



ABOUKIR PRIMARY SCHOOL

INSPECTION REPORT

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Board Chair: Mr. Rohan Davidson

National Education Inspectorate
Inspection Date: November 28, 2018

Report Issued: June 25, 2019

FINAL

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Introduction

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

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

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

Key Questions

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

1. How effectively is the school led and managed by the Board, the principal and senior management team and middle leadership?
2. How effectively does the teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)
4. How much progress do students make in relation to their starting points?
5. How good is the students' personal and social development?
6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?
7. How well do the curriculum and any enhancement programmes meet the needs of the students?
8. How well does the school ensure everyone's security, health, safety and wellbeing?

The Five-point Scale

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

Level 5 – Exceptionally high: 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

Profile

SCHOOL DEMOGRAPHICS

School Code:	06101
Parish:	St. Ann
Region:	3. Brown's Town
Locale:	Rural
Day Structure	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	180
Enrolment:	137
Attendance Rate:	89%
No. of Active Teachers:	6
Pupil-Teacher Ratio:	24:1
Multi-Grade:	Yes
Owned By:	Government

Socio-economic Context

Aboukir Primary School is located in the district of Aboukir in St. Ann. Most of the students are from Aboukir and the nearby community of McKenzie as well as Cedar Valley. The main source of income for parents is farming and produce are sold at the market in Browns' Town, Cave Valley or Christiana. The school recently started to operate an infant department which is now the main feeder to the primary school. There are 23 students on the Programme of Advancement Through Health and Education (PATH).

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Aboukir Primary School is unsatisfactory

Overall, leadership and management is unsatisfactory

The school's vision and direction are defined and some evaluation of the effectiveness of its operations has been conducted. The Principal provides instructional leadership and exerts effort to strengthen relationship with the wider community. Emphasis is placed on improving students' performance, especially of the boys, and plans have been made for all-round improvement in operations. The Board is supportive and the business community provides some assistance. However, the School self-evaluation and improvement processes are inadequate and the parents are not sufficiently provisioned for by school communication, activities and programmes.

Overall, teaching in support of learning is satisfactory

All teachers demonstrate satisfactory knowledge of the subjects they teach and are confident in their delivery. They include interesting classroom activities to engage students and encourage their participation while conducting on-going assessment to determine students' level of understanding of the concepts taught. However, workbooks are not regularly marked and records of formative assessments are not sufficiently detailed to inform planning. Notwithstanding, most students remain focussed during lessons and are able to relate the lessons to real-life situations although critical thinking skills are not adequately expressed without prompting from teachers.

Overall, students' performance in English and mathematics is unsatisfactory

Student performance decline at the Grade 4 level in both English and mathematics during the review period 2015 – 2017, even though attainment was above the national average in 2015 and 2017 in both subject areas. At the Grade 6 level, performance was slightly above the national average in all subject areas in 2015 and showed very slight improvement in mathematics through to 2017. There was slight improvement in language arts and noticeable decline in communication task over the period, although students average fell below the national average in both 206 and 2017. The girls out-performed the boys in all subject areas throughout the period.

Overall, students' progress in English and mathematics is satisfactory

Many students make satisfactory progress over time and during lessons. In many lessons, most students demonstrate understanding of the concepts taught and are able to perform the task requested by their teacher. Although there is some decline in performance in national examinations at both the Grade 4 and Grade 6 levels, performance in GSAT mathematics improved marginally over the review period and the average in GSAT mathematics was equal to the national average in 2017.

Overall, students' personal and social development is satisfactory

Students' behaviour is good and their relationship with their teachers and peers is cordial. Attendance and punctuality are good and so too is the students' awareness of local culture and traditions. Most students demonstrate satisfactory knowledge of the major sources of income for the country and the goods that are traded with other countries. Many students are also aware of the adverse effects of harmful garbage disposal practices.

Overall, the use of human and material resources is satisfactory

Teachers are suitably qualified and appropriately deployed to deliver the curriculum. The school grounds are well-kept and utilized. There are murals on the walls to enhance student learning and sufficient charts and other teaching aids which are well-utilized during lessons. However, some doors and seats are in disrepair and there is no Information and Communication Technology (ICT) equipment.

Overall, provisions for the curriculum and enhancement programmes are unsatisfactory

The school uses the National Standard Curriculum (NSC) for all Grades, with some modification introduced to meet the students' needs with particular emphasis on literacy. However, the support subjects are eliminated from the curriculum for Grades 4-6. There is satisfactory continuity and progression in lessons with some instances of cross-curricular links. However, the recent inclusion of clubs is not satisfactorily subscribed to by students as documentary evidence is limited to support.

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

Provisions are made for students' safety and security as well as their health and wellbeing. There are documented policies governing the related activities with clear guidelines on actions to be taken if there are critical incidents, and emergency drills are conducted regularly. Students' behaviour, as well as their attendance and punctuality are well managed and disciplinary issues are minimal. However, the property is not fenced and students on PATH are charged for meals.

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

- Well-behaved students
- Immaculately kept school grounds
- Comprehensive policy regarding students safety, security health and wellbeing
- Punctuality and commendable attendance of both teachers and students

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is unsatisfactory

School-based leadership and management is satisfactory

The newly installed Principal provides instinctive leadership that has brought new confidence among some members of the community, who have returned their children to the school based on the new direction. The Principal provides instructional supervision through daily classroom visits and feedback to teachers. Within the short tenure of leadership several additional areas have been identified for improvement to enhance student learning and to enrich the curriculum, in an effort to make Aboukir Primary the school of choice. Academic support is provided to students through the reading club, mentorship for male students and a pull-out intervention programme for reading supported by a Peace Corps volunteer who also assists with other subject areas in a programme dubbed “Push-in”. Lesson plans are detailed showing measureable objectives and while most are submitted for vetting, feedback on the quality of the plans is minimal. The school’s handbook details the policies and operations of the school, a log is maintained of daily activities and students’ scores are analysed by gender, but there are only a few records of staff meetings to corroborate planned actions to address areas of concern. Similarly, records of both staff and PTA meetings are few.

Self-evaluation and school improvement planning is unsatisfactory

The school’s evaluation and planning processes are inadequate and lack rigour. It is largely limited to extrapolated appraisal data from the three of six teachers who were appraised in the last school year. The School Improvement Plan (SIP) has not been shared with the entire staff; and the Board was not involved in its development even though the Chairman is aware of some of the school’s objectives. Notwithstanding, the Principal’s Action Plan has noted educational leadership, financial management, school planning and data management, and improving boys’ education as areas of focus, all of which will significantly impact student learning. The teachers’ focus will be on literacy, numeracy and improvement of boys’ performance. The proposed use of Microsoft Excel to track students’ progress presents added benefit in the potential use of the software to prepare students’ reports and the Principal intends to tie an Open Day to Report Day to further entice parents to participate in school events.

Governance is satisfactory

The Board is supportive of the school and the Principal, and except in 2016, has conducted meetings at least once per term during which details of the school’s operations are discussed. Board members also participate regularly in devotional exercises. The Board Chairman intervenes on behalf of the Board as necessary to encourage compliance to the schools requirements, such as for lesson plan submissions; which thereafter results in improvement.

The accounts are monitored to ensure that proper records are maintained, with the Chairman signing cheques, and the Vice Chairman deputizing when necessary. The Board is adequately informed of some targeted improvements including the introduction of clubs, a curriculum implementation team and raising performance in external examinations. However the Board is not sufficiently involved in school self-evaluation practices and processes and as a result the school's management team is not held sufficiently accountable for achievement of established targets.

Relationship with parents and local community is unsatisfactory

Communication with parents is insufficient and students' reports issued each term are usually late; but parents are able to meet with teachers to discuss their children's performance otherwise. Although there is no schedule of PTA meetings or calendar to guide parents' participation in school events the new leadership has been strengthening the confidence among some parents, who have returned their children to the school. Furthermore, the Principal visits the homes of children who are ill or absent and participates in some church services to build relationship and camaraderie. Notwithstanding, the local churches participate in school devotional activities and Labour Day activities. Local businesses support the school in cash and kind for events such as sports day. In addition, there is support from other schools as well as community members who provide support by lending Information and Communication Technology (ICT) equipment when required. However, the Past Student Association (PSA) did not host the annual Miss Aboukir Competition this year.

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

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

Across all Grade levels, all teachers demonstrate adequate knowledge of the subjects they teach. They are confident in their delivery and move easily from one activity to the next drawing responses from students using precise questioning while giving clear explanations and demonstrations to concretize content. For example, in a Grade 5 science lesson, which included an experiment to demonstrate the effects of heat; the teacher led the process, allowed students to predict, observe, investigate and draw conclusions, and appropriately recapitulated the procedure for less able students. However, in a Grade 5 mathematics lesson, unclear explanations of how to form a right-angled triangle caused some confusion among the students. Many teachers demonstrate fairly good knowledge of how best to teach evidenced in the way they skilfully sequence lesson activities and incorporate relevant methods to ensure that students achieve lesson objectives and perform at optimal standards. For example, in a Grades 2 and 3 language arts lesson on generating ideas for writing, students were introduced to an idea wheel; they were allowed to share their thoughts about the wheel then viewed a multimedia presentation in which story pictures were placed. Many teachers reflect on what they teach and how well students learn through the revision of previous concepts taught. For example, in a Grade 6 mathematics lesson, the teacher reviewed pictographs and tallying, to set the foundation for a new concept: "Constructing a bar graph". However, lesson evaluations are inconsistently done across the Grades and do not reflect how teachers plan to design interventions for less able students in order to expand their learning.

Teaching methods are satisfactory

All teachers plan their lessons in accordance with the NSC, utilizing the 5E instructional model to include measurable objectives as well as appropriate developmental activities and evaluation. Many teachers exercise good time management skills and monitor the stages of lesson development, reminding students of the time so that they remain on track and complete seat work within the allotted time. Differentiated activities are evident in some lesson plans and applied in lessons to cater to the varied learning capabilities of students. In a Grade 5 science lesson, for instance, some less able students were given the option to use drawings to complete the experiment on a worksheet to represent the steps covering materials, procedure and results. However, in some lessons, inadequate emphasis is placed on differentiation, resulting in some less able and advanced students being overlooked. For example, during a Grade 1 mathematics lesson, while the teacher marked seat work, some students who completed their work quickly, were left idle, while some who proceeded to the next activity misinterpreted the instructions which the teacher did not address. Most teachers use a range of appropriate teaching strategies to captivate students' interest and ensure their participation. This was seen, for example in the Grades 2 and 3 class on proper and improper fractions, in which dramatization, questioning, video presentation and stimulating group activities encouraged collaboration while the use of tablets for research as seen in their integrated studies lesson serve to enhance lesson delivery. All teachers make very good use of the resources available such as charts, sentence strips, textbooks, hand outs, and manipulative objects. There is a

good interaction between teachers and students which motivates and encourage them to ask questions freely, share their ideas, and participate in discussions.

Students' assessment is unsatisfactory

Although assessment practices are guided by the school's assessment policy which is aligned with the NSC, formative assessment with a weighting of 20 per cent is not used adequately to inform teaching and learning. Continuous assessment is conducted in all lessons through questioning and seatwork to monitor students' understanding of the concepts taught both in previous and current lessons. Some teachers also facilitate peer assessment as seen in the Grade 1 mathematics lesson where students assessed the accuracy of responses given by their classmates. Data for the period under review is limited and the records do not include the strands or topics assessed to help teachers determine students' competence and whether further intervention is needed. Neither do some lesson plans reflect consistency in evaluation practices or clear evidence of how teachers will utilize assessment data to inform planning for less able students and to improve teaching and learning, even though quantifiers are used in some evaluations. All teachers provide appropriate feedback for students during lessons by affirming correct responses, correcting responses that are not appropriate and offering explanations and clarifications to aid students' understanding. However, workbooks are not frequently marked and no written feedback is provided to support students' self-assessment.

Student learning is satisfactory

Almost all students are motivated and eager to learn, evidenced by their active participation in class discussions and group activities. Students exhibit very little behavioural issues and most of them remain fully engaged in the lessons as was seen in a Grades 2 and 3 integrated studies lesson on 'Generating Ideas for Writing' in which most students contributed heartily to the learning experience with robust critique of each other's predictions. Transition between lesson activities is smooth and in many lessons, students used the opportunities presented to develop and expand their cognitive abilities through inquiry and research using tablets, textbooks and newspaper. For example, in a Grade 4 social studies lesson on 'Celebrating the Community Way', students discussed pictures and an article on the functions of Justices of the Peace. Many students readily transfer the concepts they learn in class to real life situations; such as in a Grade 4 social studies lesson, students ably discussed the services of the police and fire-fighters and shared real-life experiences of persons in their homes and communities who try to save the lives of others. Almost all students collaborate well in group exercises, as seen in a Grade 4 lesson on polygons, in which groups of students created four types of triangles with rubber bands on geo-boards. However, although students are challenged to think critically, their higher order and critical thinking skills are not adequately expressed without prompting from teachers.

How effectively does the teaching support the students' learning?	
Grades	
Teachers' subject knowledge and how best to teach the subject	Satisfactory
Teaching methods	Satisfactory
Assessment	Unsatisfactory
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 unsatisfactory

Students' performance in English is unsatisfactory

The school's performance in the Grade Four Literacy Test (GFLT), as well as GSAT language arts and communication tasks did not meet expectation in all years of the 2015 to 2017 period.

The school's GFLT mastery decreased throughout the 2015 to 2017 period by nine percentage points. It peaked at 94 per cent (29 of 31 students) in 2015 but fell to 85 per cent (11 of 13 students) in 2017. The lowest attainment for the period was 76 per cent (16 of 21 students) in 2016. It was above the national mastery in 2015 and 2017, but below in 2016. The participation rate was lowest in 2017 (52 per cent).

The school's performance in language arts increased marginally, while communication tasks decreased noticeably throughout the 2015 to 2017 period by one and 12 percentage points respectively. Both averages were above the national averages in 2015, but below in 2016 and 2017. The number of students sitting GSAT language arts and communication tasks was 17 in 2015 and 2016, while 21 sat in 2017. An examination of the performance by gender revealed that the boys performed below the girls in both subjects throughout the period.

Students' performance in mathematics is unsatisfactory

The school's performance in the General Achievement in Numeracy (GAIN) did not meet expectation in all years of the 2015 to 2017 period. However, the GSAT mathematics average was satisfactory throughout the period.

The school's performance in the GAIN decreased throughout the 2015 to 2017 period by seven percentage points. It fell from its peak of 84 per cent (26 of 31 students) in 2015 to 77 per cent (ten of 13 students) in 2017. The lowest mastery for the period was 55 per cent (11 of 20 students) in 2016.

students) in 2016. The school's mastery was above the national mastery throughout the period except in 2016 when it was below by five percentage points. The participation rate was lowest in 2017 (52 per cent).

The school's performance in GSAT mathematics improved marginally overall for the 2015 to 2017 period by one percentage point. It was above the national average in 2015 and 2016 and on par in 2017. The number of students sitting GSAT mathematics was 17 in 2015 and 2016, while 21 sat in 2017. An examination of the performance by gender revealed that the girls outperformed the boys in mathematics in each year.

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

4) Students' Academic Progress

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

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

Students' progress in English is satisfactory

Many students make satisfactory progress over time. Although no GOILP 2011 data was available for Aboukir Primary, 94 per cent of the students attained mastery in the GFLT in 2015, suggesting commendable progress against their starting points. In 2017, the average score in GSAT language arts was 66 per cent, which was below the national average by seven (7) percentage points.

At all Grade levels, most students make progress during lessons. At Grade 1, most students are able to arrange letters alphabetically, at Grades 2 and 3 many understand the concept of prediction and applied this in generating ideas for writing, while at Grade 4 many students correctly used the apostrophe in contracting words and showing ownership. At Grade 5, all students understand cause and effect and most Grade 6 students are able to identify the features of a book. The school's mastery in the GFLT decreased over the 2015 to 2017 period, from 94 to 85 per cent. Performance in GSAT language arts increased marginally, while communication tasks decreased noticeably over the same period.

Students' progress in mathematics is satisfactory

In 2015, 84 per cent of the students attained mastery in the GAIN. In 2017, the average score in GSAT mathematics was 59 per cent and equal to the national average. The school's mastery in the GAIN decreased throughout the 2015 to 2017 period from 85 per cent to 77 per cent. The GSAT mathematics performance improved marginally over the same period.

At all Grade levels, most students make progress during lessons. Most students at Grade 1 are able to accurately show the time on the hour on a clock face as well as explain how the hour and minute hands work, and at Grades 2 and 3, students show understanding of improper fractions. In Grade 4, students are able to use manipulative objects to show triangles as a type of polygon and many Grade 5 students understand the concept of parallel, perpendicular and intersecting lines. Most Grade 6 students can use data to represent a pictograph. Many students make some progress over time, borne out by the attainment levels in GAIN and GSAT.

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

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is satisfactory

The students' behaviour and attitudes are good

Students are very cordial and respectful to visitors, teachers and their peers. Most students are well-behaved, exhibiting good attitudes in and out of class. Students are prepared for lessons, as was seen in a Grade 4 social studies lesson in which almost all students had the items required to construct a graphic organizer. Most students remain on task during lessons resulting in minimal loss of time.

Punctuality and attendance is good

Student attendance is good trending at an average of 91 per cent since the start of the school year, and most students are punctual allowing for optimal curriculum coverage. Transition between lessons is smooth as students proceed to lessons quickly and orderly and almost all lessons commence on time.

The civic understanding and spiritual awareness of the students are good

Most students demonstrate suitable awareness and appreciation of the local culture and traditions and relish the beautiful beaches and the freedom to explore the country. Most of them are cognizant of the contribution of the National Heroes to national development and speak knowledgeably about the national emblems. Many students recognize the importance of Jamaica Day as an opportunity to learn about their culture and to inform others likewise. Almost

all students show a good understanding of the protocols to be observed for repeating the National Pledge of Jamaica. Some students through their membership in clubs and roles as student leaders and environmental wardens assume leadership responsibilities during lessons and around the school. With the support of devotional exercises most students have developed strong spiritual awareness and affirm their Christian beliefs and also demonstrate knowledge of other religious practices such as Judaism, Hinduism and Islam.

Students' economic awareness and understanding is satisfactory

Many students understand that the country earns money through taxes on food and land and that foreign exchange earned from tourism and the items that are exported, is used to provide goods and services for the country. Many students are also knowledgeable of the items that are imported and exported by Jamaica and the impact of trade on Jamaica's economy. Many also understand the importance of work for earning money to take care of the needs of the family such as sending children to school and of spending money on things that are important. Many students recognize the importance of work in order to maintain financial independence as adults and believe they have the potential to contribute meaningfully to Jamaica through their chosen careers.

Students' environmental awareness and understanding is satisfactory

Most students are aware of the global environmental concerns arising from issues such as water and air pollution due to improper disposal of garbage. Many students are also knowledgeable about natural disasters including hurricanes which inhibit movement and curtail people's freedom to enjoy their country. Most students have a good understanding of how to care for their school environmental and demonstrate this in their conduct on the compound, making use of the garbage receptacles provided and helping to keep the grounds immaculate. Many also point to the adverse effect of littering and other harmful practices on the environment and on human life, including blocked waterways and pest infestation which contribute to the spread of diseases. Many students also share knowledge about the impact of deforestation on the environment, such as soil erosions and landslides.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is satisfactory

All the teachers are appropriately qualified to deliver the curriculum and although there is no guidance counsellor there are sufficient support staff members to meet the needs of students. Adequate provisions are made for the professional development of the staff through frequent developmental sessions to address lesson planning, action planning, assessment planning and the Primary Exit Profile (PEP).

The use of human resources is satisfactory

Teachers are suitably deployed and attend school regularly. They also maintain extended hour, arriving at school early and leaving late in order to facilitate external duties and student related activities. The support personnel conduct their duties efficiently, thus contributing to a wholesome learning environment in the school.

The quality and quantity of material is satisfactory

The school yard is clean and large for play and recreation. Learning centres are established to enhance student learning and the school garden and greenhouse gardening support the food supply for meals. However, most classroom doors need to be changed because the locks are defective and even though most classrooms have sufficient and appropriate seating and desks for teachers and students the chairs in some classrooms are insufficient, rusty and uncomfortable. For example, in a Grade 6 science lesson some students sat on high stools around regular desks. Nonetheless, there are adequate and appropriate charts and mobiles to enhance lesson delivery, but the school has no ICT equipment, forcing teachers to borrow from a community member and nearby schools to enrich lesson content.

The use of material resources is satisfactory

The outer walls of buildings are used to support curriculum instruction, featuring murals that depict mathematics concepts and maps of Jamaica, the Caribbean and the world. All teachers make appropriate use of available resources for the delivery of the curriculum. They have established print rich classrooms which display a variety of resources such as abacus, charts, flash cards, videos, bowling game, sentence strip and other manipulative objects to create an environment that is conducive to learning and support these with students' dramatization to enhance learning.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Grades	1 - 6
Human resources	Satisfactory
Use of human resources	Satisfactory
Material resources – quality and quantity	Satisfactory
Use of material resources	Satisfactory

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are unsatisfactory

Provisions for curriculum are unsatisfactory

The NSC is used from Grades 1- 6 with some modification and adaptation to meet the needs of students. Curriculum modification is addressed during common planning time convened on Thursdays where teachers plan activities with support from experienced teachers and the supervisor. However, the Curriculum Implementation Team (CIT) is currently inactive and although the time table reflects adequate contact time for all Grade levels, the subject offering is not sufficiently balanced. Support subjects such as HFLE, PE, RE, Civics, music and visual arts are not included on the timetable for Grades 4-6 while civics and HFLE are offered at Grade 1 for 1 ¼ hours each. Further imbalance is seen with social studies scheduled for 5 ¼ hours each week at Grade 5. Literacy intervention is timetabled for all Grades, but no intervention is seen for numeracy. Continuity is evident in the topics covered at the respective Grade levels in both language arts and mathematics and at each Grade level there is progression from the simpler to more advanced concepts. In some lessons teachers make cross-curricular linkages; for example, spelling is included in a Grade 1 integrated studies lesson and in Grade 5 mathematics lesson, the teacher used jingles to concretize concepts about polygons.

Enhancement programmes are unsatisfactory

Several clubs were recently established to enrich curriculum offerings; these include Spanish, mathematics and 4H. In addition, Dramuda which covers drama, music and dance is a club that caters to the arts and the aesthetics. Although clubs are established with much potential to benefit the students, there is little evidence of club activities; club meeting minutes are skimpy

and registers of attendance are non-existent. Nonetheless, some students attend field trips, to the Minard Agricultural Show among other places.

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

8) Student Safety, Security, Health and Wellbeing

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

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

Provisions for safety and security are satisfactory

Policies and procedures have been developed for the safety and security of all members of the school community. However, the property is not fenced in spite of several letters written to the MoEYI for assistance, and there is the ever-present danger of persons of unsound mind who reside in the community coming on to the school compound. Nonetheless, signs are posted around the compound to warn students of areas to avoid and the gate remains closed throughout the school day after devotional activities. A safety and security policy is in place which provides guidelines and procedures for evacuation if necessary or for reporting and dealing with critical incidents. Fire and earthquake drills are conducted once per term using different types of alarms for each and an assembly point is clearly identified. Contact information for emergency agencies and responsible officers are communicated and designated accordingly. While sanitary conveniences for students' are adequate, they are not labelled to help younger students identify which facility they should use and the inner doors of the boys' bathroom are in gross disrepair.

Provisions for students' health and wellbeing are satisfactory

Suitable provisions are in place to promote healthy practices among staff and students and the reduction of sugar in students' diet is encouraged. A draft health policy is in place that places special emphasis on the Early Childhood programme, while also addresses the needs of the wider student population. The plan details measures to deal with emergency situations and a sanitation plan supports safe hygienic practices with respect to the toilets, kitchen, refrigerator, storage area and hand washing. Two of the three cooks have valid food handler's permits and water storage is adequate. All staff members demonstrate care for the students and there is an arrangement with the neighbouring Clarksonville Primary School for Guidance and Counselling support to be provided if necessary. Students' behaviours are managed by clearly defined rules and regulations which are communicated to all stakeholders, and while teachers are asked to keep a log of indiscipline behaviours, none have been recorded or reported as there is almost

no violent behaviour among students and no reason for suspension. Attendance and punctuality are also well-managed, with calls made to parents of students who are unusually absent without appropriate communication from their homes. The school handbook outlines measures to address behavioural issues. There are twenty-three PATH beneficiaries; however these students are required to pay for lunch; which is a breach in the guidelines of the MOEYI.

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

Recommendations from Previous Inspection

On January 9, 2014 the following recommendations were made:

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

Recommendations

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

1. The School Board and senior management team should continue to lobby the MoEYI for:
 - a. funding to erect a perimeter fence;
 - b. general repairs of the property and for the replacement of defective furniture and additional items to allow for more comfortable seating for teachers and students; and,
 - c. acquisition of ICT equipment to meet the growing needs of the school.
2. The Principal should:
 - a. ensure the full implementation of school self-evaluation practices and processes so that a full SSE which determines the priorities of the SIP can be developed involves all major stakeholder groups;
 - b. ensure the official appraisal of all teachers with effective and timely feedback for teachers personal development and growth;
 - c. ensure that the CIT is in place and actively reviews and adapts the curriculum to meet the needs of all students to ensure adequacy of curriculum offerings;
 - d. ensure that the curriculum and enhancement programmes are enriched, diversified and creative to appeal to the varied needs and interests of all students
 - e. continue the outreach programme with parents and community members so as to further strengthen and grow those relationships;

- f. ensure effective and official communication to each parent in a timely manner, so they are kept informed and knowledgeable about their children's progress, school activities and the best ways they can help their children succeed; and,
 - g. engage the Past Students Association (PSA) so that they continue with previous activities, which build support and camaraderie.
- 3. The teachers should:
 - a. plan and prepare assessment tasks that cater to the varying needs of all students; while ensuring that they are assessed according to curricular standards;
 - b. ensure that all students receive appropriate feedback in their books that facilitate self-assessment; and,
 - c. use assessment data to inform lesson planning, especially to meet the varied learning needs of students.

Further Action

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



Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	16
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	5	6	5
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]	N/A	N/A	N/A

Number of scheduled interviews completed with members of staff, governing body and parents	4
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Number of scheduled interviews completed with students	1
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	N/A	22	04

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

- They establish the vocabulary for a conversation with, and between, schools about the purposes of schooling and the key determinants of educational success
- They provide schools with a picture of educational excellence to which they can aspire
- They provide schools with a clear understanding of levels of provision and performance that are considered unacceptable and must be improved
- Schools can use the indicators to evaluate their own provision and performance, and to help them to make improvements
- The use of indicators ensures that inspectors concentrate on weighing evidence to make consistent judgements in all schools
- The publication of indicators helps to make inspection a transparent process for schools and the wider public.

Inspection Indicators

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

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

1.2 Self-evaluation and improvement planning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

1.3 Governance

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The Board makes no effective contribution to the leadership and management of the school. It provides very little practical support to the school's professional leaders. Its members have very little accurate appreciation of the school's strengths and weaknesses The Board has little understanding of how it could hold	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	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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
the school's professional leaders accountable for its performance and spending			education it provides	leaders, while holding them firmly to account for the school's performance

1.4 Relations with parents and the local community

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
the local community	offered in its local community and by outside agencies	productive links with the local community and outside agencies, which produce additional resources and enrich the curriculum	agencies, which enhance important aspects of the school's provision	are influential The school enjoys highly productive links with external partners, which enhance and enrich students' educational opportunities

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

2.2 Teaching methods

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
	result	make adequate use of resources in addition to standard textbooks	reasoning Most teachers are adept at using a variety of resources to stimulate good learning	learning resources is used to optimum effect in most lessons

2.3 Assessment

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
use of assessment information to adjust their teaching Most teachers give little or no constructive feedback to students and seldom mark their students' written work	assessment information deliberately to assist their lesson planning so that weaknesses are tackled and students of all abilities are catered for Teachers might regularly give oral feedback in lessons, but their marking is mostly cursory	assessment of their own and others' work Most teachers provide students with regular oral and written feedback on their work, but their marking might offer little specific commentary about how it could be improved	and adjust their teaching in response. Many involve students in the assessment of their own and others' work Most teachers give helpful oral feedback to students during lessons. Their marking helps students to understand how well they have done and what they need to do to improve their work	other's work Most teachers adjust their teaching to support students who need help and extend those challenged who 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	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	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	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	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

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

5.1 Students' behaviour and attitudes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no understanding of national identity and little appreciation of local traditions and culture Most students are unaware of the responsibilities of citizenship	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	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	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	Almost all students understand and appreciate the defining characteristics of Jamaican society, and the Caribbean's traditions and culture The students are developing the

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.5. Environmental awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

6.1. Human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.2 Use of human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
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

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

8.2 Health and wellbeing

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

Graph 1: Student Attainment in Grade Four Literacy Test (GFLT) 2012-2017

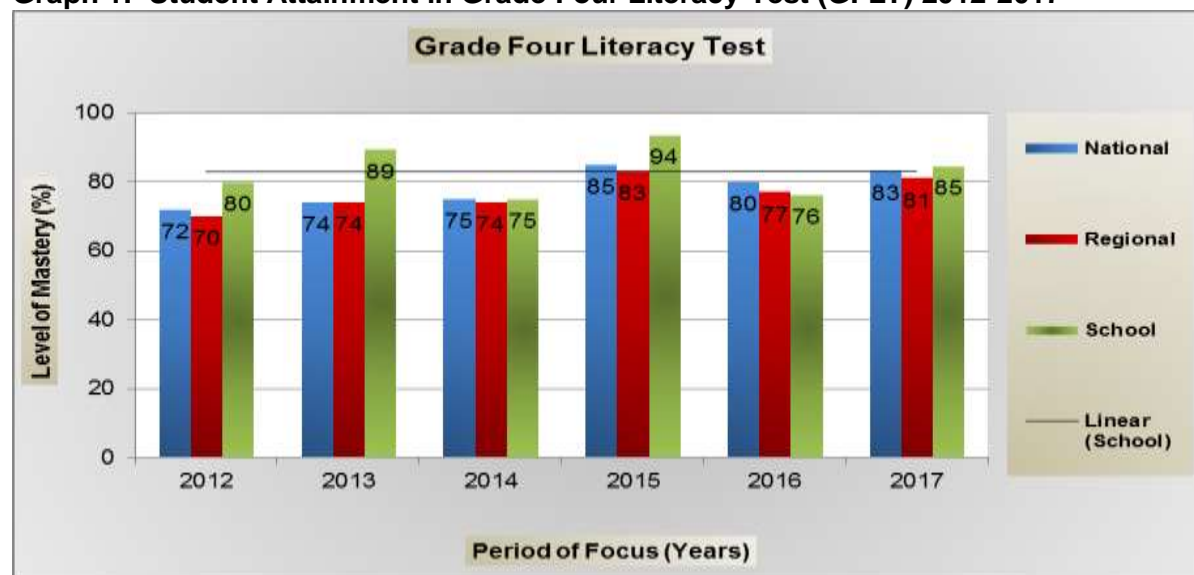


Table 1: Student Attainment in Grade Four Literacy Test (GFLT) 2012-2017

Aboukir Primary					
Grade Four Literacy Test					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2017	25	13	83	81	85
2016	25	21	80	77	76
2015 (Cohort)	32	31	85	83	94
2014	21	20	75	74	75
2013	19	19	74	74	89
2012	19	20	72	70	80

*As at Census Day (2nd Monday in October).

The school's Grade Four Literacy Test (GFLT) mastery increased throughout the 2012 to 2017 period by five percentage points. It moved from 80 per cent (16 of 20 students) in 2012 to 85 per cent (11 of 13 students) in 2017. The lowest attainment for the period was 75 per cent (15 of 20 students) in 2014. However, it peaked in the following year at 94 per cent when 29 of the 31 students sitting the test were successful. The school's performance was above the national mastery throughout the period except in 2014 when both were on par and in 2016 when it was below by four percentage points. The participation rate was lowest at 52 per cent in 2017.

The Grade Four Literacy target set by the Ministry of Education is 100 per cent of the educable cohort (85 per cent of the grade four enrolment).

STUDENTS' ATTAINMENT

Graph 2: Students' General Achievement in Numeracy (GAIN) 2012-2017



Table 2: Students' General Achievement in Numeracy (GAIN) 2012-2017

Aboukir Primary					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2017	25	13	64	64	77
2016	25	20	60	58	55
2015 (Cohort)	32	31	61	55	84
2014	21	20	54	55	80
2013	19	19	56	55	79
2012	19	20	51	49	65

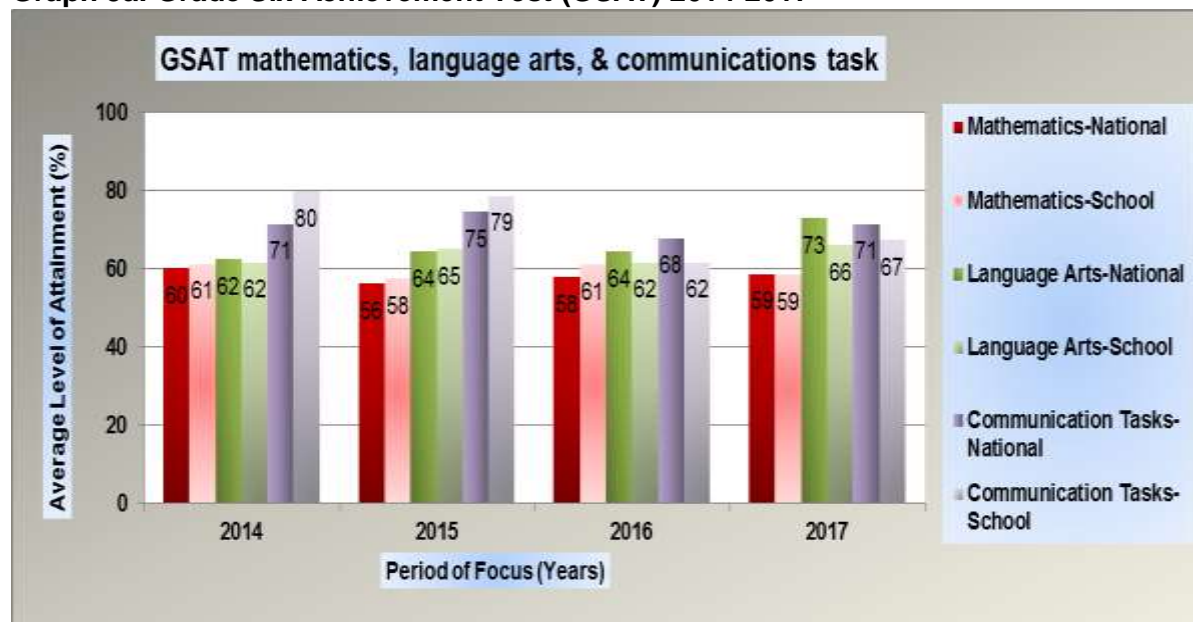
*As at Census Day (2nd Monday in October).

The school's performance in the General Achievement in Numeracy (GAIN) increased over the 2012 to 2017 period by 12 percentage points. It moved from 65 per cent (13 of 20 students) in 2012 to 77 per cent (ten of 13 students) in 2017. The school's GAIN mastery peaked at 84 per cent (26 of 31 students) in 2015, but fell to its lowest point of 55 per cent (11 of 20 students) in 2016. It was above the national mastery throughout the period except in 2016 when it was below by five percentage points. The participation rate was lowest at 52 per cent in 2017.

The Grade Four Numeracy target set for each primary level school by the Ministry of Education is 85 per cent mastery, which is to be achieved by 2018.

STUDENTS' ATTAINMENT

Graph 3a: Grade Six Achievement Test (GSAT) 2014-2017



This graph illustrates the average performance of the students at Aboukir Primary in three of the five components of the GSAT over the last 4 years (2014-2017) compared with national averages.

School's performance against the national average

The school's performance in mathematics was above the national average throughout the period except in 2017 when it was on par. The language arts average was on par with the national average in 2014, slightly above in 2015 and below in 2016 and 2017. The communication tasks average was above the national average in 2014 and 2015, but below in the remaining years.

School's performance by subjects

The mathematics average decreased over the 2014 to 2017 period by two percentage points. It moved from 61 per cent in 2014 to 59 per cent in 2017. The lowest average for the period was 58 per cent in 2015.

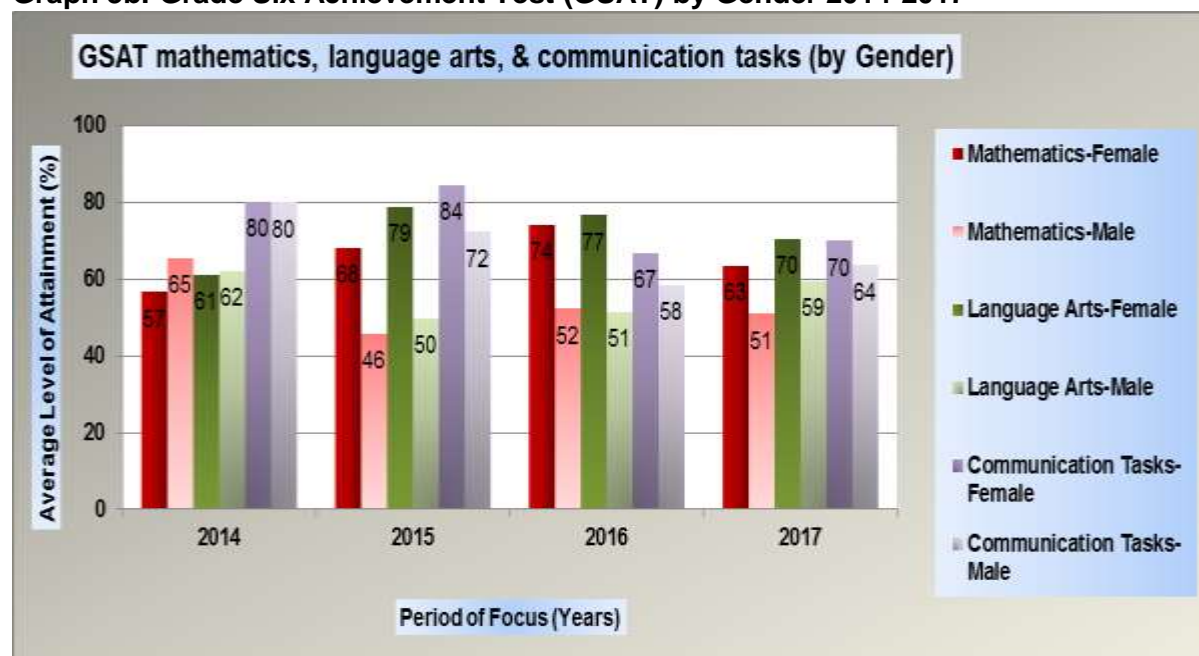
For language arts, the average increased throughout the 2014 to 2017 period by four percentage points. It moved from 62 per cent in 2014 to a high of 66 per cent in 2017.

The communication tasks average decreased over the period by 13 percentage points, moving from 80 per cent in 2014, the highest for the period, to 67 per cent in 2017. It was lowest at 62 per cent in 2016.

See table 3.

STUDENTS' ATTAINMENT

Graph 3b: Grade Six Achievement Test (GSAT) by Gender 2014-2017



This graph illustrates the average performance of the students in Aboukir Primary in three of the five components of the GSAT over the last 4 years (2014-2017) by gender.

The gender gap looks at the percentage point difference between boys and girls over the entire period (2014-2017).

Data revealed that the girls outperformed the boys in the three components from 2015 to 2017. In 2014, the boys performed above the girls in mathematics and language arts while both were on par in communication tasks. The gender gap was most noticeable in language arts in 2015 (29 percentage points).

See table 3.

Table 3: Grade Six Achievement Test (GSAT) 2014-2017

Aboukir Primary			
2017 (Cohort data)			
Assessment	Candidates	2017 Averages	
GSAT Mathematics	Sitting	National	School
	21	59	59
	Female	13	77
Male	8	45	51
GSAT Language Arts	Sitting	National	School
	21	73	66
	Female	13	91
Male	8	60	59
GSAT Communication Task	Sitting	National	School
	21	71	67
	Female	13	81
Male	8	65	64
2016			
Assessment	Candidates	2016 Averages	
GSAT Mathematics	Sitting	National	School
	17	58	61
	Female	7	60
Male	10	55	52
GSAT Language Arts	Sitting	National	School
	17	64	62
	Female	7	68
Male	10	60	51
GSAT Communication Task	Sitting	National	School
	17	68	62
	Female	7	71
Male	10	65	58
2015			
Assessment	Candidates	2015 Averages	
GSAT Mathematics	Sitting	National	School
	17	56	58
	Female	9	58
Male	8	54	46
GSAT Language Arts	Sitting	National	School
	17	64	65
	Female	9	68
Male	8	61	50
GSAT Communication Task	Sitting	National	School
	17	75	79
	Female	9	77
Male	8	72	72

2014			
Assessment	Candidates	2014 Averages	
GSAT Mathematics	Sitting	National	School
	22	60	61
	Female	10	62
GSAT Language Arts	Sitting	National	School
	22	62	62
	Female	10	66
GSAT Communication Task	Sitting	National	School
	22	71	80
	Female	10	74
GSAT Communication Task	Sitting	National	School
	22	68	80
	Female	10	80

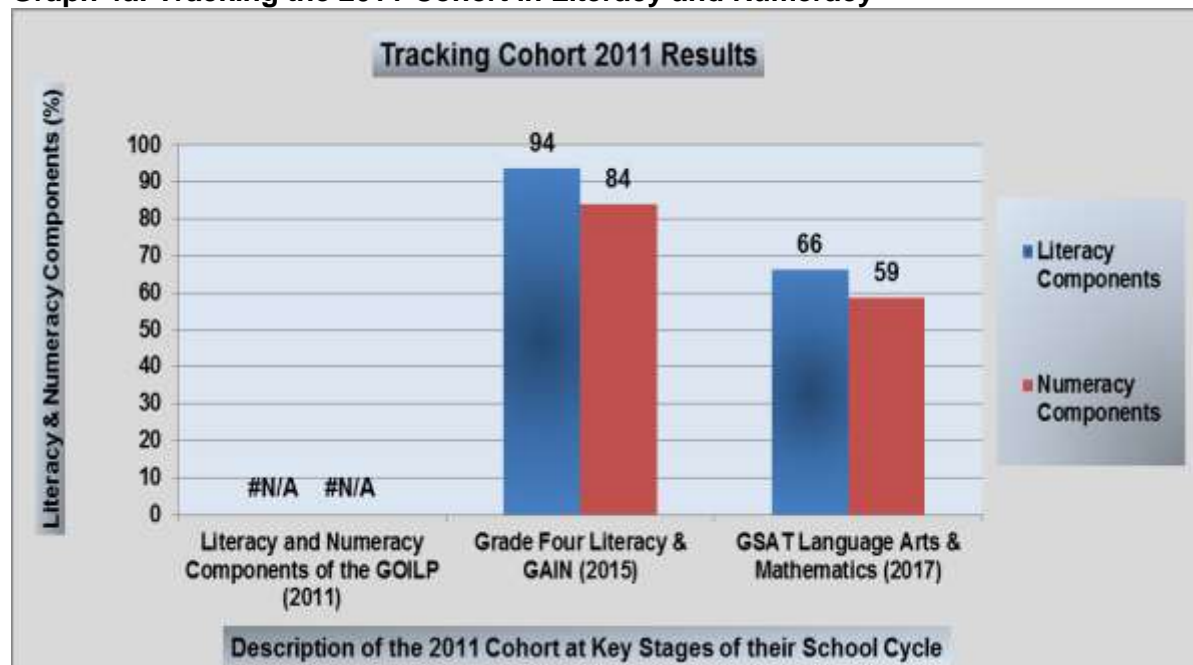
STUDENTS' PROGRESS

Students' Starting Point

THE RESULTS FOR THE 2011 SITTING OF THE GOILP WERE NOT AVAILABLE.

STUDENTS' PROGRESS

Graph 4a: Tracking the 2011 Cohort in Literacy and Numeracy



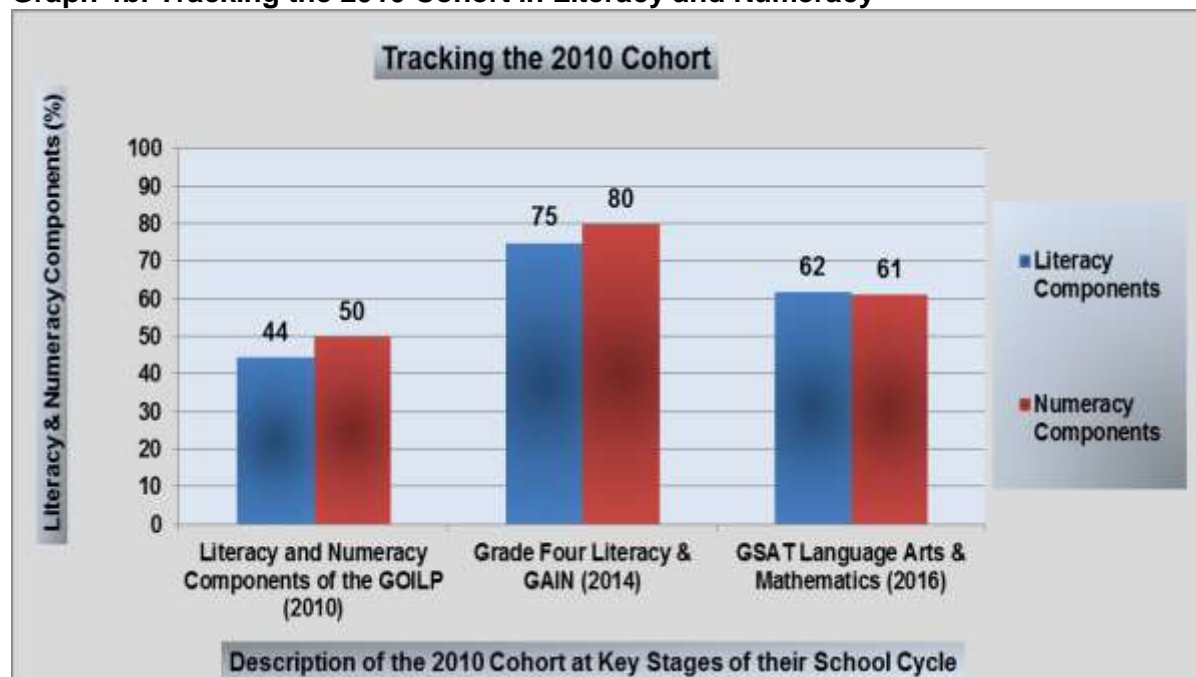
This graph tracks the performance of the **2011 Cohort** of students entering Aboukir Primary. It shows their **proficiency levels** in the 2011 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2015, and their GSAT language arts and mathematics **averages** for 2017.

No data were submitted for the 2011 sitting of the GOILP. In 2015, 94 per cent of the students attained mastery in the GFLT. In 2017, the average score in GSAT language arts was 66 per cent.

In 2015, 84 per cent of the students attained mastery in the GAIN. In 2017, the average score in GSAT mathematics was 59 per cent.

STUDENTS' PROGRESS

Graph 4b: Tracking the 2010 Cohort in Literacy and Numeracy



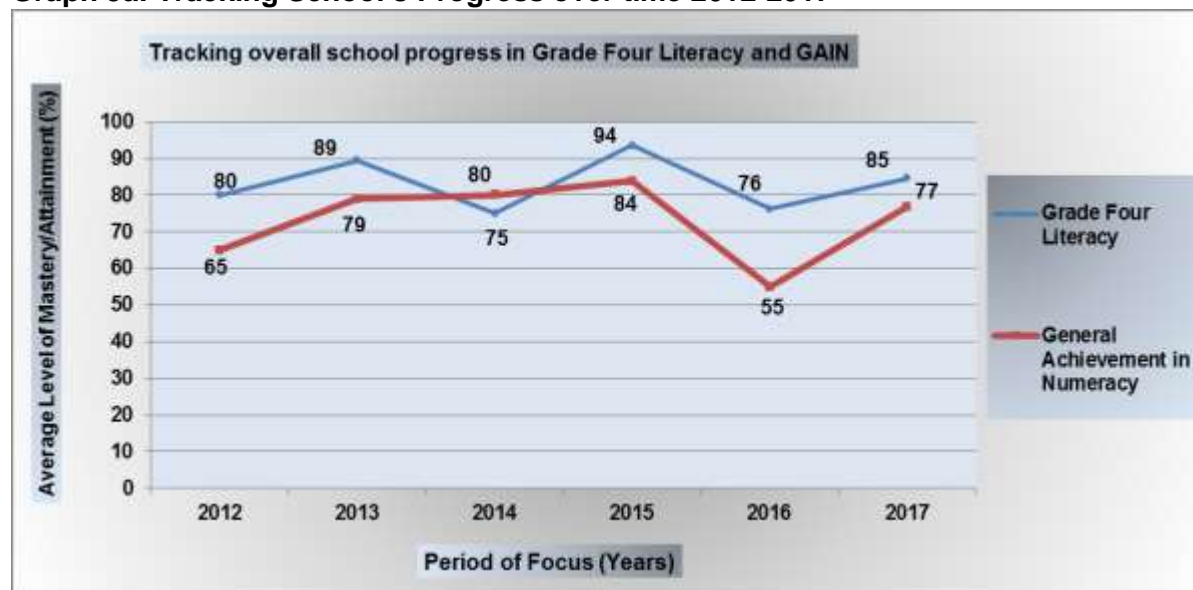
This graph tracks the performance of the **2010 Cohort** of students entering Aboukir Primary. It shows their **proficiency levels** in the 2010 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2014, and their GSAT language arts and mathematics **averages** for 2016.

An average of 44 per cent of the students in the **2010 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2010 GOILP. In 2014, 75 per cent of the students attained mastery in the GFLT. In 2016, the average score in GSAT language arts was 62 per cent.

Fifty per cent of the students in the **2010 Cohort** were proficient in the number concepts component of the 2010 GOILP. In 2014, 80 per cent of the students attained mastery in the GAIN. In 2016, the average score in GSAT mathematics was 61 per cent.

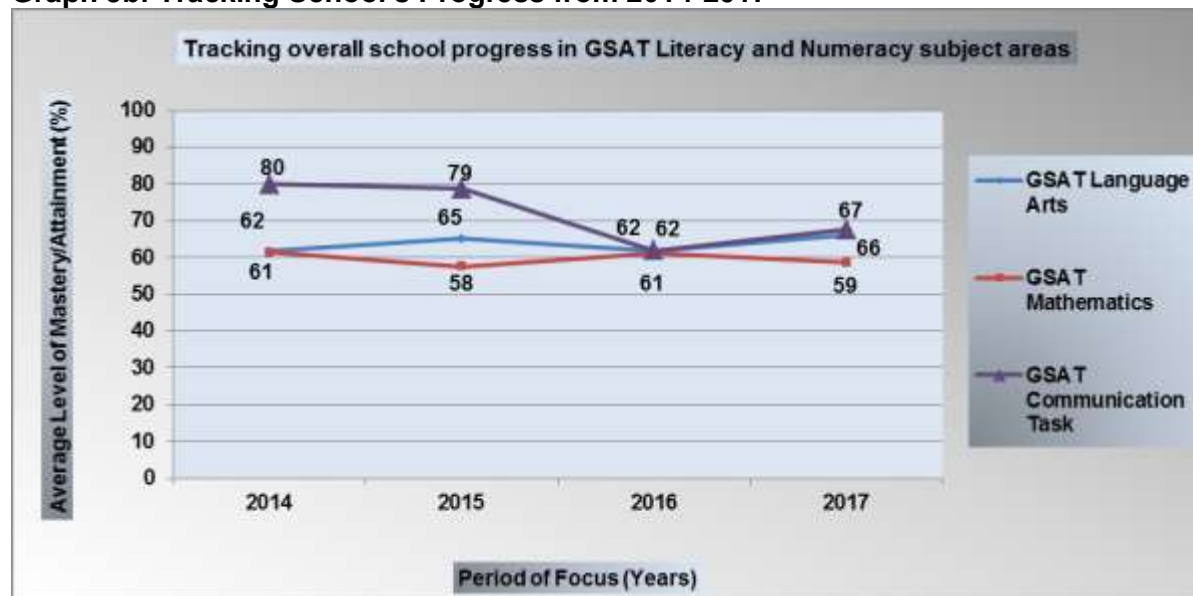
STUDENTS' PROGRESS

Graph 5a: Tracking School's Progress over time 2012-2017



The school's GFLT and GAIN mastery improved throughout the 2012 to 2017 period. The GFLT mastery was above the GAIN mastery throughout the period except in 2014 when it was below.

Graph 5b: Tracking School's Progress from 2014-2017



The school's performance in GSAT mathematics and communication tasks decreased, while language arts increased throughout the 2014 to 2017 period. The communication tasks average was above the mathematics and language arts averages throughout the period except in 2016 when it was on par with language arts.

Definitions:

- Cohort:** A specific group of students who are expected to move through the education system during a particular time span. For example, the 2011 cohort entering grade one are expected to complete grade six in 2017.
- Percentage:** The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example $\frac{2}{5}$ expressed as a percentage equals $(\frac{2}{5}) \times 100 = 40$ 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

Sources

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2. Grade Four Literacy Test and General Achievement in Numeracy Results (2011-2016). Student Assessment Unit, Ministry of Education, Youth and Information
3. Grade Six Achievement Test (2013-2016). Student Assessment Unit, Ministry of Education, Youth and Information
4. Jamaica Directory of Educational Institutions (2011-2016). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
5. Jamaica School Profiles (2012-2016). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
6. Enrolment Data (2011-2016). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
7. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (NESP) (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education, Youth and Information

Appendix 4 – Stakeholder Satisfaction Survey



National Education Inspectorate (NEI)

Survey Responses from Primary Level Students

A total of 22 primary level students from Aboukir Primary responded to the Primary Students Questionnaire administered by the National Education Inspectorate. A summary of the responses is provided below:

School Environment	Percent Responses*		
	Yes	Sometimes	No
1. I feel safe at school	77.3%	22.7%	0.0%
2. My belongings are safe and secure at my school	90.9%	9.1%	
3. My classroom is comfortable	77.3%	22.7%	
4. It is easy for physically disabled children to move around on the premises	13.6%	63.6%	22.7%
School Support Services			
5. I get opportunities to use a computer at my school	4.5%	4.5%	90.9%
6. The canteen/tuck shop at my school provides nutritious meals	90.9%		9.1%
7. I am able to find a club/sport that I am interested in and can join	90.9%	9.1%	
8. There are many books in the school library	95.5%		4.5%
School Culture			
9. My principal and teachers treat me with respect	90.9%	4.5%	4.5%
10. Other students treat me with respect	100.0%		
Learning and Teaching			
11. When I make mistakes my teacher helps me to correct them	90.9%	9.1%	
12. I can ask questions in class if I don't understand something	100.0%		
13. My teacher always marks my homework	31.8%	68.2%	
14. I learn in all my lessons	100.0%		

* Percentages do not include non-response



National Education Inspectorate (NEI)

Survey Responses from Teachers

A total of 4 teachers from Aboukir Primary responded to the Teachers Questionnaire administered by the National Education Inspectorate.

A summary of the responses is provided below:

School Environment	Percent Responses*	
	Agree	Disagree
2. I am valued as a teacher	75.0%	0.0%
12. I would recommend this school as a good place to work	75.0%	0.0%
16. This school is a safe place in which to work	75.0%	0.0%
School Support Services		
1. The school's leadership team does a good job of communicating organizational policies	75.0%	0.0%
13. There are frequent opportunities for teachers in this school to collaborate and learn together	75.0%	0.0%
14. There are opportunities for teachers in this school to access professional development	75.0%	0.0%
School Culture		
3. Problems and conflicts are dealt with in a fair and constructive manner	75.0%	0.0%
4. At this school, expectations are high that students will do well academically	50.0%	0.0%
5. At this school, expectations are high that students will do well socially.	75.0%	0.0%
11. The school is making progress towards its goals	75.0%	0.0%
15. I am responsible for my students' outputs	75.0%	0.0%
Learning and Teaching		
6. I am confident working with students who are physically challenged	25.0%	50.0%
7. I am confident working with students who are mentally challenged	25.0%	50.0%
8. I am confident working with students who are behaviourally challenged	50.0%	25.0%
9. I am confident working with low-achieving students	75.0%	0.0%
10. I am confident working with gifted students	75.0%	0.0%

* Percentages do not include non-response