



AMITY HALL PRIMARY AND INFANT SCHOOL

INSPECTION REPORT

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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

Parish:	St. Thomas
Region:	2. Port Antonio
Locale:	Rural
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	135
Enrolment:	62
Attendance Rate:	84
Active Teachers:	5
Pupil-Teacher Ratio:	13:1
Multi-Grade:	Yes
Owned By:	Government

Socio-economic Context

The Amity Hall Primary and Infant School is located on a three-acre property. The community of Amity Hall is small and relatively peaceful. The Quaker (Friends Church) established a Bible School Programme which is held annually during the summer. A library is now in the community-allowing residents to access Internet service and different forms of reading material. The children in the community also get a chance to do research and exchange books on a weekly basis. In recent months a local cable company has initiated offerings of more reliable wired Internet service to homes in the community. It is hoped that this new access will help to improve learning outcomes at school primarily where research and or extended learning are concerned. Most of the students who attend the school are from Amity Hall and the others are from nearby communities in St. Thomas such as Wheelersfield, Leith Hall and Spring Bank. Students also attend the school from Hectors River and Long Road, which are communities in Portland.

Approximately 80 per cent of the population is unemployed. The sugar plantations in, and adjoining the community has traditionally provided seasonal employment for many persons residing in the area but an increasing number are engaging in small farming and micro-enterprise. However, over the last decade there have been some changes in fortunes with some younger parents gaining employment outside of the parish and thus placed in a position to better support the social and academic needs of their children. The Programme of Advancement Through Health and Education (PATH) supports 25 children along with an active school feeding programme.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Amity Hall Primary School is satisfactory

Overall, leadership and management is satisfactory

The leadership of the school provides a fair level of leadership to the school through the provision of useful initiatives and management functions. There is a consistent effort to hold the staff accountable, although efforts are not sufficiently targeted to impact learning outcomes among students. A School Board is in place and is working with the school to improve standards. Many parents also continue to play their part in advancing their children's education.

Overall, teaching in support of learning satisfactory

Most teachers are sufficiently knowledgeable on topics delivered in lessons although few are providing the necessary evaluations that provide information to effectively improve instructions. Methods in use during lessons are primarily teacher-centred, which do not give enough opportunities for students to engage in worthwhile learning activities.

Overall, students' performance in English and mathematics is unsatisfactory

The school is unable to maintain its trajectory with their performance in the Grade Four Literacy Test (GFLT) while the gains are not being transferred to the performance in Grade Six Achievement (GSAT) which have declined. Similarly, performances in General Attainment In Numeracy (GAIN) has experienced decline and has fallen below expectation.

Overall, students' progress in English and mathematics is satisfactory

The students have been experiencing satisfactory progress compared to their starting point and toward the Grade 4 level in the GFLT and GAIN. However, progress gained at the Grade 6 level is minimal. Notwithstanding, most students are making notable progress in both English and mathematics lessons.

Overall, students' personal and social development is satisfactory

Most students are sufficiently settled in lessons to allow for the seamless delivery of the curriculum; however, rates of punctuality and attendance have not met the targets of the Ministry of Education, Youth and Information (MoEYI). Notwithstanding, most students have a high level of civic, environmental and economic awareness.

Overall, the use of human and material resources satisfactory

The teachers at the school are sufficiently qualified for their posts and are adequately deployed to meet the needs of students. The school plant reflects a reasonable level of maintenance while the teachers make adequate use of available resource in lessons.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The school has made provisions for the adaptations of the curriculum although such provisions have not resulted in the level of improvements expected of students upon exit. Notwithstanding, there are sufficient arrangements in place to enhance and enrich students' learning experiences.

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

The school's plan for safety and security is adequate although significant gaps are obvious which clamours for attention. There are basic provisions for health and wellbeing and enough provisions are in place to address students' developmental challenges.

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

- The use of resources by teachers in lessons
- A clean schoolyard that is well maintained with identifiable assembly points and student seating areas

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is satisfactory

School-based leadership and management is satisfactory

The school's leadership enjoys a supportive relationship with its staff and stakeholders that enables it to effectively execute its daily functions. While the leadership team promotes a clear vision for the school, it is narrowly shared with its immediate stakeholders and those who have reasons to visit the premises. The school's leadership places a strong emphasis on students' performance by planning for the needs of all students, such as the weekly scheduling of literacy time for the first session each day. The teachers also play a significant role as they contribute to the success of the school by participating willingly in the various initiatives to address students' learning needs. Likewise, the team is diligent in ensuring accountability among the staff in order to maintain effective teaching. There is an annual system of appraisal and all teachers have a 'proficient' rating in teaching from the most recent appraisal done.

Self-evaluation and school improvement planning is satisfactory

The school maintains a consistent system of evaluating its processes in a timely manner to ensure plans are working by evaluating its processes on a monthly basis. There is an open and inclusive system of communicating with all stakeholders through which ideas are readily shared and evaluated at Parent Teacher Association (PTA) meetings and Board meetings. The school gathers data on most of its processes from several sources and use the concerns identified to plan for the continued growth of the school. The Principal makes class visits twice per month and the Curriculum Implementation Team (CIT) meetings are held to discuss trends in the teaching and learning at the school. The school has a recently completed School Improvement Plan (SIP) that is appropriately aligned with the priority goals of the MoEYI and contains elements identified in the school self-evaluation (SSE) that are in need of improvement. The school has successfully implemented most of its plans; however, it is awaiting the ministry's approval, as well as insufficient financial support poses a challenge.

Governance is good

The Board meticulously oversees the management of the school to ensure students are benefitting from instruction and that the financial resources are appropriately allocated. Criteria for approvals of spending are stipulated by the Board to which the Principal adheres. The Board holds the school's leadership to account through achievable targets and regular reports on progress at subsequent meetings. Likewise, the Board is integrally involved with the school and is able to provide updates on the progress of initiatives in the school such as the current status of the fencing of the school.

Relationship with parents and the local community is satisfactory

The school maintains an effective channel of communicating with its parent body through the use of phone calls and circulars. Many parents participate in the activities of the school by helping with fundraising ventures, Labour Day activities and the bushing of the premises. The school also maintains partnership with its past students who make a significant contribution to the repair and maintenance of the school plant, as well as, the provision of school supplies for all students. Other contributors are the Member of Parliament and other individuals from the community.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

Most teachers demonstrate a sound knowledge of the subjects they teach; they give accurate explanation and clarify students' misunderstandings. In most lessons, teachers demonstrate awareness of how best to prepare the information to convey it to students in a manner they can understand. This was the case in a Grade 4 English lesson in which students were placed in two groups of three and four to read sentences and identify the degree of adjective used in the passage such as "This book is the thinnest in the library." Although almost all teachers evaluate their lessons, few teachers are effectively doing so to reflect what students are able to do during the lessons.

Teaching methods are satisfactory

Most lessons are effectively planned using the 5E instructional model, objectives are specific and with activities that are sufficiently appealing to students. In most lessons, the time is effectively managed so that the lessons begin as scheduled and that students receive the full measure of the lessons planned for them. In most lessons the strategies employed are teacher-centred; however, most students interact freely during the lessons to make it more interesting. In a few lessons, the teachers allow the students to play the lead role while allowing other students to provide answers necessary to solve hypothetical problems. In almost all lessons the teachers engage the use of resources such as word/number cards, pictures and charts that serve to arouse the interest of students.

Students' assessment is satisfactory

In most lessons, the teachers continually assess students' learning by way of skilful questioning and the completion of seatwork. However, there is no documented assessment policy in place, but teachers maintain mark records for students' over time. In most lessons, teachers provide students with activities to check on their learning and take steps to ensure they learn. For example, in a Grade 1 mathematics lesson, the teacher used her assessment of the students' aptitude to move on with the topic, 'Greater than'. In some lessons, the teachers use the results of assessments to provide students with useful feedback in order to make corrections and clarify misunderstanding of concepts, as was the case in an English lesson in which one student placed the word 'chair' under the heading 'Animal' to identify categories of nouns; the teacher then asked another student to help make the right choice; this enabled the second attempt by the same student to be successful.

Student learning is satisfactory

In most lessons, students demonstrate appropriate attitudes by participating in their lessons and this augurs well for their continued learning. In most lessons, students are making an effort to write copious notes. However, only in a few lessons do students engage in research to discover information. There are attempts by many students to relate what they are learning to real-life so that the content can become meaningful to them. For example, in a Grade 4 mathematics lesson, many students gave the number of parts shaded out of the whole as proper fractions and were able to compare it to dumplings and pizza in order to make learning relevant. In addition, in some lessons students collaborate in groups to discover solutions to problems from the chalkboard.

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

Students' performance in English is unsatisfactory

The school's performance in the GFLT met expectation over the period 2016 to 2018. However, GSAT language arts and communication tasks did not meet expectation.

The school's mastery in the GFLT exceeded the national average in 2016 and 2018 and was on par in 2017. It moved from full mastery in 2016 to 88 per cent in 2018.

The average score in GSAT language arts remained the same at 58 per cent for the period under review and was below the national average throughout. In communication tasks, the average decreased over the period by 11 percentage points and was below the national averages in all years except in 2016. An examination of the performance by gender revealed that the girls outperformed the boys in both subjects over the period.

Students' performance in mathematics is unsatisfactory

The school's performance in the GAIN, as well as GSAT mathematics, did not meet expectation over the period 2016 to 2018.

Performance in the GAIN exceeded the national average in 2017 but was below in 2016 and 2018. It declined from 57 per cent in 2016 to its lowest point in 2018 (50 per cent). However, it was highest at 83 per cent in 2017.

The school's average in GSAT mathematics decreased by eight percentage points overall. It was below the national average throughout the period. An examination of the performance by gender revealed that the girls performed above the boys in all three years, except when they were on par in 2017.

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

4) Students' Academic Progress

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

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

Students' progress in English satisfactory

Ten students were assessed at Amity Hall Primary and Infant in the 2012 Grade One Individual Learning Profile (GOILP). An average of 67 per cent of the 2012 cohort was proficient in the literacy components (oral language, reading, writing and drawing). In 2016, 100 per cent of the students attained mastery in the GFLT. In 2018, the average score in GSAT language arts was 58 per cent.

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

In most lessons, students are experiencing notable progress in language arts. Students can compare adjectives in Grade 4, classify nouns in Grade 1 as well as classify information as persuasive, informative or entertaining.

Students' progress in mathematics is satisfactory

Sixty per cent of the students in the 2012 cohort were proficient in the number concepts component of the 2012 GOILP. In 2016, 57 per cent of the students attained mastery in the GAIN. In 2018, the average score in GSAT mathematics was 48 per cent.

The school's GAIN mastery decreased for the period 2016 to 2018. The GSAT mathematics average also decreased over the same period.

In mathematics lessons, students are making suitable progress in lessons. Most students are showing progress in understanding place values in Grades 2 and 3, while in Grade 4 lessons students can compare numbers of greater or equal value. Students in Grade 1 are able to count members in a set.

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

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

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is satisfactory

The students' behaviours and attitudes are satisfactory

Overall, most students are pleasant, cooperative and well-behaved in lessons and around the school. They form orderly queues to and from the devotional session and give positive responses to their teachers in lessons. In addition, they cooperate among themselves while they read in groups and do activities such as an experiment in a lesson. Many students are seen reading during break time and a few regularly complete their homework.

Punctuality and attendance is satisfactory

Most students attend school regularly. The average annual student attendance is at 84 per cent for the last three years 2015 to 2018, with an enrolment of 62 students. Students' punctuality to school and lessons is high and is encouraged by the close monitoring provided by the school. Most students remain in their classes during break periods as well as lunchtime only leaving the classroom to collect their lunch.

The civic understanding and spiritual awareness of the students are good

Most students demonstrate high levels of awareness of their Jamaican identity by expressing the reasons for being a citizen associated with their birth and can expound on aspects of their culture. They elaborate on many Jamaican cultural forms fostered by school cultural celebrations; for example, Jamaica Day. Most students understand civic responsibility in terms of the importance of taking care of their family, the sick and people in need. They also believe their responsibilities extend to learning all they can in their lessons, helping teachers, and keeping their school environment clean. Most students have an awareness of God and can associate moral values such as kindness and honesty as worthwhile qualities.

Students' economic awareness and understanding is satisfactory

Many students demonstrate a sound understanding of Jamaica's economic progress in terms of its institutions such as the establishment of the Jamaica Stock Exchange while some cite the importance of both tourism and the export of coffee as integral to the country. Furthermore, most students are able to provide explanations in terms of a community focus whereby, individuals take care of their families and others in need financially.

Students' environmental awareness and understanding is satisfactory

Many students express an understanding of the dangers posed by natural weather phenomena such as hurricanes and the experience of natural hazards such as flooding, and the destruction of property caused by earthquakes. They are aware of the need to show care for their school environment by proper disposal of garbage. The schoolyard remains relatively clean even after break and lunch periods.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is good

The school has sufficient, well-qualified academic staff to deliver the curriculum. There are six classroom teachers and one senior teacher. All teachers are trained in primary education and one in secondary education. Adequate support staff is present to provide good assistance to academic staff; they include a janitor, a safety and security officer, a clerical assistant and a cook. The on-going training of teachers is a priority of the school's leadership. Teachers are represented at regular staff professional development training sessions and other internal workshop hosted by the Principal in areas of teaching strategies for students. In addition, the ancillary staff members are periodically scheduled to meet with the Principal to discuss challenges and solutions.

The use of human resources is good

Teachers are effectively deployed according to their strengths and the needs of the students. Almost all teachers are regularly punctual for school and lessons and most attend school regularly. The school has suitable support staff members that assist with core functions at the school and all teachers participate in daily after-school duties.

The quality and quantity of material is satisfactory

The school premises are clean and adequately maintained, with large grassy areas, a few ornamental plants, shade trees with seats and adequate playing area. The buildings comfortably accommodate the school's population; there is the main building and an additional section which houses the bathroom facilities. While there are limited resources available in the school to support teaching and learning, there is a small library used mainly for storing books and a resource room for teachers. In addition, there is a television, six computers, printers and a multi-media projector available to support learning; however, only two computers are in working condition.

The use of material resources is satisfactory

The school buildings are decorated with educational murals of national heroes and a map of Jamaica to support learning outside of the regular classroom environment. Teachers effectively use classrooms and the outdoor environment for learning. Most teachers regularly utilize available resources in lessons such as word cards, counters and materials for games during lessons. The library is mainly used for research purposes by teachers or made available to students during lessons.

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

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The school is making numerous provisions for the enhancement of the curriculum to best meet the needs of the students. The school implements the NSC across all grade levels as required by the MoEYI. There is a CIT in place comprised mainly of teachers at the school who meets regularly to plan once per week. The CIT monitors lessons, implements strategies through needs assessment and provides feedback when needed. Likewise, the team develops an assessment schedule and reviews the assessment policy. Teachers also regularly liaise with each other for support. The timetable also reflects adequate breadth and balance as the schedule for mathematics and language arts meets the required standards of five hours per week, while other subjects such as health and family life education (HFLE) and creative/performing arts serve to further enrich the curriculum offerings. The curriculum is receiving enough coverage to prepare students for the next level in their educational experience. However, there are only few instances of cross-curricular links in lessons to enable students to better understand the other subjects within context.

Enhancement programmes are satisfactory

The school offers a few opportunities to widen students' experiences by the provision of numerous extracurricular activities. There are only two clubs active in the school, namely 4H and Brownies. The school also provide additional engagement of students in a multi-grade math quiz. There is no stipulated requirement for students to be involved in the clubs;

however club time is scheduled during school hours. In addition, the school exposes students to several external learning opportunities through participation in the Jamaica Cultural Development Commission (JCDC) Festival of Performing Arts Competitions, Spelling Bee and the Ministry of Health's Poetry and Poster Competition from which they receive medals and trophies.

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

Provisions for safety and security are satisfactory

The school makes adequate provisions for the safety and security of its constituents by having a documented safety and security policy in place. There is a plan for emergency preparedness and responses on and off the school premises. In addition, there is an emergency coordinator and a flowchart that shows the responsibilities of each member of staff. The school has clear signage displayed around the premises identifying assembly and out of bound areas. Likewise, earthquake and fire drills are regularly done each school year, although there is only one fire extinguisher in place at the kitchen. Nevertheless, the perimeter fencing is porous in many areas which allow stray animals' access to the compound. However, the staff members of the school provide effective monitoring of the students while on the school compound.

Provisions for students' health and wellbeing are good

The school makes basic provisions for the health and wellbeing of its students. Water supply and provisions for food safety are adequate with hygienic bathroom facilities. The staff-student relationship is a nurturing one, especially for the infants, who are monitored by the cleaner especially in using the toilets. The school uses the services of a guidance counsellor from the nearby Golden Grove Primary School who offers talks to students, while HFLE is taught and the teachers offer their support. The school has a code of conduct in place for parents and students that aids with the management of discipline which stipulates consequences for breaches that includes cases for suspension. However, there is no record to indicate that this is done. The school relies on contacting parents and consulting with the School Board for more serious breaches. Attendance and punctuality is well managed through the parents who are required to explain lateness and absences by writing letters or presenting doctors' certificates. The school effectively tracks its needy students as well as its 25 students on the PATH. These students are all fed daily and other assistance provided through the contribution of donors to the school.

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

Recommendations from previous inspection report

1. That the Board, Principal and staff with the support of the Education Officer seek to improve the relationship with the parents and the community.
2. That the Board:
 - a. Holds the leadership to account for an improvement in students' performance in literacy and numeracy.
 - b. Makes representation to the Ministry of Education for support in securing the school compound.
3. That the school's leadership:
 - a. Holds all teachers to account for an improvement in multi-grade teaching for students' learning.
 - b. Develops an assessment policy or guidelines to guide assessment practices.
 - c. Uses the variety of MoE and school-generated data for planning and decision-making.
 - d. Implements staff development activities to assist the teachers to be more effective in multi-grade teaching.
 - e. Encourages regular review of the curriculum so that what is taught is relevant to all the students.

Recommendations

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

1. The leadership team should undertake the planning of workshops to:
 - a. guide teachers into effectively preparing lesson evaluations that are reflective; and,
 - b. sensitize teachers on how to develop more student-centred lessons, aligned with constructivism.
2. The leadership team should conduct an audit at the Grades 5 to 6 levels to identify the issues contributing to the shortfall in performance on national examinations.
3. Teachers should be deliberate in engaging students in learning experiences that foster the inculcation of Twenty-First Century Skills so that students become adept at research and critical thinking skills.

Further Action

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



Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

ASTEP	Alternative Secondary Transition Education Programme
APSE	Alternative Pathways to Secondary Education
CAP	Career Advancement Programme
CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CIT	Curriculum Implementation Team
CSEC	Caribbean Secondary Education Certificate
GAIN	General Achievement in Numeracy
GFLT	Grade Four Literacy Test
GNAT	Grade Nine Achievement Test
GOILP	Grade One Individual Learning Profile
GSAT	Grade Six Achievement Test
HEART	Human Employment and Resource Training
ICT	Information and Communication Technology
IT	Information Technology
ISSA	Inter Secondary Schools' Association
JSAS	Jamaica Schools Administration System
JTA	Jamaica Teachers' Association
JTC	Jamaica Teaching Council
MoEYI	Ministry of Education, Youth and Information
NCEL	National College for Educational Leadership
NEI	National Education Inspectorate
NSC	National Standards Curriculum
PATH	Programme of Advancement Through Health and Education
PEP	Primary Exit Profile
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team
SSE	School Self-Evaluation

Appendices

[Appendix 1 - Record of Inspection Activities](#)

[Appendix 2 - Inspection Indicators](#)

[Appendix 3 – National Test Data](#)

[Appendix 4 – Stakeholders’ Satisfaction Survey](#)

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

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

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

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

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

1.2 Self-evaluation and improvement planning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

1.3 Governance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

1.4 Relationship with parents and the local community

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

2.2 Teaching methods

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>Many lessons are poorly planned or not planned at all</p> <p>Many lessons are poorly organised and much time is wasted</p> <p>Many lessons are monotonous, relying mainly on talk by the teacher. There is very little attempt to cater for the needs of individuals and different groups of students</p> <p>Many teachers spend a high proportion of their time disciplining students</p> <p>Very few learning resources are used, other than standard textbooks</p>	<p>Many lessons are planned without reference to clear learning objectives</p> <p>Some lessons are poorly organised and some students waste time</p> <p>The methods employed in some lessons are poorly matched to the needs of different groups of students</p> <p>Many teachers employ only a narrow range of methods, resulting in dull teaching, which fails to motivate many students</p> <p>Many teachers use only a limited variety of learning resources and students are denied opportunities to make better progress as a result</p>	<p>Most lessons are effectively planned with clear purposes</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>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</p> <p>Most lessons are well-ordered and achieve their objectives. In many lessons teachers pose problems and encourage discussion</p> <p>Most teachers make adequate use of resources in addition to standard textbooks</p>	<p>Most lessons are planned according to clear learning objectives, which the students understand</p> <p>Productive use is made of all the time available</p> <p>Most teachers recognise that different groups and individuals have different learning needs and they adapt their methods and resources accordingly</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>Most teachers are adept at using a variety of resources to stimulate good learning</p>	<p>Nearly all lessons are planned according to clear learning objectives, which are successfully communicated to students of all abilities, so that they gain a real sense of achievement</p> <p>Nearly all lessons contain a balance of activities with the use, where appropriate, of whole class, individual and group work</p> <p>Teachers' expectations are consistently high, and challenging for students of all abilities</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>A wide range of learning resources is used to optimum effect in most lessons</p>

2.3 Assessment

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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
<p>A substantial proportion of students in many lessons are not engaged and are unable to explain what they are doing</p> <p>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</p> <p>Students seldom make connections between what they study in different subjects. They rarely relate what they have learnt to their own lives outside school</p> <p>Many students are unable to work successfully with others in groups with a common purpose</p> <p>Higher order and critical thinking play little part in students' experience of school</p>	<p>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</p> <p>In these lessons students typically undertake tasks that do not require much thought. Students only occasionally take the initiative or find out things for themselves and choose and use resources independently</p> <p>Many students are able to apply what they have learnt only when they are required to repeat a familiar procedure. They need a high level of support when asked to apply knowledge in new situations</p> <p>Many students, lack the skills they need to sustain co-operation with others to produce good work. Some do not understand the importance of listening to each other and taking turns</p> <p>Students rarely exhibit the capacity to think critically</p>	<p>Most students use their time well in lessons</p> <p>They can explain what they have learned and have an adequate understanding of their strengths and weaknesses and how to improve</p> <p>They do what teachers ask of them, but might often be passive listeners. The majority of students work well without close supervision, but others might lack motivation or might be easily distracted</p> <p>Most students can connect new and previous learning in simple ways and can relate what they learn about in school to real life situations</p> <p>Most students can work successfully in a group</p> <p>Higher order and critical thinking are sometimes features of learning in homework and in many lessons</p>	<p>Most students are keen to learn</p> <p>Most are aware of their strengths and weaknesses and take steps to improve</p> <p>Most students are able to take responsibility for selecting resources, using them independently and deciding what to do next. Most students can discover information to solve problems for themselves, using ICT when appropriate</p> <p>Most can make clear connections between what they have learnt at different times and in different contexts. They can effectively communicate what they have learnt to others.</p> <p>Most students regularly collaborate productively with others in groups of different sizes, working for a variety of purposes</p> <p>Higher order and</p>	<p>Almost all students are highly motivated and eager participants, fully engaged in learning and well aware of the progress they are making</p> <p>They routinely reflect on what and how they are learning</p> <p>They are independent learners, able to organise and undertake work for themselves when required</p> <p>The questions they ask show that they are making connections between new learning and what they already know. They apply skills, knowledge and understanding confidently and accurately in new contexts, tackling real life problems</p> <p>All students work successfully with others as a matter of routine to produce presentations and rehearse arguments</p> <p>Students think critically, justify their views and develop reasoning. They frame their own questions, seek answers and reach</p>

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
			critical thinking are developed in many lessons	their own conclusions

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

5.1 Students' behaviours and attitudes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>Most students have little or no knowledge of the nature of Jamaica's economic development or of the importance of continued economic progress</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>Many students are unaware of the importance of Jamaica's continued economic progress</p> <p>Many are unaware of, or unconcerned with, their potential to contribute to the country's future economic success</p>	<p>Many students have a basic knowledge of Jamaica's economic development. They understand the key factors that influence economic progress in the Caribbean region</p> <p>Most students are positive about the contributions they can make towards economic success</p>	<p>Most students know how Jamaica and the Caribbean region have developed economically. They understand clearly the importance of Jamaica's continued economic progress</p> <p>Most students are aware of the contributions they can make to continuing economic prosperity</p>	<p>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</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
Most students have little or no awareness of environmental issues They take no interest in looking after the school, they drop litter casually, or deface school property They have little knowledge of wider environmental concerns	Many students have little awareness of environmental issues They make little effort to take care of their immediate environment They show little care for, or concern with, the quality of the wider environment	Many students are aware of some national and global environmental issues They take care of their immediate surroundings in school and in the community They appreciate the importance of caring for the wider environment	Most students know that national and world resources need to be protected and used responsibly Many take part in activities to keep the school and local environment clean and tidy Many students understand that economic decisions affect the wider environment	Almost all students understand the importance of securing a sustainable environment Students routinely initiate and take part in schemes that promote sustainability and conservation, both in their immediate environment and on a wider scale

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

6.1. Human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.2 Use of human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

7.2 Enhancement Programmes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

8.2 Health and wellbeing

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

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

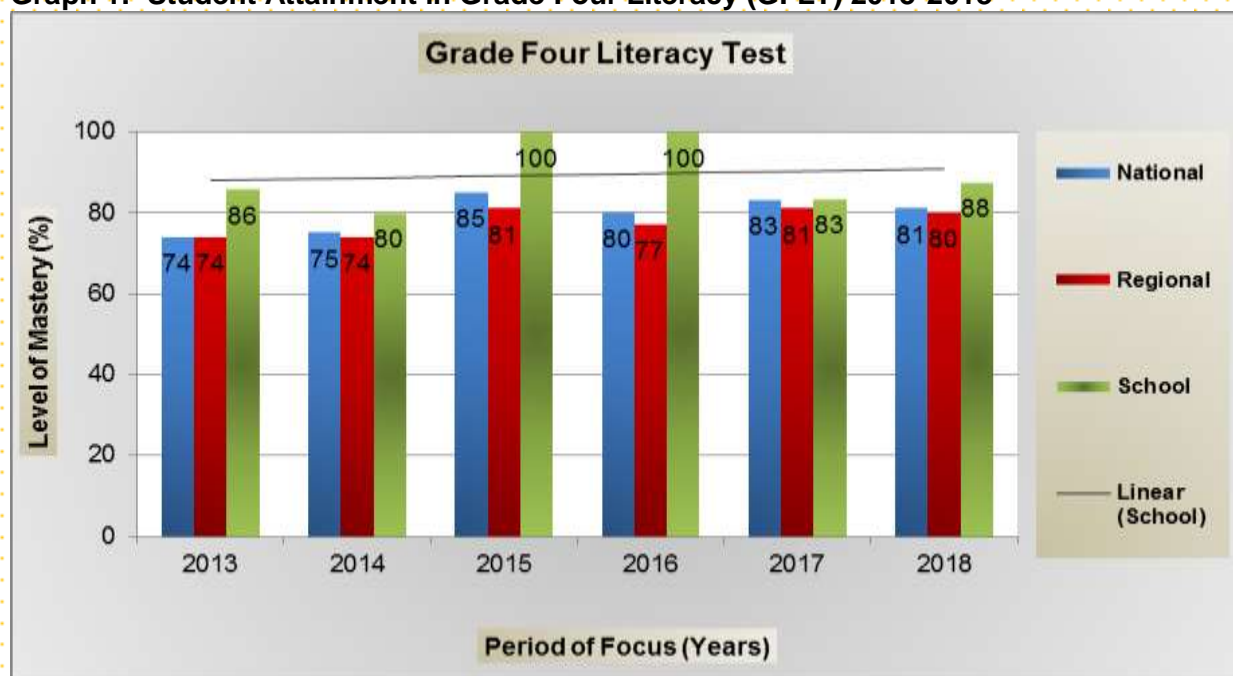


Table 1: Student Attainment in Grade Four Literacy (GFLT) 2013-2018

Amity Hall Primary and Infant					
Grade Four Literacy Test					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2018	9	8	81	80	89
2017	8	6	83	81	83
2016 (Cohort)	5	5	80	77	100
2015	9	9	85	81	100
2014	11	10	75	74	80
2013	7	7	74	74	86

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

The school's GFLT mastery increased overall over the 2013 to 2018 period by two percentage points. It moved from 86 per cent (six of seven students) in 2013 to 88 per cent in 2018. It was lowest at 80 per cent (eight of ten students) in 2014, but peaked in 2015 (nine students) and 2016 (five students) when all students sitting the exam attained mastery. The school's performance was generally high over the period and remained above the national mastery in all years, except 2017 when it was on par.

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

STUDENTS' ATTAINMENT

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



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

Amity Hall Primary and Infant					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2018	9	8	63	60	50
2017	8	6	64	61	83
2016 (Cohort)	5	7	60	58	57
2015	9	9	61	56	67
2014	11	10	54	55	80
2013	7	7	56	55	71

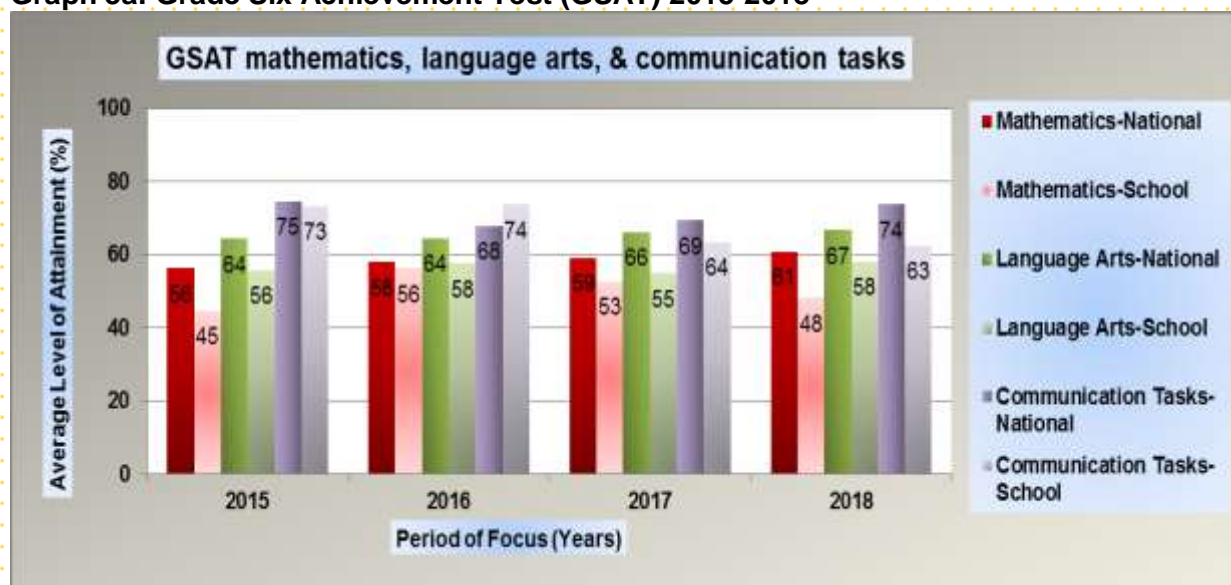
*As at Census Day (2nd Monday in October).

The school's GAIN mastery decreased over the 2013/18 period by 21 percentage points. It moved from 71 per cent (five of seven students) in 2013, to a low of 50 per cent (four of eight students) in 2018. Performance peaked at 83 per cent in 2017 when five of six students attained mastery. The school performed below the national mastery in 2016 and 2018, but above in all other years.

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

STUDENTS' ATTAINMENT

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



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

School's performance against the national average

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

School's performance by subjects

The mathematics average improved over the 2015 to 2018 period by three percentage points. It moved from its lowest point at 45 per cent in 2015, to 48 per cent in 2018.

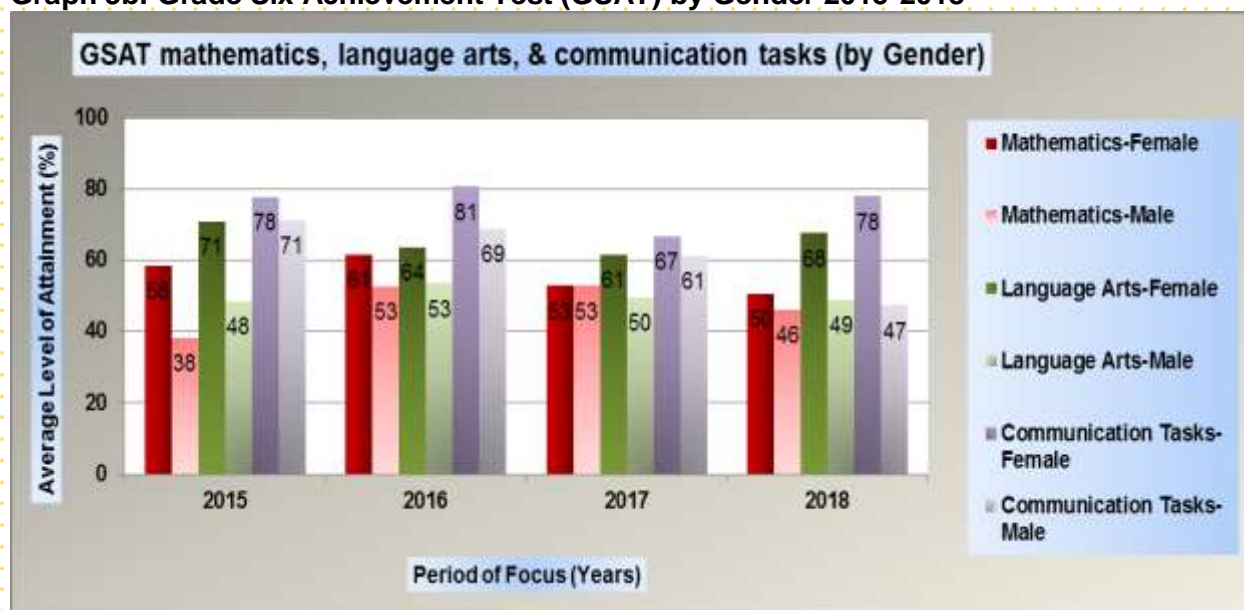
The language arts average increased by two percentage points over the review period, moving from 56 per cent in 2015 to 58 per cent in 2018. Performance was lowest in 2017 at 55 per cent, but peaked in 2016 and 2018 (58 per cent).

For communication tasks, the average declined over the 2015 to 2018 period by ten percentage points, moving from 73 per cent to 63 per cent. It was lowest in 2017 at 64 per cent, but was highest at 74 per cent in 2016.

See table 3.

STUDENTS' ATTAINMENT

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



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

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

Data revealed that the girls outperformed the boys in all three subjects over the 2015 to 2018 period, except when they were on par in mathematics for 2017. The widest performance gap was observed for communication tasks in 2018 (31 per cent).

See table 3.

STUDENTS' ATTAINMENT

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

Amity Hall Primary and Infant			
2018 (Cohort data)			
Assessment	Candidates	2018 Averages	
GSAT Mathematics	Sitting	National	School
	6	61	48
Female	3	63	50
Male	3	59	46
GSAT Language Arts	Sitting	National	School
	6	67	58
Female	3	71	68
Male	3	62	49
GSAT Communication Tasks	Sitting	National	School
	6	75	63
Female	3	77	78
Male	3	70	47
2017			
Assessment	Candidates	2017 Averages	
GSAT Mathematics	Sitting	National	School
	11	59	53
Female	5	77	53
Male	6	45	53
GSAT Language Arts	Sitting	National	School
	11	73	55
Female	5	91	61
Male	6	60	50
GSAT Communication Tasks	Sitting	National	School
	11	71	64
Female	5	81	67
Male	6	65	61
2016			
Assessment	Candidates	2016 Averages	
GSAT Mathematics	Sitting	National	School
	7	58	56
Female	3	60	61
Male	4	55	53
GSAT Language Arts	Sitting	National	School
	7	64	58
Female	3	68	64
Male	4	60	53
GSAT Communication Tasks	Sitting	National	School
	7	68	74
Female	3	71	81
Male	4	65	69

2015			
Assessment	Candidates	2015 Averages	
GSAT Mathematics	Sitting	National	School
	6	56	45
	Female	58	58
Male	4	54	38
GSAT Language Arts	Sitting	National	School
	6	64	56
	Female	68	71
Male	4	61	48
GSAT Communication Tasks	Sitting	National	School
	6	75	73
	Female	77	78
Male	4	72	71

STUDENTS' PROGRESS

Students' Starting Point

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

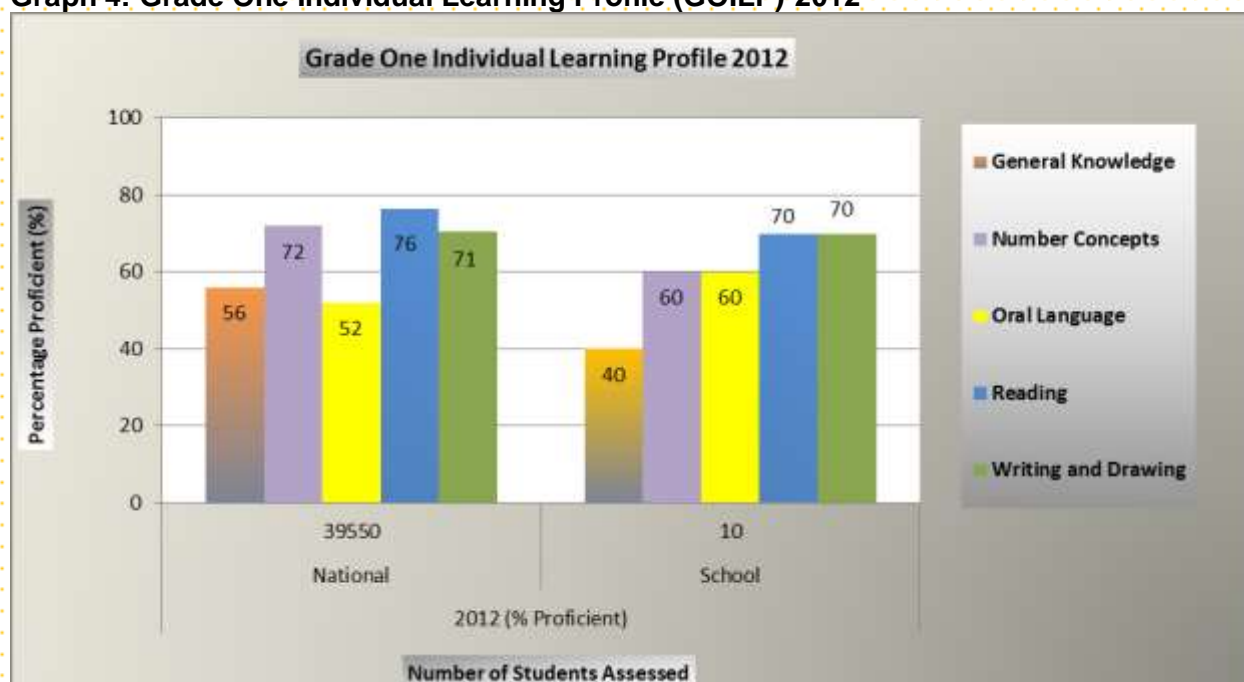


Table 4: Grade One Individual Learning Profile (GOILP)-2012

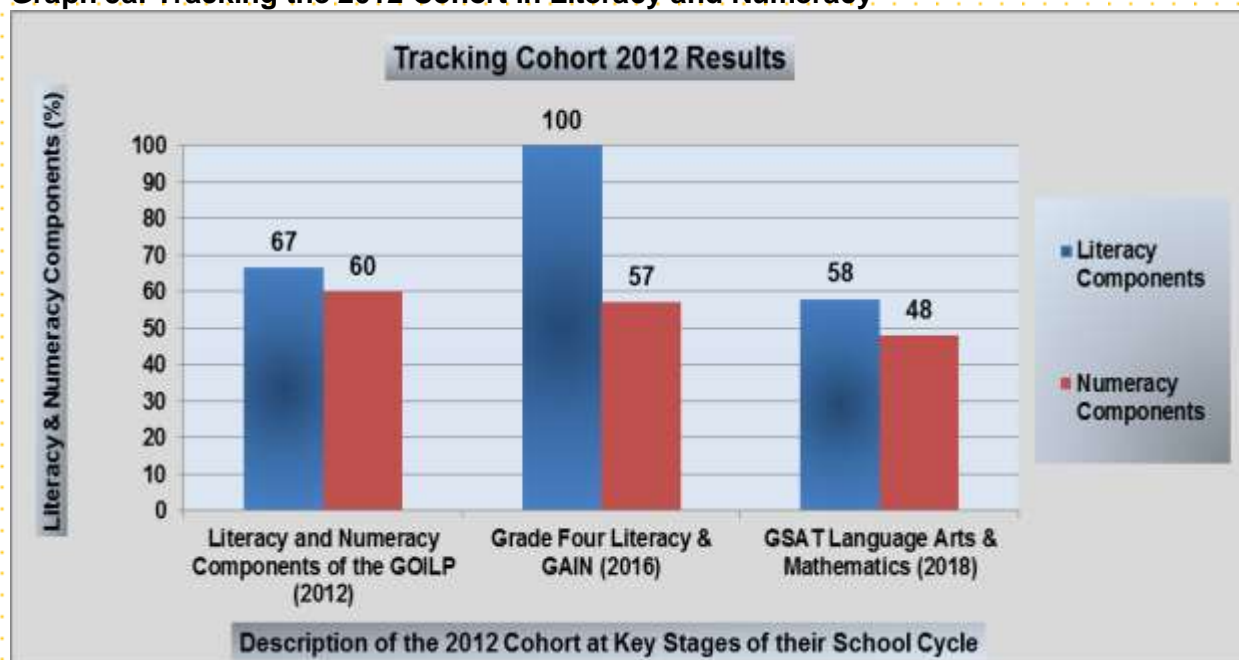
Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2012 (Cohort)	National	39550	56	72	52	76	71
	School	10	40	60	60	70	70

Ten students were assessed at Amity Hall Primary and Infant in 2012. Their proficiency levels were below the national proficiency levels in all components except oral language which was above.

Data revealed that the highest level of proficiency was in reading, and writing and drawing (seven students). The lowest proficiency level was in general knowledge (four students).

STUDENTS' PROGRESS

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



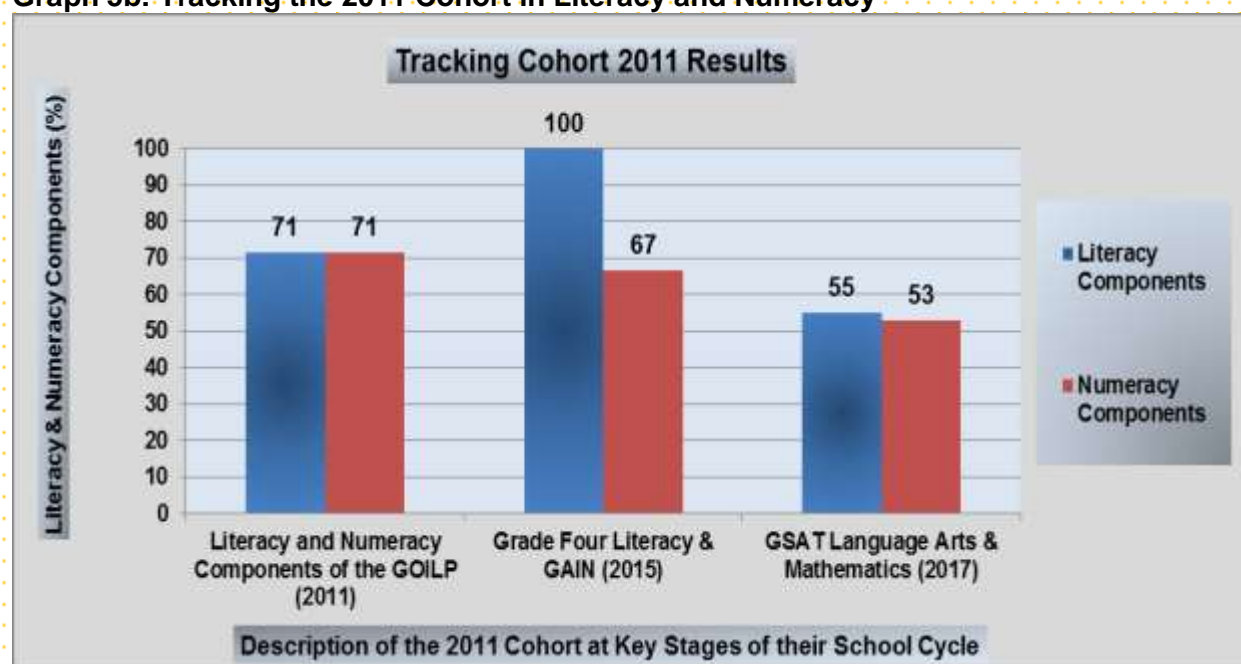
This graph tracks the performance of the **2012 Cohort** of students entering Amity Hall Primary and Infant. It shows their **proficiency levels** in the 2012 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2016, and their GSAT language arts and mathematics **averages**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

An average of 67 per cent of the students in the **2012 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2012 GOILP. In 2016, 100 per cent of the students attained mastery in the GFLT. In 2018, the average score in GSAT language arts was 58 per cent.

Sixty per cent of the students in the **2012 Cohort** were proficient in the number concepts component of the 2012 GOILP. In 2016, 57 per cent of the students attained mastery in the GAIN. In 2018, the average score in GSAT mathematics was 48 per cent.

STUDENTS' PROGRESS

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



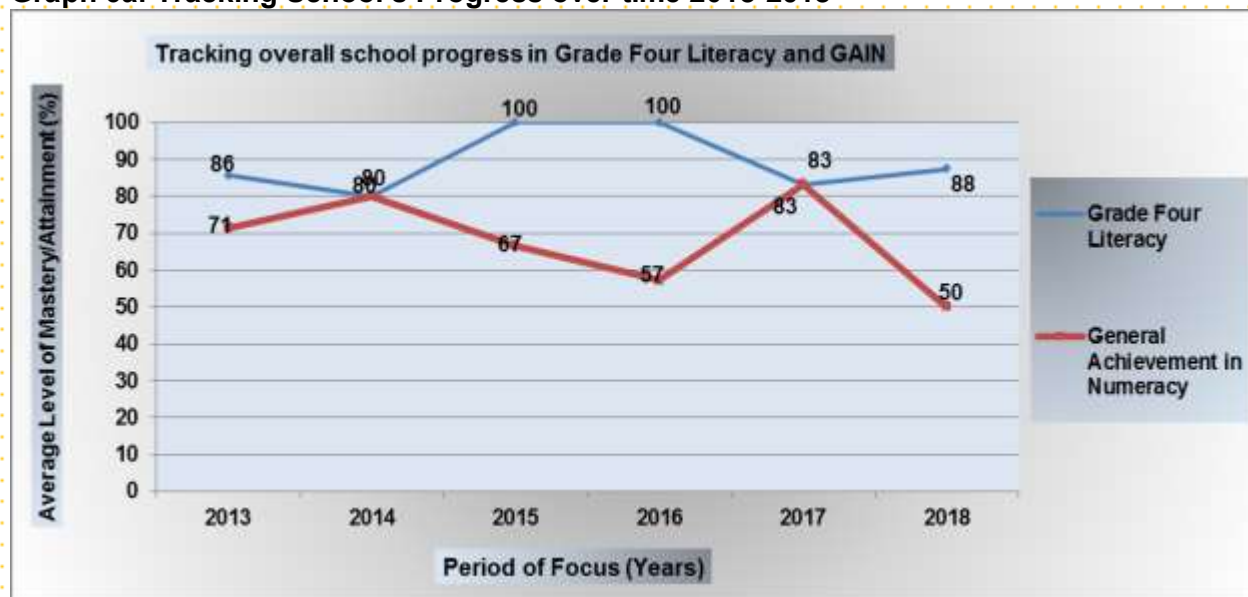
This graph tracks the performance of the **2011 Cohort** of students entering Amity Hall Primary and Infant. It shows their **proficiency levels** in the 2011 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2015, and their GSAT language arts and mathematics **averages**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

An average of 71 per cent of the students in the **2011 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2011 GOILP. In 2015, 100 per cent of the students attained mastery in the GFLT. In 2017, the average score in GSAT language arts was 55 per cent.

Seventy-one per cent of the students in the **2011 Cohort** were proficient in the number concepts component of the 2011 GOILP. In 2015, 67 per cent of the students attained mastery in the GAIN. In 2017, the average score in GSAT mathematics was 53 per cent.

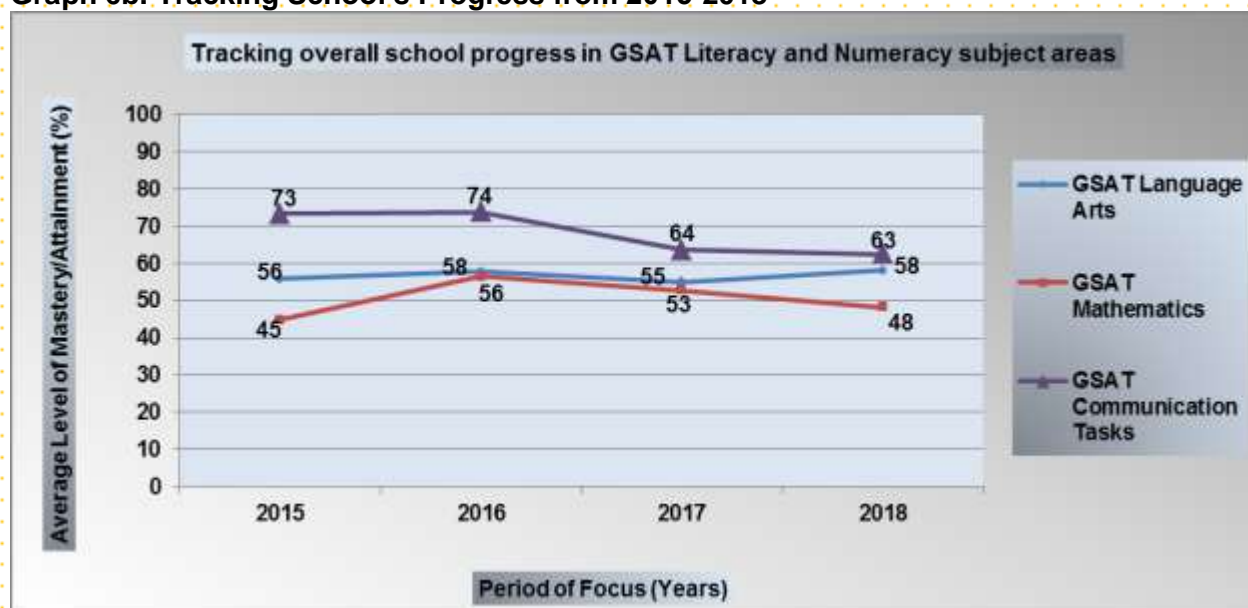
STUDENTS' PROGRESS

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



The school's GFLT mastery increased while the GAIN mastery decreased throughout the 2013 to 2018 period. The GAIN mastery remained below the GFLT mastery over the period, except in 2014 and 2017 when they were on par.

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



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

Appendix 4 – Stakeholders Satisfaction Survey



National Education Inspectorate (NEI)

Survey Responses from Primary Level Students

A total of 15 primary level students from Amity Hall Primary and Infant responded to the Primary Students Questionnaire administered by the National Education Inspectorate. A summary of the responses is provided below:

School Environment	Percent Responses*		
	Yes	Sometimes	No
1. I feel safe at school	100.0%		0.0%
2. My belongings are safe and secure at my school	93.3%	6.7%	
3. My classroom is comfortable	100.0%		
4. It is easy for physically disabled children to move around on the premises	13.3%	20.0%	66.7%
School Support Services			
5. I get opportunities to use a computer at my school	66.7%	20.0%	13.3%
6. The canteen/tuck shop at my school provides nutritious meals	100.0%		
7. I am able to find a club/sport that I am interested in and can join	73.3%	13.3%	6.7%
8. There are many books in the school library	100.0%		
School Culture			
9. My principal and teachers treat me with respect	93.3%	6.7%	
10. Other students treat me with respect	100.0%		
Learning and Teaching			
11. When I make mistakes my teacher helps me to correct them	73.3%	13.3%	6.7%
12. I can ask questions in class if I don't understand something	100.0%		
13. My teacher always marks my homework	73.3%	26.7%	
14. I learn in all my lessons	93.3%		6.7%

* Percentages do not include non-response



National Education Inspectorate (NEI)

Survey Responses from Teachers

A total of 4 teachers from Amity Hall Primary and Infant responded to the Teachers Questionnaire administered by the National Education Inspectorate.

A summary of the responses is provided below:

School Environment	Percent Responses*	
	Agree	Disagree
2. I am valued as a teacher	100.0%	0.0%
12. I would recommend this school as a good place to work	75.0%	0.0%
16. This school is a safe place in which to work	75.0%	25.0%
School Support Services		
1. The school's leadership team does a good job of communicating organizational policies	100.0%	0.0%
13. There are frequent opportunities for teachers in this school to collaborate and learn together	100.0%	0.0%
14. There are opportunities for teachers in this school to access professional development	100.0%	0.0%
School Culture		
3. Problems and conflicts are dealt with in a fair and constructive manner	100.0%	0.0%
4. At this school, expectations are high that students will do well academically	100.0%	0.0%
5. At this school, expectations are high that students will do well socially.	100.0%	0.0%
11. The school is making progress towards its goals	100.0%	0.0%
15. I am responsible for my students' outputs	100.0%	0.0%
Learning and Teaching		
6. I am confident working with students who are physically challenged	100.0%	0.0%
7. I am confident working with students who are mentally challenged	50.0%	25.0%
8. I am confident working with students who are behaviourally challenged	75.0%	25.0%
9. I am confident working with low-achieving students	100.0%	0.0%
10. I am confident working with gifted students	100.0%	0.0%

* Percentages do not include non-response

Definitions:

Cohort:	A specific group of students who are expected to move through the education system during a particular time span. For example, the 2012 cohort entering grade one are expected to complete grade six in 2018.
Percentage:	The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example $\frac{2}{5}$ expressed as a percentage equals $(\frac{2}{5}) \times 100 = 40$ per cent.
Percentage Point:	The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.
Trend:	The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

List of Acronyms:

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

Sources

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3. Grade Six Achievement Test (2015-2018). Student Assessment Unit, Ministry of Education, Youth and Information
4. Jamaica Directory of Educational Institutions (2013-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
5. Jamaica School Profiles (2014-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
6. Enrolment Data (2013-2018). Policy Analysis, Research and Statistics Unit, Planning and Development Division, Ministry of Education, Youth and Information
7. Educational Reform Performance Targets (Table 13), National Education Strategic Plan (NESP) (March 28, 2011). National Oversight Committee, Education System Transformation Programme, Ministry of Education, Youth and Information