



# **National Education Inspectorate**

## **Jamaica**

### **Chief Inspector's Report**

**Inspection Cycle 1: Round 2**

**Presented: November 2010**

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# Chapter 1

## The National Education Inspectorate

### Background

The National Task Force on Educational Reform commissioned in 2004, to prepare and present an action plan, consistent with a vision to create a world class education system, placed before both Houses of Parliament, a range of systemic recommendations to be undertaken within the shortest possible timeframe. One major recommendation was the establishment of a National Quality Assurance Authority (NQAA), to address the issue of performance and accountability in the education system. In line with this recommendation the Ministry of Education formulated the policy and legislative framework for the establishment of an independent National Education Inspectorate (NEI), to address the issues identified and effect changes complementary to the transformation of the education sector. Currently, the NEI is a project of the Education System Transformation Programme, and will in time, become an Executive Agency, reporting directly to the Minister of Education. The NEI will operate within the overall context of the Government of Jamaica's policies and strategic objectives for the education system.

### Roles and Responsibilities

The roles and responsibilities of the NEI are consistent with the legislative framework which authorises the Minister of Education to cause *any educational institution to be inspected at such intervals as he may think fit by persons authorized by him in that behalf and the Minister shall cause a special inspection of any such institution to be carried out whenever it appears to him that such special inspection is desirable.* (The Education Act, 1965, Section 39).

Within the existing legislative framework, the NEI is empowered to objectively assess the standards attained by the students in Primary and secondary schools at key points in their education and to report on how well they perform or improve, as they progress through their schooling. The NEI is also charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes of all learners

In the first cycle of Inspections, the NEI will inspect all schools at the Primary and secondary levels and in its initial inspections, will identify improvements that schools must make in order to secure sustained levels of high quality outcomes. In subsequent reports, the NEI will also conduct impact analyses to determine the relationships between inputs and the educational product. The cycle of inspecting schools and other service providers will be determined by the Chief Inspector and/or as requested by the Minister of Education.

The National Education Inspectorate will systematically issue reports, guidance, advice and assistance to Boards of Management, Principals, School Administrators Teachers, Education Officers and other related education professionals about effective practices, based on the accumulation of evidence from the school inspections. The NEI will analyse and interpret the data generated from all inspections, and provide policy advice to the Minister of Education who will present to Parliament, a state of the nation report on the education system.

The scope of the NEI's mandate is framed within the context of the public formal education system which currently provides education for approximately 514,000 students enrolled at the Primary and secondary levels in 1014 educational institutions, distributed island-wide.

# Chapter 2

## Contextual Framework

In its review of the education system the Task Force, posited the view, that despite some positive gains made by the education system, “the performance gap” between where we are now, and where we must go in the shortest possible time, is too wide to benefit from small incremental movements. In light of this situation the Task Force recommended the creation of an excellent, self sustaining, resourced education system. A transformed system in which all stakeholders recognise and accept that the main purpose of this commitment to education is an acknowledgement that education is the Primary vehicle of sustainable development and ultimately the greatest contributor to the creation of a globally competitive workforce

The National Education Inspectorate is the Ministry of Education’s response to the national imperative to create a culture of accountability and improved performance in all sectors and at all levels. Consistent with this thrust the NEI has adopted a globally accepted set of indicators against which each school will be assessed and supported.

### Deriving the Key Indicators for School Inspections

Educational research in the area of *School Effectiveness* spans more than four decades and have resulted in some level of agreement around a standard set of unique characteristics common to schools in which children regardless of socio-economic background, race or gender, learn the essential skills, knowledge and concepts required to successfully advance to the next level. David Kirk et al (2004), presents seven correlates of this phenomenon which may be appropriately applied to Jamaican schools.

## **A Clear School Mission**

Critical to an effective school is a concise and clearly articulated mission through which the staff shares a common understanding of the commitment to instructional goals and priorities. In effective schools the onus is on the principal to create a common vision, build effective teams and engender commitment to task.

## **High Expectations for Success**

Also present in an effective school is a climate of high expectations in which the staff believes and demonstrates that all students can attain mastery of the school's essential curriculum and more importantly, the staff possesses the capacity and capability to help all students obtain that mastery.

## **Instructional Leadership**

In all effective schools, the principal is the respected *leader of leaders*. The principal exemplifies, and consistently models the characteristics of instructional effectiveness in the management of the instructional programmes. In this regard, the principal empowers the teachers and directs them towards the achievement of the stated instructional goals.

## **Opportunity to Learn: Time on Task**

Evident in effective schools is a proportionately high amount of classroom time allocated to instruction in the essential curricular areas. Lezotte (1991), a proponent of the principle of *organized abandonment*, or teaching the essentials and letting go of the rest, proposes the use of an inter-disciplinary curriculum to achieve this practice.

## **Monitoring of Student Progress**

In the effective school, students progress in the essential subjects in relation to stated objectives are measured and monitored frequently. The results of these assessments are used to provide feedback to individual students and parents, as well as to appropriately modify curriculum delivery and ultimately improve students performance.

## **A Safe and Orderly Environment**

A manifest feature of an effective school is an orderly, purposeful and business like school climate, free from the threat of physical harm. The school climate is not oppressive, but welcoming and conducive to teaching and learning. Cooperative learning, respect for human diversity and an appreciation of democratic values are the hallmarks of the school.

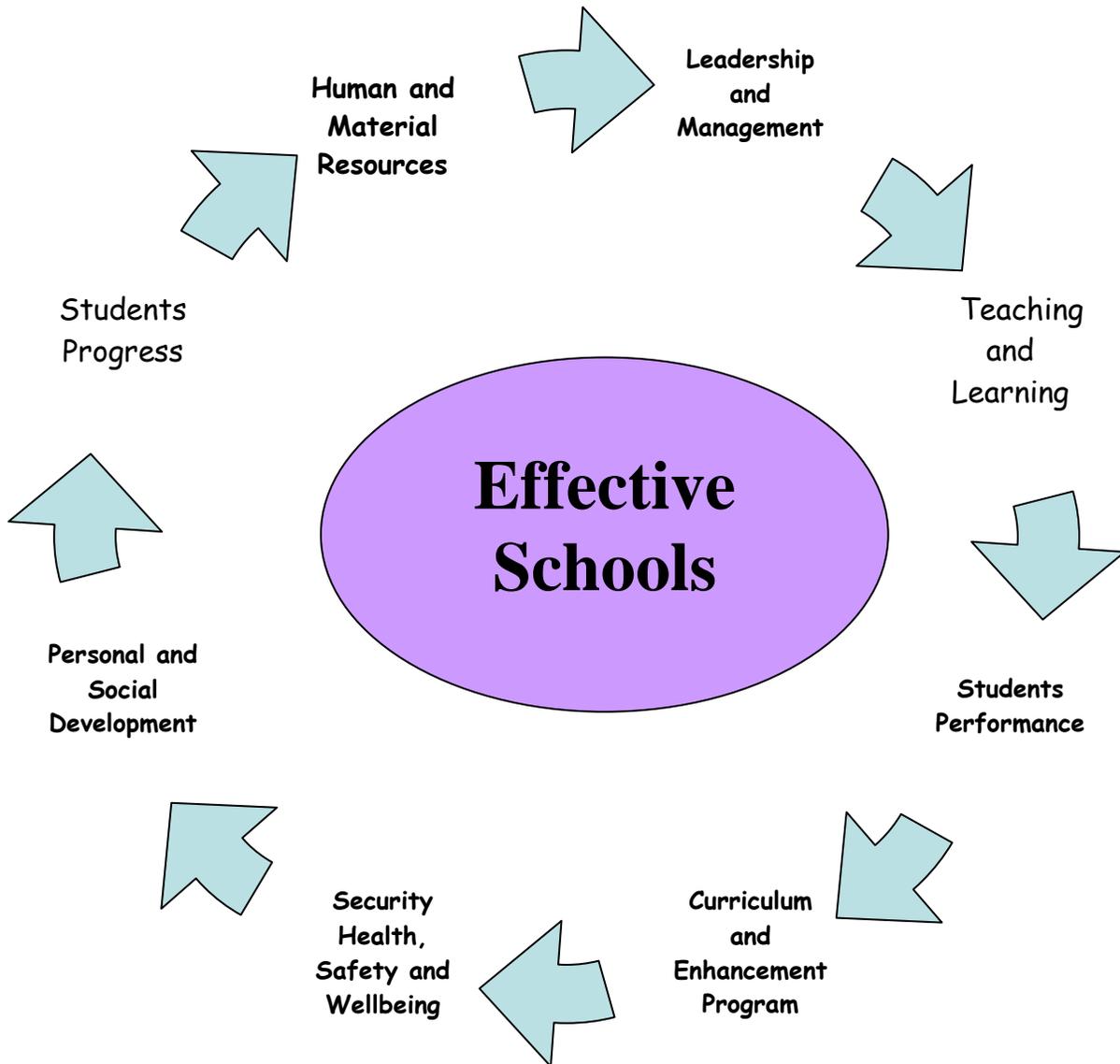
### ***Positive Home School Relations***

In effective schools, parents understand the mission of the school and agree to the expectations the school has for their children as well as the parental support required to realize the school's mission. In an effective school the focus is on a home school programme which serves not only the children but the entire family. In this scenario parents are valued members of the school community, and treated as respected partners who bring important perspectives and often untapped potential to the relationship.

## The Inspection Indicators

Consistent with the literature, the school inspection process focuses on eight interlocking indicators as illustrated in Figure 1.

Figure 1: School Inspection Indicators



## Key Questions

The eight indicators are structured as a set of eight key questions that inspectors apply in the assessment of the educational provision and performance of every school.

1. **How effectively is the school led and managed by the Board and 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 against the targets set for the sector?**
4. **How much progress do students make in relation to their starting points?**
5. **How well do the curriculum and any enhancement programmes meet the needs of the students?**
6. **How good is the students' personal and social development?**
7. **How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?**
8. **How well does the school ensure everyone's security, health, safety and wellbeing?**

The five point scale detailed below is applied to the objective assessment of the performance of the schools on each indicator.

<b>Level 5</b>	–	<b>Exceptionally</b> high quality of performance or provision
<b>Level 4</b>	–	<b>Good</b> , the expected level for every school in Jamaica. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school.
<b>Level 3</b>	-	<b>Satisfactory</b> , the minimum level of acceptability required for Jamaica. All key aspects of performance and provision in every school should reach or exceed this level
<b>Level 2</b>	–	<b>Unsatisfactory</b> , quality not yet at the level acceptable for schools in Jamaica. 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
<b>Level 1</b>	–	<b>Poor</b> , 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

# Chapter 3

## Methodology

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### Sampling Frame

A critical outcome of the Ministry's Modernisation Programme is that the Central Ministry will become a policy-focused Ministry with operational/policy implementation responsibilities delegated to Regional Education Entities. Embedded in this process, is the preparation and positioning of the Regional Entities to assume this new role. During the transitional phase, two (2) Regions will model the new arrangement - Region 1 (Kingston and St Andrew) and Region 2 (Portland and St Thomas). Under this new arrangement, Regional Entities will be the final arbiter on such issues as resource allocation, target setting, student performance, accountability and governance and management. Complementary to this, is the strengthening of the governance machinery at the local level and the delegation of more decision making functions to schools.

During the transitional phase several activities designed to assess the readiness of the Models (Regional Entities and schools) to assume their new role will be undertaken. In keeping with this direction, the schools selected for the first inspection were drawn from the 2 model Regions. Also included in the sample was 1 newly constructed high school in Region 4, which will serve as the Centre of Excellence Model to be implemented across the Island.

### Purpose

In addition to the general purpose of school inspections, this round will assess (a) the extent to which the current leadership and governance framework is robust enough to adopt the proposed changes and (b) the level of academic and supervisory support required to secure the expected student outcomes at the Primary and secondary levels

## Inspection Phases

The data on which school assessments are made and judgments arrived at are collected in two (2) phases: a Pre-Inspection phase and an On-site Inspection phase.

### 1. Pre-Inspection Phase

Prior to the on-site inspection, a pre inspection visit was conducted to undertake a range of data collection activities as follows:

- a) The lead Inspectors and other senior members of the NEI staff visited the schools and collected background information on the schools. This visit which usually lasts for about three hours provides an opportunity for the school to highlight any special features, issues and accomplishments through interviews with the school leadership. Parents and Board members are also included in the interviews.

Through personal face-to-face contact, these visits allow the NEI to begin to establish a relationship of trust with senior members of the staff of each school and to build confidence in the integrity and professionalism of the NEI. During the preliminary visit schools are also required to provide the NEI with inter alia:

- i. The current School Improvement Plan
- ii. The Organisational Structure of the School
- iii. The list of the teaching staff, showing which subjects and/or age groups they teach and any management responsibilities they have
- iv. The Timetable detailing: start and end time with appropriate breaks, time allocation per subject, staff deployment and space utilization.
- v. Completed School Self Evaluation instrument
- vi. Current report on any outstanding aspect of the school's work

The views of students, parents and teachers were also canvassed as part of the inspection process. Questionnaires were distributed to schools during the preliminary inspection visit and completed instruments returned to the NEI for analysis before inspection day.

Individual school profiles based on academic performance and other data from the Ministry of Education were produced. The school profile contains data on daily attendance rate, school size, school type, number

of teachers and performance in national and regional examinations. For secondary schools, the profile also presents some data on the performance of their in-take population on the Grade Six Achievement Test (GSAT). The data collected from these exercises are used to develop a pre-inspection brief which includes valuable contextual information on each school, to be used as baseline information for the actual inspection day activities.

## Sample

The Chief Inspectors Report, Cycle 1: Round 2 is based on the Inspection of thirty Primary and secondary schools, conducted between April and June 2010. The schools in the sample are distributed by type and location as presented in Table 1.

**Table 1: Distribution of Schools in Sample by Type and Region**

School Type	Region 1	Region 2	Region 4	Total
Primary	9	7	0	16
All Age and Primary & Junior High	6	0	0	7
School of Excellence	0	0	1	1
Secondary High	4	0	0	4
Traditional High	2	0	0	2
<b>Total</b>	<b>22</b>	<b>7</b>	<b>1</b>	<b>30</b>

### **A. Primary Level**

Primary schools accounted for 38.2 percent (5152) of the total student population covered by this report. At the Primary level, 79.9 percent of the schools were Primary schools, catering for children up to grade six and 17.1 percent were all age, Primary and junior high schools providing education up to grade nine. The majority, (70.7 percent) of these schools was located in urban centres, 13.2 percent in rural areas and 16.1 percent located in areas classified as rural remote by the Ministry of Education. Approximately 52.6 percent of schools inspected have less than 200 children enrolled. All schools at the Primary level were whole day schools

### **B. Secondary Level**

Despite efforts by the Ministry of Education, to secure equity in the provision at the secondary level, two (2) school types persist, Traditional High and Secondary High. Traditional High schools enjoy a perceived high social currency, rooted in the tradition of student placement via the competitive Common Entrance Examination, the precursor of the Grade Six Achievement Test (GSAT). Prior to the introduction of GSAT in 1998, Secondary High schools received students via a free flow mechanism based solely on age and proximity of the Primary school attended to the receiving Secondary High school.

There were seven (7) High schools in the sample, two (2) Traditional High, four (4) Secondary High and the new Belmont Academy of Excellence. The average enrolment for the High schools was 1220 students. Four schools operated the shift system to accommodate students in excess of their capacity. With the exception of Belmont Academy, six of the schools were located in the urban area.

## Demographics of Schools

Region 1 accounted for approximately 70 percent or sixteen (16) of the twenty-three ( 23) Primary, All Age, Primary and Junior High schools and six (6) of the seven (7) High schools inspected. A brief profile stating the geographical location, capacity, enrolment, average daily attendance rate, number and qualification of teachers and the student teacher ratio is presented for each school inspected by level.

### Primary, All Age and Primary and Junior High Schools

1. **Brandon Hill Primary and Junior High School** established in 1960 is located in the rural farming district of Brandon Hill, in the Parish of St. Andrew. Brandon Hill is a small school with a capacity of 215, an enrolment of 161 students and an average daily attendance rate of 90 percent. The school is staffed by nine (9) teachers, six (6) trained and three (3) pre-trained. The student teacher ratio is 18:1.
2. **Cavaliers All Age School** established in 1951, is located in the rural farming district of Cavalier in the Parish of St. Andrew. Cavalier is a small school with a capacity of 250, an enrolment of ninety-nine (99) students and an average daily attendance of sixty-four (64) percent. The school is staffed by seven (7) teachers, six (6) trained and one (1) pre-trained. The student teacher ratio is 17:1.

3. **Chetolah Park Primary School** established in 1908 is located in Hannah Town in West Kingston. Chetolah Park, one of the few small urban schools. The school has a capacity of 1,040, an enrolment of 140 students and an average daily attendance rate of seventy-two (72) percent. There are four (4) teachers on staff, two (2) trained and two (2) pre-trained. The student teacher ratio is 28:1
4. **Craighton Primary School** owned by the Anglican Church is 200 years old and is situated in Irish Town in East Rural St. Andrew. Craighton is a small school with a capacity of 140, an enrolment of 101 students and an average daily attendance rate of 92 percent. The three (3) teachers on staff are all trained. The student teacher ratio is 25:1.
5. **Harbour View Primary School** established in 1963 is located in the Parish of St. Andrew in the residential area of Harbour View. The Flour Mills of Jamaica and Carib Cement are among large businesses situated within a two mile radius of the school. The school has a capacity of 1,100, and enrolment of 1,123 students and an average daily attendance rate of 85 percent. There are forty-two (42) teachers on staff, thirty-nine (39) trained and three (3) pre-trained resulting in a student teacher ratio of 27:1.
6. **Jacks Hill Primary and Infant School** established in 1955 is located in the sub-urban community of Jacks Hill in the Parish of St. Andrew. The school is small with a capacity of 150, an enrolment of 57 students and an average daily attendance rate of 85 percent. All four (4) teachers on staff are trained. The student teacher ratio is 14:1.
7. **King Weston All Age School**, owned by the Roman Catholics and established in 1868, is located in the district of King Weston in the hills of West Rural St. Andrew. The school is small with a capacity of 260, an enrolment of 42 students and an average daily attendance rate of 95 percent. All four (4) teachers on staff are trained. The student teacher ratio is 11:1.
8. **New Gardens Primary School** was established in 1963 and is located in the West Rural district of Mount James in the Parish of St. Andrew. The school is small with a capacity of 140, an enrolment of 98 and an average daily attendance rate of 89 percent. There are four (4) teachers on staff, three (3) trained and one (1) pre-trained. The student teacher ratio is 25:1

9. **North Street Congregational Primary School** established in 1837, is owned by the United Congregational Church, located on North Street in Kingston exactly across from the Kingston Public Hospital. The school has a capacity of 160 an enrolment of 235 students and an average daily attendance rate of 85 percent. All nine (9) teachers on staff are trained. The student teacher ratio is 26:1.
10. **Port Royal Infant and Primary School** is located in Port Royal, a small, coastal fishing village in the eastern side of the Parish of Kingston. This school is an urban small school, with a capacity of 200, an enrolment of 112 students and an average daily attendance rate of 91 percent. There are seven (7) teachers on staff, six (6) trained and one (1) pre-trained. The student teacher ratio is 16:1.
11. **Rennock Lodge All Age School** is located in the Eastern section of Kingston. The school has a capacity of 375 and an enrolment of 206 students and an average daily attendance rate of 58 percent. There are nine (9) teachers on staff, seven (7) trained and two (2) pre-trained. The student teacher ratio is 22:1.
12. **St. Benedict's Primary School** is owned by the Roman Catholics. The school is located in Seven Miles, Harbour View, in the Parish of Kingston on the border of the Harbour View and Bull Bay communities. It is a large school with a capacity of 310, an enrolment of 794 students and an average daily attendance rate of 91 percent. There are twenty-three (23) teachers on staff, eighteen (18) trained and five (5) pre-trained. The student teacher ratio is 35:1
13. **Trench Town Primary School** is located in Trench Town in South St. Andrew. This is a small urban school with a capacity of 285 students, an enrolment of 177 students, and an average daily attendance rate of 64 percent. There are nine (9) teachers on staff, five (5) trained and four (4) pre-trained. The student teacher ratio is 25:1
14. **St. Theresa's All Age School** owned by the Roman Catholics, was established in 1885. It is located in the Parish of St. Andrew in the rural farming community of Mount Friendship The school has a capacity of 160, an enrolment of 112 students and an average daily attendance rate of 86 percent. There are eight (8) teachers on staff, six (6) trained and two (2) pre-trained. The student teacher ratio is 14 :1

15. **Whitfield All Age School** was established in 1937 and is located in the Parish of St. Andrew, between Maxfield Avenue and Waltham Park Road. Whitfield All Age is a small urban school with a capacity of 420, an enrolment of 170 students and an average daily attendance rate of 81 percent. There are 11 teachers on staff, 10 trained and 1 pre-trained. The student teacher ratio is 18:1.
16. **Woodford All Age School** is located in the Parish of St. Andrew in the rural coffee farming community of Woodford. It is a small school with approximately 80 students and an average daily attendance of 82 percent. All four (4) teachers on staff are trained. The student teacher ratio is 20:1.

All 7 schools inspected in Region 2 were Primary schools.

1. **Birnamwood Primary School** is located in the rural district of Birnamwood, in the hills of the Blue Mountains in the Parish of Portland. The school is small with a capacity of 250, an enrolment of 80 students and an average daily attendance rate of 90 percent. All three (3) teachers on staff are trained. The student teacher ratio is 30:1.
2. **Devon Pen Primary School** established in 1976 is located in the rural Parish of St. Mary. The school is small with a capacity of 125, an enrolment of 94 students and an average daily attendance rate of 85 percent. All four (4) teachers on staff are trained. The student teacher ratio is 23:1.
3. **Lewisburgh Primary School** is about 300 years old, located in the rural remote district of Lewisburgh in the Parish of St Mary. The school is a small school with a capacity of 150, an enrolment of 43 students, and an average daily attendance rate of 64 percent. There are three (3) teachers on staff, two (2) trained and one (1) pre-trained. The student teacher ratio is 14:1.
4. **Morant Bay Primary School** was established in 1924 and is located in Morant Bay in the Parish of St. Thomas. This is a large school with a capacity of 815, an enrolment of 1105 students and an average daily attendance rate of 82 percent. All thirty-nine (39) teachers on staff are trained. The student teacher ratio is 28:1.
5. **Old Pera Primary School**, owned by the Methodists is located in the Parish of St. Thomas. The school is a small multi-grade school with a capacity of 150, an enrolment of 18 students and an

average daily attendance rate of 88 percent. With three (3) teachers on staff, the student teacher ratio is 6:1.

6. **Robin's Bay Primary School**, established in 1951 is located in the rural coastline district of Robins Bay in the Parish of St. Mary. The school has a capacity of 150, an enrolment of 83 students and an average daily attendance rate of 81 percent. . There are seven (7) teachers on staff, six (6) trained and one (1) pre-trained. The student teacher ratio is 12:1.
  
7. **Shirley Castle Primary School**, established in 1977, is located in Shirley Castle District, a remote district in the Parish of Portland. It is a small school with a capacity of 400, an enrolment of 36 students and an average daily attendance rate of 94 percent. All three (3) teachers on staff are trained. The student teacher ratio is 12:1.

## Secondary High Schools

Seven (7) Secondary Schools were inspected, two (2) Traditional High, four (4) Secondary High and one (1) School of Excellence.

### Traditional High

1. **Campion College**, established in 1960 is owned by the Roman Catholics and is located in the Parish of St. Andrew in the middle class residential and commercial area of Liguanea. The school has a capacity of 1200, and an enrolment of 1467 students with an average daily attendance rate of 92 percent. There are 82 teachers on staff, 65 trained and 17 pre-trained. The student teacher ratio is 18:1.
2. **St Andrew High School for Girls** was established in 1925 by the Methodist and United Churches in Jamaica. It is located in The Half Way Tree area of St Andrew which is in the heart of the Kingston Metropolitan Area. St. Andrew High is a large school with a capacity is 1200, an enrolment of 1500 students and an average daily attendance of 96 percent. There are eighty-four (84) teachers on staff, seventy-two (72) trained and twelve (12) pre-trained. The student teacher ratio is 18:1.

### Secondary High

3. **Charlie Smith High School** is located in the Parish of St. Andrew, and is bordered on the West by the Jones Town community and on the South by the Arnett Gardens community. The school has a capacity of 800 students an enrolment of 680 and an average daily attendance rate of 64 percent. There are thirty (30) teachers on staff, twenty-two (22) trained and eight (8) pre-trained. The student teacher ratio is 23:1.
4. **Donald Quarrie High School**, established in 1977 is located in Caribbean Terrace, Harbour View, and St. Andrew. The school has a capacity of 600 students an enrolment of 1,560 and an average daily attendance rate of 73 percent. The school operates a double shift system, accommodating Grades 7 to 9 and Grades 10 and 11 on separate shifts. There are eighty-four (84) teachers on staff, seventy-eight (78) trained and six (6) pre-trained. The student teacher ratio is 19:1.

5. **Papine High School** established in 1959, is located in Papine, off the Gordon Town Road on the edge of residential and commercial areas of Kingston 6 in the Parish of St. Andrew. The Universities of the West Indies and of Technology are within walking distance of the school. Papine has a capacity of 600, an enrolment of 1,289 students and an average daily attendance rate of 84 percent. The school operates a shift system, with older students on shift one and younger students on shift two. There are eighty (80) teachers on staff, sixty (63) trained and seventeen (17) pre-trained. The student teacher ratio is 16:1.
  
6. **Vauxhall High School** was established in 1959 and is situated on Windward Road, in Eastern Kingston. Vauxhall is a large school with a capacity of 1663 students an enrolment of 1400 students and an average daily attendance rate of 84 percent. It operates two shifts with a third group of students accommodated across both shifts. There are eighty (80) teachers on staff, fifty-six (56) trained and twenty-four (24) pre-trained. The student teacher ratio is 21:1

## School of Excellence

7. **Belmont Academy**, a new school established in September 2009, is the first of an initiative to create *Centres of Excellence*. Belmont Academy is located in the Rural community of Bluefields in the Parish of Westmoreland. It is a small school with approximately 265 students, and an average daily attendance rate of 90 percent. There are twenty (20) teachers on staff, seventeen (17) trained and three (3) pre-trained. The student teacher ratio is 13:1.

## 2. On-site Inspection Phase

### *Observations and Interviews*

Inspection day activities are varied, ensuring the collection of a range of information upon which valid and reliable judgments of the schools operations will be made. These include the observation of lessons which is the linchpin of inspection activities. Inspectors spend approximately 60 percent of their time observing lessons. In addition Inspectors are engaged in the:

- a) Observation of the school management processes

- b) The examination of samples of students work in different subjects and across different age groups in the school.
- c) Informal interviews with staff, in particular senior managers and others with responsibility for leading different aspects of the school's work.
- d) The analysis of documentary evidence, such as schemes of work and teachers' lesson plans, and minutes of meetings.

Survey responses were received from 46.5 percent of the children in these schools. More than 70 percent of the children who responded were children in high schools (Appendix 2). Two thousand seven hundred and eight four (2,784) parents gave their perception of their children's school and 499 teachers expressed their views about the teaching and learning culture and leadership in their institution.

The NEI observed over 1100 lessons across these thirty schools, 60 percent were Mathematics and English Language classes and the remaining were lessons from across the other areas of the curriculum. The Inspectors also conducted 321 interviews with staff: principals, vice principals, guidance counselors and senior teachers as well as 123 on-site interviews with students during the course of these inspections

**Table 2: Record of Inspection Activities**

School Type	Enrolment	Number of Teachers	Lessons Observed	Staff Interviews	Student Interviews	Parent Survey	Student Survey	Teacher Survey
Primary	5152	219	660	224	107	980	1777	172
Secondary	8324	460	494	97	16	1804	4498	327
<b>Total</b>	13476	679	1154	321	123	2784	6275	499

## Limitations

The assessment of the key indicator related to student's progress in relation to their starting point is contingent on a National Unique Student Identifier to be implemented in all schools by the next academic year. A proxy measure was used to assess this indicator.



# Chapter 4

## Main Findings

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### Leadership and Management

**Key Question 1:** How effectively is the school led and managed by the Board and the Principal and Senior Management Team and Middle Leadership?

The four variables related to this indicator are:

- Leadership
- Self Evaluation and Improvement Planning
- Governance
- Relations with Parents and Community

#### A. Leadership

According to the Inspectors Handbook, effective Leadership is epitomised in schools where the leadership is dynamic and inspirational. A clear vision for the future directs and guides staff and students. The school focuses on improving students' achievement and wellbeing. The staff shares a common purpose and the leadership holds the staff accountable for their performance. The school is successful with all groups of students, including those who do not respond well to school or have difficulties learning. The Inspectors assessment of the Leadership and Management variable is focused on leadership qualities: vision, direction, guidance; culture and ethos; instructional leadership; relationship with staff and systems of accountability.

The findings indicate a wide variation in the effectiveness of the leadership dynamics in the schools inspected, by level and type of school. Leadership was weakest at the Primary level, rated as unsatisfactory, while at the secondary level, leadership was on the whole assessed as satisfactory.

### **Leadership at the Primary Level**

It is at the Primary level that leadership is weakest. Of the twenty-three schools inspected, thirteen were rated as unsatisfactory on all components and eight were considered as satisfactory. Only in one Primary school was the leadership and management dynamics assessed as good.

**Table 3: Leadership at the Primary Level**

School Type	Rating					Total
	Poor	Unsatisfactory	Satisfactory	Good	Outstanding	
Primary	1	9	6	1	0	17
All Age, Primary & Junior High	0	4	2	0	0	6
<b>Total</b>	<b>1</b>	<b>13</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>23</b>

The model school was Shirley Castle, a very small rural remote school in Portland. In this school, the principal displayed firm, focused and inspirational leadership and enjoyed a close relationship with the staff, students and local community. The principal was aware of the learning needs of the students and worked alongside the teachers to ensure that these needs were being met through both curriculum modification and delivery. The inspection team noted that:

*Instructional leadership is rigorous enough to significantly impact on teachers' performance and promote the good progress made by students. Teachers understand well their role in the overall development of the students in their care and are held accountable.*

Leadership was weakest in those schools where the principal failed to demonstrate focused strategic and instructional leadership and did not hold staff accountable. In one such school the inspectors noted that although the principal had a good relationship with staff, she failed to hold them accountable for improving student performance. The team noted that in these instances:

*The leadership lacks the rigor and drive needed to improve teaching and students' achievements and progress. The Principal's and teachers' low expectations of the current and potential performance of individual students and groups of students contribute to the Principal giving limited direction and guidance to teachers with the goal of improving standards. Insufficient energy is placed on instructional leadership which holds teachers accountable for the impact of their teaching on students' learning.*

### **Leadership at the Secondary Level**

While leadership at the secondary level was assessed as satisfactory overall, there were glaring differences by school type. The two Traditional High schools, inspected were all rated as good. Two Secondary High schools were satisfactory and two were unsatisfactory. The newly established Belmont Academy was rated as outstanding.

**Table 4: Leadership at the Secondary Level**

School Type	Rating					Total
	Poor	Unsatisfactory	Satisfactory	Good	Outstanding	
School of Excellence	0	0	0	0	1	1
Secondary High	0	2	2	0	0	4
Traditional High	0	0	0	2	0	2
<b>Total</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>7</b>

At Belmont High the inspectors noted that:

*The strength and personal qualities of the senior leaders and the distributed leadership and management structures were successful in maintaining and nurturing successful teams of caring professionals. Arrangements for performance management and continuous professional development are well-developed and ensure that the personal and career needs of all staff are met and are aligned with the aims of the school. The Principal and his senior team are strongly committed to the students' success and they are perceptive in identifying issues and planning effective interventions. ... All stakeholders are regularly consulted and their views are highly valued by the senior leaders.*

At Champion College, one of the Traditional High schools which earned a good rating, it was observed that the Principal displayed firm, focused and inspirational leadership and enjoyed a close relationship with the

staff, students and local community. Instructional leadership was rigorous enough to significantly impact on teachers' performance and promotes student progress.

Exceptional leadership was also manifest where the leadership successfully organised, directed and combined leadership forces to rally faculty and all stakeholders to share and respond to the vision for the school. The leadership of the school placed a strong emphasis on student attainment and achievement, and use data and tracking systems to track student progress and to maintain standards

Accountability was also a common characteristic in schools which were well led and effectively managed. While insisting on accountability, the most able leaders were not only concerned with the personal and academic welfare of their students, but also of their staff. In such schools, principals plan for the professional development needs of the staff, ensuring that they are provided with opportunities to develop in areas which are aligned to the needs of the school.

## **B. Self Evaluation and Improvement Planning**

According to the School Inspection Handbook effective schools embed in all their practices, a systematic and rigorous self-evaluation. Staff appraisal is rigorous and staff development well planned and highly effective. Schools with well developed systems of self evaluation are those in which there are systematic and robust processes of continuous review, and where the information is used to accomplish clear and ambitious goals. Self evaluation and improvement planning systems are appraised by examining the methods, frequency of the school review process.

### **Self Evaluation and Improvement Planning at the Primary Level**

From the data presented it is evident that the majority of schools at the Primary level have not yet embraced self evaluation and improvement planning as an integral part of the school management culture. Almost three quarters (18) of the schools inspected were rated as unsatisfactory, 4 were deemed to be satisfactory. Of the 23 schools inspected at the Primary level, Shirley Castle Primary was the only school rated as good.

**Table 5: Self Evaluation and Improvement Planning at the Primary Level by School Type**

Rating
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School Type	Unsatisfactory	Satisfactory	Good	Total
Primary	12	3	1	16
All Age , Primary & Junior High	6	1	0	7
<b>Total</b>	<b>18</b>	<b>4</b>	<b>1</b>	<b>23</b>

## Self Evaluation and Improvement Planning at the Secondary Level

As was observed at the Primary level, schools at the secondary level have not yet fully embraced self evaluation and improvement planning as an integral part of the school management culture.

Table 6: Self Evaluation and Improvement Planning at the Secondary Level

School Type	Rating			
	Unsatisfactory	Satisfactory	Good	Total
School of Excellence	0	0	1	1
Secondary High	4	0	0	4
Traditional High	0	0	2	2
<b>Total</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>7</b>

Of significance is that all of the four (4) Secondary High schools received an unsatisfactory rating in these areas, with the Traditional High schools and the School of Excellence achieving high ratings. This is a clear indication that schools are not applying these techniques to improve student performance.

Even where informal self-evaluation is carried out annually, mainly through discussions within departments and the senior management team, 'insufficient use of data allows many members of staff to remain unaware of the extent of poor performance.'

Inspectors were led to conclude that the leadership does not place sufficient focus on improvements in students' performance. Middle managers also failed to hold classroom teachers sufficiently to account, consequently progress in many lessons is limited; teachers fail to manage behaviour issues, and do not plan to meet the varying needs of all their students.

Also evident, were weaknesses in monitoring, which resulted from the non-implementation of effective tracking systems. This was identified in a school which had set goals and performance targets but 'action plan goals were too wide, next steps were not identified and there was limited monitoring of the progress being made towards the goals.

In contrast, where effective self evaluation has been implemented, schools have clear and measurable goals with a sturdy focus on improving teaching and learning in the school. In these schools, principals and the leadership team monitor the performance of teachers against agreed targets and provide them with appropriate feedback and professional guidance in pursuit of these targets.

Schools in which leadership and management was inadequate were also largely those in which school self evaluation and improvement planning was also lacking. In instances where school self evaluation is unsatisfactory, Inspectors found either an absence of goals and monitoring systems or goals which were so widely stated that they could not be monitored. In the absence of a system of self evaluation there is 'no formal structure to provide a clear guide to senior managers on their area of responsibilities, incorporate the views of other stakeholders as to the way forward for the school, and allow the school leaders to monitor progress towards their goals.

## **C: Governance**

The three key features of school governance are strategic and advisory role of the Board, operational support provided by the Board in the management of the school, and systems of accountability. The Inspectors Handbook defines an effective school as one in which the Board of Management has a positive influence on the school and plays a significant and strategic and advisory role in leading the school's development. The school leadership is rigorously held to account for its performance. In the best scenarios the School Board makes a significant contribution to the leadership of the school and its successes.

### **Governance at the Primary Level**

The Inspectors noted that in all instances, schools showed better performance in the area of governance, than in the area of self evaluation and improvement planning. Of concern, however, is that only in 4.34

percent of the schools was good governance observed. Approximately 39 percent of the schools inspected were rated as satisfactory.

**Table 7: Governance at the Primary Level by School Type**

School Type	Rating				Total
	Failing	Unsatisfactory	Satisfactory	Good	
Primary	0	9	7	0	16
All Age, Primary & Junior High	0	4	2	1	7
<b>Total</b>	<b>0</b>	<b>13</b>	<b>9</b>	<b>1</b>	<b>23</b>

All the key features under Governance for Primary and all age schools, was judged unsatisfactory. In 13 (56.5 percent) of these schools governance was below expectations. The issues leading to this judgment were varied, but a consistent theme was the failure of the Boards of Governors to hold principals accountable, help set clear targets and provide a structure for the overall management of the school. In many instances, Boards appeared unaware of their role in the school and was either disconnected or in conflict with the school leadership. In one such school the inspectors made the following observation:

*There is a sense of disconnect between the Board and the school. There is no finance committee and the Board holds the school's leadership accountable in a limited way. The Board has had only one meeting with the Principal since January 2009 and has a limited impact on the management of the school. (Inspection Report: Craighton All Age)*

In an isolated case, the school had a carefully selected Board which monitored and contributed to the effective management of the school. This was exemplified in Rennock Lodge All- Age, one of the small urban schools in the corporate area. Rennock Lodge was the only Primary school to receive a *good* rating and consequently the most commendable comment.

*Governance is good. The Board is actively involved in the operation of the school and has a positive influence on the work of the school... the Board supports the Principal in encouraging teachers to be innovative in their teaching and also encourages contributions from all stakeholders in developing the*

policies of the school. The Board effectively holds the leadership of the school accountable for its performance and requires regular reports from the Principal.

### **Governance at the Secondary Level**

The variations observed in Governance and Management at the secondary level were related to school type. In all 4 Secondary High Schools, governance was deemed to be unsatisfactory. The two (2) Traditional High and the School of Excellence all received a good rating. Effective governance practices were exemplified in cases where the Board of Governors was active, connected and aware of issues facing the school and involved in setting school improvement targets. In the best cases, Board Chairs were knowledgeable, committed, and keen to support the school leadership and also prepared to hold the Principal accountable for the school's performance.

**Table 8: Governance by Secondary School Type**

School Type	Unsatisfactory	Satisfactory	Good	Total
School of Excellence	0	0	1	1
Secondary High	4	0	0	4
Traditional High	0	0	2	2
<b>Total</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>7</b>

In the best case scenarios, the Inspectors noted that in these schools, there was a mutual respect between the Board, the Principal and Senior staff. At St Andrew High School for Girls the Inspectors reported that:

*The quality of governance is good The Board is truly representative of the whole school community. Its members comprise staff, students, church representatives, partner school representatives and expertise from within the community. The Chair of the Board meets with the principal on a regular basis and knows the school well. The school governors meet regularly and maintain a close monitoring and advisory role. They are involved in school improvement planning and have a good knowledge of the school's priorities for development. Their support for the school is good, both as loyal and dedicated advisers and as mentors and critical friends. However, there is still scope for the Board to challenge senior leaders further and hold them to account.*

The level of governance was considered weakest in those schools in which the Board had a hands-off approach to management. In one school shortcomings were identified where the Board relied entirely on reports from the Principal to make judgments about the school and therefore failed to have sufficient objective details about the operations and performance of schools under its purview. In another school where governance was rated as unsatisfactory, the Board had a visible presence in the school and assisted the leadership with decision making and even ran seminars for students. Nonetheless, the inspectors found that:

*'... it is failing to look critically at the problems the school faces; in particular, the quality of teaching and learning in the school, student achievement and the implementation of strategic planning to impact positively on standards. Whilst the Board is supportive of the Principal, they are not yet holding the senior leadership to account for improving the overall performance of the students.'*

#### **D. Relationship with Parents and Community.**

The Relationship with Parents and Community variable includes three dimensions: communication with parents; parents' involvement in their children's learning and the life of the school; links with the local community and agencies. This variable is operating optimally where there is evidence that the school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning. The school capitalises on the expertise and resources in the community to improve its performance and benefit students. Methods for communicating between home and school are well established.

Schools performed best in their relations with parents and community, with both secondary and Primary schools deemed to have satisfactory programmes and methods of engaging their wider stakeholder community.

#### **Relationship with Parents and the Community at the Primary Level**

Inspectors found this component of the Leadership and Management indicator to be the most highly developed and practiced. At the Primary level, 22 (96 percent) of the schools Inspected received passing grades.

Table 9: Relationship with Parents and Community at the Primary Level

School Type	Rating				Total
	Unsatisfactory	Satisfactory	Good	Exceptional	
Primary	1	11	4	0	16
All Age, Primary & Junior High	0	7	0	0	7
<b>Total</b>	<b>1</b>	<b>18</b>	<b>4</b>	<b>0</b>	<b>23</b>

The 4 schools rated as good were North Street Congregational, New Gardens, Robins Bay and Shirley Castle Primary schools. A common feature of these schools was the perception that parents have of the effectiveness of the school and the extent to which they are willing to work with the school in achieving its mission. In one of the Primary schools with a good rating the Inspectors noted that:

*The relationship with parents and the local community is good. Parents have expressed confidence in the Principal and his leadership and speak highly about the school. The community protects the school facility both during and out of school hours. They are able to use the school grounds for football matches and the school buildings for community meetings. A review of the responses from the parents' questionnaire closely matches those given by parents who were interviewed. Parents indicate that they are pleased with the level of teaching and the progress that the students are making. They express the view that the Principal and teachers are approachable and that they would recommend the school to other parents. The school provides them appropriately with feedback on their children's progress and keeps in touch with parents well either through phone calls or contacting parents directly. PTA meetings are held regularly and are well supported by parents.*

The only Primary school rated unsatisfactory on the relationship with parents and community indicator was Port Royal Infant and Primary school. According to the Inspectors:

*The relationship with parents and community is unsatisfactory. The school sends written reports to parents twice a year. There are opportunities for parents to talk with teachers about their children's learning, but few parents participate. There is a Parent Teacher's Association (PTA) with approximately six active members who willingly support the school with fund raising as well as maintenance of property. However, most*

parents have little contact with the school and little involvement in their children’s learning. Despite this, however, The Police, Coastguard and Fire Brigade have all been involved in supporting the work of the school.

## Relationship with Parents and Community at the Secondary Level

All secondary schools inspected received commendable ratings on the relationship engendered between school and parents as well as between school and community. Two schools were rated as exceptional.

Table: 10. Relationship with Parents and Community at the Secondary Level

School Type	Satisfactory	Good	Exceptional	Total
School of Excellence	0	0	1	1
Secondary High	4	0	0	4
Traditional High	0	1	1	2
<b>Total</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>7</b>

In the Traditional High school, parents regard the principal as “second to none” and who inspires their children to excel in many walks of life. The extremely active Parent Teachers Association (PTA) works seamlessly and tirelessly with the senior leaders, impacting positively on the personal development and wellbeing of the students. The principal actively seeks partnerships with local and global businesses and is very successful in winning sponsorships and donations. Through these, the students’ learning and development are enhanced. The extremely active Alumni provides the school with expertise and financial aid and this further enhances the quality of education at this school.

At the School of Excellence the presence, participation and interest of parents and the community in the affairs of the school was palpable. Most impressive was the confidence the parents reposed in the leadership and management team. The thrust by the Ministry to create a model centre of Excellence is well known and supported by all stakeholders.

## Overall Performance on the Leadership and Management Indicator

The principals and leadership teams in the School of Excellence and Traditional High schools consistently displayed the highest levels of leadership and management on all four components evaluated. Performance on this indicator was weakest in Secondary High and Primary schools.

# Teaching and Learning

## Key Question 2: How effectively does the teaching support students' learning?

Teaching and learning are the core activities of any educational institution and hence, Inspectors in their assessment, take into account any the effectiveness of teaching in supporting student learning. This assessment is accomplished through consideration of teachers' subject knowledge, teaching methods, the use of assessment to monitor student progress and evidence of student learning.

### Teachers' Subject Knowledge

This variable is functioning optimally, where teachers consistently display high levels of knowledge and expertise in their subject areas and have a sound understanding of the most effective methodologies to be employed to secure optimum results in the learning experiences of all students in light of the variations in learning styles, gender and dispositions.

Table 11: Teachers Subject Knowledge at the Primary Level

School Type	Rating				Total
	Unsatisfactory	Satisfactory	Good	Exceptional	
Primary	8	7	1	0	16
All Age, Primary & Junior High	3	4	0	0	7
<b>Total</b>	<b>11</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>23</b>

### Primary level

At the Primary level, where teachers cover a range of subjects, there was a significant level of deficiency in overall subject mastery. Of concern is the level of mediocrity in subject knowledge of teachers evidenced at this level of the system. Of the 23 Primary schools inspected almost 50 percent received a failing grade. The only school to have achieved a good rating was Shirley Castle. In this school the Inspectors noted that: *Teachers have good subject knowledge and an understanding of how best to teach the subjects. Although this is consistent across the school, it is more evident in the multi-grade classes where the teachers*

successfully teach the students at their different levels of development. Teachers have good knowledge of their students and plan effectively to support their needs. For example, in a mathematics lesson, a hands-on activity using geo-boards to calculate area was easily understood by all students. However, teachers' evaluative reflection on lessons is not done on a regular basis.

## Secondary Level

The performance of this indicator was strongest at the secondary level where teachers are subject specialists. Despite this, Inspectors found that teachers in Traditional High schools displayed a higher level of mastery of their subject areas, than teachers in Secondary High schools.

Table 12: Teachers Subject Knowledge at the Secondary Level

School Type	Rating				Total
	Unsatisfactory	Satisfactory	Good	Exceptional	
School of Excellence	0	0	1	0	1
Secondary High	3	1	0	0	4
Traditional High	0	0	0	2	2
<b>Total</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>7</b>

The performance on this component of the teaching learning indicator was delineated by school type. Three (3) of the four (4) Secondary High schools were rated as unsatisfactory, despite the fact that the proportion of trained University Graduates in these schools ranged from a low of 20 percent at Charlie Smith High, to a high of 54 percent at Donald Quarrie. Vauxhall High with 43 percent trained graduates was rated as satisfactory. The mixed review of the Inspectors highlighted that at Vauxhall High *teachers are suitably qualified and display satisfactory knowledge in their assigned subjects. There is, however, little overall awareness of learner needs and how to teach effectively.*

At Campion, the Traditional High rated exceptional, the Inspectors commended the school and in their commentary noted that: *Teachers' subject knowledge is exceptionally high. Teaching is strongest in science, mathematics, IT and English and in the teaching to Grade 7 and the Sixth Form. Teaching methods are generally good but they lack variety. For example, little use is made of group or paired work activity. In the best lessons, teachers show high expectations and are confident in their delivery. They plan*

*well and utilise a variety of creative techniques and resources to engage and challenge students and exercise excellent classroom control. For example, in fourth and fifth form biology lessons, the teachers made effective use of technology to support student learning, while in Grade 7 mathematics the preparedness of the teacher, coupled with excellent questioning techniques and good classroom control resulted in excellent learning outcomes. In science and technology lessons, student activities included drawing and illustrating to test understanding and skills. Students in the upper grades were encouraged to make their own notes from lessons taught. Good teaching leads to outstanding standards and good progress in nearly all subjects.*

In the new Belmont Academy, Inspectors made the following observation:

*Teaching methodology is good. Teacher-student interactions during lessons are excellent across the school. There is exceptional energy found among teachers who motivate students and challenge them to extend their thinking. Students are given the opportunity to engage in robust discussions and to collaborate with each other in lessons. Teachers welcome debate and students freely and confidently express their opinions. While many lesson plans match work set to students' differing abilities, in practice, personalized learning strategies are not always sufficiently used. In a few cases, teachers use a didactic approach to teaching and dictate notes to low functioning students without employing the use of any teaching aids to facilitate the students' learning. Poor questioning technique in some lessons also results in students not being challenged to think above the recall level. Lesson planning is thorough and the learning needs of the majority are met. Many teachers make good use of lesson time and deploy resources adequately to facilitate learning.*

## Teaching Methodology

### Primary Level

At the Primary level, teaching methodology was among the lowest rated indicator. Of the 23 schools inspected, 78 percent was rated as operating below standard expectation (Table 13). Particular weaknesses were highlighted in schools where the predominant teaching method was teacher-led, with students presenting as passive learners. Questioning techniques were underdeveloped and questions were mostly used to check student's recall of lesson content rather than challenging them to be critical thinkers

School Type	Rating				Total
	Poor	Unsatisfactory	Satisfactory	Good	
Primary	0	12	3	1	16
All Age	1	5	1	0	7
<b>Total</b>	<b>1</b>	<b>17</b>	<b>4</b>	<b>1</b>	<b>23</b>

Table 13: Teaching Methodology at the Primary Level

Among the low performing schools, Rennock Lodge All Age was the worst. In this school the Inspectors noted that:

*In most classes, teaching methods lack variety, and are mainly centred around giving notes and questioning which asks only for factual recall. In a few classes, hands-on methods of teaching keep students fully engaged and enthusiastic as they develop their investigative and observation skills...there are instances of lessons way below age level which also give limited challenge. Most teaching lacks pace and challenge and assumes that all students are achieving at the same level except for the multi-grade class of Grades 1 to 3 students, where, for example, the teacher teaches one topic (adjectives) but gives different assignments to the students in each grade.*

In the best cases identified, inspectors noted that most teachers plan their lessons in detail, identifying objectives and activities. However, little cognizance is taken of the students' learning styles in order to plan

lessons which stimulate and challenge. Across the grades, a few teachers demonstrate best practice using games, visual presentation, good questioning techniques and information technology equipment to motivate students and maintain interest. Many though, fail to use a range of resources to enhance students learning, even where these are present.

## Secondary Level

At the Secondary level, where subject specialization is the instructional option, the variations in performance on this indicator were related primarily to school type. Three Secondary High Schools received unsatisfactory rating: Papine, Donald Quarrie, and Charlie Smith. The Inspectors rated Vauxhall as satisfactory on this indicator and noted that *teaching methods are generally satisfactory in the upper school but unsatisfactory in the lower school. Whilst many teachers understand the need for effective planning, there are inconsistencies in the quality and effectiveness of lesson plans. Some teachers of mathematics and ICT utilise resources and technology well to challenge students. In Grades 7 and 8, teachers ask questions which mainly require recall of facts. However, there is more variation in the upper grades where teachers are often skilful in their use of open-ended questions. In the best lessons, teachers enjoy good relationships with students and have high expectations in terms of students' behaviour. In unsatisfactory lessons, there is often poor behaviour management*

Table 14: Teaching Methodology at the Secondary Level

School Type	Rating				
	Poor	Unsatisfactory	Satisfactory	Good	Total
School of Excellence	0	0	0	1	1
Secondary High	0	3	1	0	4
Traditional High	0	0	1	1	2
<b>Total</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>7</b>

In Traditional High schools the situation was more

favorable. In the school rated as good, Inspectors noted that subject specific best practices were also exemplified:

*Teaching is strongest in Science, Mathematics, Information Technology and English and in the teaching to Grade 7 and the Sixth Form. Teaching methods are generally good but they lack variety. For example, little use is made of group or paired work activity. In the best lessons, teachers show high expectations and are confident in their delivery. They plan well and utilise a variety of creative techniques and resources to engage and challenge students and exercise excellent classroom control. For example, in fourth and fifth form Biology lessons, the teachers made effective use of technology to support student learning, while in Grade 7 Mathematics the preparedness of the teacher, coupled with excellent questioning techniques and good classroom control resulted in excellent learning outcomes. In Science and Technology lessons, student activities included drawing and illustrating to test understanding and skills. Students in the upper grades were encouraged to make their own notes from lessons taught. Good teaching leads to outstanding standards and good progress in nearly all subjects.*

## **Assessment**

The presence and use of effective systems of assessment is critical to monitoring the progress students make over their academic life. Assessment results should ideally be used to trigger an appropriate response from educators and schools leaders. Inspectors evaluate the schools use of assessment to inform the teaching learning process by probing the following:

- Use of assessment information by teachers to inform teaching and learning
- Assessment policies and practices
- Student self assessment
- Quality of feedback to students

### **Assessment at the Primary Level**

At the Primary level, 17 of the 23 schools inspected were adjudged as unsatisfactory in their use of assessment to guide students learning. In such schools it was noted that even where data is used to determine the students' progress across the streams in each grade, this has little impact on informing teaching throughout the school and directing remedial programmes across all subject areas. The absence of an assessment policy is noted in cases where, although teachers carefully recorded results of regular summative assessments, only some teachers used the data to help them modify the learning activities and cater to most of their students. In schools with an underdevelopment assessment culture, the quality of

feedback in students' work books may give encouragement but gives very little direction to students to guide improvement.

Table 15: Assessment at the Primary Level

The	Rating				
	School Type	Poor	Unsatisfactory	Satisfactory	Good
Primary	0	12	3	1	16
All Age	1	5	1	0	7
<b>Total</b>	<b>1</b>	<b>17</b>	<b>3</b>	<b>1</b>	<b>23</b>

model Primary school on this indicator was Shirley Castle which was rated good and earned the following comment:

*Most teachers consistently use probing questions which promote critical thinking and allow teachers to monitor students' understanding. Most teachers mark students' books regularly in class and give helpful oral feedback. However marking is mainly limited to check marks. Students are tested monthly and teachers keep individual student records. The Mico Reading Test is administered at least three times per year to track students reading progress and students' weaknesses are worked on after school daily. Students are given the opportunity to assess their own work through peer editing. They also keep portfolios which they monitor.*

### Assessment at the Secondary Level

Evidence of developed systems of assessment was more evident in Traditional High than in Secondary High schools. All four Secondary High schools received unsatisfactory rating compared to the Traditional High schools

School Type	Rating				
	Poor	Unsatisfactory	Satisfactory	Good	Total

School of Excellence	0	0	0	1	1
Secondary High	0	4	0	0	4
Traditional. High	0	0	1	1	2
<b>Total</b>	<b>0</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>7</b>

Table 16: Assessment by School Type

of Type

According to the Inspectors, Campion College was rated good for its assessment. The Inspector noted that the school in its assessment practices makes regular and excellent use of summative assessment including tests, projects and examinations. Performance records are effectively used to track and monitor students and, where necessary, interventions are made to elicit improvement. In some lessons, not enough emphasis is placed on formative assessment. Students' workbooks show progression. Although not all teachers give sufficiently helpful or regular feedback in books, individual consultations are a positive initiative allowing students and staff to discuss work individually. In the best lessons, students are given opportunities to self-assess.

Common to the Traditional High and the School of Excellence was that school leadership was vigilant in ensuring that the school's assessment policy was effectively implemented. Students are rewarded individually and at the class level for the progress they make in tests and teachers use these results to plan for future teaching.

Table 17: Overall Performance on the Teaching and Learning Indicator

<b>Key Performance Indicators: How effectively does the teaching support students' learning</b>			
<b>Key Features</b>	<b>Overall</b>	<b>Primary</b>	<b>Secondary</b>
Teachers' subject knowledge and how to best teach the subject	2.3	2.6	3
Teaching methods	2.3	2.2	2.8
Assessment	2.2	2.2	2.6

## Student Performance in Regional and National Examinations

### **Key Question 3: How well do students perform in national and/or regional tests and assessments, against the targets set for the sector?**

Academic Performance is measured by student performance in national and regional examinations. At the Primary level, schools are assessed based on performance on the Grade Four Literacy Test and the Grade Six Achievement Test. Secondary schools were assessed on their CSEC and CCSLC performance in two core subjects, Mathematics and English Language. The Inspectors found that on average, schools, at both the Primary and Secondary levels, were failing to achieve a satisfactory level of performance in national and regional tests and assessment.

#### **Primary Level**

The overall performance on the Grade 4 Literacy Test (2009) was weak with approximately 40 percent of the 23 schools inspected performing below the minimum standard expectations. The non-performers were Trench Town Primary, New Gardens Primary, and Robins Bay Primary schools with 64 percent, 67 percent and 67 percent, respectively, of their Grade 4 enrolment falling in the non-mastery category

The performance on the Grade Six Achievement Test (2009) was also below expectations with 52 percent of the schools rated as unsatisfactory. Trench Town Primary continued to be the worst performer with scores on all subjects, with the exception of Communication Task (6/12) ranging from a low of 32 percent to a high of 34 percent.

#### **Secondary Level**

The variations in performance on this indicator continued to reflect differences associated with school type. Secondary High schools were the poorest performers in this area, receiving a rating of poor in both Mathematics and English Language. Also apparent was the persistent achievement gap between Secondary High and Traditional High schools with Traditional High schools receiving the highest possible ratings in performance in Mathematics and English Language; Secondary High schools received the lowest possible rating

#### **Performance in English Language at the Secondary level**

The performance on this indicator revealed variations associated with the school type dynamics at the Secondary level. While the two Traditional High schools recorded exceptional performance, the ratings for Secondary High schools fell between poor and unsatisfactory. The three failing schools on this indicator are: Charlie Smith, Donald Quarrie and Papine High Schools.

Table 18: Performance in English Language at the Secondary Level by School Type

School Type	Rating					Total
	Poor	Unsatisfactory	Satisfactory	Good	Exceptional	
School, of Excellence	0	0	0	0	0	n/a*
Secondary High	3	1	0	0	0	4
Traditional High*	0	0	0	0	2	2
<b>Total</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>

\* Examination data for the School of Excellence is not applicable as this is a new school and students have not attained the terminal grade.

In one failing school the Inspectors made the following comments:

*'Standards in English are unsatisfactory when measured against all high schools in Jamaica. They have improved slightly over recent years but from an exceedingly low baseline. A low number of students is entered for the examination. Of those who entered the CSEC examinations in English, 50 percent were successful last year, but with only two students achieving the highest grade. Nearly twice as many girls were entered as boys and this division was even more acute in English Literature. Annually, less than ten percent of students in school leave with a CSEC qualification in English. Some students also take the Caribbean Certificate Secondary Level Competence (CCSLC) examinations but performance is poor.'*

By contrast, in top performing Traditional High schools, students' performance in English Language and Mathematics is outstanding. In both subjects, students perform excellently in national examinations at both CSEC and CAPE levels. At Champion College, 89.3 percent achieved grade 1 in English Language and 99.5 percent achieved grades 1 to 3, in 2009. At St Andrew High 67 percent of the students attained Grade1 and 96 percent attained Grades1 to 3.

## Performance in Mathematics

Similar to the performance in English Language, the 4 Secondary High schools inspected received failing grades in Mathematics.

Table 19: Performance in Mathematics by School Type

School Type	Rating					Total
	Poor	Unsatisfactory	Satisfactory	Good	Exceptional	
Secondary High	4	0	0	0	0	4
Traditional High	0	0	0	0	2	2
<b>Total</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>

In contrast the two Traditional High schools were commended for exceptional performance in Mathematics.

In St Andrew High the Inspectors noted that:

*In Mathematics, over the last 3 years students' performance has been exceptionally high, both at the CSEC and CAPE levels. The percentage of students who attained passing grades increased from 83.4 to 87.8 in CSEC, over the three years. At CAPE Unit 1, the performance of students fluctuated, but in CAPE Unit 2 there were significant gains in performance, with the pass rate reaching 94 percent in 2009. The quality of passing grades and the number of students gaining higher grades is steadily improving. Students continue to attain standards which are well above the national average.*

In Champion College the comments were comparable.

*Students make equally good progress in all strands of the mathematics curriculum with very good levels of computation, comprehension and reasoning skills and apply their learning to real life situations. By the time students reach Grade 11, they are able to deal competently with complex problem-solving, vectors and transformational geometry. In the Sixth Form, students continue to progress well. For example, showing understanding of complex numbers in pure mathematics, and they are able to analyse concepts, relations and functions. In the Sixth Form, more students achieved higher grades in Unit 2 than in Unit 1.*

In one failing school the Inspectors noted that in Mathematics:

*Records show that on entry to the school student performances are below the national average. Students in Grade 7 show little progress whilst those in Grade 8 regress. Most students are able to use the four basic operations to compute accurately. However, this is inconsistent across the school. For example, workbooks for students in Grades 7 to 9 show accurate calculations, whereas many students in a Grade 11 class are unable to calculate accurately using the four basic operations. Students make moderate progress in some lessons, particularly in those lessons which provide opportunities for them to apply their mathematical skills to everyday life. For example, students in a Grade 8 class make good progress when doing statistics and calculating the frequency and mean age of the students in the class. However, a significant number of students in Grade 11 demonstrated limited problem-solving skills. For example, they lack confidence or are unable to use the elimination method to solve simultaneous equations. School wide, only a few students can analyse and solve problems accurately. Most grade 11 students are unable to compute angles of elevation and depression.*

*In another failing school, Inspectors noted that with regards to English Language performance, students enter the school with skills in English that are slightly above the national average, but very few maintain this level as measured through national examinations. Progress is generally better for girls than boys. Progress varies throughout the school but is generally better for older students and for those who continue their education up to Grade 11 examinations. In the lower grades, progress is affected by a narrow curriculum. All students' progress is affected by the short working day, which results from the shift system. Able student's progress quite well and by the time they reach Grade 11 can develop their ideas in written and oral form and can develop a persuasive argument. Students write with increasing accuracy but most fail to make sufficient progress in their creative writing skills and in more sophisticated use of written or spoken language.*

## **Students Progress in Relation to their Starting Point**

**Key Question 4:** How much progress do students make in relation to their starting points?

Student's progress in English Language and Mathematics in relation to their starting point was used to complement the data on academic achievement to provide a more rounded assessment of the academic accomplishment of the schools. The key features of the indicator are:

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

In the ideal situation all students made excellent progress in relation to their earlier attainment. Assessment of this indicator revealed that that progress in Mathematics was borderline, rated as satisfactory at both the Primary and Secondary levels. The inspectors used evidence of performance in the subjects over a period of time to assess the progress students make.

### Progress in English at the Primary Level

At the Primary level performance on this indicator was satisfactory. Of the 23 schools inspected approximately 70 percent received ratings between satisfactory and good for progress in English Language.

Table 20: Progress in English Language at the Primary Level

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School Type	Rating				
	Poor	Unsatisfactory	Satisfactory	Good	Total
Primary	0	6	9	1	16
All Age, Primary & Junior High	0	1	5	1	7
<b>Total</b>	<b>0</b>	<b>7</b>	<b>14</b>	<b>2</b>	<b>23</b>

earned a good rating are Rennock Lodge and Shirley Castle Primary. At Rennock Lodge the Inspectors noted that: *Students achieve well compared to their starting point in English and mathematics. Although many students enter the school as non-readers in Grade 1 their academic records over a five year span from Grades 1 to 6 and a three year span from Grades 7 to 9, show continuous improvement. For example, records of students who entered the school in 2005 with a GSAT English score of 26 percent show their*

average score of 41 percent at GNAT. At Grades 1 to 3 students are able to use adjectives in appropriate sentences to describe each other. At Grade 7 they use punctuation marks correctly in their written work.

In one of the failing schools Inspectors reported that:

*In all grades, students' reading levels are significantly below grade level. While many students understand the literal meaning of texts, too few are able to apply higher order thinking skills in lessons. Penmanship and sentence construction are not well developed in most grades. Where this is developing, students are able to express their ideas; for example, some students in Grade 1 were able to build a story about the work of the fire fighter using short and simple sentences. In some lessons, students are able to make connections between their schoolwork and real-life situations. In a Grade 6 class, for example, most students understood the differences between communicable and non-communicable diseases and were able say how these affect their lives. Students generally do not listen attentively. Most students speak confidently, although many have a limited vocabulary for their grade level.*

### Students Progress in Mathematics

In Mathematics, students in lower grades enjoy practical activities although they are seldom given the opportunity to engage in such activities and to use mathematics resources independently. They mostly show a good understanding of early number concepts; for example, students in Grade 1 are able to successfully use counters to form groups of tens. Students in Grade 4 are able to create designs using their knowledge of polygons to draw houses, cars and people. However, such skills are not consistently used throughout the school; most students have difficulty with the application of mathematical concepts and few are given opportunities to engage in problem solving.

### Progress in English Language at the Secondary Level

The variations observed in the assessment of this indicator reflect variations associated with school type. Three of the four Secondary High schools inspected failed to achieve incremental improvements in student progress in English Language. The two Traditional High Schools and the School of Excellence received passing grades.

Table 21: Progress in English Language at the Secondary Level by School Type

School Type	Rating			Total
	Unsatisfactory	Satisfactory	Good	
School of Excellence	0	0	1	1
Secondary High	3	1	0	4
Traditional High	0	0	2	2
<b>Total</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>7</b>

At Belmont Academy the progress made by the Year 3 students were assessed as good. The Inspectors found that:

*Most of the students entered the school performing well below average. However, by the end of Term 2, average grades for the group had improved tremendously. In one class students' averages moved upward by as much as 13 percentage points. Even though levels of growth were not consistent, all groups of Year 3 students have shown marked improvement from their entry point. Their progress is also further reflected in their understanding of simple interest and many can apply this knowledge to real life situations, such as banking and investment.*

Donald Quarrie was the only Secondary High to have received a satisfactory rating. The Inspectors in their report made the following comments:

*The progress of students in English is satisfactory overall, Girls generally make better progress than boys. Most students communicate with confidence and usually in Standard Jamaican English (SJE) in lessons and outside of their classrooms. Grade 10 students are able to give accurate oral responses, both factual and analytical to questions on a comprehension passage. Throughout the school handwriting is generally neat and care is taken with presentation. Although students are able to explain some of the requirements of good writing, they have insufficient opportunities to develop this in extended writing. For example, Grade 7 students write neatly and in complete sentences, and by Grade 11 students are able to summarise the key points in a paragraph. However, the limited amount of extended writing that they do shows less well-developed skills. Students' have limited opportunities to read either for pleasure or extended periods, and for many students their reading skills are limited and well below their age level. Many students listen attentively in lessons and*

are particularly enthusiastic when stories and discussion relate to the Caribbean or their own lives. For example, Grade 8 students enjoyed comparing the cultures of two regional countries, and Grade 10 students energetically joined a short discussion on water shortages.

In a failing Secondary High School, the Inspectors comments were instructive:

*Progress in English is unsatisfactory. Students enter the school with skills in English that are slightly above the national average, but very few maintain this level as measured through national examinations. Progress is generally better for girls than boys. Progress varies throughout the school but is generally better for older students and for those who continue their education up to Grade 11 examinations. In the lower grades, progress is affected by a narrow curriculum. All students' progress is affected by the short working day, which results from the shift system. Able students progress quite well and by the time they reach Grade 11 can develop their ideas in written and oral form and can develop a persuasive argument. Students write with increasing accuracy but most fail to make sufficient progress in their creative writing skills and in more sophisticated use of written or spoken language.*

## Students Progress in Mathematics

Progress in Mathematics was also borderline satisfactory for most schools across all levels and type. The patterns seen in progress in English by school type, was maintained for Mathematics. Traditional High schools again had the most favourable ratings in this area, while Secondary High schools continue to lag behind their counterparts.

### Progress in Mathematics at the Primary Level

At the Primary level approximately 40 percent of the schools are failing. The mediocre performance in Mathematics at this level is evidenced by the very poor showing at the top end of the scale.

Table 22: Progress in Mathematics at the Primary Level

School Type	Poor	Unsatisfactory	Satisfactory	Good	Total
Primary	0	8	7	1	16
All Age	0	1	6	0	7

<b>Total</b>	<b>0</b>	<b>9</b>	<b>13</b>	<b>1</b>	<b>23</b>
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The only school to be making any progress in this regard is Shirley Castle Primary. In this school the Inspectors continued to commend the school for its sustained good performance and noted that:

*In the lower grades, students focus on development of mathematical calculation skills. Grade 1 students can count to ten and arrange numbers in order. In Grade 2, students are able to add numbers and write numbers as words, and by the time they get to the Grade 3, they are able to add money in real life situations. Grade 4 students write operations and algebraic expressions and are able to solve equations in Grade 5. By the time they get to Grade 6, students can solve real life problems using mathematical concepts*

### Progress in Mathematics at the Secondary Level

Students progress in Mathematics mirrors the observations noted in English Language. Again variations were associated with school type. Accordingly the two Traditional High schools were at the top end of the spectrum and the Secondary High schools at the lower end. Even where progress is satisfactory, inspectors continued to identify weakness in the application of mathematical concepts beyond the classroom and in the problem solving skills of students.

Table 23: Progress in Mathematics at the Secondary Level by School Type

School Type	Poor	Unsatisfactory	Satisfactory	Good	Total
School of Excellence	0	0	0	1	1
Secondary High	1	3	0	0	4
Traditional High	0	0	0	2	2
<b>Total</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>7</b>

*Inspector s noted in a failing school*

*that the students under-achieve when compared to their point of entry. Over the past 3 years, students have arrived with Grade Six Attainment Test (GSAT) scores which are broadly in line with national averages. Students' progress, over time and during lessons, shows that only a few students are building on*

*their levels of basic skills in computation, comprehension, and reasoning. These integral skills are not being developed sufficiently and there is insufficient curriculum time to spend on them due to the shift system. Consequently, most students fail to make the progress expected of them and to attain levels of which they are capable.*

*In another Secondary High School, it was noted that students were doing activities below their grade levels, and many students were not able to complete exercises at the end of many lessons. In addition, Inspectors found that while most students can perform simple mental arithmetical problems, many have not grasped the foundation principles of mathematics. While few students can think abstractly, most students have difficulties with problem solving exercises and in applying mathematics to real life situations.*

## Curriculum and Enhancement Programmes

**Key Question 5:** How well do the curriculum and any enhancement programmes meet the needs of the students?

The key features of this indicator are:

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

In assessing the adequacy of curriculum and enhancement programmes in schools, Inspectors take account of any variations in the provision for different groups of students, such as boys and girls and those

of different social backgrounds and different abilities (Inspectors' Handbook). Hence, inspectors examined co-curricular provision as well as academic enhancements. Schools were evaluated based on the range and appropriateness of the activities which they offered to support the curriculum. One school, for example, introduced the study of Latin in an effort to improve its performance in English, while at the same time adding a community service component to its upper school curricula to further the students' personal and social development.

**Table 24: Rating of Curriculum and Enhancement Programmes by Level and School Type**

In Belmont Academy one of the best cases observed, the Inspector s in their	School Type	Rating				Total
		Unsatisfactory	Satisfactory	Good	Exceptional	
	Primary	6	8	2	0	16
	All Age	7	0	0	0	7
	School of Excellence	0	0	0	1	1
	Secondary High	2	2	0	0	4
	Traditional High	0	0	1	1	2
	<b>Total</b>	<b>15</b>	<b>10</b>	<b>3</b>	<b>2</b>	<b>30</b>

commendations noted that: *'The school has creatively designed curriculum material which guides both the academic and non-academic programmes. It has adapted and amalgamated aspects of the Caribbean Secondary Education Certificate (CSEC) and Reform of Secondary Education (ROSE) syllabuses to develop its own unique curriculum to meet the personal, social, academic and physical needs of the students. They have also included the teaching of research as a subject to build students analytical skills, the teaching of refinement to create the opportunities for holistic development, and the teaching of politics and current affairs at the Year 3 (Grade9) level to help develop awareness and social responsibility... Co-curricular activities such as performing arts and 20 hours of community services which students must do in order to graduate at the end of Year 5 (Grade 11) also bolster the school's curriculum. (Belmont Academy)*

Satisfactory enhancements were also seen in schools where teachers meet in groups with the senior teachers, on a regular basis to review the curriculum and adjustments are made to meet the needs of some students. Such schools also offered a range of Clubs and Societies to support students' development and

learning. Such co-curricular activities include 4 H Clubs, Brownies, Girl Guides, Scouts, Mathematics Club, community service, and performing arts, public speaking, and sports clubs.

The curriculum and enhancement programme in approximately fifty percent of the schools did not effectively support student learning. In schools where the academics were weak, inspectors noted that there is often little attempt to 'review the curriculum to promote better learning in more students.'

Notably, was that in cases where schools operate a shift system, the Inspectors report that the shift system reduces the opportunities to extend extra-curricular opportunities due to limited space and time.

## Students Personal and Social Development

### Key Question 6: How good is the students' personal and social development?

The key features of this indicator are:

- Students behavior and attitudes
- Students civic understanding and spiritual awareness
- Environmental awareness and understanding

Performance on this indicator was one of the best developed and manifest, with just over one third of the schools receiving a rating at the highest end of the scale. Where behaviour and attitude are exceptionally high, Inspectors observed that students exhibit self discipline, solid knowledge of and compliance to school rules and procedures. They were orderly and respectful on the school premises. Such schools also have high rates of punctuality and overall attendance.

High levels of personal and social development were also associated with good understanding and awareness of Jamaican culture; students are able to demonstrate civic awareness and to distinctly explain the numerous social, political and economic issues that are impacting on the society and economy.

Table 25: Students' Behaviour and Attitude by Level and School Type

Where student behaviour was	School Type	Rating					Total
		Poor	Unsatisfactory	Satisfactory	Good	Exceptional	
	Primary	0	5	5	5	1	16
	All Age	0	2	2	3	0	7
	School of Excellence	0	0	0	0	1	1
	Secondary High	0	0	4	0	0	4
	Traditional High	0	0	0		2	2
	<b>Total</b>	<b>0</b>	<b>7</b>	<b>11</b>	<b>8</b>	<b>4</b>	<b>30</b>

adjudged unsatisfactory, inspectors reported frequent fights when unsupervised, unsatisfactory attendance and high levels of unpunctuality. While almost all children knew about their heritage and their cultural traditions, some had low levels of environmental and economic awareness.

St. Andrew High School for Girls was rated exceptionally high on all component of the indicator. In this best practice school Inspectors in their commendations noted that:

***Students display exceptionally high understanding and awareness of civic and spiritual matters***

*Students understand the nature and characteristics of the Jamaican society and they are knowledgeable about their civic responsibilities and duties. The school assists in promoting this healthy awareness by strategically incorporating various extra-curricular activities. For example, Community Service is undertaken at all levels by all students. Students discuss these activities with pride, highlighting their individual contributions in areas to which they are assigned.*

*Spiritual awareness and understanding are also exceptionally high. These are strongly reflected in the high levels of respect, participation and attentiveness demonstrated in devotional exercises and admiration for each other's achievements. Students report that the institution engenders a sense of "feeling that they are part of something much bigger". They speak confidently of local and regional cultural heritage and traditions. They are able to successfully make the connection between present-day social and cultural behaviours and celebratory activities in honour of historical events.*

***Almost all students display exceptionally high levels of awareness and understanding of the existing local economy***

*Students are able to distinctly explain the numerous social, political and economic issues that are impacting on the economy whilst understanding their regional and global implications. Most older students are able to suggest workable solutions, and indicate that they are willing to make their contributions to resolve some of these issues.*

***Almost all students are knowledgeable about national and global environmental issues***

*They express great care and concern for the environment. Many students are involved in the school's environmental club. Along with others, they participate in environmental activities; for example, clean-up activities and fund raising events for environmental causes. A recent event involving a large number of students, staff and parents has resulted in the purchase of recycling bins for the school campus.*

Noteworthy is the combined satisfactory performance of Secondary High schools on this indicator. In Papine High, one of the Secondary High Schools the Inspectors noted the following:

*Students' attitudes and behaviour are satisfactory. When teachers teach well, students behave. They misbehave during classes which do not engage them or when they are unsupervised. Senior staff are visible and help in the enforcement of rules. This makes the school orderly. Students in the upper school demonstrate positive relationships with teachers; however, for some students, the relationships are not based upon mutual respect. Punctuality is poor. Students regularly arrive late for classes and rarely acknowledge their teacher. Attendance, at 82 percent, is satisfactory.*

*Many students understand the concept of national identity and are aware of the local traditions and culture. The school helps to develop students' understanding of civic responsibility through a variety of roles including team captains and prefects. This helps students to become aware of the contributions they can make to their own community. Several students are spiritually aware, made possible through Inter Schools' Christian Fellowship (ISCF) and the school's varied daily devotions.*

*Many students understand the importance of Jamaica's economic position, the need for economic progress, regional integration and international relations. Many vocalized their opinions about topical issues including the selling of Air Jamaica and relations with the USA. They are concerned that Jamaica imports goods which it can produce locally. Some realise that they will have to play a major role in the island's economic growth. However, many are not sure what they can actually do to help with Jamaica's economic development.*

*Many students are aware of some national, regional and global environmental issues. They speak about pollution, and the drought which is currently affecting the Caribbean. Some students show an awareness of the importance of recycling and conserving the environment, starting with their own school environment, which they try to keep clean and welcoming.*

## Human and Material Resources

**Key Question 7:** *How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?*

The key features of this indicator are:

- Human Resources
- Material Resources –Quality and Quantity
- Use of Material Resources

### Human Resources

The inspectors found that schools are satisfactorily utilizing their existing human resources to support student learning. In making this determination, the Inspectors looked at both the qualifications of teachers and teacher deployment and found that teachers were for the most part given teaching assignments which were in accordance with their qualifications and training.

With the exception of one Primary school, all schools inspected received a rating of satisfactory or above for use of human resources to help students achieve as well as they are able. This high rating is due to the fact that, in the main, Jamaican teachers working in the public school system are trained and qualified. Most schools have also developed effective systems to ensure that teachers are assigned to teach subjects or at levels in which they are qualified. Belmont Academy and Campion College were the only two schools to have received top rating on this component.

**Table 26: Use of Human Resources by Level and School Type**

The	Rating					
	School Type	Unsatisfactory	Satisfactory	Good	Exceptional	Total
	Primary	1	14	1	0	16
	All Age	0	6	1	0	7
	School of Excellence	0	0	0	1	1
	Secondary High	0	4	0	0	4
	Traditional High	0	0	1	1	2
	<b>Total</b>	<b>1</b>	<b>24</b>	<b>3</b>	<b>2</b>	<b>30</b>

Inspectors in their rating of Campion College noted that:

The school has a full complement of competent and knowledgeable teaching staff which is effectively deployed across the school. Staff turnover is minimal. There is a system for teachers to substitute for absent colleagues and teachers give generously of time to assist students with particular needs. A good complement of support staff, including administrative and staff secretaries, school nurse, laboratory technicians and facilities caretakers work well to assist with the smooth maintenance and operation of the school.

## Material Resources

Ratings were not similarly positive in the area of use of material resources to support student achievement. Eighteen of the thirty schools were thought to make unsatisfactory use of their material resources and one school was determined to be poorly utilizing its material resources.

Table 27: Use of Material Resources by School Type

School Type	Rating				Total	Unsatisfactory use of material resources was identified
	Poor	Unsatisfactory	Satisfactory	Good		
Primary	1	10	3	2	16	
All Age	0	5	1	1	7	
School of Excellence	0	0	0	1	1	
Secondary High	0	3	1	0	4	
Traditional High	0	0	1	1	2	
<b>Total</b>	<b>1</b>	<b>18</b>	<b>6</b>	<b>5</b>	<b>30</b>	

where schools made insufficient use of computers, tape recorders and available reading material. In some instances, schools did not efficiently utilise the class room and public spaces. There was little integration of ICT in curriculum delivery, even in schools which had benefited from projects under which they received generous donations of computers and other electronic learning resources. The inspectors noted in one school:

*'Overall, teachers make inadequate use of computers and other equipment. Although there is internet access at the school, most students have no access to it to enrich their research skills. Teachers make limited use of the library with students.'*

In Whitfield All Age, one of the two schools at the Primary level to achieve a good rating the Inspectors found that: *All classrooms are spacious and comfortable and all have chalkboards and colourful visual aids and commercially produced charts on display. There are adequate curriculum guides and resource materials for teachers and students. There is however, a lack of technological resources with only four computers in good working order. The reading room is painted in attractive colours with sufficient books and teaching materials. There is a library, but it is not well stocked. There are no scientific, technical or vocational specialised teaching facilities for the use of students in the higher grades. The school has a marked netball and basketball court but does not have access to a full sized games pitch or grassy areas for athletics. Chalkboards are used well and effective use is made of books and teaching resources, including teacher made materials. The Library is rarely used. Teachers and students make effective use of the limited play areas on the compound.*

## Safety Security and Well-Being

**Key Question 8:** *How well does the school ensure everyone's safety, security and well-being?*

*The components of this indicator are: Safety, Security and Health*

In evaluating safety and security Inspectors consider, inter alia, the presence of perimeter fencing, implementation of adequate security systems, attention to public health issues and the design and implementation of an emergency management protocol.

Table 28: Safety Security and Wellbeing by Level and School Type

School Type	Rating				Total
	Poor	Unsatisfactory	Satisfactory	Good	
Primary	1	8	7	0	16

Of concern just 50	All Age	0	3	2	2	7	grave is that under percent
	School of Excellence	0	0	0	1	1	
	Secondary High	0	2	2	0	4	
	Traditional High	0	0	0	2	2	
	<b>Total</b>	<b>1</b>	<b>13</b>	<b>12</b>	<b>5</b>	<b>30</b>	

of schools fell below the safety and security standards required of all schools. Schools which received a rating of satisfactory or higher, have in place approved, documented and practiced safety and security policies and procedures for staff and students. These schools also use the services of a security company to complement the overall security arrangements. In addition, schools which ensure the safety, security and well being of staff and students pay close attention to proper sanitation, provide even basic first aid services and monitor the presence of potentially hazardous material on the school compound.

Unsatisfactory ratings were given to schools which have, poorly implemented safety and security policies and procedures, irregular health and safety checks, and where some parts of the building are unsafe and/or unhygienic. An instance of this led inspectors to comment

*An open trench at the entrance of the office block is a potential hazard to anyone entering the offices, classrooms and laboratories housed inside. Another long, open trench which carries away urine in the boys' bathroom presents a health risk. Whilst the canteen is clean and serves a vital function by providing hot nutritious meals, there is no fly prevention mesh on the windows or entrance doors to the canteen. There is no school nurse in place to provide immediate first aid.*

In another unsafe school inspectors saw unhygienic bathrooms with no toilet paper available, toilet cubicles which have no doors, poor surfacing of the school playground and partially demolished buildings with steel bars jutting out of the foundations which students use as makeshift football pitches at break times.

## Well-being

Students' wellbeing is judged by examining the school's provision of counseling services, programmes to meet the nutritional and other needs of students from lower socio-economic backgrounds, methods of punishment used by teachers and the presence and use of programmes to motive and engage students. In best cases, 'staff from the guidance and welfare departments work seamlessly and tirelessly to ensure that students are given the best advice to enable students to make informed choices about their future lives or areas of personal development. Schools had a relatively good showing in ensuring the wellbeing of staff

and students. Fourteen of the thirty schools were rated between good and exceptional high on that indicator.

Table 29: Students Well-being by School Type

School Type	Rating					Total	St. Andrew High rated exceptionally high on this
	Poor	Unsatisfactory	Satisfactory	Good	Exceptional		
Primary	1	2	8	5	0	16	
All Age	0	1	2	4	0	7	
School of Excellence	0	0	0	0	1	1	
Secondary High	0	0	2	2	0	4	
Traditional High	0	0	0	0	2	2	
<b>Total</b>	<b>1</b>	<b>3</b>	<b>12</b>	<b>11</b>	<b>2</b>	<b>30</b>	

component of the safety and security construct received the following kudos:

*The school places great emphasis on the well-being of students which is manifested in the exceptionally high quality of the welfare programme. This provides for the varying needs of the students in an environment which has very strong staff to student relationships and an exceptionally well managed system of rewards and sanctions. Staff from the guidance and welfare departments work seamlessly and tirelessly to ensure that students are given the best advice. This enables students to make informed choices about their future lives or areas of personal development. Records of medical services given to students are stored manually and recently, electronically. All reported accidents are assessed at the Health Centre and, if necessary, referred for external attention. Whilst senior staff is aware that there is a problem with punctuality, the impact of interventions has yet to be felt.*

## Summary and Conclusion

### Summary

The Inspection conducted in 30 schools during April and June 2010, represents the first round of Inspections by the National Education Inspectorate (NEI), since its establishment as a Project of the Ministry's Education System Transformation Programme in 2009. Despite the limitations in the scope and coverage of the sample, the data gathering methods used, are sufficiently robust to provide indicative

findings which should trigger further investigation into the trends observed and the range of contributing factors which impede or enable success at the Primary and Secondary levels. The major findings of the inspection related to the eight key indicators are:

## 1. Leadership and Management

The findings indicate a wide variation in the effectiveness of the leadership dynamics in the schools inspected. Leadership was weakest at the Primary level and rated unsatisfactory, while at the Secondary level, leadership was on the whole assessed as satisfactory.

Leadership was weakest in those Primary schools where the principal failed to demonstrate focused strategic and instructional leadership and did not hold staff accountable, lacked the rigor and drive needed to improve teaching and learning and had low expectations of students.

While leadership at the Secondary level was assessed as satisfactory overall, there were glaring differences by school type. The two Traditional High schools, inspected were all rated as good and the newly established Belmont Academy was rated as outstanding while two of the four Secondary High schools were rated satisfactory.

Accountability was the common characteristic in schools which were well led and effectively managed. While insisting on accountability, the most able leaders were not only concerned with the personal and academic welfare of their students, but also of their staff. In such schools, principals plan for the professional development needs of the staff, ensuring that they are provided with opportunities to develop in areas which are aligned to the needs of the school.

**Self Evaluation and School Improvement Planning** introduced into the system for more than a decade have not been fully embraced as an integral part of the school management culture. This deficiency was apparent at both the Primary and Secondary levels.

**Governance and Management** was weakest at its most ineffective at the Primary level. The consistent theme was the failure of the Boards of Governors to hold principals accountable, help set clear targets and provide a structure for the overall management of the school. Inspectors noted that in many instances,

Boards appeared unaware of their role in the school and was either disconnected or in conflict with the school leadership.

At the Secondary level the variations observed in the Governance and Management were related to school type. In all 4 Secondary High Schools, governance was deemed to be unsatisfactory and was rated good in the Traditional High and the School of Excellence. Effective governance practices were exemplified in cases where the Board of Governors was active, connected and aware of issues facing the school and involved in setting school improvement targets. In the best cases, Board Chairmen were knowledgeable, committed, and keen to support the school leadership and also prepared to hold the Principal accountable for the school's performance.

## 2. Teaching and Learning

**Teacher's knowledge of subjects taught** was weakest at the Primary level. At this level where teachers are expected to function as generalists, there was a significant level of deficiency in overall subject mastery. The performance of this indicator was strongest at the Secondary level where teachers are subject specialists. Despite this, Inspectors found that teachers in Traditional High schools displayed a higher level of mastery of their subject areas, than teachers in Secondary High schools.

**Assessment** at the Primary level, received an unsatisfactory rating. Inspectors noted that even where data were used to determine students progress in each grade, this had little impact on informing teaching throughout the school and directing remedial programmes across all subject areas. The absence of an assessment policy was noted in all cases

Evidence of developed systems of assessment was more evident in Traditional High than in Secondary High schools. All four Secondary High schools received unsatisfactory rating compared to the Traditional High schools. Common to the Traditional High and the School of Excellence was that school leadership was vigilant in ensuring that the school's assessment policy was effectively implemented.

## 3. Students Performance in Regional and National Examinations

The variations in performance on this indicator continued to reflect differences associated with school type. Secondary High schools were the poorest performers in this area, receiving a rating of poor in both

Mathematics and English Language. Also apparent was the persistent achievement gap between Secondary High and Traditional High schools in Jamaica with Traditional High schools receiving the highest possible ratings in performance in Mathematics and English Language; Secondary high schools received the lowest possible rating.

The performance on this indicator revealed variations associated with the school type dynamics at the Secondary level. While the two Traditional High schools recorded exceptional performance, the ratings for Secondary High schools fell between poor and unsatisfactory. In contrast, in high performing schools, students performance in English Language and Mathematics in both CSEC and CAPE is outstanding.

#### 4. Students Progress in Relation to their Starting Point

At the Primary level performance on this indicator was rated satisfactory. The Inspectors noted that although many students enter the schools as non-readers in Grade 1, their academic records over a five year span from Grades 1 to 6 show continuous improvement.

##### Students Progress in Mathematics

In Mathematics many students begin to display a satisfactory understanding of number concepts and are able to create designs using their knowledge of polygons to draw houses, cars and people. However, such skills are not consistently evident throughout the schools as a significant proportion of students continue to have difficulty with the application of mathematical concepts to everyday situations.

At the Secondary level, the variations observed in students progress varied by school type. Three of the four Secondary High schools failed to achieve incremental improvements in student progress in English Language and Mathematics. The Traditional High schools and the School of Excellence received passing grades.

#### 5. Curriculum Enhancement Programme

The curriculum and enhancement programmes in approximately fifty percent of the schools did not effectively support student learning. In schools where the academics were weak, Inspectors noted that there was often little attempt to review the curriculum to promote better learning. Notably, was that in cases where schools operate a shift system, the Inspectors report that the shift system reduced the opportunities to enhance the curricular offerings through extra-curricular opportunities due to limited space and time.

## 6. Personal and Social Development

Performance on this indicator was one of the best developed and manifest, with just over one third of the schools receiving a rating at the highest end of the scale. Where behaviour and attitude are exceptionally high, Inspectors observed that students exhibit self discipline, solid knowledge of and compliance to school rules and procedures. They were orderly and respectful on the school premises.

Where student behaviour was adjudged unsatisfactory, inspectors reported frequent fights when unsupervised, unsatisfactory attendance and high levels of unpunctuality. While almost all children knew about their heritage and their cultural traditions, some had low levels of environmental and economic awareness of the Secondary High Schools the Inspectors noted that: *When teachers teach well, students behave.*

## 7. Human and Material Resources

The inspectors found that schools were satisfactorily utilizing their existing human resources to support student learning. In making this determination, the Inspectors looked at both the qualifications of teachers and teacher deployment. It found that teachers were for the most part given teaching assignments which were in accordance with their qualifications and training. With the exception of one Primary school, all schools inspected received a rating of satisfactory or above for use of human resources to help students achieve as well as they are able.

This high rating is due to the fact that, in the main, Jamaican teachers working in the public school system are trained and qualified. Most schools have also developed effective systems to ensure that teachers are assigned to teach subjects or at levels in which they are qualified.

In the area of use of material resources, the ratings were not similarly. Unsatisfactory use of material resources was identified where schools made insufficient use of computers, tape recorders and available reading material. In some instances, schools did not efficiently utilise the class room and public spaces. There was little integration of ICT in curriculum delivery, even in schools which had benefited from projects under which they received generous donations of computers and other electronic learning resources.

## 8. Safety, Security and Well-Being

On the overall schools received a satisfactory rating on this indicator, with just under 50 percent of schools falling below the safety and security standards required of all schools. Schools which received a rating of satisfactory or higher, have in place approved, documented and practiced safety and security policies and procedures for staff and students. These schools also use the services of a security company to complement the overall security arrangements. In addition, schools which ensure the safety, security and well being of staff and students pay close attention to proper sanitation, provide even basic first aid services and monitor the presence of potentially hazardous material on the school compound.

Unsatisfactory ratings were given to schools which lack or have poorly implemented safety and security policies and procedures, irregular health and safety checks, and where some parts of the building are unsafe and/or unhygienic.

Fourteen of the thirty schools were rated between good and exceptional high on this indicator. Students well-being was judged by examining the school's provision of counseling services, programmes to meet the nutritional and other needs of students from lower socio-economic backgrounds, methods of punishment used by teachers and the presence and use of programmes to motivate and engage students. In best cases, staff from the guidance and welfare departments work seamlessly and tirelessly to ensure that students are given the best advice to enable students to make informed choices about their future lives or areas of personal development. Schools had a relatively good showing in ensuring the well-being of staff and students.

## Conclusion

The thirty schools in the sample received a combined performance rating of **unsatisfactory** on the eight school effectiveness indicators assessed. This rating masks significant variations by school type, as well as type within level.

At the Primary level the rating was on the overall **unsatisfactory**, especially observed in leadership and management, teaching and learning, students achievement in national examinations and self evaluation and school improvement planning. Of the twenty three schools inspected at that level only two were rated as good on any single indicator.

At the Secondary level, the seven schools received a combined rating of **satisfactory** with stark variations among Secondary High, Traditional High schools and the School of Excellence. Secondary High schools were weak on all indicators related to student achievement as well as in leadership and management. Traditional High schools enjoyed ratings which ranged from good to exceptional high. The School of Excellence was an outstanding performer with one of its best showing in leadership and management.

Specific to the transformational activities to be modelled in Regions 1 and 2 are the findings related to governance and management. According to the Inspectors' Report:

*Only in 13.7 percent of the schools was good governance observed. Approximately 50 percent of the school inspected was rated as satisfactory. All the key features under Governance for Primary and All Age schools, was judged unsatisfactory. In 13 (56.5 percent) of these schools, governance was below expectations. The issues leading to this judgment were varied, but a consistent theme was the failure of the Boards of Governors to hold principals accountable, help set clear targets and provide a structure for the*

*overall management of the school. In many instances, Boards appeared unaware of their role in the school and was either disconnected or in conflict with the school leadership.*

Three findings point to the need for careful consideration to the proposal to delegate greater levels of responsibility to schools.

## **Policy Recommendations**

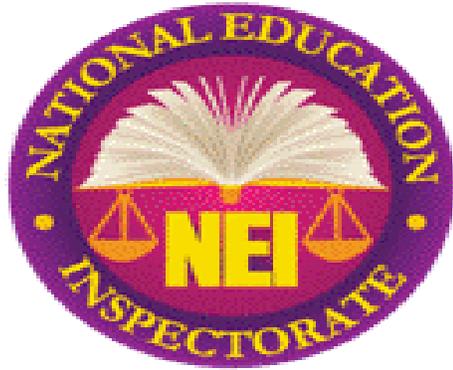
1. Undertake research to determine the predictors of school effectiveness in the Jamaican context.
2. Use research findings to define *School Effectiveness* correlates to guide the school inspection process.
3. Engage the public in a *School Effectiveness Drive* and hold all stakeholders accountable for performance at all levels of the system.
4. Develop and agree a set of minimum acceptable levels of input, processes and output at each stage of the system.
5. Use the Ministry's web site to post inspection reports.
6. Replicate the School of Excellence Model in all Parishes as a first step towards full roll out. Top performing Secondary High schools to be included in this exercise.
7. Grow Traditional High Schools through the addition of off-site and on-site campuses.
8. Fast track the establishment of the National College of Education Leaders, to enhance the impact of leadership and management in schools.
9. Provide clinical supervision to failing schools. The Regional Entities to lead the process.
10. Implement an accredited in-service programme under the leadership of the Jamaica Teaching Council.
11. Mandate School Improvement Planning as a critical management tool to be implemented at all levels of the system.

# Appendices

Inspection Handbook

List of Schools in Sample

Students' Responses



# Handbook for Inspections

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## SECTION 1

### The National Education Inspectorate

#### Background

In the 2004 report of the national task force on educational reform, one of the recommendations was that a National Quality Assurance Authority (NQAA) be established, to address the issue of performance and accountability in the educational system. In line with this recommendation the government of Jamaica has established an independent National Education Inspectorate (NEI) to address the issues identified and effect changes complementary to the transformation of the education sector.

#### Status

The NEI is an agency of the Ministry of Education It is ultimately accountable to the Minister of Education and reports to the Jamaican Parliament through its Chairman and the Chief Inspector of Education. This status safeguards the NEI's autonomy and the impartiality of the inspection process. The NEI operates within the overall context of the Ministry of Education and the Government of Jamaica's policies and strategic objectives for the education system.

#### Role and Responsibilities

The mandate of the NEI is to make an assessment of the standards attained by the students in our Primary and Secondary schools at key points in their education and to report on how well they perform or improve, as they progress through their school 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.

The NEI will therefore contribute to raising the levels of student attainment by assessing and reporting on:

- The quality of teaching
- The quality of students' response
- The extent to which students have access to the curriculum
- The quality of leadership and management of the learning environment in the school or learning institution
- The quality of relationships engendered by the leadership team with stakeholders in the education process.

The NEI will identify, in its initial inspections, improvements that a school or other education provider will need to make to standards and quality. In subsequent reports, it will also make an analysis of the implementation of inspection findings and their impact.

The NEI will inspect all state schools at the Primary and Secondary levels. The inspection of Independent school and other private providers of education services will form part of those institutions' registration and accreditation procedures.

The inspection of early childhood education institutions will remain with the Early Childhood Commission until a fully integrated inspection and improvement system is instituted.

The NEI will also carry out thematic and subject inspections, evaluate national and local initiatives and carry out evaluation of the policies of the Ministry of Education in terms of their impact on student attainment.

The cycle of inspecting schools and other service providers will be determined by the Chief Inspector and/or as requested by the Minister of Education.

The NEI will also gather, analyse and interpret the data generated from all of its inspections, evaluation and survey work and thus be in an informed position to provide policy advice to the Minister of Education and report directly to Parliament on the standards achieved and the quality of education provided in Jamaica.

It will, systematically, issue reports, guidance, advice and assistance to principals, school boards, school management teams, teachers and other education professionals about effective practice, based on the accumulation of evidence from the school inspections.

The NEI will publish all findings openly, in accordance with the Access to Information Act 2002, to support and aid the development of effective practice in schools and other education providers as well as to ensure transparency in its work.

## Mission

The mission of the National Education Inspectorate is to:

1. Assure and improve the quality of educational provision and the outcomes for all learners through the rigorous and independent inspection and reporting of all schools and other education service providers
2. Provide information and feedback to schools, teacher training institutions and REAs
3. Provide evidence-based advice to the Minister of Education to inform policy development
4. Provide Parliament, and therefore the Jamaican public, with status reports on the quality of education being provided and the state of children's attainment and achievements in the education system.

## Core Objective

The NEI's core objective is to implement a world-class system that objectively, independently and rigorously inspects, assesses and reviews the quality of schools and education services and the standards achieved by learners. It will make recommendations to support improvements in the quality of provision and outcomes for all learners.

## Shared vision

The National Education Inspectorate will work in pursuit of the vision of the Ministry of Education, which states that:

**'Each learner will maximise his or her potential in an excellent, equitable, accessible, self-sustaining education system that is accountable to the citizens of Jamaica'.**

The NEI has established the following objectives, which are in keeping with Ministry of Education Strategic Objectives, and which will be implemented in order to achieve system wide targets. The document, NEI Strategic Plan, contains a comprehensive outline of the objectives and the concomitant plans.

### Ministry of Education, Strategic Priorities and Expected Outcomes 2009-2012

○	○ Strategic Priorities	○ Objectives
I.	Improvement in process and systems to enhance efficiency and service delivery throughout the system	<ul style="list-style-type: none"> <li>● To raise the performance levels of all within the education system in order that all learners can achieve high standards and have better life chances.</li> </ul>
II.	Enhancement of Education Outcomes	<ul style="list-style-type: none"> <li>● To provide high quality and objective inspection and evaluation services in order to improve the quality of teaching and outcomes in schools.</li> </ul>
III.	Building the leadership capacity at all levels of the system	<ul style="list-style-type: none"> <li>● To develop a culture of rigorous school self-evaluation and self-improvement in order to develop a self-sustaining improvement cycle.</li> </ul>
IV.	Create an environment which fosters positive social interactions	<ul style="list-style-type: none"> <li>● Implement behaviour standards all members of the school family and visitors.</li> <li>● Provide a secure learning environment.</li> <li>● Provide support to enhance nutritional needs</li> </ul>
V.	Improvement in Facilities and Infrastructure	<ul style="list-style-type: none"> <li>● Report inspection findings without fear or favour, pointing out in the recommendations the responsibilities of the various stakeholders for ensuring that schools are well resourced.</li> </ul>
VI.	The strengthening and expansion of partnerships	<ul style="list-style-type: none"> <li>● To report systematically, inspection findings rigorously, openly and directly in order to improve awareness about, and challenge to, the performance of schools</li> </ul>
VII.	Strengthening the policy, legislative and regulatory framework	<ul style="list-style-type: none"> <li>● Provide an inspection service that holds schools accountable to those standards, policy, legislative , regulatory matters that are pertinent to the running of effective schools</li> </ul>
VIII.	Reshaping the ethos/culture of the Sector and enhancing the Corporate Image	<ul style="list-style-type: none"> <li>● To identify and report best educational practices in order to drive forward improvement and to provide all learners with access to a relevant and excellent quality of education</li> </ul>

## SECTION 2

### Guidelines for school inspections

#### Core Values

The NEI's core values are integrity, impartiality, honesty, objectivity and transparency. The Inspectorate will aim to operate according to these values.

The NEI will work towards achieving its core values through the persons in its employment, in its practices and through the relationships it engenders with different partners in the education enterprise.

#### Inspection Principles

- Inspections and reporting will be fair, rigorous and impartial
- Inspections will provide clear, authoritative and professional advice to the Minister of Education – the responsible Minister – and the Parliament. The report will be based upon high quality analysis of the evidence gathered by the Inspectorate through inspections
- Inspections will be carried out in strict accordance with the NEI Frameworks, and the Handbook for Inspections and will be carried out by Licensed Inspectors (i.e. those who have passed all specified training and assessment and have been granted Licensed Inspector status)
- Inspections will be designed to contribute strongly to school improvement
- Inspections will always put the learners' needs and the outcomes of their educational experiences at the forefront and account rigorously to them, their families, the government and the citizens of Jamaica for the quality of the education afforded all our children
- Inspection will involve a wide range of stakeholders and engage the fullest level of stakeholder involvement in the process
- Reporting and advice will be authoritatively based on robust evidence
- Inspection will be carried out openly, giving those being inspected appropriate ongoing feedback during the inspection
- All inspection findings will be published openly, in accordance with *the Access to Information Act 2002*, in order that schools, Parliament, parents and the general public have full access to information on standards and quality of education
- All inspection reports and other evaluation and survey findings will be published at the earliest possible opportunity with full public access through NEI website
- Inspection reports will be written using plain, clear language that is readily accessible to the reader.

The NEI believes that the involvement of stakeholders in inspections is central to the inspection process, and that stakeholder involvement yields greater and more sustainable impact on both standards achieved and the quality of provision.

Inspection will therefore be a process done *with* providers, not done *to* providers.

Inspection will place provider self evaluation at its centre, to promote stakeholder involvement.

The demands placed on the provider during inspection will be kept to a reasonable minimum.

The context in which providers operate will be taken seriously and will be taken account of in the inspection report.

The NEI will celebrate and promote sound and challenging educational practice found in our schools.

Where a provider is found to have serious weaknesses, the NEI will recommend targeted supported, self-evaluation and monitoring in order to increase that organisation's capacity to improve itself and the services it offers.

### Code of Conduct for Inspectors

Inspectors must arrive at fair and accurate judgments about schools. Effective inspections are those that schools regard as fair, rigorous and helpful and whose findings they value and act upon.

School inspectors must therefore uphold the highest professional standards in their work. They are required to:

- Make their evaluations objectively, based upon evidence that is sufficient, reliable and valid.
- Be impartial and have no connection with the school that could undermine their objectivity
- Present an accurate, honest, fair and reliable report of what the school achieves and does
- Carry out all work with integrity, treating all those they meet with courtesy and sensitivity, and respect diversity
- Do all that they can to allay worry or anxiety throughout the inspection process
- Act with the best interests and wellbeing of students and school staff in mind
- Maintain purposeful and productive relationships and dialogue with those whose work they evaluate and communicate outcomes clearly
- Respect the confidentiality of information.

## SECTION 3

### ● INSPECTION INDICATORS

#### ○ *Introduction*

Inspectors will use these indicators in the initial round of school inspections, after which they will be evaluated and subject to amendment for subsequent rounds.

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.

#### ○ *Key Questions*

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

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 safety, security, health, and well-being?

### The Five-Point Scale

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

- Level 5 – Exceptionally high quality of performance or provision
- Level 4 – Good: the expected level for every school in Jamaica. 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 for Jamaica. 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 in Jamaica. 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 – Failing: quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory.

#### ■ Consistency in terminology

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

All	100%
Almost all	90% to 99%
Most	75% to 89%
Many	50% to 74%
Some	49% and below

## Inspection Indicators

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

Inspectors will make judgements on the basis of the evidence they gather about the leadership and management of the school as a whole and of key sections within it.

#### 1.1 Leadership and management

Key features:

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

Short descriptions to illustrate the five-point scale:

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

## 1.2 Self-evaluation and improvement planning

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Self-evaluation is poorly developed. There is almost no monitoring or evaluation of the school's provision and performance, including teaching and learning. As a result, the school has no clear agenda for improvement	Self-evaluation is inadequately developed, so managers do not have a realistic view of the school's strengths and weaknesses, including teaching and learning. Planning for improvement is not based on realistic priorities	The school's priorities are based on sound analysis of its performance. The work of the school is monitored effectively, including the performance of staff and students, and appropriate actions are taken	Through effective self-evaluation, which takes into account the views of parents, managers know their school well. They use the outcomes of self-evaluation to plan and take action promptly to make necessary improvements. Staff appraisal procedures are effective.	Systematic and rigorous self-evaluation is embedded in the school's practice at all levels. Staff appraisal is rigorous and staff development is well-planned and highly effective. Strategic thinking is clear. Ambitious improvement planning results in the achievement of identified goals.

### 1.3 Governance

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The Board has almost no influence on the work of the school. It does almost nothing to support the efficient and effective management of the school. The Board holds the school leadership accountable for its performance in a very limited way.	The Board has little influence on the work of the school. It does little to support the efficient and effective management of the school. The Board holds the school leadership accountable in a limited way for its performance.	The Board meets all its responsibilities. It gives clear support and advice to the school leadership. The Board consistently holds the school leadership accountable for their performance.	The Board has a positive influence on the work of the school. It plays a significant strategic and advisory role in leading the school's development. . The school leadership is rigorously held to account for its performance.	The Board makes a significant contribution to the leadership of the school and its successes. It works most effectively in support of the school's educational leaders. The Board holds the school leadership highly accountable for its performance.

### 1.4 Relations with parents and the local community

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Communications with parents are infrequent and of poor quality. Many parents know too little about the work their children are doing to be able to help them effectively. The school has very little to do with its local community. Opportunities are missed to enrich the curriculum through the use of community resources	The school gives parents insufficient information about their children's progress and wellbeing. Community involvement is limited and the school does not actively seek relationships with outside agencies to support the wellbeing and progress of students	Parents receive regular, detailed reports about their children's progress. There are regular opportunities to talk to teachers and some parents are actively involved in school life. The school works with outside agencies to enhance the wellbeing and progress of students	Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning	The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school capitalises on the expertise and resources in the community to improve its performance and benefit students

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

Inspectors will make judgements on the basis of the evidence they gather in relation to each significant age group in the school. Inspectors will take account of any significant variations in the provision for different groups of students, such as boys and girls and those of different social backgrounds and different abilities.

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

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Many teachers have insufficient knowledge of the subjects and the curriculum they teach. This seriously limits the progress that many students make and the standards they reach	Some teachers have insufficient knowledge of the subjects and the curriculum and of how to teach effectively. This results in ineffective and inaccurate teaching and incomplete curriculum coverage	Most teachers have a secure understanding of the subjects they teach. There is evidence that teachers reflect on the impact of their practice. Curriculum coverage is secure	All teachers have good subject knowledge and reflect regularly on the impact of their teaching. Coverage of curriculum is complete.	Teaching of a consistently high quality stems from the teachers' expert knowledge of their subjects and how to teach them. They reflect regularly and rigorously on the impact of their teaching

### 2.2 Teaching methods

Key features:

- Quality and effectiveness of lesson planning
- Management of time
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT
- Quality of teacher and student interactions including questions and dialogue
- Teaching strategies which challenge and cater to the needs of all students

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The teaching methods in many lessons are poorly matched to the needs of the students. Activities are often only loosely related to the achievement of learning objectives. Lessons are frequently dull and unchallenging for the students	Although their planning may be detailed, the methods the teachers use often take little account of what the students already know. The work they set frequently lacks challenge and lesson objectives are often unclear	Teachers plan their lessons well and teaching methods are effective. They manage time well and make the work interesting, with realistic levels of challenge. They make sure the students have the resources they need to complete tasks successfully	Lessons are well planned with teaching methods that are effective in securing intended outcomes. The needs of individual students are well catered for. Teachers challenge and extend the students' thinking, which helps them to make good progress and achieve high standards	The teaching methods are effective. Lessons are often imaginative and consistently stimulate and challenge the students to achieve as well as they can. Activities are chosen to match the needs of the students, to secure intended outcomes and to achieve excellent standards

## 2.3 Assessment

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
There is little, if any, systematic internal assessment of students' work. Teachers have very little detailed knowledge of students' progress and achievements	Assessment is not well developed. Teachers do not have sufficient detailed knowledge of students' progress and achievements	Assessment is used to track the achievements of students, to indicate what they have learned and to help them understand what they need to do next.	Consistent and effective assessment practices are in place for monitoring students' progress. Most staff use them to focus sharply on what students need to do to improve. Students are sometimes involved in evaluating their own work	A thorough programme of assessment and review, including students' evaluation of their work, is used consistently throughout the school. Teachers are highly effective in helping students to identify and make improvements in their work

## 2.4 Student learning

Key features:

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

Short descriptions to illustrate the five-point scale:

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

## 3. How well do students perform in national and/or regional tests and assessments, against the targets set for the sector? (For infants: in relation to age-related expectations)

Key features:

- Performance in national and/or regional assessments
- Performance in comparison to similar schools
- Performance against the targets set for the sector

Inspectors will judge the performance of each significant age group in the school in each targeted subject in *the last three years*, taking into account any variations in the performance of different groups of students, such as boys and girls and those of different social backgrounds and different abilities.

Short descriptions to illustrate the five-point scale:

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

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

Key features:

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

Inspectors will judge the progress made by students in each significant age group in the school in each targeted subject, taking into account any variations in the progress made by different groups of students, such as boys and girls and those of different social backgrounds and different abilities.

Short descriptions to illustrate the five-point scale:

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

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

Inspectors will make judgements on the basis of the evidence they gather about each significant age group in the school, scaling their expectations accordingly. Inspectors will take account of any variations between different groups of students, such as boys and girls and those of different social backgrounds and different abilities.

##### 5.1 Students' behaviour and attitudes

Key features:

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

Short descriptions to illustrate the five-point scale:

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

### 5.1 Students' civic understanding and spiritual awareness

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no understanding of national identity and/or spiritual awareness and little appreciation of local traditions and culture	Many students lack understanding of national identity and/or spiritual awareness. Many students lack appreciation of local traditions and culture.	Many students are developing an understanding of national identity, and an appreciation of local traditions and culture together with spiritual understanding	Most students understand the concept of national identity. They understand and appreciate local traditions and culture. They have a good spiritual understanding	Almost all students understand and appreciate the defining characteristics of Jamaican society, and the region's traditions and culture. They have a high level of spiritual understanding

### 5.3 Students' economic awareness and understanding

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it. Most students have little or no understanding and awareness of economic issues.	Many students are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it.	Many students understand the importance of Jamaica's continued economic progress and that they will have a role in contributing to it.	Most students understand the importance of Jamaica's continued economic progress and know that they can contribute to it.	Almost all students understand the importance of securing Jamaica's economic progress and are well equipped and willing to contribute to it.

#### 5.4.Environmental awareness and understanding

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no awareness of national or global environmental issues and they show little concern for their immediate environment	Many students have little awareness of national or global environmental issues and make little effort to take care of their immediate environment	Many students are aware of national and global environmental issues and they take care of their immediate environment	Most students know that national and world resources need to be protected and used responsibly and they take care of their immediate environment	Almost all students understand the importance of securing a sustainable environment. They take care of their immediate environment and some are involved in related co-curricular activities

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

Inspectors will make judgements on the basis of the evidence they gather in relation to the school as a whole and of key sections within it. They will consider the school's use of its accommodation and the quality of the overall learning environment, including off-site facilities, the sufficiency of suitably qualified staff and how effectively they are deployed.

### 6.1. Human resources

Key features:

- Sufficiency of suitably qualified and knowledgeable teaching and support staff
- Effective deployment of staff

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school is inadequately staffed to deliver its curriculum effectively. The quality of the education the students receive is seriously reduced in consequence	The school lacks, or fails to deploy, teaching and support staff with the knowledge and expertise required to deliver the curriculum in full	The school retains and deploys sufficient qualified staff to deliver the curriculum and achieve satisfactory standards	The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable the students to achieve good standards	The school has a full complement of well qualified staff and deploys them to achieve the best standards possible for students

### 6.2. Material resources – Quality and Quantity

Key features:

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

Short descriptions to illustrate the five-point scale:

Level 1 Failing	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Premises and resources are significantly below expected quality and quantity	There are significant deficiencies in premises and/or resources	Premises and resources are sufficient in quality and quantity	Premises and resources are of good quality and sufficiency	Premises and resources are plentiful and of high quality

### 6.3 Use of material resources

Key features:

- Effective use of school premises
- Effective organisation and use of available resources for teaching and learning
- Allocation of time in school timetable

Short descriptions to illustrate the five-point scale:

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

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

Key features:

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

Inspectors will make judgments on the basis of the evidence they gather in relation to each significant age group in the school. Inspectors will take account of any variations in the provision for different groups of students, such as boys and girls and those of different social backgrounds and different and abilities.

Short descriptions to illustrate the five-point scale:

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

## 8 How well does the school ensure everyone's safety, security, health and well-being?

Inspectors will make judgments on the basis of the evidence they gather in relation to each significant age group in the school. Inspectors will take account of any variations in the provision for different groups of students, such as boys and girls and those of different social backgrounds and different abilities.

## 8.1 Safety, security and health

Key features:

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

Short descriptions to illustrate the five-point scale:

<b>Level 1 Failing</b>	<b>Level 2 Unsatisfactory</b>	<b>Level 3 Satisfactory</b>	<b>Level 4 Good</b>	<b>Level 5 Exceptionally high</b>
Policies for safety and health are non-existent or ignored. There are almost no safety, security and health checks. Many parts of the buildings and equipment are unsafe and/or unhygienic and poorly maintained	Policies for safety and health are poorly implemented. Safety, security and health checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe and/or unhygienic	Policies and procedures are implemented and accidents are rare. Requirements for maintaining the safety, security and health of students are met. Buildings and equipment are safe, secure, hygienic and maintained in sound repair	Regular and thorough checks are made and acted upon to ensure that a safe, secure and healthy environment is maintained. Buildings and equipment are hygienic and kept in a good state of repair	The school provides an exceptionally safe, secure and hygienic environment for students and staff. Buildings and equipment are regularly maintained in excellent condition

## 8.2 Wellbeing

Key features:

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

Short descriptions to illustrate the five-point scale:

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

## SECTION 4

### The Inspection Process

#### A. Before the inspection

##### Notification of inspection

Every school will be notified approximately six working weeks before its inspection is due to take place. Schools should let the NEI know immediately if there is a compelling reason why the dates proposed for the inspection are not possible from the school's perspective.

NEI will contact the school by telephone within a few days of notification to arrange a preliminary visit to the school.

##### Information requested from the school

Each school is asked to assemble a few key documents for collection during the preliminary visit, in either electronic or hard copy format. These are:

- The prospectus or similar publication
- The current development or improvement plan
- Any recent reports (internal or external) on the quality of any aspect of the school's work
- Information about the school's management structure, in the form of a diagram if possible
- A list of the teaching staff, showing which subjects and/or age groups they teach and any management responsibilities they have
- The school's timetable for the period of the inspection, showing clearly for each class:
  - the teacher
  - the location of the lesson
- A map showing the location of the school and a floor plan of the school building(s).

##### Evidence from parents and students

Each school is asked to distribute a Parents' Questionnaire to a sample of families whose children attend and a Students' Questionnaire to a sample of students. The questionnaire asks for parents' and students' views of the school. The inspection team will use an analysis of completed questionnaires to help it prepare a summary of issues raised. This forms part of the inspection evidence base.

##### The preliminary visit

A senior member of the NEI staff, who may be the school's Lead Inspector, will visit the school to explain the process of the inspection in detail and answer any questions.

The purposes of preliminary visits are:

- Through personal face-to-face contact, to begin to establish a relationship of trust with senior members of the staff of each school and to build confidence in the integrity and professionalism of the NEI
- To collect from each school, in either electronic or hard copy format, the documentation requested in the letter notifying them of the date of inspection
- To provide information about NEI inspection processes and to answer detailed questions about them and the arrangements that schools have been requested to make

- Through conversation with members of their staff, to gather initial information about each school to assist Lead Inspectors in preparing Pre Inspection Briefings and to provide contextual information for inspection teams.

The visit will take between two (2) and three (3) hours. Besides discussions with the Principal and other senior staff, it could include a tour of the school and a chance to meet any other members of the staff and members of the governing board.

### **Pre-Inspection Briefing document**

The Lead Inspector then prepares a pre-inspection briefing document for the members of the inspection team. This provides a briefing for inspectors so that they are well prepared to start the inspection before arriving at the school.

### **B. During the inspection: gathering evidence**

The types of evidence gathering activities essential to the inspection process are:

- The analysis and interpretation of information and data, for example test results and the school's records of students' progress
- The observation of lessons
- The observation of management processes
- Discussions with students to assess their understanding and knowledge, their attitudes to their work and views about their life at school
- The examination of samples of students' work in different subjects and across different age groups in the school
- Discussions with staff, in particular senior managers and others with responsibility for leading different aspects of the school's work
- The analysis of documentary evidence, such as schemes of work and teachers' planning

### **Observation of lessons and other activities**

The inspection team should aim to spend around 60 percent of each school day observing lessons and sampling students' work. Lessons or sessions should be observed as they appear in the school's normal timetable and inspectors will not require changes to that programme.

It is necessary for inspectors to spend enough time in lessons to make valid and reliable judgments about standards, teaching and learning. This requires the careful observation of teaching and learning, including the organisation of work for students as a class, in groups or individually, and how they respond to it.

There will not normally be more than one inspector in a class at any time unless the class teacher agrees or there is a particular reason for it. It may be, for example, that the lead inspector is monitoring the work of team members.

Inspection may include the observation of assemblies, extra-curricular activities and student registration.

### **Discussions with students**

In lessons, inspectors will join individual students to look at their work and discuss it with them. This will be done in such a way as not to disrupt teaching or learning.

Opportunities will also be taken to talk to students outside lessons to find out their views, attitudes and interests and the way in which the school supports them.

Inspectors will listen to students' incidental talk and comments, their contributions in lessons, their responses to questions from teachers, the questions which they initiate, and their views, feelings and comments expressed in discussion.

### **Analysis of students' work**

Students' current and previous work provides evidence of their progress. It offers insights into the curriculum, the teaching and the students' attitudes to learning.

The school will be informed of any samples of work required before the inspection team visits the school. It will normally be drawn from a cross-section of students of different abilities and ages.

Inspectors may use other examples of students' work in classrooms, exercise books, portfolios and displays to help them establish how representative the formal sample is.

### **Discussion with staff and others involved in the work of the school**

Principals and lead inspectors will normally meet daily to discuss the administrative details of the inspection, raise any matters of concern, clarify issues emerging and obtain further information. These meetings are part of the maintenance of positive, professional relationships between the school and the inspection team. They enable the inspectors to share emerging impressions and the school to provide additional evidence when necessary, which helps to prepare the ground for the judgements that will be communicated towards the end of the inspection.

Inspectors will also hold discussions with senior managers, other staff with management responsibilities and class teachers. These provide important information about the way the school works: roles, responsibilities, procedures and policies.

### **Documentary evidence**

The presence or absence of non-statutory policies or documents is not necessarily related to the quality of its provision or its performance. A school will not be penalised for simply not having a policy unless the absence of that policy helps to account for a weakness in an aspect of the education it provides.

Schools are not required to produce a high volume of documentation specifically for inspection. Inspectors will keep requests for additional paperwork (other than that normally produced by the school in its everyday work) to a minimum.

### **Record of Inspection Judgments**

This is the summary document, produced during the inspection visit and finalised at the end of each inspection, which records the team's corporate judgments. Its contents form the basis of feedback to the school and the written report.

## **Giving feedback**

Because of the pressure of time on inspection teams, brief feedback will be given only if the teacher requests it following a lesson observation.

Inspectors will share their judgments, and the significant evidence supporting them, by means of oral feedback to the Principal and other senior staff towards the end of the inspection. The feedback will cover:

- The quality of the outcomes achieved by the school, particularly the standards achieved by students
- The most significant factors that account for what the school achieves, particularly the strengths and weaknesses of the teaching in the school
- The effectiveness of the work done by leaders and managers
- The issues identified by the inspection as priorities for improving the school.

Oral feedback should normally be given on the last afternoon of the inspection. The session should be discussed with the Principal and a time and a location for it determined on the first morning of the inspection. The session should last long enough to achieve its purposes. This will vary from school to school, depending on the number and complexity of the issues requiring explanation. As a guide, most feedback sessions will last between 45 minutes and one hour.

The Lead Inspector will lead the feedback session. Another inspector will also attend, to will take notes of any responses from the school staff present. Other inspectors may also contribute to the feedback, at the discretion of the Lead Inspector. The School Principal will be expected to attend, or an alternate if he/she is unavailable. Other members of the senior leadership team may attend, at the discretion of the Principal. A representative of the governing board may also attend if desired.

The Principal will have the opportunity to ask for clarification of the findings and for further explanation or examples to support the judgements made.

## **C. After the inspection**

### **The Inspection Report**

The Inspection Report must be closely considered, well written and carefully checked. Its content should be consistent with the oral feedback given to the Principal towards the end of the inspection. It should:

- Give a clear picture of the quality of the school's performance and provision, an understanding of its strengths and weaknesses and insights into why the school performs as it does
- Explain the reasons for the judgements, so that readers can understand why the inspection team arrived at its findings
- Concentrate on evaluating rather than describing what has been seen
- Use everyday language, not educational jargon, and be grammatically correct

- Reflect the context of the school by employing words and phrases that convey its individual character.

### **What happens next?**

School inspections will produce the following outcomes:

- A report on each school, highlighting key strengths and providing recommendations for improvement
- A record of the judgements made against each inspection indicator

Schools will be mandated to implement the inspectors' recommendations for improvement. They will be required to produce an action plan and make the plan available to the Regional Educational Entity and the NEI for comment. The next inspection will report on the progress made by the school.

## Appendix 2

### Schools Inspected

#### Primary

1. Birnamwood Primary
2. Brandon Hill Primary and Junior High
3. Cavaliers All Age
4. Chetolah Park Primary
5. Craighton Primary
6. Devon Pen Primary
7. Harbour View Primary
8. Jack's Hill Primary and Infant
9. King Weston All Age
10. Lewisburgh Primary
11. Morant Bay Primary
12. New Gardens Infant and Primary
13. North Street Primary
14. Port Royal Infant and Primary
15. Rennock Lodge All Age
16. Robin's Bay Primary
17. Shirley Castle Primary
18. St. Benedict's Primary
19. St. Theresa's All Age
20. Trench Town Primary
21. Whitfield All Age
22. Windsor Primary
23. Woodford All Age

#### Secondary

1. Champion College
2. St Andrew High
3. Charlie Smith High
4. Donald Quarrie High
5. Papine High
6. Vauxhall High
7. Belmont Academy

### Appendix 3

#### Students Responses Primary Schools

	<b>Yes</b>	<b>Sometimes</b>	<b>No</b>
	%	%	%
I like my school	80.7	16.5	2.8
I enjoy my lessons	80.5	18.5	0.8
My teacher expects me to work hard and do my best	93.4	5.6	0.5
My teacher answers my question in class	57.2	33.1	9
My teacher always corrects my work	62.9	32.9	3.6
Children in my school behave well	15.3	54.1	29.3
There is an adult in the school I can talk to if I have a problem	83.7	7.8	7.4
The principal and teachers treat all children well	67.7	25.1	5.9
My teacher allows me to do things on my own	41.6	36.3	21.2
I do interesting and exciting things at school	67.4	27.2	4.2
My teacher always gives homework that I enjoy doing	51.3	43.1	4.9
The children are kind to each other	19.7	58.6	20.6
My school is clean and tidy	39.1	47.3	12.7
I feel safe at the school	67.1	22.3	9.5
My school is a good school	84.9	8.9	5.8

## Appendix 4

### Students Responses Secondary Schools

	Strongly Agree	Agree	Disagree	Strongly Disagree
	%	%	%	%
I am proud to attend this school	48.7	40.5	7.3	3.5
I am taught well	36.7	56	5.8	1.4
Teachers encourage me to learn ...	48.9	43.4	6	1.5
Teachers encourage me to ask questions in class	34.4	49.3	13.5	2.6
My work is marked helpfully so that I can see how to improve it	29.7	51.2	15.3	3.7
Teachers usually come to class	30.6	53.4	12	3.9
Teachers usually come to class on time	16.2	46.2	29.7	7.7
Students in my school behave well	4.7	33.7	34.3	27.3
There is an adult in the school I can talk to if I have a problem	36.9	35.3	17.4	10.4
The staff treat all students fairly and with respect	13.9	39.7	30.9	15.3
I feel trusted to do things on my own	31.7	47.7	15.8	4.6
The education I am receiving here has helped me develop as a person	49.8	41.8	6	2.2
The school is interested in the views of the students	28.5	46.4	17.9	7.2
I get meaningful homework regularly	31.7	46.1	16.1	6.1
My teachers monitor my progress	29.5	51.9	14.8	3.8
The school keeps my parent/guardian informed about my progress	40	41.9	12.7	5.4
I enjoy my classes and believe I am learning	39	47.9	9.6	3.5
The school is well run	31.9	37.5	17.9	12.8
The school compound is neat and tidy	18.6	40.9	25.5	14.9
I feel safe at school	27.9	36.2	17.3	18.6