

ACCOMPONG PRIMARY SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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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's Demographics

Parish:	St. Elizabeth
Region:	5. Mandeville
Locale:	Remote Rural
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	210
Enrolment:	69
Attendance Rate:	90
Active Teachers:	5
Pupil-Teacher Ratio:	14:1
Multi-Grade:	Yes
Owned By:	United Church of Jamaica & Grand Cayman

Socio-economic Context

Accompong All Age School is located in North-Western St. Elizabeth. There are about 800 people living in Accompong with approximately 190 households. Accompong is basically a farming community; about 90 per cent of the population is engaged in farming of crops such as yams, dasheen, bananas and non-traditional crops and vegetables. The main sources of income are remittances, vending of farm produce, informal transportation (taxi) and marketing of forest products. Some persons are also self-employed as shops and bars operators and dressmakers. The school has an enrolment of 69 students; 34 boys and 35 girls, of which 24 are on the Programme of Advancement Through Health and Education (PATH).

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Accompong Primary is satisfactory

Overall, leadership and management is satisfactory

The school's leadership fosters teamwork among staff and demonstrates great interest in students' holistic development. The shared goals are embraced by stakeholders and all teachers support the school's leadership by ensuring that school activities are effectively and efficiently done. The School Improvement Plan (SIP) incorporates the views of most stakeholders, highlighting areas for priority improvement. And, the SIP is satisfactory monitored and evaluated at the end of each year. The school's Board contributes favourably to leadership and management. Moreover, the school has created strong communication links with the parents and the local community, generating donations and sponsorships.

Overall, teaching in support of learning is satisfactory

All teachers demonstrate satisfactory grasp of the subjects they teach, incorporating various methodologies and activities to enhance student participation as they develop concepts. And, all teachers conduct regular assessment activities which includes on-going assessment in lessons, tests and examinations. These results are used to provide assistance to students through the Reading Intervention Programme. In addition, most students display positive attitudes to learning, applying concepts taught to real life situations individually and collaboratively, using their inquiry skills. However, critical thinking skills are rarely displayed.

Overall, students' performance in English and mathematics is unsatisfactory

The school's performance in the Grade Four Literacy Test (GFLT) met expectation, while performance in the GSAT language arts and communication tasks was unsatisfactory over the 2016 to 2018 period. The GSAT language arts average decreased by one percentage point for the period and was below the national average in all years. The school's performance in the General Achievement in Numeracy (GAIN) was satisfactory while GSAT mathematics did not meet expectation over the 2016 to 2018 period. The school's GSAT mathematics average increased by three percentage points overall; however, it was below the national average throughout the period

Overall, students' progress in English and mathematics is satisfactory

Students make progress in relation to their starting points. An average of 52 per cent of the 2012 cohort was proficient in the literacy components of the GOILP. In 2016, 91 per cent of the cohort attained mastery in the GFLT. In 2018, the average score in GSAT language arts was 59 per cent. Meanwhile, 73 per cent of the students in the same cohort were proficient in the number concepts component of the 2012 GOILP. In 2016, 90 per cent of the students attained mastery in the GAIN. In 2018, the GSAT mathematics average was 51 per cent. Likewise, students make satisfactory progress in both English and mathematics lessons.

Overall, students' personal and social development is satisfactory

Most students display appropriate behaviours and attitudes in lessons and around the compound. These students share good relationship among themselves and with teachers. Moreover, almost all students attend school and lessons regularly and punctually. Many students demonstrate civic understanding and spiritual awareness as evident in their

response to the singing of the national anthem and their participation in devotional exercises respectively. Most students are knowledgeable of national and global environmental issues, and can identify ways in which they care for their school environment. However, most students have limited knowledge of Jamaica's economy.

Overall, the use of human and material resources is good

The teaching and support staff are sufficient, suitably qualified and knowledgeable to effectively deliver the curriculum and provide janitorial, security, meal preparation, academic and ICT support. Additionally, there is a vast supply of resources to positively impact teaching and learning, including learning and resource centres. Furthermore, there is effective use of material resources and the school's premises.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The curriculum is suitably adapted to meet the needs of students, through weekly common planning time. Students are exposed to adequate allotted contact time for both core and aesthetics subjects. Complementing the academic offerings are some enhancement programmes, including clubs and other extracurricular activities that contribute to most students' holistic development.

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

There are adequate provisions for students' safety, security, health and wellbeing. Most of the compound is secure with sturdy perimeter fencing while the gate is monitored by a security guard who ensures it is locked during school hours. The school promotes healthy lifestyles through the provision of daily balanced meals and informative health talks to parents at PTA meetings. The relationship between the staff and students is amicable and students' punctuality and attendance are adequately monitored.

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

- The use of teaching resources in lessons, for example, ICTs
- The availability of resources such as a culture centre, reading centre, library, and computer lab
- Students' positive attitudes towards learning as evident in their eagerness to participate in lessons.
- Good community support and involvement

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is satisfactory

School-based leadership and management is satisfactory

The school's leadership demonstrates great interest in students' academic development and supports staff members, fostering teamwork and encouraging them to pursue higher studies. The Principal's shared goals for improving students holistically with strong focus on academic performance and increasing the school's attendance are embraced by all stakeholders. There is a harmonious relationship among all stakeholders in the school, as supported by the Maroon family oriented culture in the community. All teachers are committed to the school as they ensure tasks are effectively executed contributing to smooth school operations. The school's leadership places major focus on teaching and learning through the establishment of a reading centre for pull-out intervention groups, extra lessons, staff development and the integration of modern technology in lessons. Notwithstanding, the provisions are not yet yielding consistent student efficacy in national examinations, especially at the Grade 6 level. The efficiency of the school's management is enhanced by regular meetings, monitoring of the School Improvement Plan (SIP), and the involvement of stakeholders in the school's development. There is a compilation of school documents such as teacher appraisals, students' assessment data and financial documents. Students' assessment data is gathered at the class level and contributes to the compilation of students' cumulative records

Self-evaluation and school improvement planning is satisfactory

The School Self Evaluation (SSE) document provides a self-analysis of the school and programmes, highlighting areas of strengths and weaknesses, with satisfactory degree of accuracy. The SIP incorporates the views of various stakeholder groups such as the academic staff, the Board and the Parent Teachers Association (PTA). Various priority areas are outlined for improvement including an improvement in students' performance in the Primary Exit Profile (PEP), increase in students' population, improvement in multi-grade teaching, the integration of technology in lessons, and the upgrading of the school's Internet connection. There are several plans and strategies to address these targeted improvements. These include staff development sessions on multi-grade teaching; extra lessons, school promotion in communities and basic schools, and dialogues with Internet providers for upgraded service. There is satisfactory monitoring of the SIP by the Principal and the senior teacher during common planning time. In addition, an evaluation is done at the end of the school year, highlighting and comparing actual results with school targets.

Governance is good

The School Board provides adequate contribution to the leadership and management of the school. The Chairman visits the school at times, observing teaching and learning and making necessary recommendations to the Principal. The Board members are involved in the development of the SIP, and attend school functions. They also provide assistance to students' welfare through financial donations, assist with recruitment of new teachers, and sign cheques to approve business transactions. The Board holds the Principal and staff

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accountable for the school's development and operations. In addition, academic targets are set for teachers and the Principal is held accountable for the school's overall performance. At Board meetings, once per term, the Principal provides a comprehensive report to the Board on all school programmes and activities, including budgetary plans and spending. The Chairman demonstrates adequate knowledge and understanding of the school's operations highlighting fundraising events, community involvement, examination results, National Championship in Drumming, SIP, and the Summer Culture Camp.

Relationship with parents and the local community is good

The school has created good communication links with the parents and local community. Several modes of communication are established with parents such as newsletters, WhatsApp messages, phone calls and circulars, in addition to Parent Teacher Association meetings and Report Consultation Days. Most parents are involved in their children's education as they provide most of the needed learning resources and necessities. Many of these parents assist with homework and projects. Additionally, most parents are involved in the work of the school; they attend and assist with school events and many of them attend parental educational workshops at the school and are involved in the Literacy Is a Family Experience (LIFE) programme. The school has established various beneficial links with several organizations and members of the local community. These include The Mystic Bowie Foundation that has donated a furnished library, inclusive of many computers; The Peterson Vocation Training Centre that donated learning resources; a resident who donates, furnished and established a reading centre; other local members who provide monetary donations for sponsorships, Food for the Poor who donated bathroom facilities, and past students who donated musical band equipment.

How effectively is the school led and managed by the Board, the Principal and senior management team?	
School-based leadership and management	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Governance	Good
Relationship with parents and the local community	Good

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

All teachers demonstrate satisfactory knowledge and understanding of the subjects they teach and are able to explain, clarify and explore concepts well enough for most students to understand. Most teachers use a mix of appropriate strategies and methodologies supported by the effective use of appropriate resources to generate meaningful learning thereby demonstrating their knowledge of how best to teach the subject. For example, in a computer literacy lesson, the teacher engaged pairs of students in exploring a computer keyboard, then guided them through formatting of a simple document, having them apply the caps lock appropriately. Most teachers practice some reflection through reviewing lessons taught; questioning students, and ensuring pre-requisites are in place prior to the start of a new lesson. Many teachers also write evaluations of lessons; some include percentage mastery and non-mastery. However, the practice is inconsistent, and where they are done, some have no clear strategies to drive improvement in future instruction.

Teaching methods are good

Most teachers have lesson plans written with adequate details and clear objectives using the 5E instructional model. Most incorporate various methodologies and activities to enhance student participation as they develop concepts. For example, in a Grade 1 integrated studies lesson, a combination of music, dancing, questioning, a video clip and group work were used for the execution of the lesson. In addition, in most lessons, teachers practice effective time management, ensuring that teaching and learning outcomes are realized within the allocated time. In all of the lessons, there is good teacher-student interaction. For example, in a Grade 1 language arts lesson, the teacher sang and danced with the students who were excited, as they played a ring game to demonstrate the concept. And, most teachers make satisfactory use of the available resources such as projectors, laptops, manipulative objects and worksheets, although little reference is made to the many textbooks available.

Students' assessment is satisfactory

All teachers are guided by the school's assessment policy which includes regular testing such as end-of-unit, bi-monthly and end-of-term tests. All students' notebooks are regularly marked, and vetted and all teachers have record books that show students' performance data in diagnostic tests and examinations. In some cases, there is analysis of data which describes the mastery level of students. In addition, almost all teachers regularly question their students at the start and during lessons; giving meaningful feedback along the way. The results from diagnostic tests at the start of a school year, and prior grade examination results are used to identify students who are reading significantly below their respective grade levels, and to provide reading interventions for them. The school's "Literacy is a Family Experience (LiFE) Programme" through the Mico CARE Unit, also facilitates the testing of students with special education needs.

Student learning is satisfactory

Most students display positive attitudes towards learning, evidenced by their attentiveness in lessons and their responsiveness to the activities during lessons. Where the opportunities

are created in the lessons, some students demonstrate inquiry and research skills. For example, in a Grade 6 computer lesson, all students worked in pairs to explore the keyboard to find out where different keys, such as cap lock, exists and then they progressed to type lower case letters, upper case letters and whole sentence. Some students also demonstrate their ability to apply learning to new situations. For example, in a Grade 6 social studies lesson on 'Preserving our Culture', students shared their knowledge of aspects of the Maroon culture and even used drums to demonstrate the music. Intentionally planned for by teachers, most students work collaboratively and harmoniously in groups to accomplish assigned tasks. For example, in a Grade 4 & 5 math lesson, students worked in groups to form sets and then eagerly shared their efforts with the rest of the class. Higher order and critical thinking skills were, however, rarely demonstrated as the opportunities created for honing them were seldom encountered in the lessons.

How effectively does the teaching support the students' learning?	
Teachers' knowledge of the subjects they teach and how best to teach them	Satisfactory
Teaching methods	Good
Assessment	Satisfactory
Students' learning	Satisfactory

3) Students' Academic Performance

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

Overall, students' performance in national tests is unsatisfactory

Students' performance in English is unsatisfactory

The school's performance in the Grade Four Literacy Test (GFLT) met expectation, while GSAT language arts and communication tasks was not satisfactory over the 2016 to 2018 period. The school's GFLT mastery exceeded the national average in all three years. It moved from 91 per cent in 2016 to its highest level of 100 per cent in 2018. The participation rate was lowest at 71 per cent in 2017.

The average score in GSAT language arts decreased by one percentage point for the period and was below the national average in all years. In communication tasks, the average increased over the three year period and was below the national average throughout, except in 2016 when it was on par. An examination of the performance by gender revealed that the girls outperformed the boys in both subjects over the period.

Students' performance in mathematics is unsatisfactory

The school's performance in the General Achievement in Numeracy (GAIN) was satisfactory while GSAT mathematics did not meet expectation over the 2016 to 2018 period. Performance in the GAIN exceeded the national average from 2016 to 2018. It increased from 90 per cent in 2016 to 92 per cent in 2018; however, it was lowest at 67 per cent in 2017. The participation rate was lowest in 2016 and 2017 (71 per cent).

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The school's average in GSAT mathematics increased by three percentage points overall. However, it was below the national average throughout the period. An examination of the performance by gender revealed that the girls performed above the boys in all three years.

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

Eleven students were assessed at Accompong Primary in the 2012 GOILP. An average of 52 per cent of the 2012 Cohort was proficient in the literacy components (oral language, reading, writing and drawing). In 2016, 91 per cent of the students attained mastery in the GFLT. In 2018, the average score in GSAT language arts was 59 per cent.

The school's GFLT mastery increased over the 2016 to 2018 period. Performance in GSAT language arts decreased while communication tasks increased for the period.

Across all grades, most students make satisfactory progress during lessons as they are able to apply the concepts taught by completing activities correctly. For example, in Grade 1 lesson, most students are able to identify verbs and then associate the verbs with pictures. At Grade 2 and 3, many students can formulate the plural of nouns ending with 'y' such as puppy. At Grade 4 and 5, most students are able to define and identify adjectives and use the degrees of adjectives of given words to make sentences. At Grade 6, most students identify the main ideas and supporting details in given passages. Observation of lessons and analysis of students' notebooks show that many have achieved age appropriateness in language arts across the grades. Even though there is a trend of fluctuation performance for many students, most girls outperform most boys in language arts assessments.

Students' progress in mathematics is satisfactory

Seventy-three per cent of the students in the 2012 Cohort were proficient in the number concepts component of the 2012 GOILP. In 2016, 90 per cent of the students attained mastery in the GAIN. In 2018, the average score in GSAT mathematics was 51 per cent. The school's mastery in GAIN increased for the 2016 to 2018 period. The GSAT mathematics average increased over the same period.

Most students make satisfactory progress in all lessons across all the grades. For example, at Grade 1, most students correctly identified the positions of given items in sequence of ordinal numerals and words. At Grades 2 and 3, some students identified the value of numbers and write digits for hundreds, tens and ones. At Grades 4 and 5, most students can

create sets based on given topics: clothes, pants, shirts, tights, blouse. At Grade 6, most students change numbers from exponential form to factor form and calculating the product: $4^4 = 4 \times 4 \times 4 \times 4 = 256$. Observation of lessons and analysis of students' notebooks show that most students are performing at their grade level, completing activities correctly.

How much progress do the students make, in relation to their starting points?	
How much progress do the students make in relation to their starting points in English?	Satisfactory
How much progress do the students make in relation 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' behaviours and attitudes are good

Most students comply with the school rules and follow their teachers' instructions in a courteous manner. Students are anxious to participate in the lessons and many raise their hands and wait to be identified by the teacher before giving their responses. Most students respond positively to the lead of the teachers; often working in groups or pairs to complete a task. They also greet visitors politely and share amicable relationships with each other.

Punctuality and attendance is good

The school has a high daily attendance of 90 per cent. And, almost all students attend school and lessons punctually. They also return to their classes promptly after the recessional periods. Almost all students respond promptly to instructions given by teachers at the point of transition between lessons causing the occasion to be seamless. Further, most students remain on the compound until school is dismissed.

The civic understanding and spiritual awareness of the students are satisfactory

Many students are aware that a Jamaican is someone who was born in Jamaica while some identify a Jamaican as someone who comes from or lives in Jamaica. Most students are able to name the national heroes, give reasons for their status, and identify the national symbols. Students' understanding of their civic responsibility is demonstrated during the devotional exercise, standing appropriately and reciting the National Pledge for Schools and singing the National Anthem. Some students, including the student leaders, know some of the benefits gained from establishing rules. The Head Boy and Head Girl take pride in stating their responsibilities. Additionally, most students demonstrate spiritual awareness by explaining their need to attend church and identify some major religious groups. Almost all students reverently and actively participate in devotional exercise.

Students' economic awareness and understanding is unsatisfactory

Students' awareness and understanding of Jamaica's economic progress and importance both regionally and globally, is developing. Many are unfamiliar with specific terminologies. However, some know that if they are not healthy, they will not be able to work and make

meaningful contributions to the country. However, only a few are aware of how they can make a contribution to Jamaica's future; many of them are only able to identify farming as an economic activity.

Students' environmental awareness and understanding is satisfactory

Many students demonstrate satisfactory knowledge and understanding of national and global environmental issues. Many students are aware of the need to control pollution. They know that failure to do so may result in floods and death. Some are aware of proper disposal practices for garbage and the negative results if not adhered to. Moreover, they know that keeping their school environment clean by sweeping the classrooms, using the bins and planting flowers will enhance their environment. Further, most students are aware of the necessity to conserve water so it can be available in times of drought.

How good is the students' personal and social development?	
Students' behaviours and attitudes	Good
Punctuality and attendance	Good
Civic understanding and spiritual awareness	Satisfactory
Economic awareness and understanding	Unsatisfactory
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 good

The quality of human resources is good

The school's human resources are adequate. The teaching and support staff are sufficient, suitably qualified and knowledgeable to effectively deliver the curriculum and provide janitorial, security, meal preparation, reading and ICT support. In addition, staff development is ongoing; facilitated both internally and externally and supported by a staff development policy which caters to the total development of the teachers. Mini workshops and presentations are done during common planning time to help to strengthen weakness in particular areas.

The use of human resources is good

All members of staff are appropriately deployed, based on their qualifications, experience and competence. Additionally, the support staff is appropriately deployed and functions effectively. Teaching and support staff have a high attendance pattern, evidenced by the registers and leave of absence permission slips. Punctuality is high among the staff and where there are late arrivals, the reasons are entered into the registers.

The quality and quantity of material is good

The quality and quantity of material resources is good. Print resources are of a high quality and appropriately distributed across all classrooms. The school is resourced with a well-equipped Literacy Intervention Centre with generous supplies of children's literature and literacy games, a well-stocked library, a cultural centre and a modern computer laboratory with working computers and Internet access. While there is a shortage of some textbooks, insufficient ICT equipment and resources to maximize the teaching of aesthetic subjects, teachers are able to maintain quality delivery through the use of their personal resources. The compound is well maintained, enhanced with ornamental and flowering plants, an asphalted front yard, and clean, modern sanitary conveniences; all of which combine to make the environment aesthetically pleasing. Moreover, classrooms are spacious, adequately ventilated and adequately lit.

The use of material resources is good

The school makes effective use of material resources including the premises. Teachers utilise classrooms the library and the resource room appropriately to support learning and the office space, canteen and auditorium accommodate school operations and functions. Available resources are organised, and their use is encouraged. As a result, they are always available to teachers who use them well in lessons. Further, the modern sanitary facilities are maintained appropriately by staff and students and a large playfield and multipurpose court facilitates students' recreation.

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

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The curriculum is suitably adapted to meet the needs of students. Although the Curriculum Implementation Team (CIT) is dormant, teachers meet in weekly common planning sessions to plan and review lessons, thereby benefitting from corporate strength in planning for the week ahead. Provision is made for all students to explore and benefit from academic and developmental offerings to include core subjects and aesthetics. The core subjects are allocated the prescribed number of hours for all classes, with the inclusion of *Creative Expressions*, and *Enrichment* for Grades 4-6. In addition, all classes are exposed to computer lessons and scheduled Club Time. There is satisfactory progress and continuity in all Grades based on a general assessment of workbooks. For example, grade 6 language arts notebooks reflect paragraph writing, story writing, mechanics, vocabulary development, and reading for meaning. Furthermore, in a few lessons, there is evidence of cross curricular links.

Enhancement programmes are good

The academic offerings are complemented with some enhancement programmes that contribute to most students' holistic development. These include 4H, Environmental, Literacy and Culture Clubs. The institution features strongly in the Jamaica Cultural Development Commission (JCDC) Festival of the Performing Arts Competitions, particularly in the area of music and drumming. An intervention programme, *Literacy is a Family Experience (LIFE)*, caters to the needs of struggling readers through pull-out intervention sessions, while providing literacy support for parents as well. In addition, there are extra lessons provided to students. Proudly displayed in the school's Mystic Bowie Library are the bronze and two gold medals received for music between 2017 and 2019, and the national award for the most outstanding Jamaican Traditional Drum Ensemble (2018). Satisfactory links are established with the community and the local environment as the school incorporates the Maroon heritage in the school's curriculum. During summer months, students attend a culture camp organized by persons from the community; this has impacted the school's cultural group in African drumming, resulting in them becoming the champions in the JCDC drumming competitions at both the regional and national level. In addition, students participate in educational outings organized once per year to broaden their view of the country.

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

8) Student Safety, Security, Health and Wellbeing

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

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

Provisions for safety and security are satisfactory

The school has enacted sufficient policies and plans to support stakeholders' safety and security. The security policy is aimed at ensuring safeguarding all members of the school community, including those engaging in on and off-site school activities. Included are matters relating to visitors, maintenance and safety. Most of the compound is secured with sturdy perimeter fencing while a security guard monitors the compound during recess and ensures the gate remains locked during school hours. Four security guards work on daily shifts including weekends. And, visitors are required to sign a log upon entering the premises. The fire extinguisher is un-serviced, and some teachers do not know how to use it. Additionally, students participate in emergency drills only twice per year. Nevertheless, both teachers and students are aware of the evacuation procedures.

Provisions for students' health and wellbeing are good

There are effective provisions in place to ensure the health of all students. The school promotes healthy lifestyles through the provision of balanced meal and making presentations on good nutrition and healthy living. And provisions are made for illnesses or injuries. For example, a student who feels ill at school may rest in the sick bay, but if an illness or injury is grave, the student is taken to the nearest clinic, with the notification of parents. Congenial relationships exist among staff and students; almost all students showing respect. Additionally, the guidance programme provides support to students based on a needs assessment, with special arrangements for visiting guidance counsellors to addressing students. A disciplinary policy is in effect, and sanctions for misbehaviours are included. Suspension and expulsion are not practiced; verbal reprimand and counselling are mostly used to curtail indiscipline. And, parents are contacted followed by subsequent visits by the Principal for absences and lateness of more than three days. The Mystic Bowie Foundation contributes school supplies and other items to needy students through the school's welfare programme. And, the lunch programme is accessible to all students while 24 students benefit from the PATH.

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

Recommendations from previous inspection report

1. The Board should:
 - a. immediately adopt a more strategic approach to school management by collaborating with school-based leadership in setting targets for improved teacher performance evaluation and student performance in English and mathematics; and,
 - b. ensure that the school leaders are held accountable for improvement in standards. Some areas for urgent attention should include teacher performance evaluation and student performance in English and mathematics.

2. The Principal and senior staff should:
 - a. monitor teaching and learning more effectively to ensure that students' gains made in the early years are not compromised from Grade 5 and upwards;
 - b. hold staff accountable for students' learning and institute adequate checks and balances to ensure that effective time management is practiced and the curriculum is followed and coverage is adequate;
 - c. organize regular staff professional development sessions to improve multi-grade teaching strategies and the effective use of instructional resources. The Common Planning Time should be effectively utilized to impact teaching and learning;
 - d. ensure that teachers "Assessment Plans" are aligned to the School Assessment Policy and that student data are effectively used to track students' performance plan for their needs; and,
 - e. ensure that all stakeholders, including the Board are involved in the self-evaluation and improvement planning activities of the school.

Recommendations

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

1. The Principal should:
 - a. organize for at least one emergency drill for each term to include, fire, school invasion and earthquake;
 - b. hold teachers to account for lesson plans with differentiated activities to meet the needs of all students especially in the multi-grade environment;
 - c. ensure that the CIT is revamped taking on the full responsibility of scheduling aesthetic subjects to be offered to all Grade levels.

2. Teachers should:
 - a. ensure that students gain knowledge on the development of Jamaica's economy;

- b. evaluate their lessons reflectively in order to prepare improved plans for students especially in the multi-grade environment;
- a. plan lessons that further enhance students' knowledge and understanding of the Twenty First Century Skills, to enable them to be better able to transition into high schools.

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 offices within two months of the school's receipt of 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
APSE	Alternative Pathways to Secondary Education
CAP	Career Advancement Programme
CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CIT	Curriculum Implementation Team
CSEC	Caribbean Secondary Education Certificate
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
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
JTC	Jamaica Teaching Council
MoEYI	Ministry of Education, Youth and Information
NCEL	National College for Educational Leadership
NEI	National Education Inspectorate
NSC	National Standards Curriculum
PATHE	Programme of Advancement Through Health and Education
PEP	Primary Exit Profile
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team
SSE	School Self-Evaluation

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 4 – Stakeholders' Satisfaction Survey

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	Math	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]	-	-	-

Number of scheduled interviews completed with members of staff, governing body and parents	5
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Number of scheduled interviews completed with students	1
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	15	5

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, Principal, SMT and middle leadership?

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

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

1.2 Self-evaluation and improvement planning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

1.3 Governance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

1.4 Relationship with parents and the local community

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

2.2 Teaching methods

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

2.3 Assessment

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

2.4 Student learning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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
<p>Most students have little or no understanding of national identity and little appreciation of local traditions and culture</p> <p>Most students are unaware of the responsibilities of citizenship</p> <p>Most are reluctant to take on responsibilities in schools and</p>	<p>Many students lack understanding of national identity</p> <p>Many lack an informed appreciation of local traditions and culture</p> <p>Many students develop only a superficial understanding of what it means to be a citizen</p> <p>Few successfully discharge</p>	<p>Many students are developing an understanding of national identity and an appreciation of local traditions and culture</p> <p>They are aware of their responsibilities as part of a larger community</p> <p>Many contribute to the life of the school and the wider</p>	<p>Most students understand the concept of national identity. They understand and appreciate local traditions and culture.</p> <p>Students' civic understanding is developing strongly and is evident in their responses in lessons in a range of subjects</p> <p>Most students</p>	<p>Almost all students understand and appreciate the defining characteristics of Jamaican society, and the Caribbean's traditions and culture</p> <p>The students are developing the skills of active citizenship</p> <p>Most contribute actively to the</p>

FINAL

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

7.2 Enhancement Programmes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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 (GFLT) 2013-2018

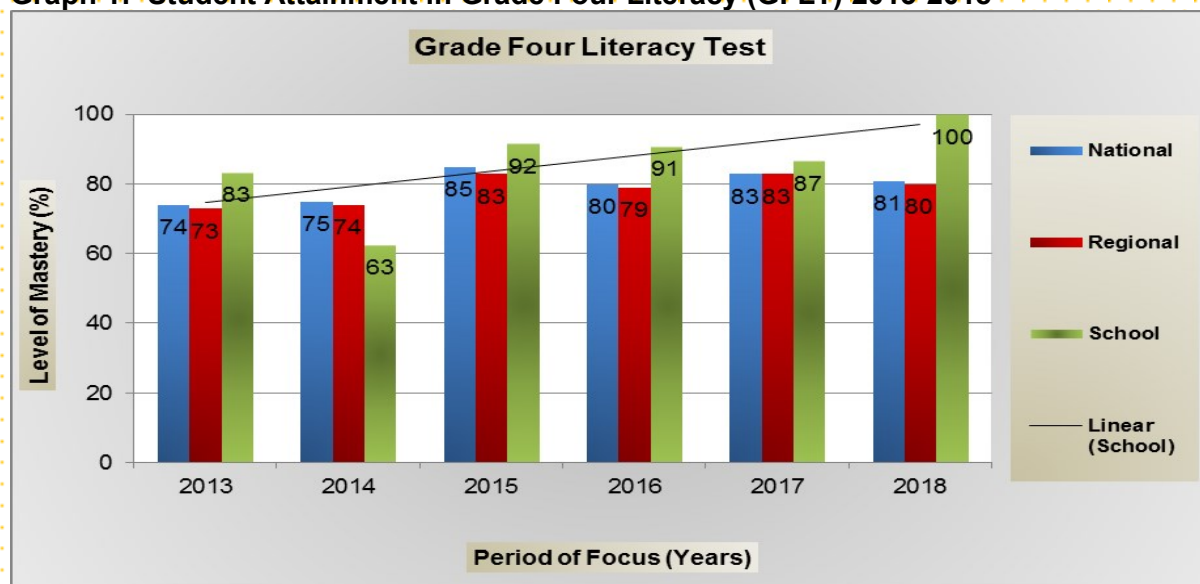


Table 1: Student Attainment in Grade Four Literacy (GFLT) 2013-2018

Accompong Primary					
Grade Four Literacy Test					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2018	6	13	81	80	100
2017	21	15	83	83	87
2016 (Cohort)	14	11	80	79	91
2015	13	12	85	83	92
2014	19	16	75	74	63
2013	17	12	74	73	83

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

The school's Grade Four Literacy mastery increased over the 2013 to 2018 period by 17 percentage points. It moved from 83 per cent (10 out of 12 students) in 2013 to 100 per cent (13 students) in 2018. It was lowest at 63 per cent (10 out of 16 students) in 2014. The school's performance remained above the national mastery in all years, except 2014 when it was below. The lowest participation rate for the period was 71 per cent in 2013 and 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) 2013-2018

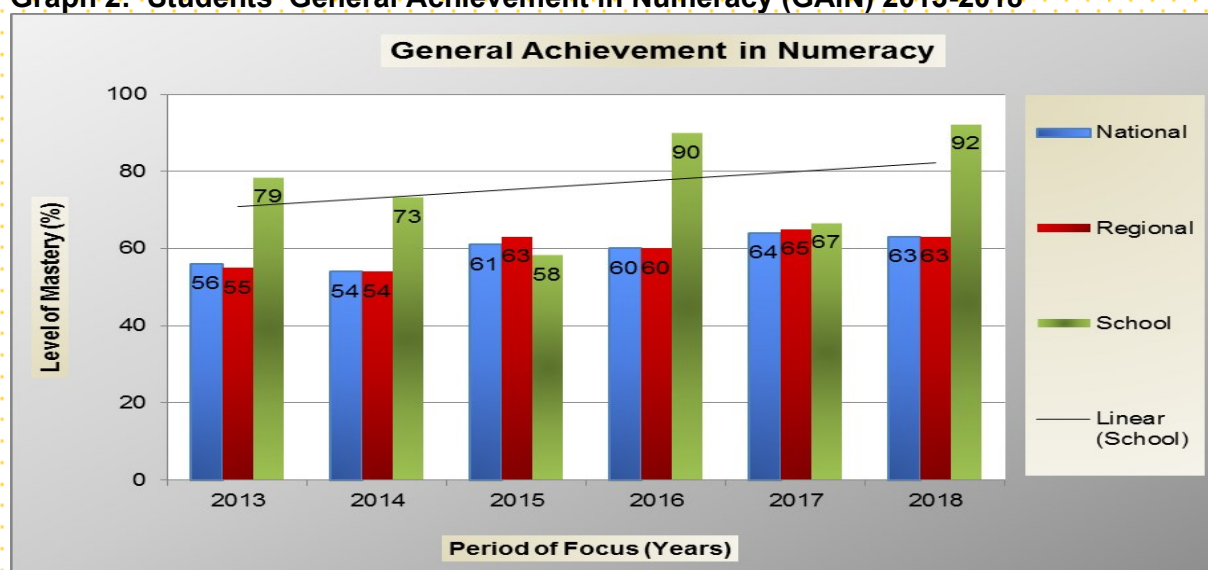


Table 2: Students' General Achievement in Numeracy (GAIN) 2013-2018

Accompong Primary					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2018	6	13	63	63	92
2017	21	15	64	65	67
2016 (Cohort)	14	10	60	60	90
2015	13	12	61	63	58
2014	19	15	54	54	73
2013	17	14	56	55	79

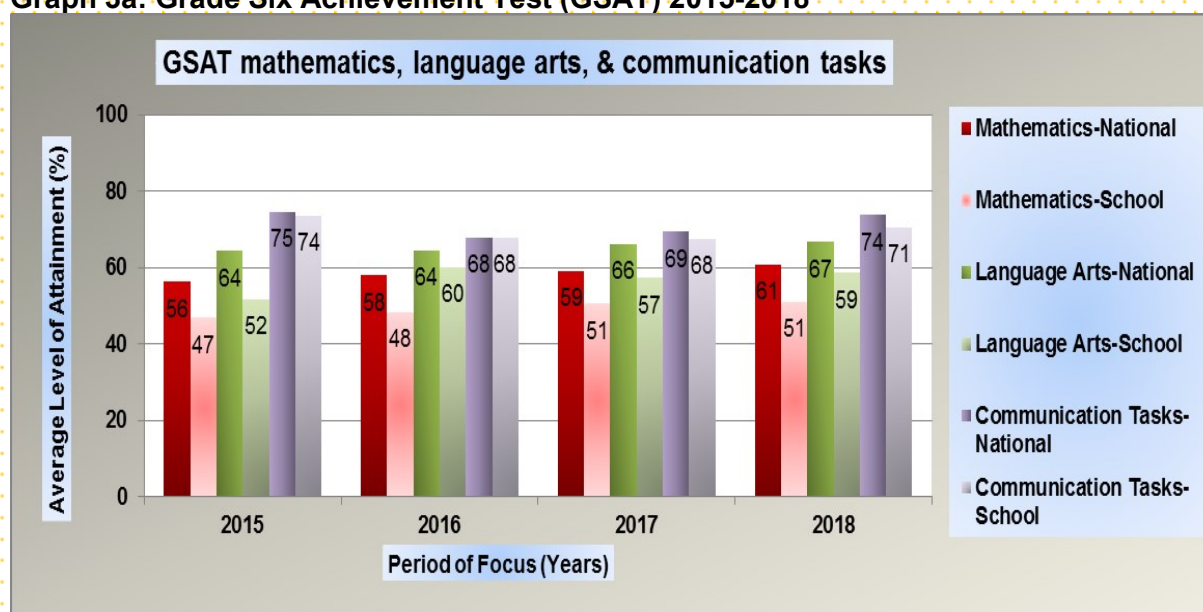
*As at Census Day (2nd Monday in October).

The school's GAIN mastery increased over the 2013 to 2018 period by 13 percentage points. It moved from 79 per cent (11 of 14 students) in 2013, to 92 per cent (12 of 13 students) in 2018. This was the highest recorded performance for the period. While the school performed below the national mastery in 2015, it was above in all other years. Their participation rate was lowest at 71 per cent in 2016 and 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) 2015-2018



This graph illustrates the average performance of the students at Accompong Primary in three of the five components of the GSAT over the last 4 years (2015-2018) compared with national averages.

School's performance against the national average

The school's performance in the three subject areas was below the national averages each year, with the exception of 2016 when communication tasks was on par.

School's performance by subjects

The mathematics average increased over the 2015 to 2018 period by four percentage points. It moved from 47 per cent in 2015, to 51 per cent in 2018.

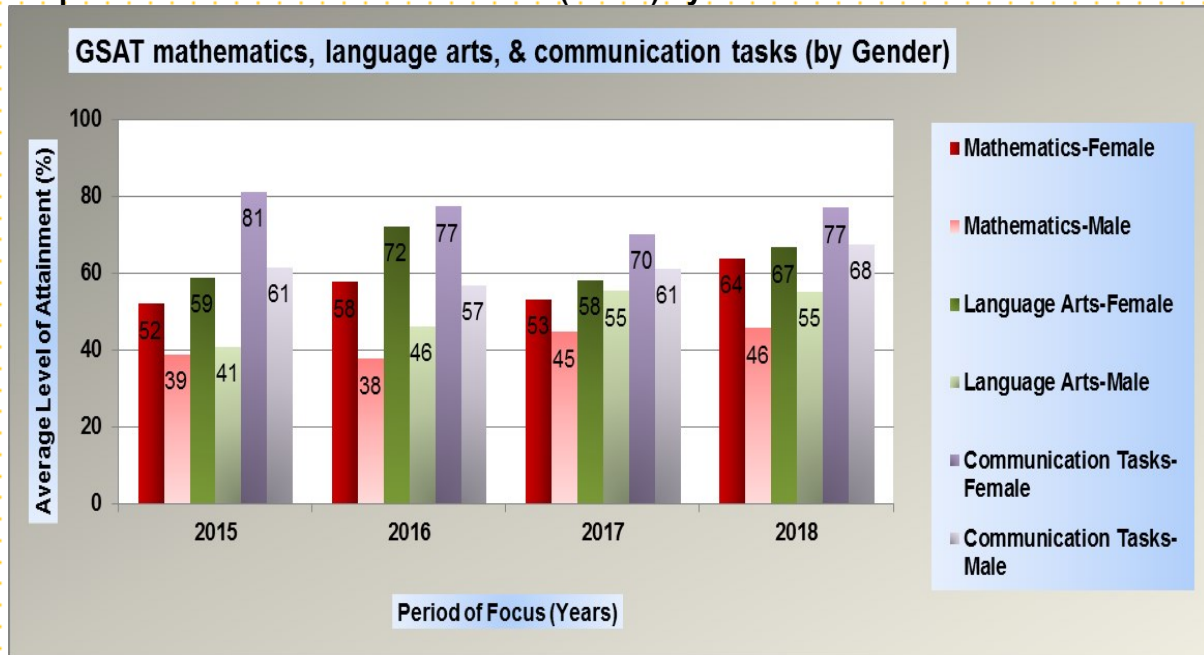
The language arts average increased by seven percentage points over the 2015 to 2018 period, moving from 52 per cent in 2015 to 59 per cent, in 2018. Performance was highest at 60 per cent in 2016.

For communication tasks, the average score decreased by three percentage points over the 2015 to 2018 period, moving from a high of 74 per cent to 71 per cent. It was lowest at 68 per cent in 2016 and 2017.

See table 3.

STUDENTS' ATTAINMENT

Graph 3b: Grade Six Achievement Test (GSAT) by Gender 2015-2018



This graph illustrates the average performance of the students in Accompong Primary in three of the five components of the GSAT over the last 4 years (2015-2018) by gender.

The gender gap looks at the percentage point difference between boys and girls over the entire period (2015-2018).

Data revealed that the girls outperformed the boys in all three subjects over the 2015 to 2018 period. The widest performance gap was observed in language arts in 2016 at 26 percentage points. However, the gap was closed towards 2018.

See table 3.

STUDENTS' ATTAINMENT

Table 3: Grade Six Achievement Test (GSAT) 2015-2018

Accompong Primary			
2018 (Cohort data)			
Assessment	Candidates	2018 Averages	
	Sitting	National	School
GSAT Mathematics	13	61	51
Female	4	63	64
Male	9	59	46
	Sitting	National	School
GSAT Language Arts	13	67	59
Female	4	71	67
Male	9	62	55
	Sitting	National	School
GSAT Communication Tasks	13	74	71
Female	4	77	77
Male	9	70	68
2017			
Assessment	Candidates	2017 Averages	
	Sitting	National	School
GSAT Mathematics	10	59	51
Female	7	61	53
Male	3	57	45
	Sitting	National	School
GSAT Language Arts	10	66	57
Female	7	70	58
Male	3	62	55
	Sitting	National	School
GSAT Communication Tasks	10	69	68
Female	7	73	70
Male	3	66	61
2016			
Assessment	Candidates	2016 Averages	
	Sitting	National	School
GSAT Mathematics	13	58	48
Female	7	60	58
Male	6	55	38
	Sitting	National	School
GSAT Language Arts	13	64	60
Female	7	68	72
Male	6	60	46
	Sitting	National	School
GSAT Communication Tasks	13	68	68
Female	7	71	77
Male	6	65	57

2015			
Assessment	Candidates	2015 Averages	
GSAT Mathematics	Sitting	National	School
	18	56	47
	Female	11	58
Male	7	54	39
GSAT Language Arts	Sitting	National	School
	18	64	52
	Female	11	68
Male	7	61	41
GSAT Communication Tasks	Sitting	National	School
	18	75	74
	Female	11	77
Male	7	72	61

STUDENTS' PROGRESS

Students' Starting Point

Graph 4: Grade One Individual Learning Profile (GOILP)-2012

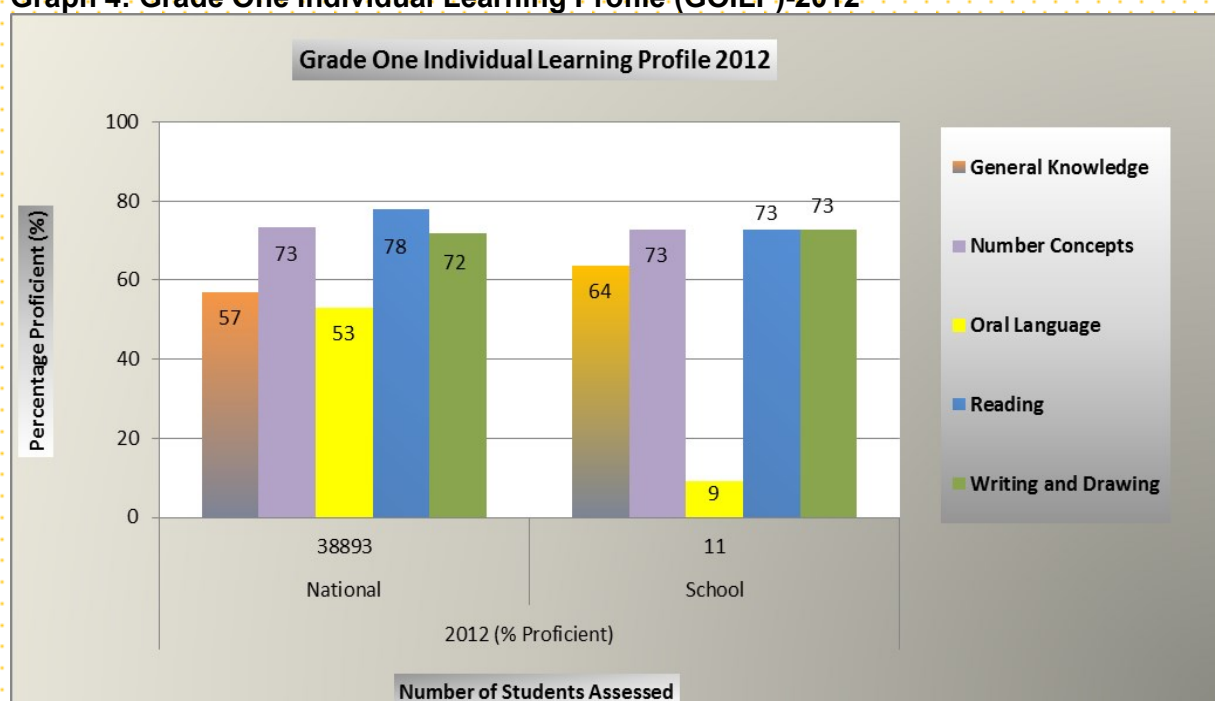


Table 4: Grade One Individual Learning Profile (GOILP)-2012

Grade One Individual Learning Profile	Number of Students Assessed	Percentage of students proficient in each sub-test					
		General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing	
2012 (Cohort)	National	38893	57	73	53	78	72
	School	11	64	73	9	73	73

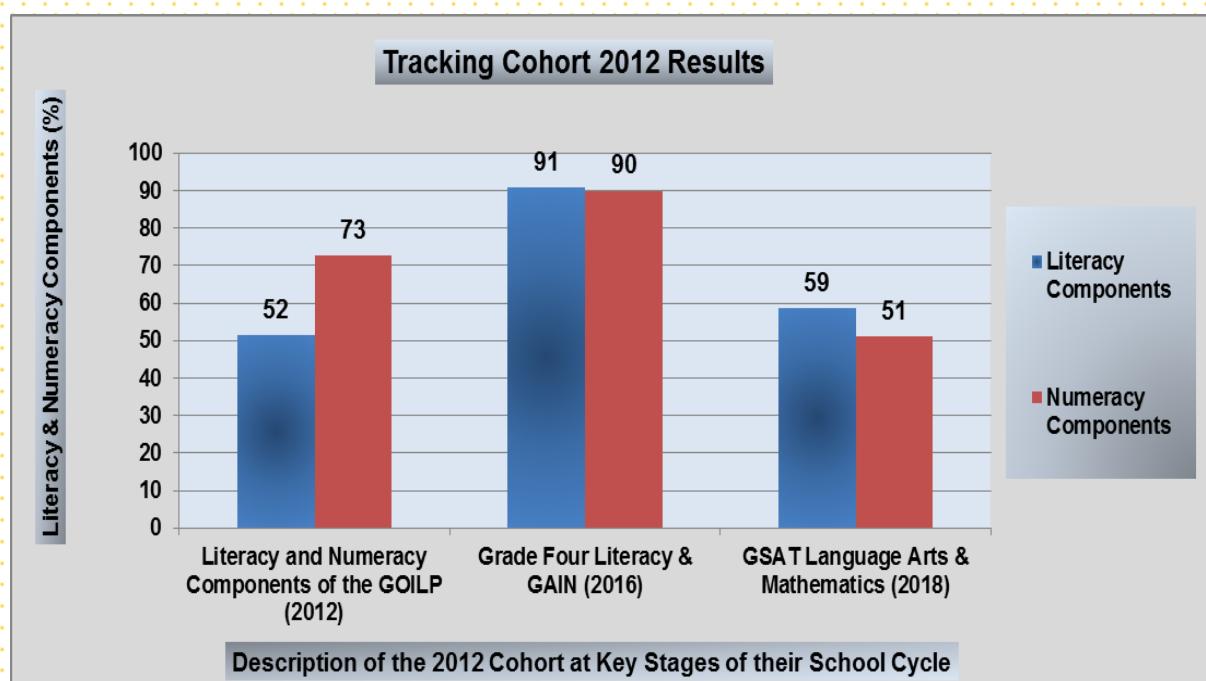
Eleven students were assessed at Accompong Primary in 2012. Their proficiency levels were above the national proficiency levels in General Knowledge and Writing and Drawing.

While their proficiency levels were slightly below in Number concepts and Reading, it was significantly below in Oral Language.

Data revealed that the highest level of proficiency was in General Knowledge (7 students). The lowest proficiency level was in Oral Language (8 students).

STUDENTS' PROGRESS

Graph 5a: Tracking the 2012 Cohort in Literacy and Numeracy



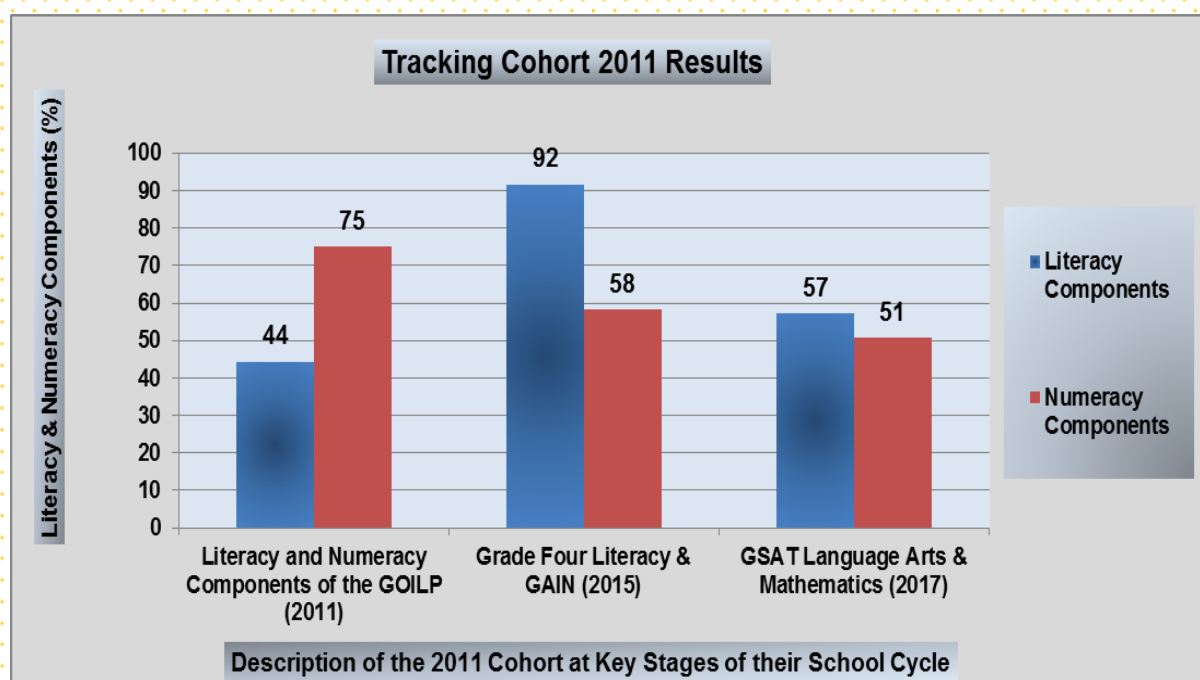
This graph tracks the performance of the **2012 Cohort** of students entering Accompong Primary. It shows their **proficiency levels** in the 2012 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2016, and their GSAT language arts and mathematics **averages** for 2018.

An average of 52 per cent of the students in the **2012 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2012 GOILP. In 2016, 91 per cent of the students attained mastery in the GFLT. In 2018, the average score in GSAT language arts was 59 per cent.

Seventy-three per cent of the students in the **2012 Cohort** were proficient in the number concepts component of the 2012 GOILP. In 2016, 90 per cent of the students attained mastery in the GAIN. In 2018, the average score in GSAT mathematics was 51 per cent.

STUDENTS' PROGRESS

Graph 5b: Tracking the 2011 Cohort in Literacy and Numeracy



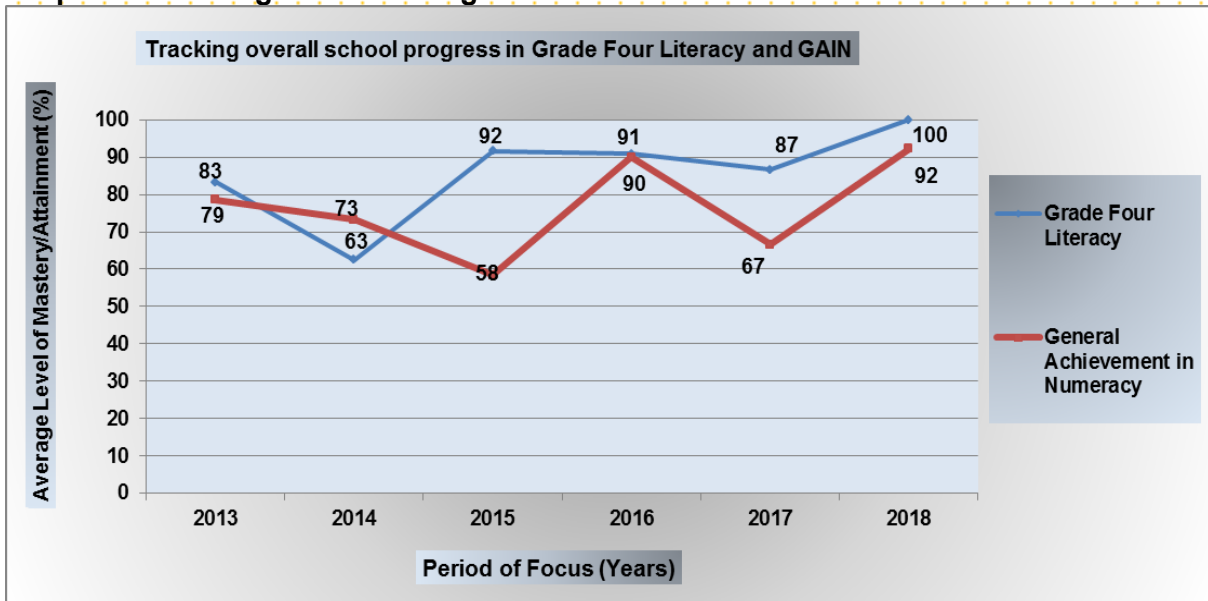
This graph tracks the performance of the **2011 Cohort** of students entering Accompong Primary. It shows their **proficiency levels** in the 2011 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2015, and their GSAT language arts and mathematics **averages** for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

An average of 44 per cent of the students in the **2011 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2011 GOILP. In 2015, 92 per cent of the students attained mastery in the GFLT. In 2017, the average score in GSAT language arts was 57 per cent.

Seventy-five per cent of the students in the **2011 Cohort** were proficient in the number concepts component of the 2011 GOILP. In 2015, 58 per cent of the students attained mastery in the GAIN. In 2017, the average score in GSAT mathematics was 51 per cent.

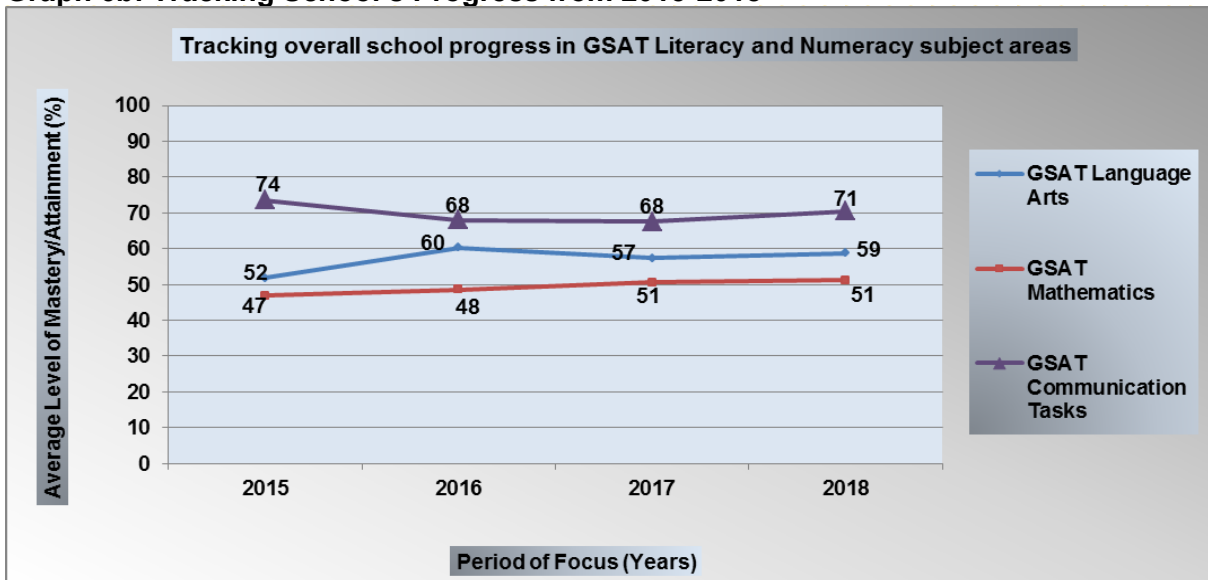
STUDENTS' PROGRESS

Graph 6a: Tracking School's Progress over time 2013-2018



The school's GFLT and GAIN mastery both increased throughout the 2013 to 2018 period of review. The GAIN mastery remained below the GFLT mastery throughout the period, except in 2014 when it was above.

Graph 6b: Tracking School's Progress from 2015-2018



The school's performance in GSAT mathematics and language arts increased throughout the 2015 to 2018 period. The communication tasks average decreased by three percentage points. Nonetheless, the communication tasks average remained above the mathematics and language arts averages throughout the period, with mathematics recording the lowest average.

Definitions:

- Cohort:** A specific group of students who are expected to move through the education system during a particular time span. For example, the 2012 cohort entering grade one are expected to complete grade six in 2018.
- 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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3. Grade Six Achievement Test (2015-2018). Student Assessment Unit, Ministry of Education, Youth and Information
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