rate we experience.

Students' economic awareness and understanding is good

Most students can describe a number of features of the Jamaican economy. They understand the key economic problems; For example, they feel that Jamaica is a poor country as it is unable to meet the demands of the country. Most students are aware that Jamaica gets money through taxes, tourism and the bauxite industry. All students are aware

of their potential contribution to Jamaica and want careers which will have an impact on the country's welfare. Most students, however, do not know the meaning of the IMF or what it involves.

Students' environmental awareness and understanding is good

Most students are aware of natural disasters which affect Jamaica and other parts of the world. They are able to identify hurricanes and earthquakes as disasters that cause loss of life and property in the Caribbean and the Americas, for example, they referred to the impact of the earthquake on the island of Haiti. Most students are highly concerned about how adults treat the environment by the way they burn garbage which destroys the ozone layer and causes the release of harmful pollutants in the air. Further, many are also concerned with the practice of dumping garbage in rivers and seas which they say results in the destruction of marine life and makes less fish available for consumption. The school is maintained in a relatively clean manner and almost all students participate in the effort to keep their school yard and classroom clean. Most students were always seen disposing of their refuse in the garbage bins provided.

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

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 a well-qualified teaching and support staff to deliver the curriculum and to achieve acceptable standards of teaching and learning. All teachers have a diploma in teaching and there are at least five teachers who are holders of degrees. Additionally, there are six teacher assistants who serve the school as volunteers and there is an adequate cadre of persons to carry out the ancillary functions of the school.

The use of human resources is good

Members of the teaching and ancillary staff are deployed according to their certification and based on their track record of success at a particular level or areas of expertise. In most instances, the teachers are punctual for school and classes and some arrive very early and are able to conduct morning classes for a number of students. The school's leadership effectively utilizes and deploys the cadre of volunteers. The members of the ancillary staff work in the tuck shop and hold primary responsibility for the greenhouses. Teachers are exposed to monthly professional development session and workshops. Many teachers attend workshops hosted by the Ministry of Education aimed at improving their competencies in teaching particular subjects or to expose them to new trends or initiatives in the field of education.

The quality and quantity of material is good

The premises and resources are of good quality and are sufficient for the population. The compound is well maintained and organized to enhance the learning environment. Most classrooms are large and spacious, adequately resourced with sufficient print rich materials, such as teacher made manipulatives, charts, students' work, text and reference books which are usually used to support quality teaching and learning. The school also has a library, a reading room, a resource room and a computer room equipped with 19 computers and a variety of ICT equipment, including DVDs, TVs and a VCR; all are used sufficiently well to promote students' learning across all grade level.

The use of material resources is satisfactory

The school's resources are well organised and effectively used in the teaching and learning process. The physical compound and its infrastructure are used by some teachers in support of teaching and learning. For example, students are taken to the greenhouse where sweet peppers are cultivated and they are taught some fundamentals of farming and are able to discuss the importance of this activity within the community and in relation to the income generated. Many students are able to name parts of the plants and discuss how things grow from their experience in the greenhouse. Similarly, some teachers conduct their lessons outdoors, giving students the space to measure and to demonstrate push and pull as they discuss the concept of force in their science lessons. The school library operates a book loan system which is encouraged across all grades especially the upper school and serves to help students develop good reading habits and comprehension skills. The resource room is used to display students' work and projects such as, what is done by the students using recycled materials. Throughout the school, most of the walls are print rich, with murals highlighting the national heroes, emblems and inspirational thoughts which help students to have positive attitudes and heighten civic pride and awareness. ICT is available; however, it is not readily seen in lessons across the grade levels.

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	Good
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 Revised Primary Curriculum (RPC) is modified and adapted to meet the needs of the students. A wide range of subjects are timetabled, including civics, health and family life education (HFLE). Mathematics and English are each timetabled to be taught over five hours weekly. There are daily reading classes and the teachers give extra lessons in the mornings and after school. In many lessons, teachers provide integration across subjects to form linkages to the concept being taught. For example, while explaining plant systems the teacher made references to body systems and transportation systems. In a reading lesson the teacher questions the students about mathematics. Continuity and progression of topics across the grades is evident. For example, at Grade 1 the topics completed for English include: initial letters, parts of speech and sentences and at Grade 4, the topics covered include: consonant blends, parts of speech, prefixes and suffixes. Grade 6 students move from poetry, parts of speech and letter writing to composition writing. A range of topics has also been covered in the mathematics curriculum at Grade 6, including angles, areas and volume and problem solving. However, the work completed on algebra does not prepare students for the level of algebra required for circle theorem. There is insufficient documentation to show the planning details developed during common planning time.

Enhancement programmes are good

The school provides a range of extra and co-curricular activities which are timetabled and include all students. Numeracy, 4-H and literacy clubs are active and well organized. Sports competitions, such as the Jamaica Cricket Association and other activities, such as the Gleaner's Spelling Bee, NSWMA Clean School Competition and participation in the Jamaica Cultural Development Commission (JCDC) Festival of Arts Competitions are prominent in the school. The school has placed first in several events in recent years. There is a functioning prefect system, student council and environmental monitors to help students

develop leadership skills. Gender devotions facilitate discussion of gender related issues. The community 4-H Club and the school 4-H Club collaborate in a greenhouse project that produces and sells vegetables. The police and fire departments also visit the school to address safety issues.

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 good

Provisions for safety and security are good

There is a safety and security policy in place to guide the implementation of safety and security measures for students, staff and visitors. The school's safety and security committee carries out regular monitoring of the compound. Regular earthquake and fire drills are done to enhance safety among students and staff and the school has an identifiable emergency assembly area. The gate is kept closed throughout the day. Even though there is no perimeter fencing, most students and staff think that they are safe as there are hardly any intruders and no break-ins.

Provisions for students' health and wellbeing are good

Teachers and students relate well with each other and mutual respect is observed between them. The school currently has no guidance counsellor. However, the Principal, who is trained in this area, takes on this responsibility. Students speak freely with the counsellor, who conducts home visits and does individual and group counselling sessions. In cases of emergency the students are taken to the Health Centre in Alexandria. Discipline is well managed at the school and there is a handbook with well defined sets of rules and codes of conduct to guide students' behaviour. All parents are required to read the handbook and sign a contract in compliance with the codes and regulations of the school. Extended absences are tracked by the Principal who finds out the reason for the absence and then works with the parents to remedy the situation. The few students who are late for school are kept back after devotion and reprimanded by the Principal. However, teachers do not keep a record of lateness in the registers. Students are encouraged to eat healthily; a cooked, balanced meal is served daily and students are encouraged to eat at the canteen. There are 110 students who benefit from the PATH.

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

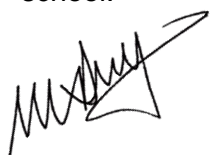
Recommendations

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

1. That the Principal:
 - a. Ensures that all teachers are equipped with additional teaching skills to provide for the sound delivery of numeracy concepts and content to all students.
 - b. Develops and implements initiatives and interventions to bolster students' mastery in the areas of literacy and numeracy across the school.
 - c. Holds all teachers to account for more detailed lesson plans with evaluations that are used to guide students more effectively in taking responsibility for their learning and to enable them to work independently.
 - d. Holds all teachers to account for differentiated teaching strategies in order to effectively meet the needs of the diverse groups of learners within each class.

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	28
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	8	8	12
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	5
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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 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 to frequent disruption</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 school's management systems are inefficient</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 all students</p>

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 evidence of improvement plans leading to raised standards or better teaching</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 improvement is unrealistic and responsibilities are unclear</p> <p>Plans often remain unimplemented and there is little evidence of their leading to real improvement</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 evidence</p> <p>There is some evidence that recent plans have brought about intended improvements</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, ambitious and achievable</p> <p>They usually result in prompt and effective action to make necessary improvements</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 and implemented thoroughly and intelligently. Their impact is evaluated carefully and they are often adjusted in consequence</p> <p>Improvement plans result in genuine improvement</p>

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
<p>The Board makes no effective contribution to the leadership and management of the school. It provides very little practical support to the school's professional leaders. Its members have very little accurate appreciation of the school's strengths and weaknesses</p> <p>The Board has little understanding of how it could hold the school's professional leaders accountable for its performance and spending</p>	<p>The Board exerts little influence on the work of the school. It does little to support the efficient and effective management of the school</p> <p>Some members might understand some of the school's strengths and weaknesses, but the Board does not hold the school's leadership accountable for its performance and spending</p>	<p>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</p> <p>It receives from the Principal regular accounts of the quality of the school's work and of the impact of spending decisions</p>	<p>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</p> <p>The Board has a good grasp of the school's strengths and weaknesses. It has a clear commitment to raising standards and improving the quality of the education it provides</p>	<p>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</p> <p>It works highly successfully in support of the school's professional leaders, while holding them firmly to account for the school's performance</p>

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
<p>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</p> <p>Parents are not encouraged to play their part as active partners in their children's education. Parents are unwelcome at the school and their views are seldom sought</p> <p>There are few, if any, productive links with organisations and agencies in the local community</p>	<p>Communication with parents is insufficiently frequent and of poor quality, giving little information about children's progress and wellbeing</p> <p>Parents' views are rarely sought and too often disregarded. Some parents are actively involved in the school but many have insufficient understanding of how they can contribute effectively to their children's education</p> <p>The school makes insufficient use of the resources offered in its local community and by outside agencies</p>	<p>The school uses established and reliable means to communicate with parents. The school informs parents regularly on matters relating to their children</p> <p>Many parents attend school consultation events. Parents are welcome at the school and their concerns dealt with effectively. Parents are invited and helped to contribute to their children's education. Parents' views are sought on the quality of the school's work</p> <p>There are some productive links with the local community and outside agencies, which produce additional resources and enrich the curriculum</p>	<p>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</p> <p>Parents are regarded as partners in their children's education and their views are valued and responded to. Many parents are involved in school activities.</p> <p>The school has built a range of productive links with the local community and agencies, which enhance important aspects of the school's provision</p>	<p>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</p> <p>They participate in the life of the school and are actively encouraged to be partners in their children's education in a variety of ways</p> <p>Parents are regularly consulted about the work of the school and views are influential</p> <p>The school enjoys highly productive links with external partners, which enhance and enrich students' educational opportunities</p>

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

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 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 Many teachers spend a high proportion of their time disciplining students</p> <p>Very few learning resources are used, other than standard textbooks</p>	<p>Many lessons are planned without reference to clear learning objectives 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 Many teachers 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>Most lessons are effectively planned with clear purposes 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 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</p>	<p>Most lessons are planned according to clear learning objectives, which the students understand 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 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</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 Nearly all lessons contain a balance of activities with the use, where appropriate, of whole class, individual and group work</p> <p>Teachers' expectations are consistently high, and challenging for students of all abilities 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</p>

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

2.3 Assessment

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<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</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</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</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</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</p>

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

2.4 Student learning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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. 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. Staff-student relationships are positive and supportive. They lead in turn to good relationships among students. Most students are well organised and keen to learn, resulting in a positive learning environment</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 citizenship Most are reluctant to take on responsibilities in schools and	Many students lack understanding of national identity Many lack an informed appreciation of local traditions and culture Many students develop only a superficial understanding of what it means to be a citizen Few successfully discharge	Many students are developing an understanding of national identity and an appreciation of local traditions and culture They are aware of their responsibilities as part of a larger community Many contribute to the life of the school and the wider	Most students understand the concept of national identity. They understand and appreciate local traditions and culture. Students' civic understanding is developing strongly and is evident in their responses in lessons in a range of subjects	Almost all students understand and appreciate the defining characteristics of Jamaican society, and the Caribbean's traditions and culture The students are developing the skills of active citizenship Most contribute actively to the

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

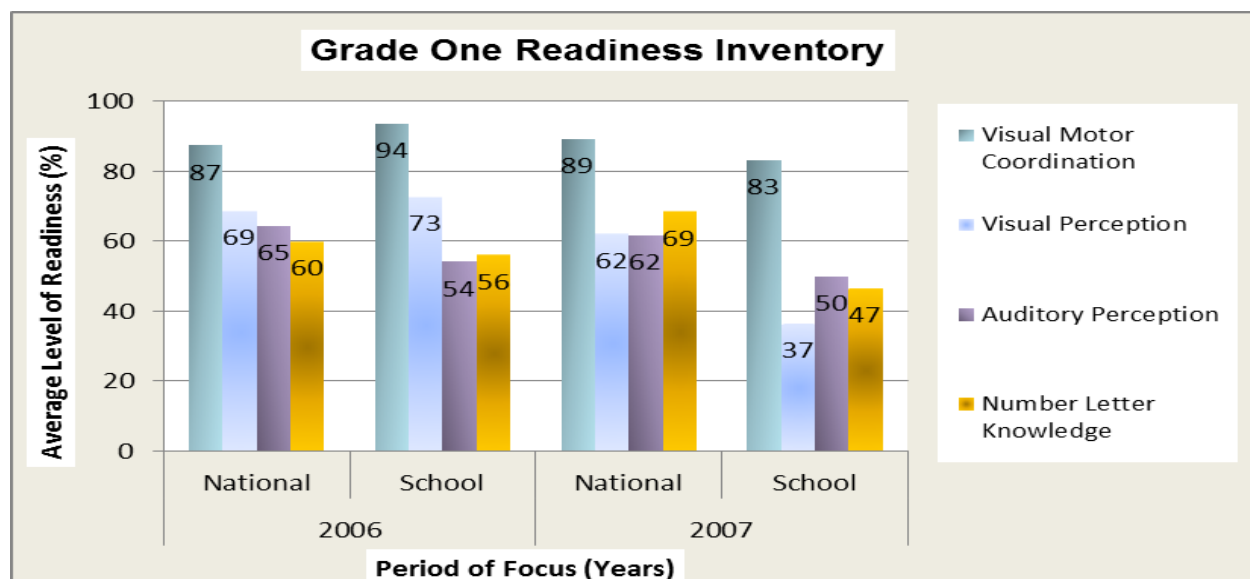


Table 1: Student Performance in Grade One Readiness Inventory for 2006 and 2007

Aboukir Primary				
2007				
Assessment	Candidates		2007 Mastery	
Grade One Readiness	Enrolled	Sitting	National	School
	30	30	43	20
2006 (Cohort data)				
Assessment	Candidates		2006 Mastery	
Grade One Readiness	Enrolled	Sitting	National	School
	32	48	42	33

The ¹overall mastery for students who entered Aboukir Primary in **2006 (Cohort 1)** was 33 per cent. This was below the national mastery (42 per cent) by nine percentage points (see table 1). The participation rate for this exam was over 100 per cent. The students' mastery was above the national mastery for Visual Motor Coordination and Visual Perception but below for the Auditory Perception and Number Letter Knowledge components of the exam (see graph 1).

The school's mastery declined in 2007 by 13 percentage points. It remained below the national mastery (43 per cent) by 23 percentage points (see table 1). The participation rate was 100 per cent. The students' mastery was below the national mastery for components (see graph 1).

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.

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

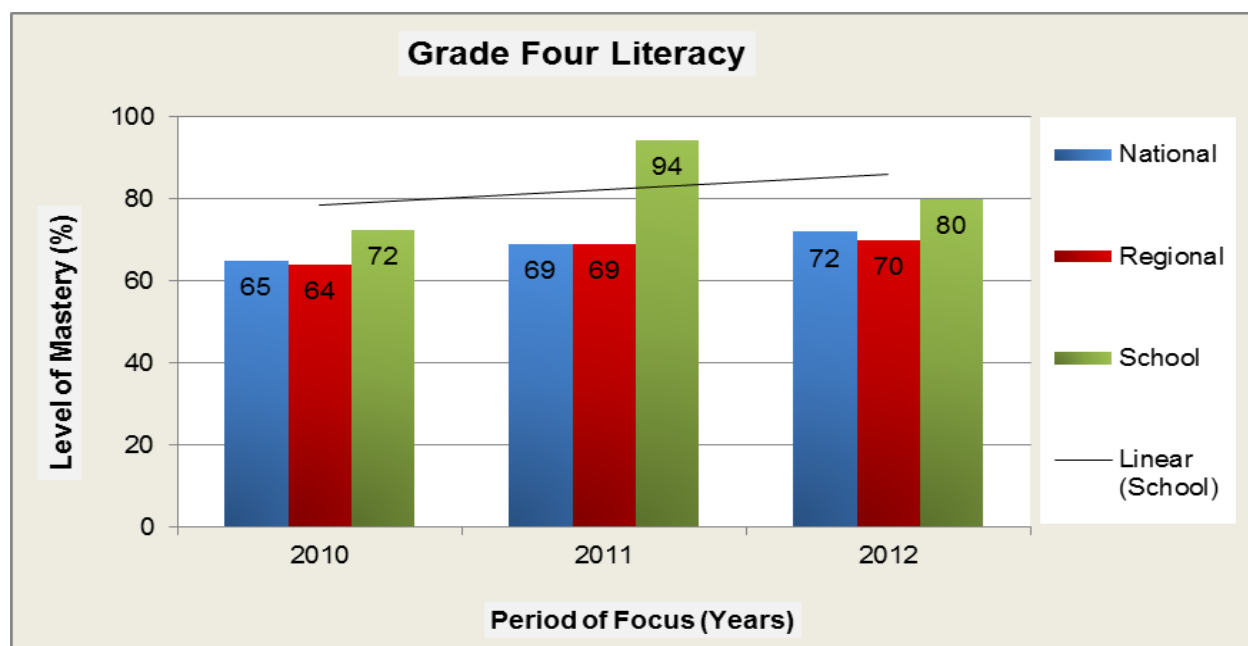


Table 2: Student Attainment in Grade Four Literacy 2010-2012

Aboukir Primary					
2012					
Assessment	Candidates		2012 Mastery		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	19	20	72	70	80
2011					
Assessment	Candidates		2011 Mastery		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	21	18	69	69	94
2010 (Cohort data)					
Assessment	Candidates		2010 Mastery		
Grade Four Literacy	Enrolled	Sitting	National	Regional	School
	30	29	65	64	72

The school's Grade 4 Literacy mastery fluctuated throughout the period (2010 to 2012). However, graph 2 shows that there was an overall improvement.

In **2010 (cohort 1)**, the school's mastery (72 per cent) was above the national (65 per cent) and regional (64 per cent) mastery by seven and eight percentage points respectively. The participation rate was 97 per cent.

In 2011, the school's mastery (94 per cent) improved further by 22 percentage points. It remained above both the national and regional mastery (69 per cent) by 25 percentage points. The participation rate was 86 per cent.

In 2012, the school's mastery (80 per cent) declined by 14 percentage points but remained above the national and regional mastery (72 and 70 per cent) by eight and ten percentage points respectively. 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. ²Aboukir Primary will need to attain a mastery of eight per cent each year to meet the target.

ATTAINMENT

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

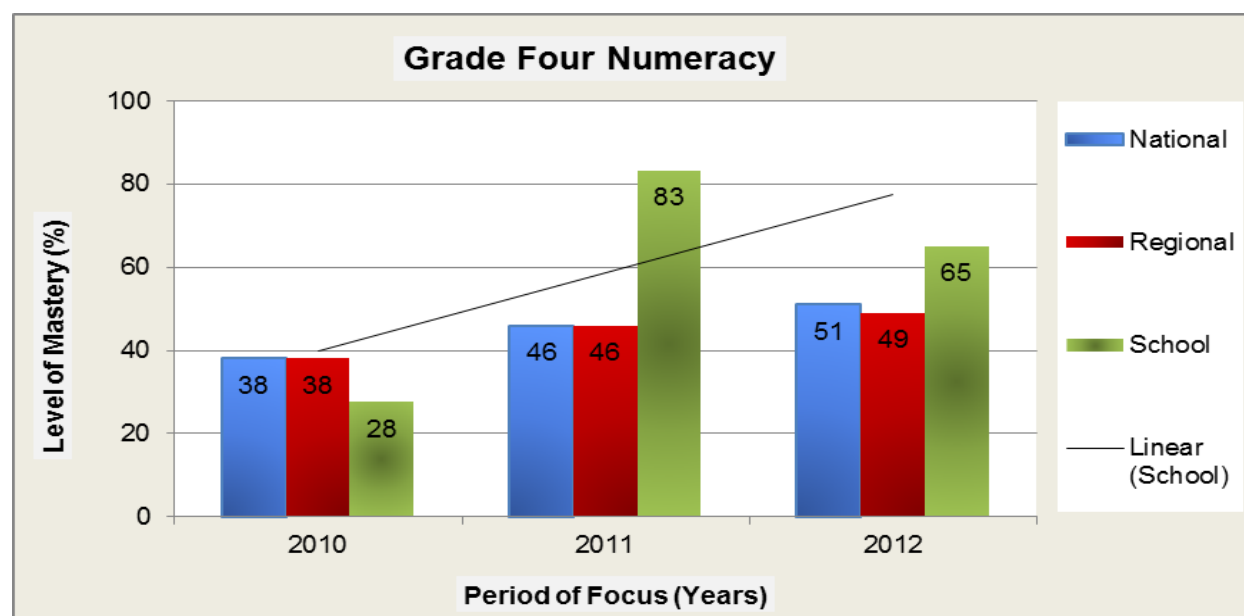


Table 3: Student Attainment in Grade Four Numeracy 2010-2012

Aboukir Primary					
2012					
Assessment	Candidates		2012 Mastery		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	19	20	51	49	65
2011					
Assessment	Candidates		2011 Mastery		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	21	18	46	46	83
2010 (Cohort data)					
Assessment	Candidates		2010 Mastery		
Grade Four Numeracy	Enrolled	Sitting	National	Regional	School
	30	29	38	38	28

The school's Grade 4 Numeracy mastery fluctuated throughout the period (2010 to 2012). However, graph 3 shows that there was an overall improvement.

In **2010 (cohort 1)**, the school's mastery (28 per cent) was below both the national and regional mastery (38 per cent) by ten percentage points. The participation rate for this exam was 97 per cent.

² Schools with a grade 4 enrolment of ten and under are expected to attain 100 per cent mastery each year.

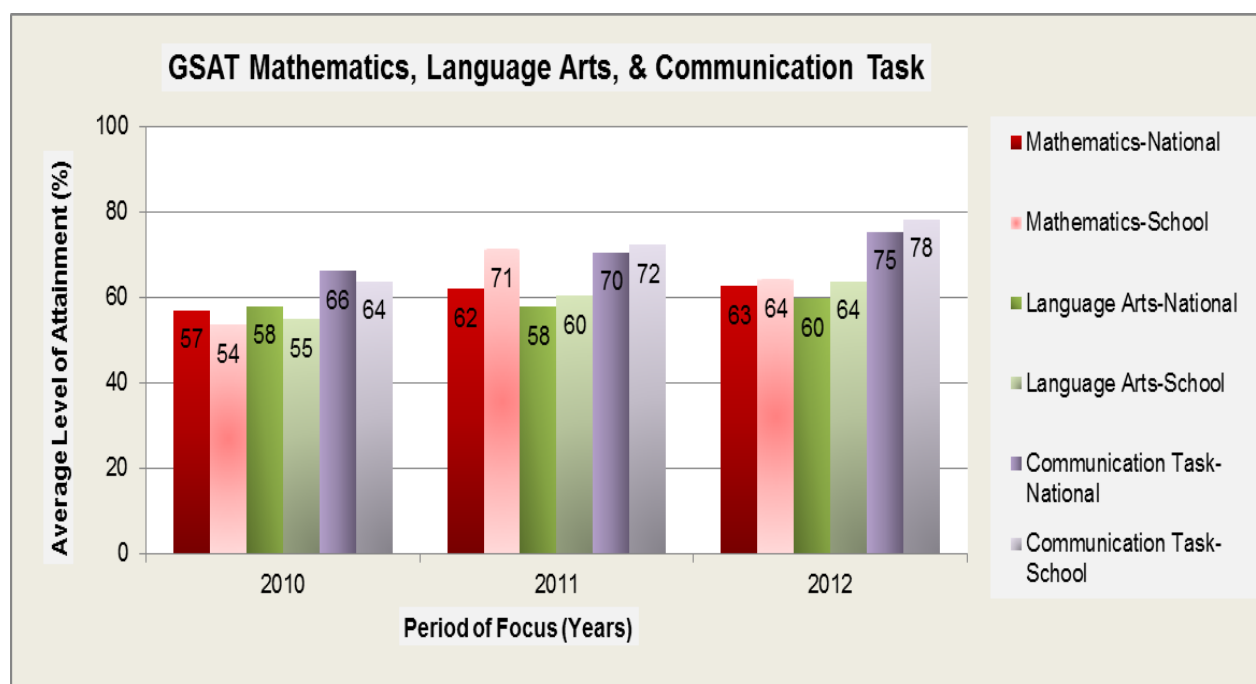
In 2011, the school's mastery (83 per cent) improved significantly by 56 percentage points. It was above both the national and regional mastery (46 per cent) by 37 percentage points. The participation rate for this exam was 86 per cent.

In 2012, the school's mastery (65 per cent) declined by 18 percentage points but remained above the national (51 per cent) and regional (49 per cent) mastery by 14 and 16 percentage points respectively. The participation rate for this exam was over 100 per cent.

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

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Graph 4a: Grade Six Achievement Test 2010-2012



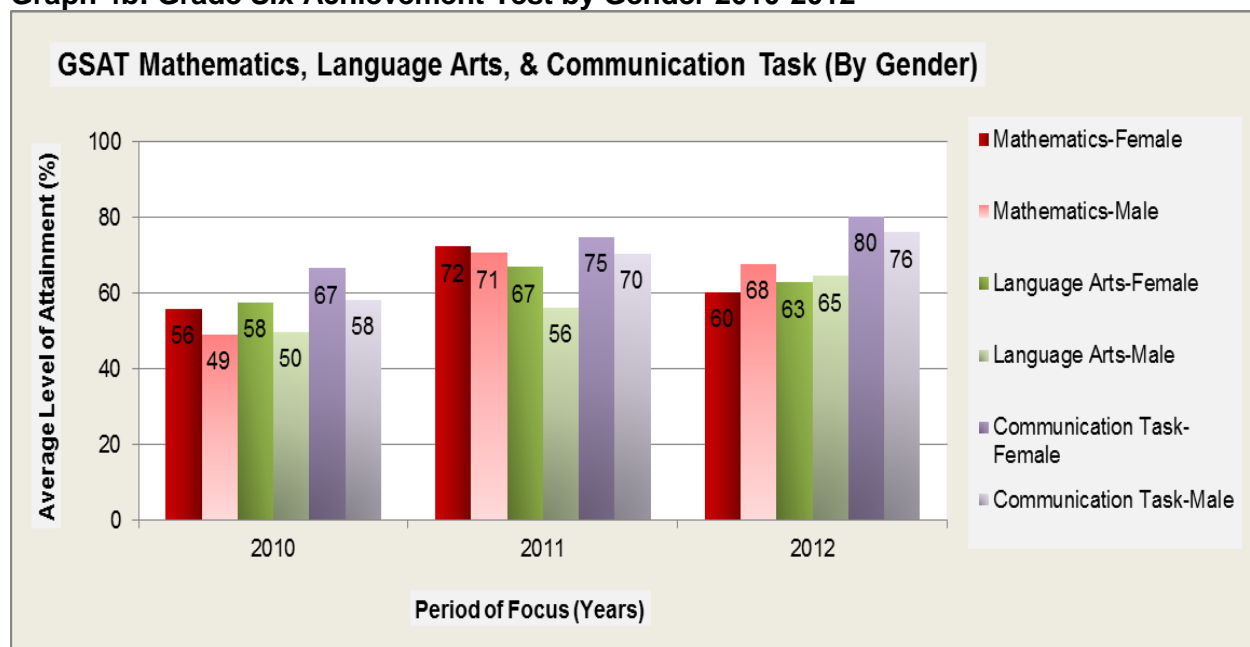
The school's average was below the national average in all subjects in 2010. However, in 2011 and 2012 they were above the national average.

The mathematics average fluctuated throughout the period but improved overall. It was 54, 71 and 64 per cent for each year respectively.

The language arts average improved throughout the period. It was 55, 60 and 64 per cent for each year respectively.

The communication task average also improved throughout the period. It was 64, 72 and 78 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).

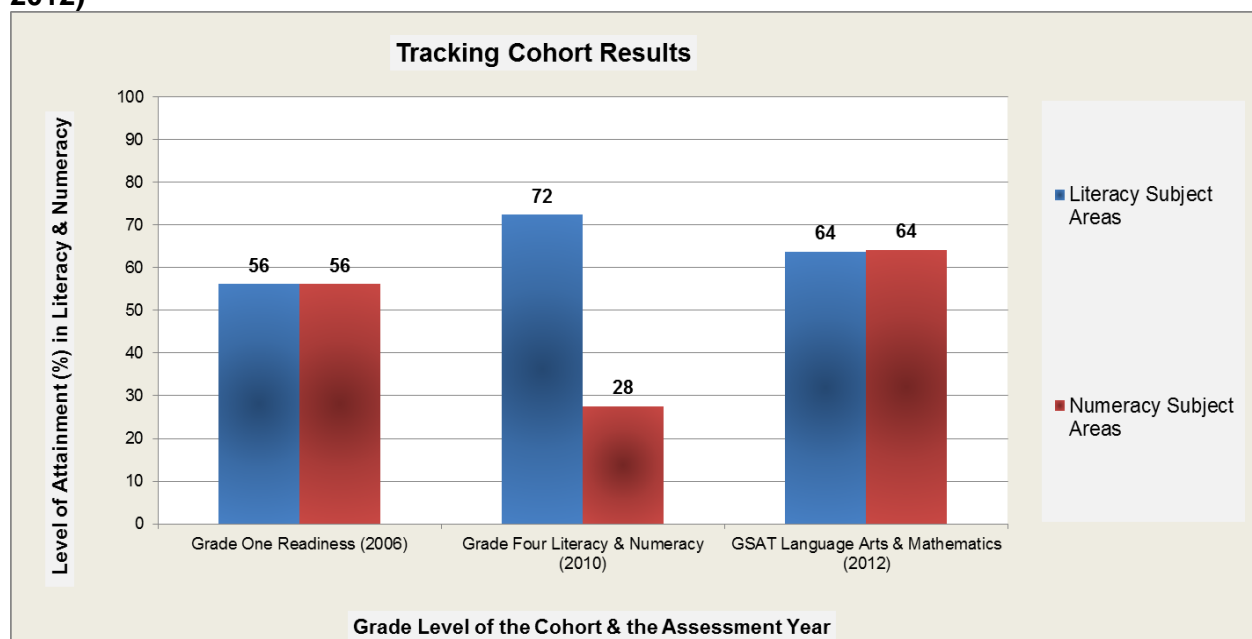
The gender gap for mathematics was narrow throughout the period. The rate of improvement trended upward for both boys and girls but at a steeper pace for the boys.

The language arts gap was relatively narrow at the start of the period and narrowed further as the period progressed. The rate of improvement trended upward for both boys and girls but at a steeper pace for the boys.

For communication task, the gap was narrow throughout the period. The rate of improvement trended upward for both the boys and the girls.

PROGRESS

Graph 6a: Tracking Results for Cohort 1 in Literacy and Numeracy (2006, 2010 and 2012)

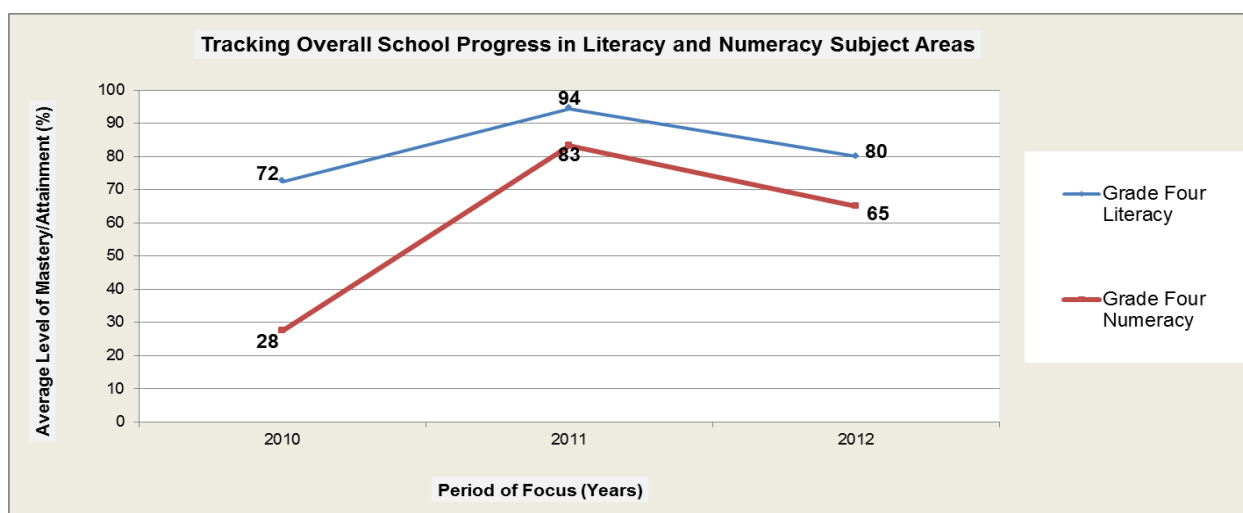


Cohort 1 had an average of 56 per cent in the numeracy and literacy (Number Letter Knowledge) subject area of the Grade One Readiness Inventory Test (2006).

When **Cohort 1** sat the Grade Four Numeracy and Literacy exams in 2010 the students performed significantly higher in literacy when compared with numeracy.

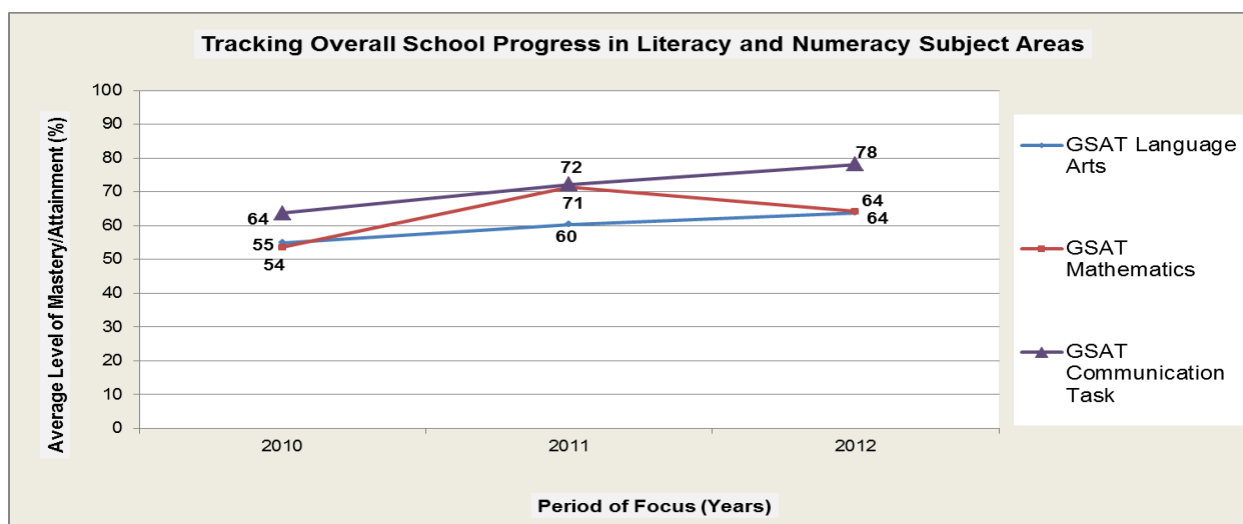
In GSAT (2012), the students' average was on par for both mathematics and language arts.

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



The school's Grade Four Literacy and Numeracy mastery improved between 2010 and 2011 but declined between 2011 and 2012.

Graph 6c: 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 and communication tasks averages both improved over the period.

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

Grade Six Achievement Test 2010-2012

Aboukir Primary			
2012 (Cohort data)			
<u>Assessment</u>	<u>Candidates</u>	<u>2012 Averages</u>	
GSAT Mathematics	Sitting	National	School
	29	63	64
Female	14	65	60
Male	15	60	68
GSAT Language Arts	Sitting	National	School
	29	60	64
Female	14	63	63
Male	15	56	65
GSAT Communication Task	Sitting	National	School
	29	75	78
Female	15	78	80
Male	14	72	76
2011			
<u>Assessment</u>	<u>Candidates</u>	<u>2011 Averages</u>	
GSAT Mathematics	Sitting	National	School
	18	62	71
Female	7	64	72
Male	11	59	71
GSAT Language Arts	Sitting	National	School
	18	58	60
Female	7	61	67
Male	11	54	56
GSAT Communication Task	Sitting	National	School
	18	70	72
Female	7	74	75
Male	11	66	70
2010			
<u>Assessment</u>	<u>Candidates</u>	<u>2010 Averages</u>	
GSAT Mathematics	Sitting	National	School
	28	57	54
Female	18	61	56
Male	10	53	49
GSAT Language Arts	Sitting	National	School
	28	58	55
Female	18	63	58
Male	10	53	50
GSAT Communication Task	Sitting	National	School
	28	66	64
Female	18	73	67
Male	10	60	58

Definitions:

Cohort: group sharing a particular event during a particular time

Participation Rate: number of candidates sitting as a percentage of the total enrolled

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

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