



# **ALPHA PRIMARY SCHOOL**

## **INSPECTION REPORT**

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**Principal: Mrs Millicent Graham**  
**Board Chair: Ms Carlene Francis**

National Education Inspectorate  
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**FINAL**

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## Introduction

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

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

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

## Key Questions

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

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

## The Five-point Scale

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

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

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

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

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

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

## Consistency in terminology

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

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

# Profile

## School's Demographics

<b>School Code:</b>	01005
<b>Parish:</b>	Kingston
<b>Region:</b>	1
<b>Locale:</b>	Urban
<b>Day Structure</b>	Whole Day
<b>Population Composition:</b>	Co-educational
<b>Size:</b>	Class IV
<b>Capacity:</b>	870
<b>Enrollment:</b>	973
<b>Attendance Rate:</b>	91%
<b># of Active Teachers:</b>	28
<b>Pupil-Teacher Ratio:</b>	35:1
<b>Multi-Grade:</b>	No
<b>Owned By:</b>	Roman Catholic

## Socio-economic Context

Alpha Primary School is a Roman Catholic institution founded by the Religious Sisters of Mercy in 1892. The school is located along South Camp Road in Kingston lies opposite the famous Sabina Park cricket grounds and is in close proximity to the Holy Trinity Cathedral. The students are drawn from a wide cross-section of communities within the corporate area with the majority coming from neighbouring communities such as Allman Town, Rae Town, Franklyn Town, Tivoli Gardens and Arnett Gardens. Some students are from Spanish Town in St Catherine. The economic status of parents varies to a large extent. There is a high concentration of unskilled and unemployed parents; and of those who are employed, some are entrepreneurs, skilled workers, casual workers and civil servants. The Programme of Advancement Through Health and Education (PATH) supports 130 students, thereby assisting many parents in the provision of meals for their children.

# Executive Summary

## Overall effectiveness of the school

**The overall effectiveness of Alpha Primary School is satisfactory**

**Overall, leadership and management is satisfactory**

The capable senior management team (SMT) works effectively together and support is given to all teachers. There is wide stakeholder participation in the agreed vision for the school. There is a general focus of the school to maintain and improve its literacy and numeracy performance in national tests, even though there are areas of instructional supervision that need attention. The school's self-evaluation and improvement planning processes are fairly well developed, and the development of the School Improvement Plan (SIP) involves wide stakeholder participation. However, processes are not adequately documented and monitored. The Board plays a significant role in the operations of the school and is aware of the school's strengths as well as areas for improvement. There is a good relationship that has been formed with parents and the community, some of which have continued to benefit the school's developmental programmes.

**Overall, teaching in support of learning is satisfactory**

Almost all teachers demonstrate sound content knowledge and many use appropriate methods to engage students. While all teachers write lesson plans modelled after the 5E instructional planning model with appropriate objectives, many are not structured so that objectives and evaluations refer to individual teaching episodes. Many teachers use a wide range of strategies with many lessons being student-centred. Similarly, a variety of assessment techniques are used in lessons, but the formative assessments are not used as a part of students' final grades. Most students are usually positive about learning and demonstrate satisfactory research and inquiry skills. Many are able to apply learned concepts to new situations, but only some demonstrate higher order and critical thinking skills.

**Overall, students' performance in English and mathematics is good**

The school has consistently performed above the national levels in literacy and numeracy subjects at the Grade 4 level over the period under review. At the Grade Six Achievement Test (GSAT) level, the school's performance in language arts and communication tasks has shown overall improvement, while mathematics has declined.

**Overall, students' progress in English and mathematics is satisfactory**

Most students make good progress in English lessons across the grade levels, while satisfactory progress is made in mathematics.

**Overall, students' personal and social development is good**

Overall, students' behaviours, punctuality, and their civic, spiritual, economic and environmental awareness are good.

### **Overall, the use of human and material resources is good**

All teachers are appropriately qualified to deliver the school's curriculum and are adequately deployed across grades. Both teachers and support staff are afforded opportunities for training to sharpen their skills and teachers are appropriately deployed in most instances. The classroom spaces are inadequate for the comfortable seating of the large number of students assigned, and the school lacks the requisite stock of information and communication technology (ICT) equipment to support the new curriculum. Nevertheless, the available resources are well used.

### **Overall, provisions for the curriculum and enhancement programmes are satisfactory**

The school has implemented the NSC across all grades and there are some interventions that are focused on literacy and numeracy development. There is adequate time allotted to the timetable for the teaching of literacy and numeracy concepts as well as aesthetic subjects. Enhancement programmes offer further support to students' learning. Hence, there are opportunities to learn from the local community through involvement in competitions and field trips even though clubs are not well attended.

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

Even without documented school-developed policies governing health, safety and security, the school has well-established procedures in place that address such matters. Along with the provisions made through the PATH, other arrangements are in place to address students' wellbeing.

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

- Relatively wide stakeholder involvement in the development of the School Improvement Plan
- The school has embraced the NSC and has implemented some aspects at all grade levels
- Highly qualified staff
- Balanced and wide curriculum offerings
- The school has developed an Excel-based programme that is used to analyse students' performance.

#### **How effective is the school overall?**

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

# Findings of School Inspection

## 1) School Leadership and Management

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

**Overall, leadership and management is satisfactory**

**School-based leadership and management is satisfactory**

The school is led by a capable SMT headed by the Principal who encourages the ideas and contribution of all staff. The vision of the school is well known to all stakeholders and there is complete buy-in by all. There is a general focus on maintaining and improving the school's literacy and numeracy performance in national tests and to ultimately attain full mastery. To ensure this, the school has targeted the Grade 1 students who are present with various challenges in literacy and numeracy development by grouping them according to abilities. However, the teachers assigned to them do not necessarily possess the specialized skills to address their needs. In addition, not enough attention is given to the monitoring of lessons to ensure that all teachers plan effectively and evaluate lessons taught in a timely way. Good relationships exist among staff and students. Most stakeholders testify to the family-like atmosphere that pervades the school. On a daily basis, the school broadcasts the mid-day news on the public address system, and emerging news items form part of the discussions in some lessons. Also, much attention is given to students moving in orderly queues, which enhances the overall ethos of the school. Most teachers demonstrate a commitment to their roles; they are early for school so that students are accommodated for early lessons, and they participate in after-school activities that sometimes end in the night. There are some good practices in place that ensures the smooth operation of the school. For instance, each grade level is assigned a coordinator who is responsible for the supervision of teachers within that grade. The coordinators are supervised by the Vice Principal and Principal who work together to provide overall supervision. Teachers meet with grade coordinators at the grade meetings held three times each month, allowing for the sharing of best practices among teachers. However, instructional supervision is not particularly robust and the school has just developed an instrument that will be used to provide feedback to teachers when they are visited in lessons by the SMT. Nevertheless, teachers are appraised on a reasonably regular basis and some feedback is provided. The school collects and uses data to support the decision-making processes in relation to students' performance. Through an Excel-based software, students' test scores are analysed and reports are generated to provide information on individual students' performance in a particular subject or how a given class is performing in any given subject area.

**Self-evaluation and school improvement planning is satisfactory**

The school's self-evaluation and improvement planning processes are fairly well developed. The development of the SIP involves wide stakeholder participation and plans are made after careful review of previous targets; however, this process is not documented. Despite this, the school has developed pertinent goals that focus on the overall improvement in the school's processes and outputs. For instance, there are plans to transform the library into an e-learning environment with the installation of a server and internet connection. In addition, there are plans to make learning more challenging for students who are performing above



average by requiring them to complete independent assignments. All teachers have developed action plans that are strategically aligned with the school's overall SIP target for literacy and numeracy. Although the school has implemented many of the plans outlined in the SIP, not much is documented. Consequently, there is no record of the evaluation or monitoring of the SIP targets. However, the Chairman of the Board has begun to have meetings with the Principal to have this aspect of the school's operations rectified.

### **Governance is good**

The Board is very active in the life of the school. Scheduled meetings are held in accordance with the regulations, and additional meetings are convened as necessary. Members of the Board often attend functions of the school to offer support to the teachers. Members of the SMT are held accountable as the Board Chair asks pertinent questions concerning the operations of the school and takes appropriate action where necessary. The Principal presents a written report at each Board meeting covering a wide range of topics including teachers' performance, students' behaviours and expenses; thus, the Board is quite knowledgeable of the issues affecting the school. Through the Board, the school acquired five tablets for use in lessons. The Board also played a strategic role in the improvement of the school's infrastructure including the acquisition of water tanks, construction of a gazebo, purchase of a skip for garbage disposal, and installation of barbed razor wires on the perimeter fencing.

### **Relationship with parents and the local community is good**

The school communicates with parents in a variety of ways including through text messaging, phone calls, and WhatsApp groups that are formed among parents representing each grade level. In addition, parents receive progress reports on their children's performance twice annually, and a calendar of events is issued through which they are informed of school activities for the year. The parents of Grade 6 students receive an additional report before the sitting of the GSAT examinations. The views of the parents are expressed at the PTA meetings, discussed among key members of the executive, and then addressed by the school's administration. These meetings are convened every other month. The school has had mathematics lessons for parents who were willing to participate in such classes so that they could be better equipped to help their children. The support from parents is reasonably good but there is a core of parents who give extended support. These parents are very actively involved in the school, often volunteering to keep the compound clean. The school has been able to attract partners which have supported the development of the school. Among these, are Bert's Auto, CHASE Fund which funded the refurbishing of the library, Bank of Nova Scotia which refurbished the staff room and Jamaica National Building Society (JNBS) which installed the metal gate at the entrance to the school.

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

## **2) Teaching Support for Learning**

### **How effectively does the teaching support the students' learning?**

**Overall, teaching in support of learning is satisfactory**

**The teachers' subject knowledge and how best to teach the subject is good**

In most classes, almost all teachers demonstrate sound subject knowledge. Accurate information is shared during lessons along with spontaneous responses to students' questions. A few teachers employ peer teaching where students work together to develop an understanding of the concept. This was seen in a Grade 5 religious education lesson where some students facilitated a question and answer session on Judaism. Supervision is a strong feature in most classes and some slow students are assisted in the completion of assessment tasks. Most teachers probe students' learning through recapitulation, demonstrations and seat work. In one Grade 4 social studies class, by way of review, the teacher engaged students in a discussion about the Tainos, a topic explored in a previous lesson. Most teachers reflect on previous lessons mainly through questioning. While only some teachers complete evaluations, these usually point to a link with upcoming lessons. However, in most instances, the evaluation of lessons is done for the week's lesson plan which is inadequate to accurately assess each lesson that is taught.

**Teaching methods are satisfactory**

All teachers have structured lesson plans, most of which are detailed with suitable objectives, relevant activities, and include the 5Es to optimize learning. However, lesson objectives are written for the week in most instances and are not disaggregated for each lesson. In many instances, time is managed well and students are kept on task. Some teachers monitor the duration of the assessment activities to help students focus on the task at hand. Despite this, in some lessons, activities flow beyond the allotted time. Many teachers employ a wide range of strategies to maintain students' interest. These include role-play, group presentations, survey, rhymes and songs, which are used to good effect in some lessons. For instance, in a Grade 6 science lesson the students used drama and poetry to demonstrate their understanding of how to care for the eye. Vibrant interactions prevail throughout most classes as teachers and students engage in discussions. Most teachers utilize available resources including ICT to enhance lessons and motivate students as was observed in one Grade 4 social studies class where the students viewed projected pictures of the Tainos. Many teachers made effective use of handouts, pictures, whiteboard and texts to reinforce concepts. In many lessons, teachers commend students for their efforts, through high fives, applause by classmates, stickers in notebooks or comments such as "Very good!" and "Well done!"

**Students' assessment is satisfactory**

The school's assessment policy is somewhat ambiguous and does not always provide clear directives relative to an established standard. Even so, there is the general practice of administering bi-monthly tests across the school. All teachers maintain marks registers, but in most cases, only diagnostic test scores and grades for bimonthly tests are recorded. This is because grades of assessment tasks such as class tests and homework are not always considered in the computation of students' final term grade. Continuous assessment is nevertheless evident; this includes seatwork, oral questions to test previous knowledge, and students' demonstration of developing skills on the whiteboard. For instance, in a Grade 4 language arts class students created their own newscast after assessing the contents of one

read by a peer. The school has recently developed an Excel programme to input the students' bi-monthly test scores, from which some analysis is done. This, along with the diagnostic results has been used to some degree to make decisions in relation to how students are catered for. Most teachers offer immediate feedback in lessons and most students' notebooks are frequently marked.

### **Student learning is satisfactory**

Most students are eager to learn; they actively participate in class discussions and are self-directed. A good example of this was seen in one Grade 5 class where students completed assigned tasks in the absence of their teacher. Many students are engaged in research to broaden their knowledge; for example, in a Grade 6 language arts lesson the students used dictionaries to find meanings of words, and in a Grade 1 integrated studies lesson, the students conducted a survey on first names beginning with "A". Many students apply their learning to new situations; for example, in a Grade 6 science lesson, the students were able to relate the dangers of attaching false lashes and the damage that could be done to the eye. Many students collaborated well in various situations as did some Grade 4 students in their presentations to demonstrate empathy. Some students are able to demonstrate higher order and critical thinking; for example, many Grade 1 students in a mathematics lesson were able to interpret data on a pictograph; while Grade 5 students were able to give reasons for their answers after rounding off numbers.

How effectively does the teaching support the students' learning?	
Grades	1 – 6
Teachers' subject knowledge and how best to teach the subject	Good
Teaching methods	Satisfactory
Assessment	Satisfactory
Students' learning	Satisfactory

## **3) Students' Academic Performance**

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

**Overall, students' performance in national tests is good**

**Students' performance in English is good**

The school's performance in the Grade Four Literacy Test (GFLT) as well as in the Grade Six Achievement (GSAT) language arts and communication tasks exceeded national levels throughout the period 2013 to 2015.

The GFLT mastery increased from 86 per cent (145 out of 169 students) in 2013 to peak at 99 per cent (153 out of 155 students) in 2015. Throughout the period, the school's

performance was above national mastery levels and the highest surplus was 14 percentage points in 2015. The participation rate was consistently above 90 per cent, which compares favourably with national targets.

The school's GSAT language arts and communication tasks averages remained above national averages in each year of the review period. An examination of the performance by gender revealed that the girls outperformed the boys each year in both subjects. The widest deficit was eight percentage points for language arts in 2013 and communication tasks in 2014. The number of students sitting GSAT language arts and communication tasks decreased overall from 186 in 2013 to 157 in 2015.

### **Students' performance in mathematics is good**

The school's performance in the General Achievement in Numeracy (GAIN), as well as GSAT mathematics, was above national levels throughout the period 2013 to 2015.

The school's performance in the GAIN increased overall by 27 percentage points, from 66 per cent (112 out of 169 students) in 2013 to its highest mastery of 93 per cent (144 out of 155 students) in 2015. The school's performance was above national mastery levels for the 2013 to 2015 period and the highest surplus was 32 percentage points in 2015. The participation rate was consistently above 90 per cent which compares favourably with national targets.

The school's GSAT mathematics average remained above the national average. Data shows that the girls performed better than the boys each year except in 2015 when the boys were ahead by four percentage points. The number of students sitting GSAT mathematics decreased overall from 186 in 2013 to 157 in 2015.

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

## **4) Students' Academic Progress**

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

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

**Students' progress in English is good**

One hundred and sixty-one students entered the school in 2009. An average of 72 per cent of this cohort was proficient in the literacy components (oral language, reading, writing and drawing) of the Grade One Individual Profile (GOILP). In 2013, 86 per cent of the students attained mastery in the GFLT. In 2015 the average score in GSAT language arts was 74 per cent.

The GFLT improved overall over the period 2013 to 2015. The performance in GSAT language arts and communication tasks improved overall for the period 2013 to 2015.

Most students demonstrate good progress in the appropriateness and accuracy of their oral and written responses in lessons. For example, in Grades 2 and 3, most students correctly articulated and applied the rule for adding "es" and "s" to form plurals; and in the case of Grade 3 use the correct form of given nouns to make sentences. Given a topic sentence, most students at Grade 4 are able to provide the supporting evidence to create a paragraph. They are also able to use the principles of enunciation to analyze an oral presentation. At Grade 6 many are able to transform sentences such as, "He run quick to second base" to conform to rules of grammar. Across grades, almost all lessons are age-appropriate based oral responses and adequacy of literary skills. However, a few students depend heavily on the supervision of the teacher to complete assignments. Nevertheless, students achieve at appropriate levels across the grade levels, with only a slight gender difference in performance.

**Students' progress in mathematics is satisfactory**

Seventy-eight per cent of students in the 2009 cohort were proficient in the number concepts component of the GOILP. In 2013, 66 per cent of the students attained mastery in the GAIN. In 2015 the average score in GSAT mathematics was 64 per cent.

The school's mastery in the GAIN increased overall between 2013 and 2015. Performance in GSAT mathematics decreased overall for the period 2013 to 2015.

Many students demonstrate a clear understanding of concepts. For example, at Grade 1, most are able to identify title, key, and pictures as necessary components of a pictograph, and are able to interpret the graph accurately. At Grade 3, students can apply the concept of sets, express these through diagrams and also assess the work of classmates. In the lesson on rounding off numbers, most students at Grade 5 demonstrate an understanding of the rules and are able to complete rounding off 362 to the nearest 100 using the column and number line methods. Many students at the Grade 5 level are also able to write factors and indicate whether they are prime or composite numbers. Although sequencing is a part of the grade 6 curriculum, some of the assessment activities were below grade level. Almost all of the students are operating at grade level; however, a few students experience challenges with the subject and sometimes misinterpret instructions. The progress observed of girls is not significantly different from that of boys.

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

## 5) Students' Personal and Social Development

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

#### Overall students' personal and social development is good

##### The students' behaviours and attitudes are good

In almost all lessons, the students are well behaved and display positive work attitudes. They are prepared for work, listen keenly to their teachers, follow instructions, remain on task and participate well in class discussions. Most students are respectful to all staff and to each other. In all lessons, students were prepared and have the required tools to pursue their task.

##### Punctuality and attendance is good

With an average rate of 91 per cent, students attendance at this school is good. Most students are generally early for school and lessons. Most promptly return to their classrooms after the break and lunch periods with little or no loitering during class time. Very little time is lost in transitions as students remain in their classrooms for most lessons.

##### The civic understanding and spiritual awareness of the students are good

Support for students' understanding of their national identity is provided by the murals of National Heroes and Symbols, and the board displayed in recognition of Heritage Week. In guidance and civics lessons, aspects of their culture are explored. Most students are aware that they need to show respect for the flag, should stand when the Anthem is being played and respect their parents, teachers, adults and each other. Most are aware of Jamaica's legacy of music on the international scene as well as the fame of some of the country's sporting figures. Most students say that it is their responsibility to keep their surroundings clean and to complete their school and home assignments. Some of them are class monitors and are responsible for collecting and distributing books to their group. Most students share in the devotional exercise singing and praying. Prayers are said before and after lunch as well as at the end of the school day.

##### Students' economic awareness and understanding is satisfactory

Most students, especially those of the upper school, are aware that the government earns revenues through service sectors such as tourism, and the exportation of goods. They are aware of the value of money, indicating the importance of the banking sector and the contribution of remittances to the country's economy. Most are of the opinion that Jamaica imports more than it exports and that the trade deficit impacts the cost of living. As such,



they are willing to contribute to society as adults by working in the agricultural and manufacturing sectors. Most students are aware of the role that a good education plays in ensuring that they contribute meaningfully to the country's economy.

### **Students' environmental awareness and understanding is good**

Most students are aware of factors that impact negatively on their environment. These include deforestation and improper disposal of garbage. Most students are aware of hurricanes and reference Matthew and the preparations made in the event that it made landfall in Jamaica. They are aware of the devastation in Haiti as a result of the hurricane. The importance of proper garbage disposal is emphasised at this school; bins are placed at strategic points and utilised by students; during the lunch period, a song is played over the intercom reminding students of proper garbage disposal. Most students are aware of the consequences of improper garbage disposal such as the blocking of gullies which can result in flooding. Mention was made of flooding on Marcus Garvey Drive. Other concerns raised by students include the burning of garbage that can affect individuals' health and the felling of trees that can result in landslides.

<b>How good is the students' personal and social development?</b>	
Grades	<b>1 – 6</b>
Students' behaviours and attitudes	<b>Good</b>
Punctuality and attendance	<b>Good</b>
Civic understanding and spiritual awareness	<b>Good</b>
Economic awareness and understanding	<b>Satisfactory</b>
Environmental awareness and understanding	<b>Good</b>

## **6) Use of Human and Material Resources**

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

**Overall, the use of human and material resources is good**

**The quality of human resources is good**

All teachers are suitably qualified to deliver the school's curriculum. The support staff includes a school secretary, a HEART intern, two janitorial and five canteen personnel as well as two security guards. Various opportunities are made available for teachers to be exposed to training in areas including literacy and numeracy instruction, both internally and from fora administered by the MoEYI. Opportunities are also provided for other categories of staff to develop their skills through training. For instance, some members of the support staff were offered training in the preparation of well-balanced meals.

### **The use of human resources is good**

Teachers are deployed based on qualifications, experience and competence. In addition, punctuality and attendance are commendable. Records show that teachers arrive as early as 6:00 a.m. and absences are infrequent. The teaching staff is supported by a competent ancillary staff; two provide janitorial services and five more staff members who work in the canteen. In addition, the two security guards at the gate ably guide students, parents, visitors and vehicular traffic onto the school compound. Good support is provided by the school secretary who is assisted by a HEART intern.

### **The quality and quantity of material is satisfactory**

The school has two campuses; one houses Grades 1 and 2, an all-purpose gazebo and a music room while Grades 3 to 6 and administrative and guidance offices, canteen, library and reading rooms are on the other. The classroom spaces are inadequate for the comfortable seating of the large number of students assigned. Many classrooms are poorly ventilated and have inadequate lighting; the heat is sometimes alleviated by a standing fan. Nevertheless, most of the classrooms are print rich with numerous charts and mobiles displayed. There are learning corners for different subjects in most classrooms. Some classrooms have a Word Wall and a Reading Corner. There are a total of 28 functional computers in the library/enrichment room and the reading room. Also, the library/enrichment room is equipped with a flat-screen television as well as audio-visual projector and screen. Almost all students are equipped with workbooks for lessons, but textbooks are in short supply in some classes, and there are only two functional multimedia projectors that all teachers must share. This is a concern for the administration given the thrust to incorporate ICT in lessons.

### **The use of material resources is good**

The school uses the limited physical space advantageously. There are inspirational messages posted on the walls such as this one at the entrance of a Grade 3 class reminding students of their commitment to learning, "We are determined to soar to greatness". Physical education classes are held on the high school premises. At scheduled times, students of Grades 1-3 are exposed to computer literacy lessons in the library/enrichment room. In most lessons, the whiteboard is effectively used in lesson delivery; and in some instances, wall maps, charts, textbooks and workbooks are used to good effect. The two multi-media projectors are accessible to teachers upon request and are frequently used to support students' learning.

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



## 7) Curriculum and Enhancement Programmes

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

**Overall, provisions for the curriculum and enhancement programmes are satisfactory**

#### **Provisions for curriculum are good**

The school uses the NSC and has mandated its adoption in all relevant grades. The 5E lesson plan format is required for all grades in an attempt to promote the student-centred approach while integrating technology in lessons. The CIT headed by the Vice Principal reviews the curriculum periodically; analyses data from examinations; and implement interventions to address deficiencies. One such intervention is the pull-out classes for literacy from Grades 2 to 5, as well as the preparation of a Mathematics Method handbook which is now in the draft stage. Early work and homework are avenues employed to address students' weaknesses that emerge during teaching; while internal competitions such as in mathematics, debating, are used to help develop students' critical thinking skills. Timetables across grades contain the stipulated five hours for literacy and numeracy with additional time given to language arts and mathematics through Calculation Time and special reading events. Both subjects are timetabled daily and are enriched by subjects such as Spanish, music, art and Health and Family Life Education (HFLE). Teachers meet weekly within grades for Common Planning time, where ideas are shared, and teacher capacity built through demonstration of creative teaching methods. A review of students' workbooks reveals progression and continuity in the delivery of the curriculum between Grade 1 and 6, where the scaffolding method is observed. For example, in mathematics, Grade 1 classes are exploring number name, Grade 2: sets, number system, place value, expanded form, Grade 4: factorization, Grade 5: composite numbers, Grade 6: LCM, HCF, factorization. Students' language workbooks show that lessons are taught in sequence and related exercises are done. Links between subjects are evident in some lessons for example in a Grade 1 Guidance lesson on the Jamaican National Symbols, students incorporated mathematics, language arts and visual arts by counting, drawing and writing short sentences about the symbols as instructed.

#### **Enhancement programmes are satisfactory**

The school offers a wide range of extra-curricular activities such as Mathematics, Literacy and Debating clubs, to support the curriculum while ensuring that students' interests, interpersonal and leadership skills are developed. However, participation in clubs and societies is not mandatory; meetings are held after school and the uptake represents only 30 to 40 per cent of students. Nevertheless, a number of other avenues are created through involvement in the Jamaica Cultural Development Commission (JCDC) and other competitions. For instance, there are yearly participants in the TVJ Junior Schools' Challenge Quiz, Scotiabank Kiddie Cricket, Burger King Prep and Primary Schools' Debate, INSPORTSs National Primary School Football Competition and the Mathematics Olympiad sponsored by the University of the West Indies. Field trips are conducted based on areas of study; an example of which is the Grade 5 students' visit to the Jewish Synagogue on Duke Street and the Central Masjid Mosque on Camp Road as a part of the Religious Education Curriculum; and members of the Red Cross Youth Link participated in an Open Day at Fort Charles, Port Royal.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	1 – 6
How well does the curriculum meet the needs of the students?	Good
How well do the enhancement programmes meet the needs of the students?	Satisfactory

## 8) Student Safety, Security, Health and Wellbeing

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

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

#### Provisions for safety and security are good

The school has not yet documented policies of its own to ensure the safety and security of all members of the school community. Instead, it uses the policy document from the MOEYI on Safety and Security to address related issues. This, however, has not taken away from the effective practices in place. Both campuses of the school are secured within a high perimeter fence. Other safety measures include proper signage of the Emergency Assembly points and areas deemed 'Out Of Bounds'. Classrooms are secured with grills on doors and windows. Many classroom spaces are inadequate for the class size, with one door and one or two windows, thereby providing a concern for safety and security. Although some structures are old, the buildings are adequately maintained. Emergency drills are conducted regularly. On the access road to the school, there is a designated area for 'Drop Off and Pick Up' and a protected walkway for the students. General monitoring of safety and security is under the portfolio of a senior teacher. There are two security officers employed by a private company. Their duties include monitoring students crossing between campuses, patrolling the campuses during the day, keeping the Visitors' Log and distributing Visitor's Gate Pass.

#### Provisions for students' health and wellbeing are good

There is no written policy in place to govern the health of the school community. However, there are programmes to foster healthy lifestyles. These include the teaching of HFLE, a Health Fair during Parents' Month, and free dental check-up for students on Tuesdays. Most bathrooms are hygienic although some are in need of repair work. A good relationship exists between the staff and students in a family-like atmosphere that promotes open communication. The guidance programme includes structured classes in Grades 1 to 3, small group counselling, grief counselling, anger management and home visits. All staff members are responsible for discipline. Each class teacher keeps a daily record of student incidents and there are procedures in place for repeated cases of indiscipline. Students' attendance and punctuality are monitored by the class teachers. There are no cases of suspension or exclusion. Arrangements are in place to address the wellbeing of the students. The breakfast programme not only provides for the 130 students on PATH but also for others. The canteen has planned menus and prepares a balanced cooked meal.

How well does the school ensure everyone's safety, security, health and wellbeing?	
Grades	<b>1 – 6</b>
Provisions for safety and security	<b>Good</b>
Provision for health and wellbeing	<b>Good</b>

## **Recommendations from Previous Inspection on November 25, 2010:**

1. Teachers could enhance their product if they:
  - a. Provide more opportunities for group work, facilitating shared learning experiences.
  - b. Vary teaching methods to address the learning styles and ability levels of students.
  - c. Enhance critical thinking and problem-solving ability by providing opportunities to deal with or solve more complex and abstract concepts of problems.
  - d. Ensure individual assessment of students with learning challenges is used as the basis for progressing to a new level.
  - e. Make tasks and activities used in the teaching/learning process more challenging for the high achieving students and yet catering to the needs of those who are slower in each class.
  - f. Utilize more creative assessment techniques in lessons other than question and answer.
2. The Board with the support of MOE should undertake major upgrading of classroom spaces and provide computers and other resources to improve the quantity and quality of the material resource.

## Recommendations

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

1. The Board should ensure that the requisite steps are taken to make classrooms more conducive to learning while taking into consideration the safety of students and staff.
2. The SMT should:
  - a. ensure that the processes for instructional supervision are institutionalized and documented. This should include regular classroom visits accompanied by timely feedback to teachers;
  - b. ensure that students at the selected Grade 1 classes are given the relevant support to ensure their success; firstly by assigning teachers who are adequately trained to assist these students; and,
  - c. revise the assessment policy so that it speaks in clear terms about what constitutes assessment across the school. Assessment should include formative data that is recorded and used as part of students' overall report cards.
3. The Grade Coordinators should ensure that teachers structure lesson plans so that objectives and evaluations reflect each teaching episode separately.
4. Teachers should provide more opportunities in lessons for students to develop their higher-order skills; especially for those students who are operating at higher levels than the rest of the class.

## Further Action

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



Maureen Dwyer  
Chief Inspector  
National Education Inspectorate

## List of Abbreviations and Acronyms

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

## Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

## Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	65
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	English	Maths	Other
Number of lessons or part lessons observed <b>[Primary]</b>	18	18	29
Number of lessons or part lessons observed <b>[Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]</b>			

Number of scheduled interviews completed with members of staff, governing body and parents	07
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Number of scheduled interviews completed with students	02
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			



## Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

## Inspection Indicators

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

#### 1.1 School-based leadership and management

##### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

## 1.2 Self-evaluation and improvement planning

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
	<b>evidence of their leading to real improvement</b>			<b>Improvement plans result in genuine improvement</b>

### 1.3 Governance

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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

## 1.4 Relations with parents and the local community

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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



## 2.2 Teaching methods

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
		<b>standard textbooks</b>	<b>using a variety of resources to stimulate good learning</b>	<b>effect in most lessons</b>

## 2.3 Assessment

### Key strands

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

Short descriptions to illustrate the five-point scale:

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



Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most teachers give little or no constructive feedback to students and seldom mark their students' written work	<b>weaknesses are tackled and students of all abilities are catered for</b> Teachers might regularly give oral feedback in lessons, but their marking is mostly cursory	and written feedback on their work, but their marking might offer little specific commentary about how it could be improved	<b>assessment of their own and others' work</b> Most teachers give helpful oral feedback to students during lessons. Their marking helps students to understand how well they have done and what they need to do to improve their work	<b>who need help and extend those challenged who could be further</b> Almost all teachers use oral and written feedback to give individual students useful insights into how well they have done and what they need to do next

## 2.4 Student learning

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

##### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

### 5.1 Students' behaviour and attitudes

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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

## 5.2 Punctuality and Attendance

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

### 5.3 Students' civic understanding and spiritual awareness

#### Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p><b>Most students have little or no understanding of national identity and little appreciation of local traditions and culture</b></p> <p>Most students are unaware of the responsibilities of citizenship</p> <p><b>Most are reluctant to take on responsibilities in schools and remain uninvolved in their local communities</b></p>	<p><b>Many students lack understanding of national identity</b></p> <p>Many lack an informed appreciation of local traditions and culture</p> <p>Many students develop only a superficial understanding of what it means to be a citizen</p> <p><b>Few successfully discharge responsibilities in school or make a contribution to the local community</b></p>	<p><b>Many students are developing an understanding of national identity and an appreciation of local traditions and culture</b></p> <p>They are aware of their responsibilities as part of a larger community</p> <p><b>Many contribute to the life of the school and the wider community, through planned responsibilities</b></p>	<p><b>Most students understand the concept of national identity. They understand and appreciate local traditions and culture.</b></p> <p>Students' civic understanding is developing strongly and is evident in their responses in lessons in a range of subjects</p> <p><b>Most students are able to exercise responsibility and contribute actively to the life of the school</b></p>	<p><b>Almost all students understand and appreciate the defining characteristics of Jamaican society, and the Caribbean's traditions and culture</b></p> <p>The students are developing the skills of active citizenship</p> <p><b>Most contribute actively to the life of the school and the wider community and many adopt leading positions in organising events</b></p>

## 5.4 Students' economic awareness and understanding

### Key strands

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

Short descriptions to illustrate the five-point scale:

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



## 5.5. Environmental awareness and understanding

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

**6.1. Human resources**

**Key strands**

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

Short descriptions to illustrate the five-point scale:

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

## 6.2 Use of human resources

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

### 6.3 Material resources – Quality and Quantity

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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

## 6.4 Use of material resources

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

### 7.1 Relevance

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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

## 7.2 Enhancement Programmes

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

### 8.1 Safety and security

#### Key strands

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

Short descriptions to illustrate the five-point scale:

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



## 8.2 Health and wellbeing

### Key strands

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

Short descriptions to illustrate the five-point scale:

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

## Appendix 3 - National Test Data

### STUDENTS' ATTAINMENT

Graph 1: Student Attainment in Grade Four Literacy 2010-2015

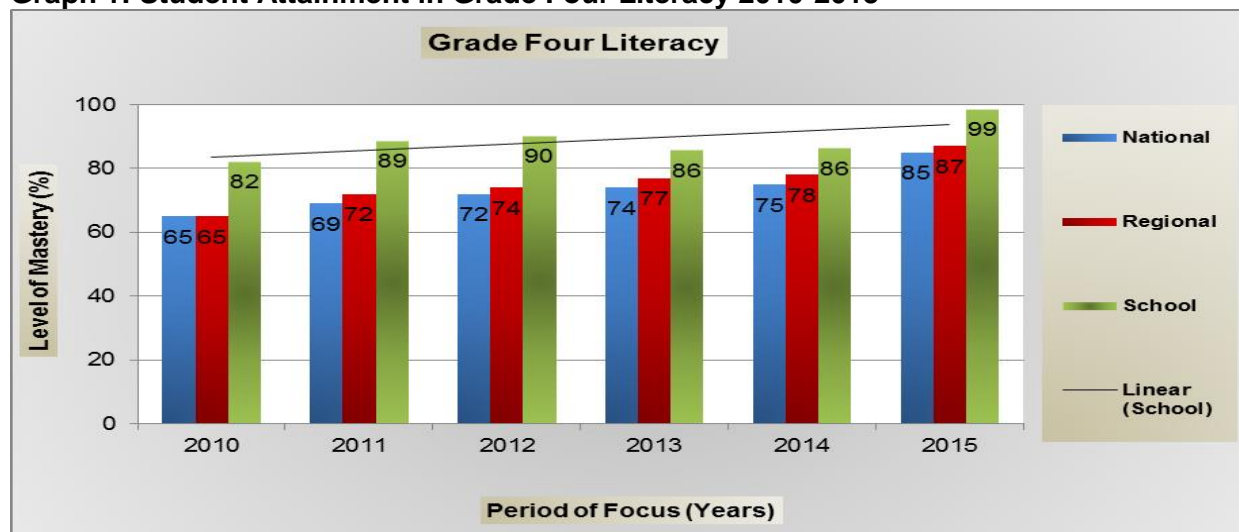


Table 1: Student Attainment in Grade Four Literacy 2010-2015

Alpha Primary					
Grade Four Literacy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	168	155	85	87	99
2014	160	155	75	78	86
2013 (Cohort)	169	169	74	77	86
2012	184	186	72	74	90
2011	192	187	69	72	89
2010	192	191	65	65	82

\* as at Census Day on October 12, 2015

The school's Grade Four Literacy mastery increased overall for the 2010/2015 period. It improved by 17 percentage points, moving up from 82 per cent (157 out of 191 students), the lowest mastery for the period, in 2010 to peak at 99 per cent (153 out of 155 students) in 2015. Throughout the period, the school's performance was above national performance and the highest surplus was 20 percentage points in 2011. The participation rate was lowest in 2015 (92 per cent).

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

## STUDENTS' ATTAINMENT

Graph 2: Students' General Achievement in Numeracy 2010-2015

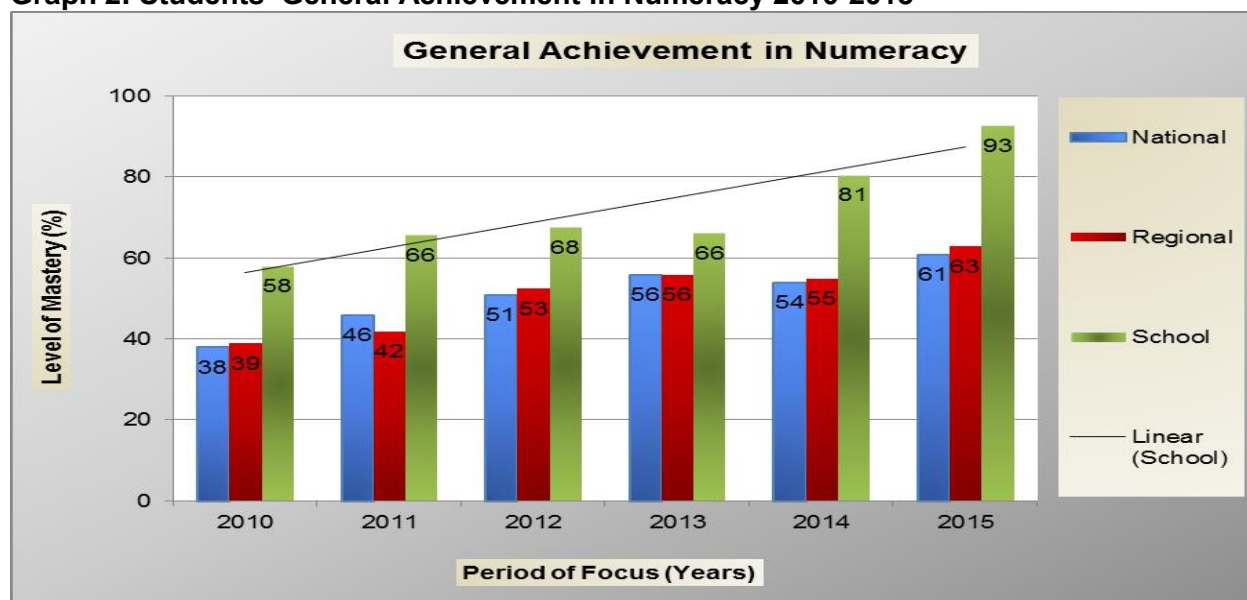


Table 2: Students' General Achievement in Numeracy 2010-2015

Alpha Primary					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	168	155	61	63	93
2014	160	155	54	55	81
2013 (Cohort)	169	169	56	57	66
2012	184	186	51	53	68
2011	192	187	46	42	66
2010	192	191	38	39	58

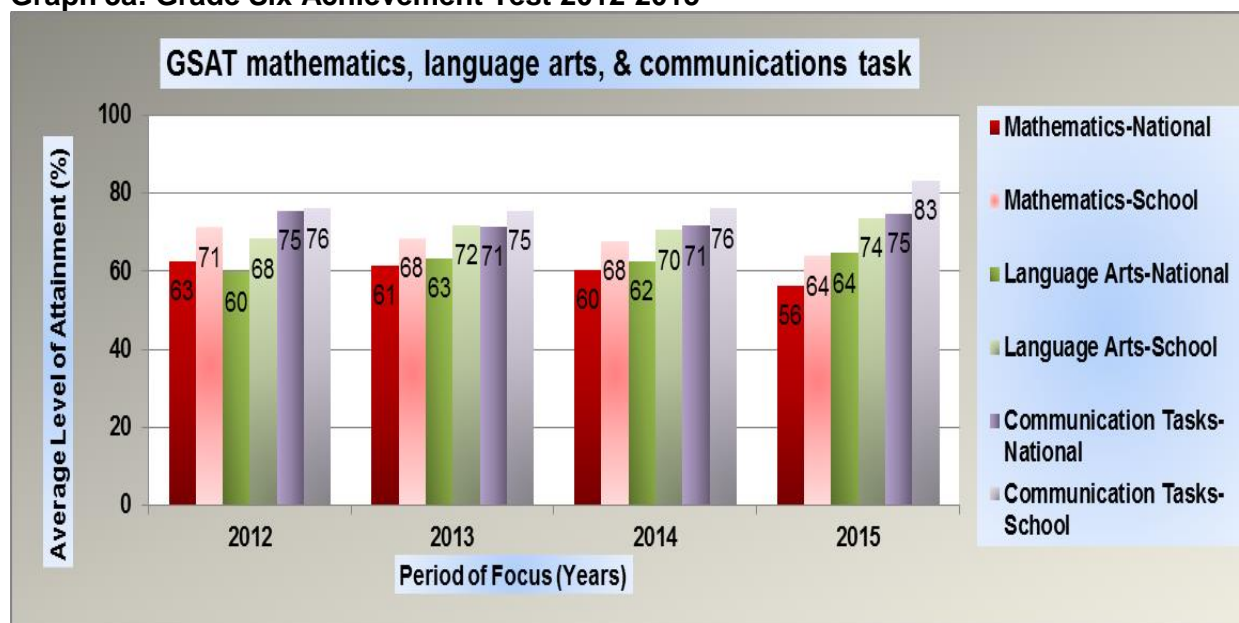
\* as at Census Day on October 12, 2015

There was an overall increase in the school's mastery over the 2010/2015 period. It improved by 35 percentage points, moving up from 58 per cent (111 out of 191 students), the lowest level, in 2010 to 93 per cent (144 out of 155 students), the highest mastery, in 2015. Throughout the period, the school's performance was above national performance and the highest surplus was 32 percentage points in 2015. The participation rate was lowest in 2015 (92 per cent).

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

## STUDENTS' ATTAINMENT

Graph 3a: Grade Six Achievement Test 2012-2015



This graph illustrates the average performance of the students at Alpha Primary in three of the five components of the GSAT over the last 4 years (2012-2015) compared with national averages.

### School's performance against the national average

The school's averages were all above the national averages throughout the 2013/2015 review period.

### School's performance by subjects

The mathematics average decreased overall, falling by seven percentage points from a peak of 71 per cent in 2012 to a low of 64 per cent in 2015.

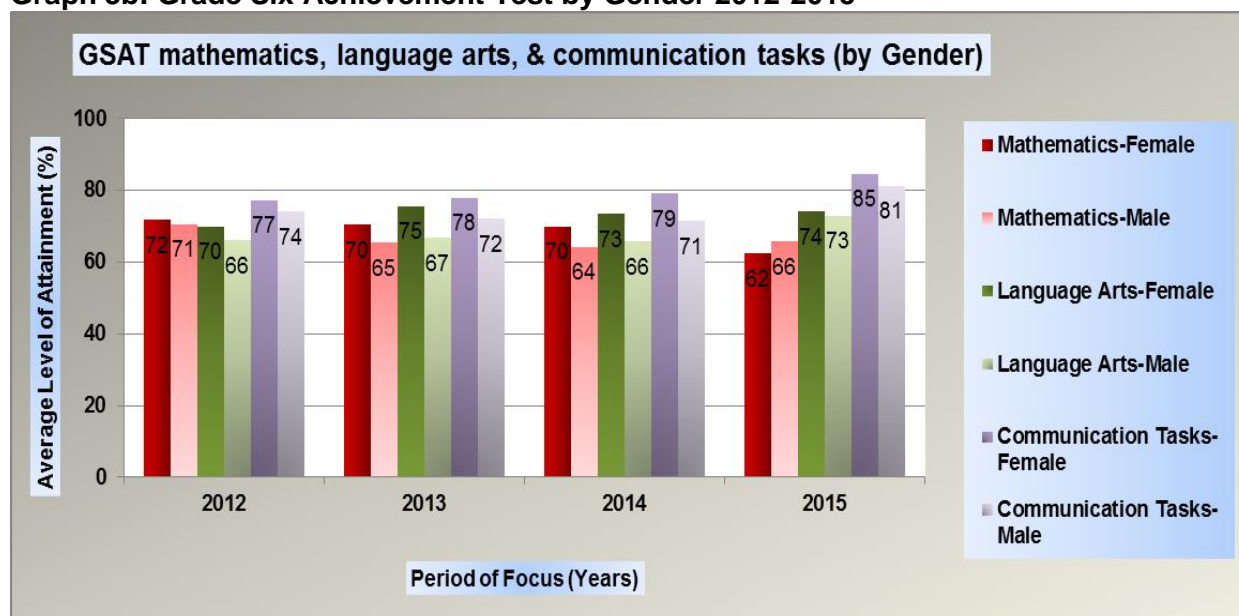
The language arts average increased overall by six percentage points, moving from a low of 68 per cent in 2012 to peak at 74 per cent in 2015.

For communication tasks, the average increased overall by seven percentage points from 76 per cent in 2012 to 83 per cent in 2015, the highest average for the period.

(See appendix).

## STUDENTS' ATTAINMENT

**Graph 3b: Grade Six Achievement Test by Gender 2012-2015**



This graph illustrates the average performance of the students in Alpha Primary in three of the five components of the GSAT over the last 4 years (2012-2015) by gender.

The gender gap looks at the percentage point difference between boys and girls over the entire period (2012-2015).

Data shows that the girls outperformed the boys in all three subjects throughout the 2012/2015 period except when they were below the boys in mathematics by four percentage points in 2015. The performance gaps were relatively narrow throughout the period and the widest deficit was eight percentage points for language arts in 2013 and communication tasks in 2014.

## Grade Six Achievement Test 2012-2015

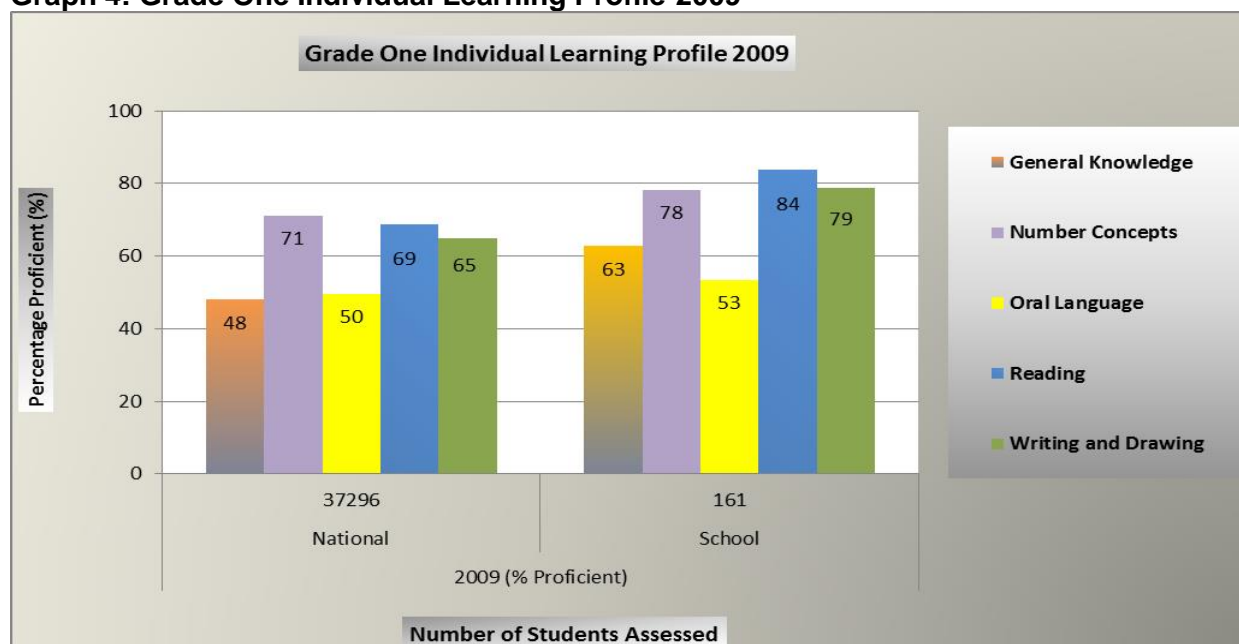
Alpha Primary			
2015 (Cohort data)			
Assessment	Candidates	2014 Averages	
GSAT Mathematics	Sitting	National	School
	157	56	64
	Female	90	58
Male	67	54	66
GSAT Language Arts	Sitting	National	School
	157	64	74
	Female	90	68
Male	67	61	73
GSAT Communication Task	Sitting	National	School
	157	75	83
	Female	90	77
Male	67	72	81
2014			
Assessment	Candidates	2014 Averages	
GSAT Mathematics	Sitting	National	School
	176	60	68
	Female	106	62
Male	70	58	64
GSAT Language Arts	Sitting	National	School
	176	62	70
	Female	106	66
Male	70	59	66
GSAT Communication Task	Sitting	National	School
	176	71	76
	Female	106	74
Male	70	68	71

2013			
<u>Assessment</u>	<u>Candidates</u>	<u>2013 Averages</u>	
GSAT Mathematics	Sitting	National	School
	186	61	68
Female	107	64	70
Male	79	59	65
GSAT Language Arts	Sitting	National	School
	186	63	72
Female	107	67	75
Male	79	59	67
GSAT Communication Task	Sitting	National	School
	186	71	75
Female	107	75	78
Male	79	67	72
2012			
<u>Assessment</u>	<u>Candidates</u>	<u>2012 Averages</u>	
GSAT Mathematics	Sitting	National	School
	183	63	71
Female	102	65	72
Male	81	60	71
GSAT Language Arts	Sitting	National	School
	183	60	68
Female	102	63	70
Male	81	56	66
GSAT Communication Task	Sitting	National	School
	183	75	76
Female	102	78	77
Male	81	72	74

## STUDENTS' PROGRESS

### Students' Starting Point

**Graph 4: Grade One Individual Learning Profile-2009**



**Table 3: Grade One Individual Learning Profile-2009**

Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2009 (Cohort)	National	37296	48	71	50	69	65
	School	161	63	78	53	84	79

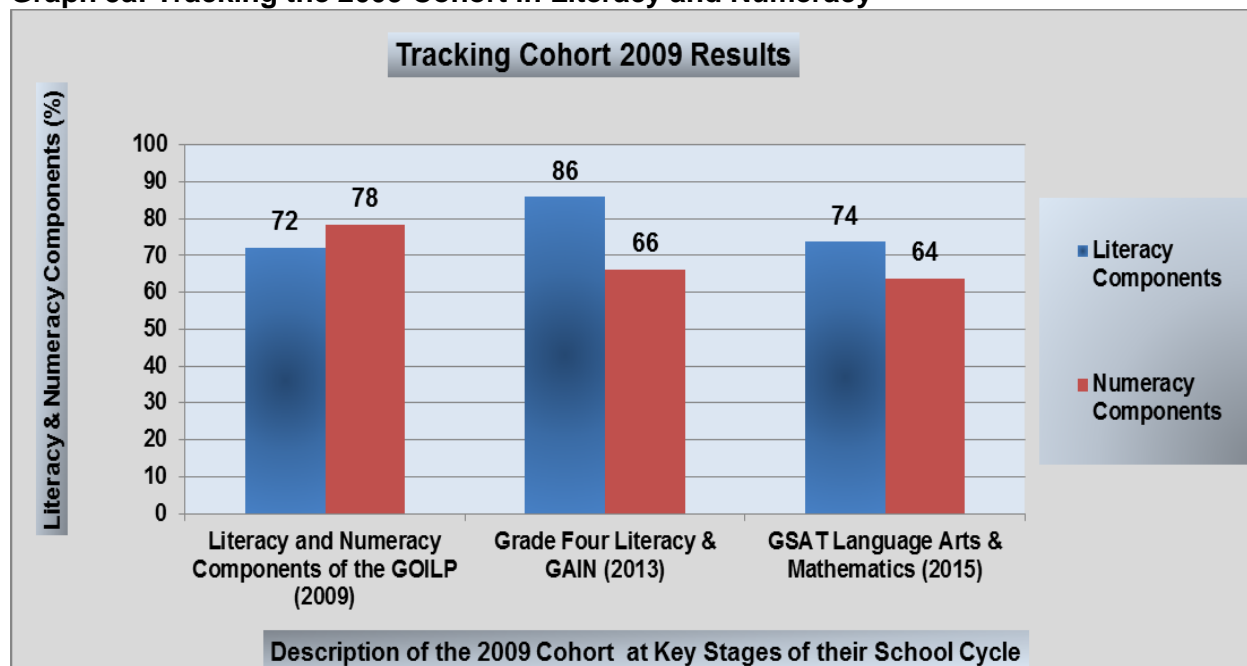
One hundred and sixty one students entered Alpha Primary in 2009. The proficiency levels of these new entrants were above the national proficiency levels in all components.

Data revealed that the highest proficiency level was in reading (135 out of the 161 students) while the lowest proficiency was shown for oral language (85 of the 161 students).



## STUDENTS' PROGRESS

Graph 5a: Tracking the 2009 Cohort in Literacy and Numeracy



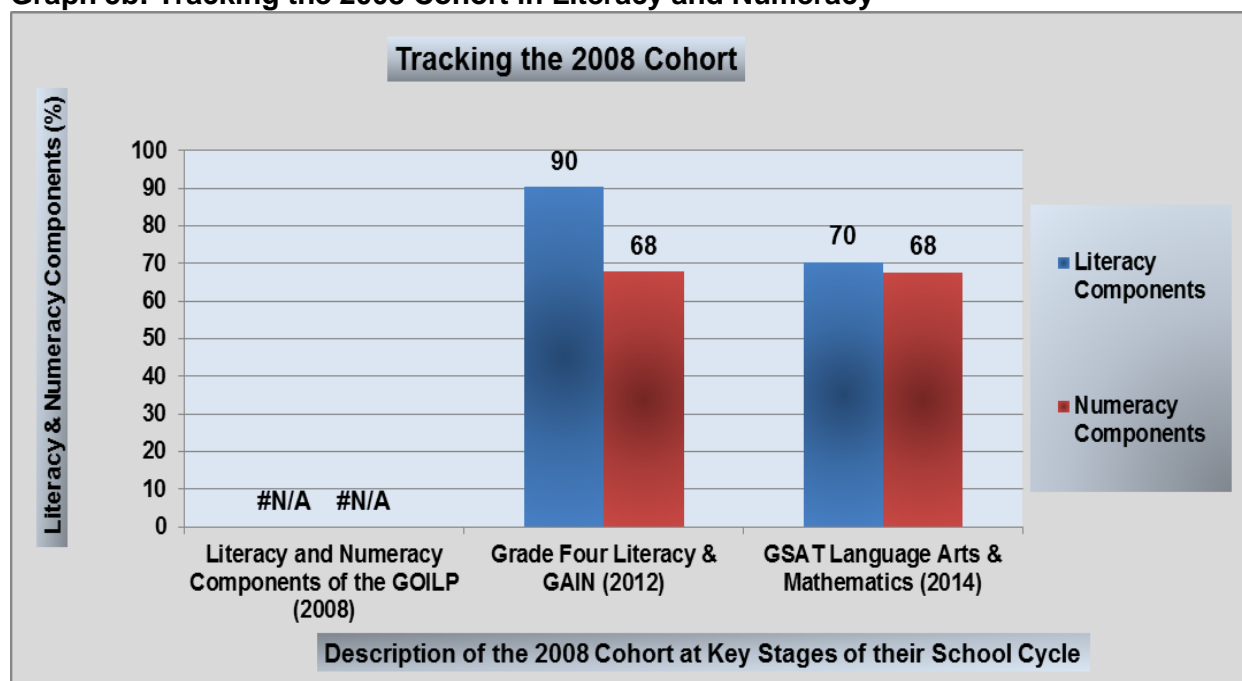
This graph tracks the performance of the **2009 Cohort** of students entering Alpha Primary. It shows their **proficiency levels** in the 2009 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2013, and their GSAT language arts and mathematics **averages** for 2015.

An average of 72 per cent of the students in the **2009 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2009 GOILP. In 2013, 86 per cent of the students attained mastery in the GFLT. In 2015 the average score in GSAT language arts was 74 per cent.

Seventy-eight per cent of students in the **2009 Cohort** were proficient in the number concepts component of the 2009 GOILP. In 2013, 66 per cent of the students attained mastery in the GAIN. In 2015 the average score in GSAT mathematics was 64 per cent.

## STUDENTS' PROGRESS

Graph 5b: Tracking the 2008 Cohort in Literacy and Numeracy



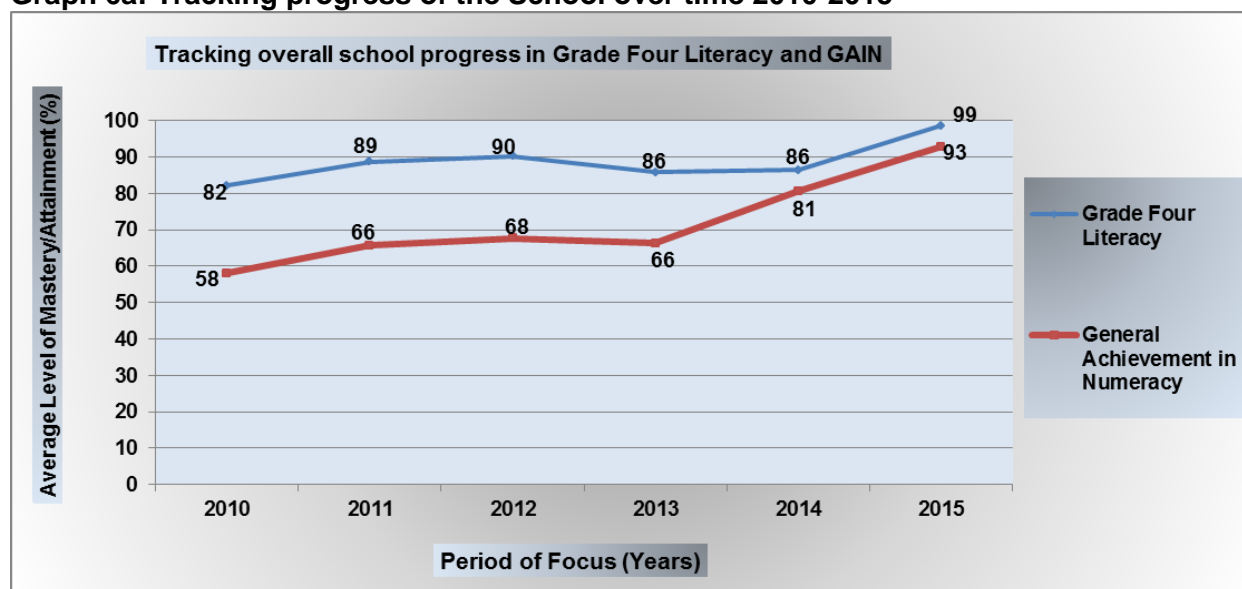
This graph tracks the performance of the **2008 Cohort** of students entering Alpha Primary. It shows their **proficiency levels** in the 2008 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2012, and their GSAT language arts and mathematics **averages** for 2014.

No data were provided for the **2008** GOILP. In 2012, 90 per cent of the students attained mastery in the GFLT. In 2014 the average score in GSAT language arts was 70 per cent.

In 2012, 68 per cent of the students attained mastery in the GAIN. In 2014 the average score in GSAT mathematics was 68 per cent.

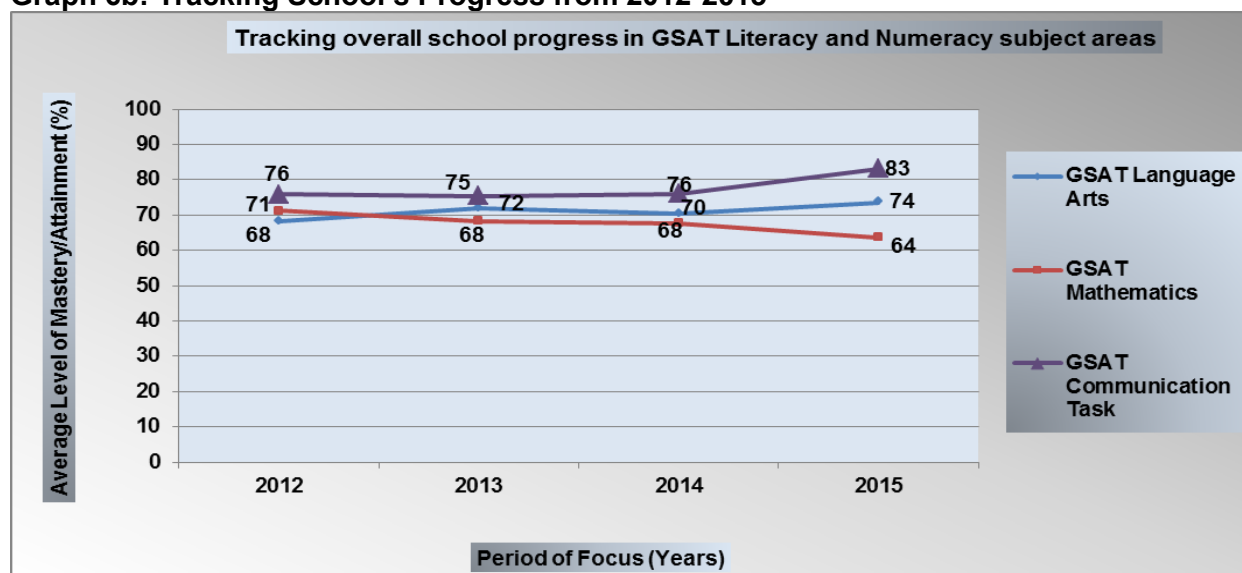
## STUDENTS' PROGRESS

**Graph 6a: Tracking progress of the School over time 2010-2015**



The school's Grade Four Literacy and GAIN mastery both improved overall over the 2010 to 2015 period and they both made similar movements. The GAIN mastery remained below the Literacy mastery throughout the period.

**Graph 6b: Tracking School's Progress from 2012-2015**



The school's mathematics average declined while the language arts and communication tasks averages improved overall for the 2012/2015 period. Mathematics and language arts remained below communication tasks throughout the period.

## **Definitions:**

- Cohort:** A specific group of students who are expected to move through the education system during a particular time span. For example, the 2008 cohort entering grade one are expected to complete grade six in 2014.
- Percentage:** The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example  $\frac{2}{5}$  expressed as a percentage equals  $(\frac{2}{5}) \times 100 = 40$  per cent.
- Percentage Point:** The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.
- Trend:** The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

## **List of Acronyms:**

- GAIN - General Achievement in Numeracy
- GFLT - Grade Four Literacy Test
- GNAT - Grade Nine Achievement Test
- GOILP- Grade One Individual Learning Profile
- GSAT - Grade Six Achievement Test
- MoEYI - Ministry of Education, Youth and Information

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