ABERDEEN HIGH SCHOOL

INSPECTION REPORT

Principal: Mrs Prim Lewis
Board Chairman: Mr Audie Myers

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Introduction

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

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

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

Key Questions

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

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

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

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

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

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

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

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

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

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The Five-point Scale

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

Level 5 – Exceptionally high: the quality of performance or provision is beyond the expected level for every school.

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

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

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

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

Consistency in terminology

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

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

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Profile

School's Demographics

School Code:	11001
Parish:	St. Elizabeth
Region:	5. Mandeville
Locale:	Rural
Day Structure	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	280
Enrolment:	275
Attendance Rate:	84%
No. of Active Teachers:	33
Pupil-Teacher Ratio:	9:1
Multi-Grade:	No
Owned By:	Government

Socio-economic Context

The Aberdeen High School is named after its district called Aberdeen. Nestled in the hills of North East St. Elizabeth and surrounded by lush green vegetation, this district was named after the birth place of a Scottish plantation owner, Alexander Forbes of Aberdeen in Scotland. This favourable location, which was known as the Rosedale Property, provides a superb atmosphere highly conducive to learning. The school is located three kilometres South East from the main road leading to Balaclava. A brisk walk for some students or a quick ride for many provides unimpeded access to the compound. The school is uniquely set at the end of a downward slope east of the access road. The school completed its transition from primary and junior high status to high school in 2017. The bulk of the school population comes from Aberdeen, Thornton, Siloah, Balaclava, Maggoty, Retirement, Lacovia, Accompong, Coker, and Barton. The socio-economic status of the parents can be described as low to very low. Most of the parents are either subsistence farmers or housewives. A few of them hold other low paying jobs while others do odd jobs to survive. As a predominantly farming community, many students provide help to their parents on the farm. During cane season, absenteeism is at its' highest. There are currently 123 students registered on the Programme of Advancement Through Health and Education (PATH)

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Executive Summary

Overall effectiveness of the school

The overall effectiveness of Aberdeen High School is satisfactory

Overall, leadership and management is satisfactory

Having recently transitioned from primary and junior high status to a high school, there is renewed focus to equip the school with resources and to implement systems to facilitate efficient school operations. The school self-evaluation (SSE) and improvement planning exercises are inclusive and the School Improvement Plan (SIP) targets are closely monitored. In addition, the school enjoys satisfactory support from the Board, parents and local and international stakeholders.

Overall, teaching in support of learning is satisfactory

In most instances, teachers demonstrate secure knowledge of the subjects they teach and lesson planning and delivery are effective in many instances. Most teachers include assessment as part of the teaching and learning process and students' assessment data are used to drive planning. Students' learning is satisfactory, particularly in the core subjects, however, many are developing a limited range of higher order learning skill

Overall, students' performance in English and mathematics is not yet applicable (This is not rated as no cohort has yet sat the Grade 11 terminal examinations)

Students at Aberdeen High School will sit national examinations in June 2019. Therefore, the usual process for assessing performance does not yet apply.

Overall, students' progress in English and mathematics is satisfactory

Although below the expected curricular level, there is evidence of mastery of the curriculum content being taught at most grades. During lessons, most students are making satisfactory progress and are attaining desired goals.

Overall, students' personal and social development is satisfactory

Many students demonstrate acceptable behaviours. Most attend school regularly and are unusually early for lessons. Most students also demonstrate satisfactory awareness of cultural, spiritual, economic and environmental issues.

Overall, the use of human and material resources is unsatisfactory

The school does not have sufficient academic staff to support the needs of the population given the change in status of the school. Most teachers are appropriately deployed and the support staff efficiently execute tasks to ensure that, there is a smooth flow of operations. . Although the school's premises are conducive to learning, there is inadequate space and material resources for the school to effectively carry out its high school programme. Notwithstanding, the available school premises and material resources are well utilized to facilitate curriculum delivery and improved students' outcome.

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Overall, provisions for the curriculum and enhancement programmes are satisfactory

The school has adapted the Ministry of Education Youth and Information's (MoEYI's) stipulated curricula which has been appropriately modified to meet the needs of the student body. There is also an established Curriculum Implementation Team (CIT) which effectively monitors the curriculum implementation process. In addition, students are offered a limited range of extra-curricular and enhancement programmes to support their overall development.

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

There are adequate provisions to ensure the safety and security of all stakeholder groups while on the premises. Similarly, there are good programmes in place to support students' health and wellbeing.

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

- Renewed focus for school improvement
- Supportive Board
- Spacious and well-kept school premises
- Safety and security provisions
- Provisions for students' health and wellbeing

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

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Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is satisfactory

School-based leadership and management is satisfactory

Having recently transitioned from primary and junior high status to a high school, there is renewed focus to equip the school with resources and to implement systems that will facilitate efficient school operations. This process is being led by a visionary Principal who is ably supported by an effective Vice Principal. The Senior Management Team (SMT) and other stakeholders are determined to make the institution a school of choice. The school is currently being promoted through visitations and presentations at various primary schools and at other locations/events, participation in external competitions, and its Facebook page. To further support the school in realizing its efforts, adequate emphasis is placed on teaching and learning across the school. This is manifested through recent efforts to conduct formal lesson observations, class visits, and appraisals while providing relevant feedback. In addition, the Curriculum Implementation Team (CIT) is tasked to monitor instructions throughout the school. There is also focus on the implementation of intervention programmes; the submission and vetting of lesson plans; staff recruitment exercises; engaging staff members in professional development sessions; and sourcing needed teaching equipment and resources. Staff relationships are good and have been strengthened through staff socials including excursions. Overall, the staff members are committed as they not only operate relative to their job description but they also assume tasks to assist the school in other areas such as organization of school events. There are effective channels of communication as well as efficient management and monitoring systems in place. Opportunities are also provided for the SMT and middle managers to engage in planning sessions. All staff members are well aware of their duties and responsibilities and to whom they report. The school and individual staff members make efforts to maintain relevant records which enhances the system of accountability. A range of recently implemented documents are well-maintained at the school and includes log books, budget accounts and correspondence file among others. Similarly, the school recently started the SMS system and is currently collating the data. Students sit diagnostic tests at Grade 7 in mathematics, language arts and reading and the data are analysed and used to place them on Pathways. At the other grade levels, students' performance data is used to plan for their instruction.

Self-evaluation and school improvement planning is satisfactory

The School Self-Evaluation (SSE) and improvement planning activities are regularly held and are guided by the evaluation of the yearly operational plan. Teachers' observations and appraisals also form a part of the SSE process and suggestions are made to enable teachers to improve their professional practice. The school involves all stakeholder groups in its evaluation and improvement planning processes as their suggestions are sought in the development of the SSE document and the SIP. The SIP spans 2015 to 2018 and is a working document, that is guided by the Ministry of Education Youth and Information (MoEYI) 12 strategic objectives, and is also used to inform yearly action plans. While some targets in the current SIP have not been reviewed or adjusted to reflect the reality of the school, the yearly operational plan is more representative of the school's context. It is

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equipped with appropriate and relevant targets and timelines to guide overall school improvement. For example; increase in the number of students reading above or at their grade level in each class by 15 per cent to be attained by June 2018, implementation of mathematics and language arts enrichment programmes by December 2017, and acquisition of additional furniture for teachers and students by September 2017, among others. In addition, each department and Head of Department prepares and submits action plans that are aligned to the current SIP. The school conducts an evaluation of its SIP yearly. Targets are monitored during consultation with CIT, through various meetings, and during briefing sessions with the Education Officer. Notably, some of these targets have already been realized while others are in the making.

Governance is satisfactory

The Board is supportive; it participates in the decision-making process at the school and makes recommendations for improvement. The Board meets at least once per term to assist the school in developing plans and systems for improvement. In addition to constant dialogue with the Principal, the members of the Board visits and observe school operations as a means of holding school leaders accountable. Additionally, the Principal is required to submit timely reports and records on school activities, plans for improvement, staff and students' issues. There are approximately four to five accounts at the school including salary and subvention accounts and the Board provides satisfactory fiduciary oversight by requesting and checking the funds received while approving school expenditures. The Board members attend school functions including Sports Day and other fundraising events to provide support to the school, rendering relevance on its part. The Vice Chairman also lends the school his water truck sometimes to source water.

Relationship with parents and local community is satisfactory

The school has established effective communication channels with the parents and strong linkages have been forged with the local and international community. The school keeps parents informed through the use of its Facebook page, telephone, calendar of events and circulars that are sent home. Parent Teachers' Association (PTA) meetings are held once per term and report/consultations are also held, to facilitate and inform parents of students' discipline and performance, special activities, achievements of the school, upcoming events, and updates from the MoEYI. Parents also visit the school or call to follow up on their children's performance. Parents participate in Parents' Day activities where they are empowered by resource persons. They also participate in walk-a-ton, Christmas Hamper, Sports Day and health fairs. Parents purchase educational tools, assist the children with School Based Assessment (SBA), and in most instances, monitor homework. The school enjoys benefits it receives through strategic linkages with the international and local community. Sponsors abroad have contributed significant monetary sums to the student support programme. The Santa Cruz Credit Union has a saving programme at the school, the school received computers for its laboratory from the Universal Service Fund, and the school also receives support from the police, fire department, Aberdeen Health Centre, Santa Cruz Nova Scotia Bank and the Child Development Agency. In addition, the shut-ins in the community and needy students get donations from the school through the Christmas Hamper Initiative. The school also allows community members and other schools to use its premises for sporting and other events.

How effectively is the school led and managed by the Board, the principal and senior management team?	
Grades	**7 - 10**
School-based leadership and management	**Satisfactory**
Self-evaluation and improvement planning	**Satisfactory**
Governance	**Satisfactory**
Relations with parents and community	**Satisfactory**

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 the subject is satisfactory

In most lessons, teachers are able to accurately explain concepts to enable clear understanding of concepts taught. They are able to guide discussions, explain terms, and ask appropriate questions to achieve the stated objectives. In many instances, teachers demonstrate knowledge of how best to teach students by utilizing exciting activities. For example, in a Grade 7 music lesson, the teacher effectively used demonstration, modelling of concepts and skills to ensure that students grasped the concept taught. In some instances also, the teachers share the objectives at the start of the lessons to ensure that students are aware of what is expected to be learnt by the end of each lesson. In many instances, teachers reflect on students' learning during lesson through the use or probing questions. However, there is little documented evidence to indicate that some teachers are adequately reflecting on how well their students learn and the quality of their teaching to guide further improvement.

Teaching methods are satisfactory

Lesson planning and delivery is effective in many instances. On many occasions, teachers' lesson plans are written to reflect the 5E instructional model and objectives and assessment activities are aligned. In some lessons, time is maximized as teachers monitor learning activities to ensure that students stay on task and complete their work correctly. Many teachers also creatively use a range of appropriate teaching strategies in the delivery of the curriculum. These include discussions, group work, demonstrations, guided questions and answer, and research. In a Grade 7 agricultural science lesson, for instance, the teacher efficiently used a video presentation, illustration, question and answers and seat work to enhance students' learning experiences. In other instances, lessons were mostly teacher-led providing little opportunity for student engagement. Notwithstanding, in most instances, there are positive interactions between the teachers and students. In these instances, teachers use appropriate language to communicate with students and students also ask questions and freely participate in discussions. The teachers make effective use of a limited range of available resources to enhance students' learning in many instances. These resources include Information and Communication Technology (ICT) equipment, textbooks, and hand-outs. Generally, most teachers are passionate about the subjects they teach and are able to garner students' interest and participation during teaching episodes.

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Students' assessment is satisfactory

Most teachers include assessment as part of the teaching and learning process. Teachers question the students at intervals and assign seat work or group work activities to determine their understanding of concepts taught. The school also has an assessment policy that details procedures for monthly, six weekly, end of term, and end of year tests. Entry tests are also done to establish students' readiness so that instructions can be tailored to suit their learning needs. All teachers maintain marks records, and assessment data are used to inform teaching and plan programmes for students' enrichment. In addition, assessment data are used to inform the modification of the National Standards Curriculum (NSC), and to place students on the Alternative Pathway to Secondary Education (APSE) programme and in ability groups. In many instances, teachers move around the classroom and provide oral feedback to students as they work. Also, some teachers write comments such as "good" and "very good" in students' books and students are asked to make corrections where necessary.

Student learning is satisfactory

Students' learning is satisfactory, particularly in the core subjects. In many instances, most students pay keen attention in lessons, however, many are developing a limited range of higher order learning skills. Most students in many lessons work diligently on their classwork, display appropriate conduct and are motivated to learn. In other instances, they display negative attitude towards learning and are inattentive. In a few cases, many students are able to engage in research activities to further support their learning of lesson concepts. This was evident in a Grade 9 mathematics lesson, where the students used their dictionaries and textbooks to find meaning of words related to the topic taught. Similarly, in many lessons, students are able to link their learning to real life situations. For example; in the Grade 7 social studies lesson on "The impact of the misuse of the forest on human beings and the environment," many students cited soil erosion as a natural consequence. Many students are able to collaborate well in groups in some lessons; for example, most students in a Grade 10 mathematics lesson were able to work in groups and make presentations on behalf of their groups.

How effectively does the teaching support the students´ learning?	
Grades	**7 - 10**
Teachers´ subject knowledge and how best to teach the subject	**Satisfactory**
Teaching methods	**Satisfactory**
Assessment	**Satisfactory**
Students´ learning	**Satisfactory**

3) Students' Academic Performance

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

Overall, students' performance in national tests is undetermined

Students' performance in English and mathematics is undetermined

The first cohort at Aberdeen High School will sit the Caribbean Secondary Education Certificate (CSEC) examinations in 2019. Therefore, the usual process for assessing performance does not yet apply.

How well do the students perform in national and/or regional tests and assessments?	
Grades	**11**
How well do the students perform in National or regional tests and examinations in English?	**Not yet applicable**
How well do the students perform in National or regional tests and examinations in mathematics?	**Not yet applicable**

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

Although below the expected level, there is evidence of mastery of the curriculum content taught at most grades. During lessons, most students show progress and are attaining desired goals. They are able to read fluently and comprehension skills are evident as they attempt to complete class activities. Most students in Grade 7 are able to state ways in which they can properly store books. They are able to state that size speaks to ordering and pleasing of the eye. In Grade 8, almost all students are able to select the correct verb to complete the sentence, John (play, plays) during the summer break. In a Grade 9 literature lesson, many students are able to give the element of a plot. They are also able to appropriately place these on a story pyramid. In a similar Grade 10 lesson, the sole student is able to appropriately recall aspects of story to "Kill a Mockingbird" based on what was read but was unable to adequately interpret and apply the information to prepare an essay to compare and contrasts characteristics of Tom Robinson and Bob Ewells.

Students' progress in mathematics is satisfactory

Many students are moving steadily through the curriculum and are showing mastery of content even though they are functioning below the respective grade levels. Furthermore, the level of work that is given to the students is very simple based on their ability levels. For

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instance, at Grade 7, most students are able to convert a small unit of measurement in length to a larger unit and vice versa. They use learning techniques to help them to remember how to complete problems; for instance they explain that you divide the smaller unit to get a larger unit and you multiply the larger unit to get a smaller unit. At Grade 9, many students are able to solve simple one step equations involving addition; for example, 4 + x=11. At Grade 10, most students are able to transpose simple equation; for example, c= πd, making the 'd' the subject.

How much progress do the students make, in relation to their starting points?	
Grades	**7 - 10**
How much progress do the students make in relationship to their starting points in English?	**Satisfactory**
How much progress do the students make in relationship to their starting points in mathematics?	**Satisfactory**

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is satisfactory

The students' behaviour and attitudes are satisfactory

Many students are fairly well-behaved in lessons and as they move around the premises. Many relate appropriately to their teachers and peers and they are supportive of each other as they share their books and other learning materials during lessons. Many students are also self-organised and work without direct supervision; they are equipped with their notebooks and some have their dictionaries. There are, however, some students who display disruptive behaviours during lessons which interrupt the flow of lesson activities.

Punctuality and attendance is satisfactory

Most students attend school on a regular basis and most are punctual. The school boasts an attendance rate of 84 per cent, which is generally in line with the MoEYI's expectations. While students do not loiter when classes are in session, a few students are late especially for the start of the first session.

The civic understanding and spiritual awareness of the students are satisfactory

Many students demonstrate a basic awareness of cultural and spiritual matters. Most are aware that they are Jamaicans and as a mark of national pride, they repeat the National Pledge during devotion. Most students are able to identify with Jamaica's culture including its music and dance and are able to provide examples of musical and cultural icons. A few students have leadership roles at the school and extend their ability to lead in the wider community, especially in the churches. Most students are spiritually aware as demonstrated in their active participation in devotion and with a few of them conducting devotions in their classes. Most students show acceptance to other religious beliefs and share the understanding that each person has the right to choose a deity to worship. Some students are also aware of other religious beliefs and are able to identify other world religions.

Students' economic awareness and understanding is satisfactory

Most students have an understanding of Jamaica's economic progress and are able to cite crime and violence as deterrents of economic growth, with respect to potential investors coming to Jamaica. Some students understand that the government earns money, especially from taxation, but do not think that it is spent wisely; for example, most students are of the view that the upgraded high schools could benefit more from tax earnings. Also, most students believe that the earnings could be used to take better care of the mentally ill. Although some students are unaware of their potential contributions to Jamaica through educational opportunities, some identify areas in which they can contribute to economic growth in making themselves marketable by climbing the educational ladder or even becoming entrepreneurs.

Students' environmental awareness and understanding is satisfactory

Most students demonstrate satisfactory knowledge of national and global environmental issues; for   example, they were able to say that overpopulation impacts the environment, but they were unable to say how. A few students are also able to say that pollution is a result of the misuse of our resources. Most students take pride in cleanliness by using various disposable bins to place their garbage. The school environment is very clean and the walls are graffiti-free. The school in its quest to maintain a clean environment has in the past executed a successful Trash for Cash venture.

How good is the students´ personal and social development?	
Grades	**7 - 10**
Students´ behaviour and attitudes	**Satisfactory**
Punctuality and attendance	**Satisfactory**
Civic understanding and spiritual awareness	**Satisfactory**
Economic awareness and understanding	**Satisfactory**
Environmental awareness and understanding	**Satisfactory**

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6) Use of Human and Material Resources

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

Overall, the use of human and material resources is unsatisfactory

The quality of human resources is unsatisfactory

The school does not have sufficient academic staff to support the needs of the population given the change in status of the school. And, there is a challenge to recruit and retain teachers because of the location of the school. Furthermore, the school lacks technical and industrial area teachers, but has sought to alleviate this by partnering with neighbouring schools. Nevertheless, there are 36 academic staff members including the Principal, Vice Principal and Guidance Counsellor. Twenty one members of staff have a Bachelor's degree and two have attained Master's degrees while other academic staff members either have a Diploma or Certificate, though not all in education. The school has more than enough support staff based on the population. All members of staff including administrative and academic have received training conducted internally and externally based on needs identified. In addition, measures are in place for staff members to be mentored and supported where they have deficiency.

The use of human resources is satisfactory

Most teachers are deployed in areas that they fit best, based on experience, qualifications and competence. Most teachers attend school regularly; however, there are few unexplained absences. Similarly, most staff members attend school on time, many arriving at school more than 45 minutes before the start of school. Staff members also give of their discretionary time to support school activities. The support staff is used appropriately to support the teaching and learning process; for example, administrative staff and laboratory technicians assist in the tuck shop during the lunch period.

The quality and quantity of material is unsatisfactory

Although the school's premises are appropriate and conducive to learning, there is inadequate space and material resources for the school to effectively carry out its high school programme. The school lacks an equipped science laboratory and music department and there is no visual arts room. Also, there is inadequate classroom space as a Grade 10 literature lesson was conducted on one of the corridors on the day of the inspection visit. Nevertheless, there is a computer laboratory and most of the computers are functional. In addition, limited internet access is available and teachers have access to information and communication technology (ICT) equipment including one laptop and 39 computers. The school has an equipped home economics department that functions effectively. A ramp is also in place at the entrance and other sections of the school to facilitate easy movement for the physically challenged. The school premises are clean and well-kept and the lawns are well manicured. There are also murals to reinforce students' learning. There, are however, inadequate material resources to support lesson delivery; for instance, the music teacher used her personal musical instruments such as guitar, keyboard and drum to facilitate the teaching of the subject. The government's text book rental system, though in operation, does not adequately supply books that the students need for their lessons.

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The use of material resources is satisfactory

The available school's resources are well-utilized to facilitate curriculum delivery and improved students' outcomes; for instance, there is creative use of the section under the steps which is used as a storage area. The Principal's cottage is also used to house the school Nurse and the Guidance Counsellor's office. The teachers make use of the available resources including ICT, textbooks and hand-outs to enhance students' learning; for example, in a Grade 7 science lesson, the teacher efficiently used a PowerPoint presentation to show pictures of metals and non-metal. The school's playfield is also used to facilitate physical education lessons.

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	**7 – 10**
Human resources	**Unsatisfactory**
Use of human resources	**Satisfactory**
Material resources – quality and quantity	**Unsatisfactory**
Use of material resources	**Satisfactory**

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The school has adapted the MoEYI's stipulated curricula, which is modified to meet the needs of its student body. The school has a Curriculum Implementation Team (CIT) which effectively monitors the curriculum implementation process. In addition, teachers collaborate during common planning time, to plan and assess their lesson planning and delivery processes to ensure that students benefit from these learning activities. Throughout the grades, up to Grade 9, the students are organized in ability groups. In January 2018, the arrangement for the placement of students on the Alternative Pathway to Secondary Education (APSE) programme was revised. Currently, Grades 7 and 8 are on the APSE programme while the National Standards Curriculum (NSC) has been adjusted to meet the needs of the Grade 9 students. At Grade 10, students are also placed on pathways to sit City and Guilds, NVQJ and HEART or Caribbean Secondary Education Certificate (CSEC) subjects based on their attainment levels. Accommodations are also made to cater to students' deficiency in literacy and numeracy. Based on the diagnostic test results, English and mathematics interventions are implemented at Grades 7 to 9 twice weekly where the school offers extended days on Mondays and Tuesdays which ends at 3:30 p.m. While the school's allocation for the teaching of literacy based subjects meets the MoEYI's stipulation,

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this does not obtain for mathematics at all grade levels. There are also concerns regarding curriculum coverage in a few subjects as lessons are not always taught due to students' absence. There are very few instances of cross curricular links observed in lessons. For instance, in a Grade 7 science lesson, students were able to make a link between malleable as used to describe a metal and a mallet used in industrial class.

Enhancement programmes are satisfactory

The school offers a limited range of extra-curricular and enhancement programmes to support students' development of social and leadership skills and talents. These include: Debate, Performing Arts, Inter-School Christian Fellowship (ISCF), Democracy, Coding, Visual Arts, Maths, Healthy Lifestyle, and Scouts/Cadets. A choir is also in place. Students also enter sporting competitions including ISSA Boys' and Girls' Championship as well as the Jamaica Cultural Development Commission (JCDC) festivals. The school won the 'Bus the School Competition' in 2016. Recently, a group of students entered a world skills competition organised by the Junior Achievement Company of Entrepreneurs (JACE), representing the school at the National Arena where one student entered a jingle and won. The school has an evening programme where students are being prepared to sit mathematics, information technology and English at the CSEC level. Several representatives from different organisations have visited the school and engaged the students in empowerment sessions. These include: police officers, members of the Jamaica Defence Force (JDF), Pastors, and a health care professional. There is also a mentorship programme for students, which is at times facilitated by external resource personnel. Additionally, arrangements are in place where students who studies auto mechanic go to Maggoty High School on Tuesdays for lessons and the teacher comes to the school on a Thursday to teach the classes.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	**7 - 10**
How well does the curriculum meet the needs of the students?	**Satisfactory**
How well do the enhancement programmes meet the needs of the students?	**Satisfactory**

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8) Student Safety, Security, Health and Wellbeing

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

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

Provisions for safety and security are satisfactory

There are adequate provisions to ensure the safety and security of all stakeholder groups while on the premises, which are well secured by a perimeter fence. The school has safety and security policies and procedures that are adhered to by most stakeholders. This policy includes regular emergency drills, along with entry and exit procedures for staff, parents and students in the event of an emergency. The evacuation routes are clearly marked and the assembly points indicated. Stakeholders are made aware of how to keep safe while on the compound through the use of the student and teachers' handbooks as well as signs. Furthermore, the staircases have handrails and there are signs to ensure everyone's safety. The school is assigned a School Safety Officer and an Assistant. These two officers visit the school on a regular basis and support the maintenance of discipline. The school has a 24 hours security. These securities are placed on eight-hour shifts to ensure that the compound is always monitored. The gasoline cylinders for the canteen are secured on the outside of the building. The school compound is clean and well-kept, and the garbage bins are strategically placed to ensure that there is proper garbage disposal practice.

Provisions for students' health and wellbeing are good

Support for students' health and wellbeing is a priority at the school. In periods of water shortage, the school sources and stores water for use. The school's kitchen facility is operating in accordance with the Ministry of Health's standards. The school has also recently recruited and hired a school nurse. Cordial and warm relationships are observed between staff and students in most instances. There is one Guidance Counsellor who conducts sessions with the Home and Family Life Education department as well as conduct parent consultations, home visits, and group and individual counselling sessions. The four main programmes that the Guidance Department now monitors include the Rural Transportation Programme, Mentorship Programme, Career Guidance Programme, and Student Support Programme. The Rural Transportation Bus Programme is a ministry-led initiative aimed at assisting students with subsided bus fares. The Student Support Programme has put in place broiler chickens from the funds received to ensure that the programme is sustainable. There is a disciplinary committee to address students' discipline, and the students' handbook outlines the expected conduct as well as the consequences for refusal to adhere to the rules and regulations of the school. There is no student out on suspension since the start of this term as the administration has been experimenting with alternative methods of punishment. In addition, there has been a decrease in the number of students who come to school late and the school has also initiated a "Never Been Absent Programme" as a means of encouraging students to attend school regularly. There are 123 students on the PATH.

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How well does the school ensure everyone´s safety, security, health and wellbeing?	
Grades	**7 - 10**
Provisions for safety and security	**Satisfactory**
Provision for health and wellbeing	**Good**

Recommendations from Previous Inspection

On November 17, 2011 the following recommendations were made:

1. The School Management Team (SMT) should:
   a. pursue urgent interventions in the teaching of mathematics and language arts across the grades to improve students' performance in the Grade 4 literacy and numeracy tests and the GSAT;
   b. insist that best practices seen in Grade 6 are demonstrated to the entire staff for improvement in lesson delivery; and,
   c. further, lobby the Ministry of Education and the School Board to address all unsafe conditions in the school, including the fencing of the exposed section of the school compound and the installation of fire extinguishers, especially in the canteen.

2. Teachers should:
   a. plan and execute more activity-based lessons to ensure more student involvement and avoid over- reliance on 'chalk and talk';
   b. adopt the use of a more student-centred approach to lessons with opportunity for enquiry, research, exploration and discovery especially in the upper grades of the school;
   c. use more manipulative and other displayed teaching aids in the classroom to enhance lessons; and,
   d. maximise the use of the books housed in the book-room to encourage reading and research.

Recommendations

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

1. The MoEYI, through the National Education Trust (NET) should immediately construct additional classrooms and specialized areas to accommodate the needs of the school population and the range of programme offerings.

2. The Principal and the Board should:
   a. continue the process of recruiting qualified teachers to facilitate the delivery of the curriculum particularly in the technical and vocational areas; and
   b. be more strategic in the establishment of partnerships in order to meets some of the school's improvement goals, specifically the acquisition of learning resources to equip specialized areas in the school.

3. The Senior Management Team should:
   a. review the school's timetable to address the short fall in the offering for mathematics; and,
   b. provide additional professional develop support for the teachers to enable them to reflect on their practices in meaningful ways that will enable them to continuously improve their practice.

4. The teachers should:
   a. establish initiatives that will reinforce positive behaviours among students during lesson delivery;
   b. employ a wider range of student-centred teaching strategies and provide 'hands on' activities that will engage learners more during lessons and develop their higher order and critical thinking skills; and,
   c. make deliberate efforts to manage time more effectively during lessons.

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

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Appendices

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	30

	English	Maths	Other
Number of lessons or part lessons observed **[Primary]**	N/A	N/A	N/A
Number of lessons or part lessons observed **[Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]**	07	06	17

Number of scheduled interviews completed with members of staff, governing body and parents	07

Number of scheduled interviews completed with students	01

	Parents	Students	Teachers
Number of questionnaires returned and analysed	35	-	-

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Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

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

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

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

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

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

Inspection Indicators

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

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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1.2 Self-evaluation and improvement planning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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1.3 Governance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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1.4 Relations with parents and the local community

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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2.2 Teaching methods

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Many lessons are poorly planned or not planned at all Many lessons are poorly organised and much time is wasted **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 **Very few learning resources are used, other than standard textbooks**	**Many lessons are planned without reference to clear learning objectives** Some lessons are poorly organised and some students waste time **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 **Many teachers use only a limited variety of learning resources and students are denied opportunities to make better progress as a result**	**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 **Most teachers use a range of teaching styles for different purposes, which motivate students of all abilities and promote sound gains in knowledge, understanding and skills** Most lessons are well-ordered and achieve their objectives. In many lessons teachers pose problems and encourage discussion **Most teachers make adequate use of resources in addition to standard**	**Most lessons are planned according to clear learning objectives, which the students understand** Productive use is made of all the time available **Most teachers recognise that different groups and individuals have different learning needs and they adapt their methods and resources accordingly** Most lessons are based on clear, confident instruction and comprise worthwhile activities that enable students of all abilities to make good progress. Students in many lessons are challenged to think critically, justify their views and develop reasoning **Most teachers are adept at using a variety of**	**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 **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 **A wide range of learning resources is used to optimum effect in most**

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

2.3 Assessment

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

2.4 Student learning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

5.1 Students' behaviour and attitudes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no understanding of national identity and little appreciation of local traditions and culture Most students are unaware of the responsibilities of citizenship **Most are reluctant to take on responsibilities**	**Many students lack understanding of national identity Many lack an informed appreciation of local traditions and culture** Many students develop only a superficial understanding of what it means to be a citizen **Few successfully**	**Many students are developing an understanding of national identity and an appreciation of local traditions and culture** They are aware of their responsibilities as part of a larger community **Many contribute to the life of the**	**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**

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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5.5. Environmental awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

6.1. Human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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6.2 Use of human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

7.2 Enhancement Programmes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

   8.1 Safety and security

   Key strands

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

Short descriptions to illustrate the five-point scale:

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

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8.2 Health and wellbeing

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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Appendix 3 – National Test Data

Data not yet applicable

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Definitions:

Cohort: A specific group of students who are expected to move through the education system during a particular time span. For example, the 2010 cohort entering grade one are expected to complete grade six in 2016.

Percentage: The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example $^2/_5$ expressed as a percentage equals (2/5) x 100 = 40 per cent.

Percentage Point: The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.

Trend: The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

List of Acronyms:

GAIN -   General Achievement in Numeracy

GFLT -   Grade Four Literacy Test

GNAT -   Grade Nine Achievement Test

GOILP-   Grade One Individual Learning Profile

GSAT -   Grade Six Achievement Test

MoEYI -   Ministry of Education, Youth and Information

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Appendix 4 – Stakeholders' Satisfaction Survey

National Education Inspectorate (NEI)
Survey Responses from **Parents**

A total of **35** parents from **Aberdeen Primary & Junior High** responded to the Parents Questionnaire administered by the National Education Inspectorate.

A summary of the responses is provided below:

School Environment	Percent Responses*		
	Agree	Disagree	Dont Know
1. Provides a safe environment for him/her to grow and learn	97.1%	0.0%	
2. Is parent friendly and makes me feel welcome	85.7%	2.9%	2.9%
3. Shows care and concern for my child	94.3%	0.0%	
School Culture			
4. Sets high standards for academic success	97.1%	0.0%	
5. Sets high standards for personal success	97.1%	0.0%	2.9%
6. Uses students' grades / marks to update its academic programmes	94.3%	0.0%	2.9%
School Support Services			
7. Provides me with information about my child's progress in the subject areas	91.4%	5.7%	
8. Helps me understand how my child can do better at school	91.4%	2.9%	
9. Has enough teaching materials and resources	82.9%	0.0%	14.3%
10. Offers many activities such as clubs and sports	91.4%	0.0%	2.9%
Learning and Teaching			
11. Prepares my child well for the next phase of his/her schooling	94.3%	0.0%	5.7%
12. Acts fairly when punishing him/her	74.3%	0.0%	17.1%
13. Overall, is helping my child to learn	100.0%	0.0%	

* Percentages do not include non-response

Parents attendance at PTA meetings						
Never		Once a month	74.3%	Once a term	2.9%	Once a year	2.9%

Reasons why parents enjoy attending PTA meetings	Percent agreement
a. They learn about plans to improve the school	97.1%
b. Their child's teachers are always present and they can raise their concerns with them	80.0%
c. They can interact with the principal, teacher and other parents	88.6%
d. They learn about how to improve their skills as a parent	94.3%

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