



ADELPHI PRIMARY SCHOOL

INSPECTION REPORT

Principal: Miss Paulette Smith
Board Chair: Mrs Jasmine Tomlinson-Brown

National Education Inspectorate
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Introduction

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

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

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

Key Questions

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

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

The Five-point Scale

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

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

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

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

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

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

Consistency in terminology

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

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

Profile

School's Demographics

School Code:	08001
Parish:	St. James
Region:	4
Locale:	Rural
Day Structure	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	135
Enrolment:	92
Attendance Rate:	81%
No. of Active Teachers:	3
Pupil-Teacher Ratio:	31:1
Multi-Grade:	Yes
Owned By:	Anglican

Socio-economic Context

The Adelphi Primary School is located in the east-central section of St. James in the community for which it is named. Adelphi is a rural community, approximately eleven kilometres from the capital of St. James, Montego Bay. The school was founded in about 1880 by the Anglican Church, and the Christ Church Marley Anglican Church sits on neighbouring lands. The students are from the immediate community and the adjoining communities of Content, Paisley, and Windsor Lodge. A few come from as far as Falmouth. These students are from a low socio-economic background and come from homes supported by farming or employment in the tourism sector in Montego Bay. Forty-five students are registered in the Programme of Advancement Through Health and Education (PATH).

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Adelphi Primary School is satisfactory

Overall, leadership and management is satisfactory

Though the leadership articulates a clear desire for school improvement, the current lack of harmony and push among the staff militates against what can be achieved. The school has an improvement plan in place and there is monitoring of the priorities. The Board has a handle on the situation in the school and has been working to re-establish good relations while maintaining keen oversight of the operations. The school has been making a concerted effort in more recent times to reach out to the parents in order to get more of them involved; this has been going well.

Overall, teaching in support of learning is satisfactory

In almost all instances, the teachers demonstrate a sound knowledge of their subjects as they impart accurate information, clarify students' misconceptions, and confidently guide lesson delivery. Teaching in most lessons is effectively guided by teachers with lesson plans that are sufficiently developed to outline the objectives with associated learning and assessment strategies that are satisfactory. Most students demonstrate positive attitudes and are highly motivated in lessons and their overall learning is satisfactory.

Overall, students' performance in English and mathematics is unsatisfactory

The school's performance in the Grade Four Literacy Test (GFLT), General Achievement in Numeracy (GAIN) as well as the Grade Six Achievement Test (GSAT) language arts, communication tasks and mathematics did not meet expectations in all years of the 2013 to 2015 period.

Overall, students' progress in English and mathematics is satisfactory

The school has made better progress in English over time and in lessons. Overall, progress in mathematics is barely satisfactory. The school's performance in mathematics declined between 2013 and 2016 but many students are observed to be making adequate progress in lessons. Generally, students demonstrate a better grasp of concepts in English than in mathematics.

Overall, students' personal and social development is satisfactory

Most students behave well in their lessons and as they move around the compound. They are generally courteous and greet visitors politely. There are also generally good relationships between the students, and with their teachers. Most students are usually present and punctual for school and transition times are generally smooth. Most students demonstrate a developing awareness of good citizenship, as well as in their sense of economic and environmental responsibility.

Overall, the use of human and material resources is satisfactory

The number of teachers is adequate and they are suitably qualified to teach at the primary level. They are deployed based on qualifications, experience and their perceived competence. The available space, both inside and outside the school, is just below satisfactory but the school has a range of text-based materials and manipulatives, some commercial and others teacher-made to support the students' learning. Even so, some of the available teaching resources are not regularly put to good use but the school makes the best use of the available space.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The school implements the Revised Primary Curriculum (RPC) in all grades, except Grades 1 and 4 where an attempt is being made to implement the new National Standards Curriculum (NSC). A few modifications have been made in respect of emphasizing certain literacy components and as such a literacy hour has been timetabled. Even so, structured opportunities for curriculum review are limited. However, the school involves the students in activities and events that provide outlets for their talents and opportunities for additional learning.

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

Most students highlight that they feel safe at school and there are plans in place to have the premises fenced. However, there are some key areas that are incomplete in the school's emergency preparedness and response plan, and emergency response procedures are not regularly rehearsed so that both teachers and students will know how to respond in such an event. The effort is made to ensure that the nutritional needs of the students are met and that the compound is sanitary. Guidance and counselling support is also available for the students. Even so, alternative sanctions are not yet a regular part of the school culture.

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

- A focus on reading, including designating a literacy hour
- The early work provision
- Breakfast programme for needy students
- The drive to improve parental involvement

How effective is the school overall?

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

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is satisfactory

School-based leadership and management is satisfactory

The Principal has been in this position since 2011 and brings her experience in reading instruction to bear in the leadership of the school. There is a deep focus on the students and the progress that they are able to make as rounded students. In the shorter term, however, the aim is to see the school doing better in the GSAT, having a steady increase in the school's average in individual subjects and overall. Toward that end, the teachers' lesson plans are in large measure vetted with suggestions as to ways in which the teachers' practice may be improved; for example, the suggested use of resource persons to enliven a Grade 3 integrated studies lesson on workers in the tourism industry was made. However, supervision of lesson delivery is not as robust as it could be and this is partly due to the teaching commitments of the Principal. Furthermore, the relationships in the school are largely strained and this has negatively impacted the atmosphere and the overall instructional quality. One area that has apparently suffered is lesson plan preparation where the rate of submission since the start of this school year has been very poor. Nonetheless, there are efforts to share expectations with the teachers and to provide opportunities for their capacity to be strengthened in order to improve the students' performance in English and mathematics. Logs and records of meetings are among the documents satisfactorily maintained by the school.

Self-evaluation and school improvement planning is satisfactory

The school is aware of its strengths and weaknesses and these have been used to inform the goals and targets that have been set out in the School Improvement Plan (SIP) for the period 2015 to 2018. The process of improvement planning, while involving the Board and parents to some extent, mainly involves the teachers and the Principal who draft the plans for review and ratification by the Board. The priorities of the SIP are undergirded by a SWOT analysis that clearly identifies the strengths and weaknesses of the school. The goals are aligned to the Ministry of Education, Youth and Information's (MoEYI's) priorities and include infrastructural improvement to the canteen so that the breakfast programme can be boosted in a bid to improve students' attendance. Other goals include improving record-keeping practices; increasing the students' literacy and numeracy rate; improving the quality of teaching and learning; and boosting parental support. The budget for each goal/target is clearly outlined along with the implementation schedule. From time to time, the SIP is monitored; the annual evaluation matrix is completed and submitted to the MoEYI. In addition to the SIP, a Principal's action plan is in place with five objectives namely professional development support for staff, increased parental involvement, implementation of NSC, interventions for students reading below grade level and conflict resolution.

Governance is satisfactory

The cycle of the Board started in 2016 and there are currently eight members representing expertise from the business, education, and health care sectors. Meetings of the Board are held quarterly with emergency meetings called as needed. Almost all members are usually present for meetings and they ensure that they visit the school on a regular basis, attend Parent Teacher Association (PTA) meetings and school events; and, participate in fundraising ventures. In meetings, the Board considers matters relating to staff relations, extra-curricular involvement including Spelling Bee, as well as infrastructural improvements such as painting the buildings. The Principal presents a written report in meetings; this report includes details about the school's finances, enrolment, staffing, external exams, exam results, discipline, extra-curricular involvement, and relationships with external stakeholders. At different junctures, also, the Chairman calls the Principal for an update on critical matters. The Board is actively involved in mobilizing support for the school in terms of academics and extra-curricular involvement. They are also exploring the possibility of fencing of the compound as well as refurbishing the canteen. They are well aware of the relational challenges in the school and have been working assiduously to address issues that could potentially threaten the development of the school.

Relationship with parents and the local community is satisfactory

The school has been making a concerted effort in more recent times to reach out to the parents in order to encourage more of them to be involved in the activities of the school. Circulars and text messaging are used to transmit with information, and there is also a parents' Whatsapp group. The school provides two progress reports each school year to parents who also have the option of consulting with teachers on their children's performance in monthly tests. The PTA is being developed and the Parent Club is used to drive interest. Several activities have been hosted including training sessions such as one that addressed issues of indiscipline, accountability and integrity and another that focused on leadership. Thus far, parents have participated in fundraising activities for the school in support of the effort to have the compound fenced, a project that also has the support of the Jamaica Social Investment Fund (JSIF). The parents highlight that plumbing repairs are mainly done by a member of the community and there are times when other parents and volunteers render assistance. The school has also received support from the Child Development Agency (CDA) and the Police department in delivering sensitization talks to both parents and students.

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

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

The teachers' subject knowledge and how best to teach is satisfactory

In almost all instances, the teachers demonstrate a sound knowledge of their subjects as they impart accurate information, clarify students' misconceptions, and confidently guide lesson delivery. As an effective practice of how best to teach their subjects, some teachers were able to incorporate students' own experiences to help them understand terms or concepts being introduced in the subjects being taught. For example, in a Grade 4 social studies lesson, the teacher led students to understand population in relation to the class firstly. She then strengthened the example by relating it to the school, then to the country, before expanding their understanding of the meaning of population in general. Teachers inconsistently reflect on the quality of their practice during and after lessons. While lessons progress, few teachers effectively make variations to descriptions and the pace of lessons in an attempt to facilitate greater learning. After lessons, only in some instances are written evaluations recorded, and are often not sufficiently rigorous to guide future planning.

Teaching methods are satisfactory

Teaching in most lessons is effectively guided by teachers with lesson plans that are sufficiently developed to outline the objectives with associated learning and assessment strategies. In some instances, teachers also plan differentiated activities for their lessons. For example, in a Grade 2 lesson, advanced students used the selected words to make sentences, while the others used the words to complete sentences. Only in some lessons, is time effectively managed. In these lessons, the teachers are effective in setting a specific time for activities to be completed and kept students engaged for the duration of the lessons. However, some lessons begin late and are not effectively paced to facilitate the progress necessary. In a few instances, the pace of the lesson is negatively impacted by the time spent at different intervals to settle students. Strategies such as demonstration, grouping, guided discovery and questioning are effectively employed in most lessons to facilitate satisfactory student engagement. Teachers generally maintain cordial interactions with their students thus facilitating a comfortable atmosphere for sharing in lesson discussions. While only a few questions are asked by the students, the teachers probe to assess students' previous knowledge and solicit their participation in discussions. In most lessons, teachers make effective use of the available resources such as a laptop, paper strips, cellular phone, speakers, charts and clocks to enhance lessons. For example, in a Grade 1 lesson, the students used markers and cartridge paper to create a poster with rules about how to keep the environment clean. Across the grades, praise and tokens are used to strengthen students' motivation in lessons.

Students' assessment is satisfactory

During all lessons, the teachers use questions to monitor students' understanding and there is usually a summative assessment, normally through seatwork to culminate the lesson and measure lesson objectives. These summative assessments are sometimes differentiated according to students' levels of achievement. In a Grade 5 and 6 English lesson, for example, printed worksheets were provided to students to answer questions in three different groups. One group was given sentences to transfer a verb to present continuous,

while another group was given a subject and verb to transform to continuous tense; such as “the baby” and “cry”. In most instances, the teachers provide effective feedback to students orally to help them improve on the quality of their work while in lessons. There are also some cases where instant written feedback is provided in the form of ticks, and accompanied by oral comments where corrections are to be made. An example of this was seen in Grade 2 mathematics lesson, as the teacher marked the students’ work completed on the clock. Students’ assessment records are fairly well-maintained at all grades in teachers’ marks records. They consist of scores for monthly tests, homework, projects and end of term examinations. The students’ performance from these assessments, however, are not sufficiently analysed to outline students’ strengths and weaknesses or inform planning and delivery of future lessons.

Student learning is satisfactory

Most students demonstrate positive attitudes and are highly motivated in lessons. They eagerly participate in lesson discussions, and other class activities, but are most engaged towards the beginning of lessons. Some students tend not to stay on assigned tasks in lessons, and become distracted in private chatter especially when lessons are centred on teacher-led discussions. Although students’ inquiry and research skills are not dominant features in most of the lessons observed, some students effectively utilize these skills as they work. For example, in Grade 4, some students demonstrated research practices as they completed a survey in class, collated the data collected, and highlighted trends identified. Satisfactory opportunities are afforded and utilized by students in many instances to apply lessons being taught to real life. A good illustration of this was observed in a Grade 1 integrated studies lesson where the students suggested different ways to take care of their school such as not writing on the walls and turning off pipes when not in use. Many students work collaboratively to accomplish tasks. In Grade 3, for example, most students collaborated to choose a leader for the group and create a story that was later shared with the class. The demonstration of higher order and critical thinking skills is evident in some lessons, especially in those where the teachers effectively asked probing questions to expand students’ thinking.

How effectively does the teaching support the students’ learning?	
Grades	1-6
Teachers’ subject knowledge and how best to teach the subject	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 schools' performance in the GFLT, as well as the GSAT language arts and communication tasks, did not meet expectations in all years of the period 2013 to 2015.

The GFLT mastery improved overall between 2013 and 2015 but remained below the national mastery throughout the period. It increased overall by nine percentage points moving from 73 per cent in 2013 to 82 per cent in 2015. The lowest mastery was 56 per cent in 2014 when nine out of the 16 students who sat the test attained mastery. It was below the national mastery by 19 percentage points in this year. The participation rate was lowest in 2014 (94 per cent).

The school's communication tasks average declined marginally while the language arts average increased slightly over the period 2013 to 2015. They were both below national averages over these three years. An examination of the performance by gender revealed that the girls outperformed the boys in both subjects and the widest gap was 19 percentage points in communication tasks in 2014. The number of students sitting the GSAT language arts and communication tasks fell overall from 28 in 2013 to ten in 2015.

Students' performance in mathematics is unsatisfactory

The schools' performance in the GAIN and GSAT mathematics did not meet expectations in all years of the 2013 to 2015 period.

The school's performance in the GAIN declined overall between 2013 and 2015. It decreased by 40 per cent, moving down from its peak of 82 per cent in 2013 to a low of 42 per cent in 2015. It was above the national mastery in 2013 by 26 percentage points but fell below by seven and 19 points in 2014 and 2015 respectively. The participation rate was lowest in 2014 (88 per cent).

The school's GSAT mathematics average declined overall for the 2013 to 2015 period by 11 percentage points. It remained below the national average throughout the three year period. Data shows that girls outperformed the boys in 2014 (six percentage points) and 2015 (12 percentage points) but were below the boys in 2013 by three percentage points. The number of students sitting GSAT mathematics fell overall from 28 in 2013 to ten in 2015.

How well do the students perform in national and/or regional tests and assessments?	
Grades	4 and 6
How well do the students perform in National or regional tests and examinations in English?	Unsatisfactory
How well do the students perform in National or regional tests and examinations in mathematics?	Unsatisfactory

4) Students' Academic Progress

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

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

Students' progress in English is satisfactory

Fifteen students entered the school in 2009. An average of 51 per cent of these students was proficient in the literacy components (oral language, reading, writing and drawing) of the Grade One Individual Learning Profile (GOILP). In 2013, 73 per cent of the students attained mastery in the GFLT. In 2015, the average score in GSAT language arts was 56 per cent.

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

Most students make adequate progress in their English lessons. At the start of the school year, ten of the students in Grade 2 read at or above their grade level with about seven others being below the Grade 1 level. Most students are able to appropriately place commas as needed in a sentence. For example, 'She likes sweets, cakes, fruits and juice.' Some are able to use the dictionary to find the meaning of words. And many are able to formulate sentences using words from a story; for example, 'My room at home is small' and 'The cat stays in the crate.' Most of the students in Grade 3 are able to create a story from a picture and give their story a title. In Grade 4, comprehension is clearly an area of challenge and only a few students are able to answer comprehension questions; for example, when asked to interpret a line in a poem which read, "there'll be rivers in the gutters", those students were able to indicate that this means that the rain has fallen so heavy that the gutters are filled with running water. At Grades 5 and 6, many of the students who share in the class use the Standard Jamaican English (SJE) and do so quite comfortably. They share that "Carnival is a place where people go and enjoy themselves", as well as, "Carnival involves a road march where people dance along the road" in terms of what they know (K-column). They also share what they want to know (W-column); for example, "What do they wear?"; 'Who started Carnival?'; 'Where did Carnival originate?' and 'Why do we have Carnival?' However, as with Grade 4, comprehension is clearly an area of challenge. In response to the question, 'How did Carnival originate in Trinidad?' none of the twelve students in one of the groups was able to proffer a response even after reading the text.

Students' progress in mathematics is satisfactory

Seventy-three per cent of students in the 2009 cohort were proficient in the number concepts component of the 2009 GOILP. In 2013, 82 per cent of the students attained mastery in the GAIN. In 2015, the average score in GSAT mathematics was 40 per cent.

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

Many students are making some progress in lessons. At Grade 1, many students are able to think of a two digit number and identify the place value of each digit. Many are able to draw pictures to show groups of tens and ones, fractions of a set $\frac{1}{4}$ of 8. They are also able to write number names forty, twenty-five, thirty-six. In Grade 2, almost all students are able to differentiate the hands on the clock and the measure of the time it provides in terms of hour, versus minute. Almost all are able to draw long and short hands to accurately represent time

on the hour. For example, to represent 2 o'clock on the clock, they draw the shorthand pointing to two with the long hand pointing to 12. Many Grade 3 students do well with the multiplication of a two-digit or even a three-digit number by a single-digit number; for example 15×2 or 63×6 . And, when given word problems, such as 'Mother bought 8 bags of apples for \$640.00. How much did each bag cost?' Many are able to set out the problem and find the answer. However, when required to find the area of given shapes, the understanding of many is insecure; they do better with finding the perimeter of quadrilaterals. When required to add 9 hours, 45 minutes and 4 hours, 50 minutes some Grade 4 students have a difficulty; others, however, understand how minutes that exceed 60 become an hour with the remainder being minutes in this equation. At Grades 5 and 6, most students identify five components of the bar chart. For example, title, scale, axes, bars, reference. Most students said that the height of the bars tell you how many and the title tells you what the information is about.

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

Most students behave well in their classes and as they move around the compound. They are generally courteous and greet visitors politely. Many sit attentively in class and follow the instructions of their teachers. Positively, most of the Grade 2 students behaved well while their teacher had to be away from the class with a student who was not feeling well. Only in a few instances did students speak out of turn or were engaged in a fuss, requiring the intervention of the teacher. Even so, most of them are also usually equipped for school though some use a single book for more than one subject. And there are generally good relationships among the students and with teachers. This was evident in the way they encouraged each other in class work.

Punctuality and attendance is satisfactory

Most students are usually present and punctual for school; their average annual attendance is just below the expected 85 per cent. And although there are transportation challenges experienced by some of the students, only a few arrive after devotions though before the start of classes. Movement to classes after devotions is prompt although some students still take a little time to settle in. Immediately after lunch, they are usually on time in getting back to class or doing clean-up duty.

The civic understanding and spiritual awareness of the students are satisfactory

Most students are aware of different civic celebrations in Jamaica including Independence Day, Jamaica Day and Labour Day. Most of them also know our National Anthem and sing it with pride. Many are developing a sense of what it means to be good citizens and are being provided with opportunities in their school to exercise leadership responsibility. For example, some students serve as sanitation monitors and help to maintain the cleanliness of the bathrooms. There are also the head boy, head girl and class monitors who help with discipline. Their peers participate in the selection of these leaders through a process of voting. Importantly, the students are learning about values and attitudes that will serve them well throughout life. For instance, the boys in their gender assembly were engaged by their teacher in a discussion about optimism vis-à-vis pessimism.

Students' economic awareness and understanding is satisfactory

Most students have a basic understanding of money and its importance within the immediate context of their families. They also know about the function of banks in providing saving opportunities and loans. However, their understanding of economic matters on the national or global scale is not at the age-appropriate level. Nonetheless, most students are aware that they have to study and work hard to get good grades and pass their examinations in order to get a good job to support their family. Many want to contribute to the country by becoming nurses, doctors, and the future Prime Minister.

Students' environmental awareness and understanding is satisfactory

The students are concerned about the cleanliness of their immediate surrounding and actively participate in keeping it clean. They keep the classrooms clear of litter, placing garbage in the bins provided. In addition, they participate in clean-up duty and many of them were observed having fun while clearing away litter from the playfield.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is satisfactory

The number of teachers is adequate and they are suitably qualified to teach at the primary level. All four teachers are diploma-trained with three of them holding a first degree. The school also has the services of a teacher provided through the Housing, Opportunity, Production and Employment (HOPE) programme, who has been assigned to Grade 3. The support staff is made up of only a janitor, who ensures that the premises are kept clean. The teachers participate in professional development activities which include in-house sessions, collaborations with neighbouring schools, and MoEYI-organized seminars and workshops.

The use of human resources is satisfactory

The teachers are deployed based on qualifications, experience and perceived competence. Grades 1 to 4 are single-grade classes and Grades 5 and 6, multi-grade. Teachers are placed at key grade levels with the aim of improving the students' performance in national assessments. The HOPE teacher was placed at Grade 3 to alleviate the pressure of the principal having to carry a multi-grade class (Grades 2 and 3) along with her administrative duties. Almost all teachers attend school regularly and so students are able to be sufficiently supervised and taught. Almost all are punctual for school, arriving before the start of devotional exercises and to supervise early work. The janitor provides effective support to the teachers and students by ensuring that general cleanliness is maintained in the classrooms and bathrooms.

The quality and quantity of material is satisfactory

The available space, both inside and outside the school, is just below satisfactory. The school building consists of a split-level building that hosts Grades 1 and 2 downstairs and Grades 3 to 6 upstairs. The upstairs area also has a computer room and the Principal's office. The building appears to be in a good state of repair. The grounds are of a rocky topography that has been levelled to the front to form a walkway to the school, and to the rear to create a relatively flat playfield. To the western side of the compound are the bathroom facilities that were donated by the PetroCaribe Fund in collaboration with the JSIF. The school also has water storage tanks in place. Even so, the bathrooms are detached from the school limiting access when it rains and the kitchen has long been out of commission. The school, however, has a range of text-based materials and manipulatives, some commercial and others teacher-made. These include charts, books, chalkboard, flashcards, games (Make-a-Word Bingo), other manipulatives. The school also has a laptop; a desktop; one Mimeo board, internet access (though it cannot be accessed downstairs), and computers with software and games for literacy.

The use of material resources is satisfactory

The school makes effective use of all the available space. The walls are used to display cultural symbols and message on appropriate attitudes as part of the learning process. And, with respect to the available teaching and learning resources in the school, insufficient use is made of them to enhance the learning of the students. The electronic equipment, though

used from time to time, is not being used to their optimum. For instance, the Mimeo board is available but the teachers are yet to be trained in its use. The wireless signal is not strong enough to be accessed for lessons downstairs (Grades 1 and 2), and the computers with software and games for literacy are not being used as frequently since the Peace Corps volunteer left in 2016. The chalkboard is the main resource used in lessons supplemented by the textbook and sometimes a laptop. A range of materials is, in fact, gathering dust.

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

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The school implements the RPC in all grades, except Grades 1 and 4 where an attempt is being made to implement the new NSC. A few modifications have been made in respect of emphasizing certain literacy components and, as such, a literacy hour has been placed on the timetable. This hour is used to treat with weaknesses that are highlighted in the diagnostic tests; for example, there is a focus on comprehension at Grade 4. Even so, structured opportunities for curriculum review are limited as the weekly planning time is not always conducted in a collaborative context and the school is not yet benefiting from a fully-activated CIT. The school is compliant with the recommended minimum allocation for the teaching of mathematics and language arts and other subjects such as resource and technology, civics, Spanish and HFLE are timetabled. However, only a few plans for these other subjects are seen among the teachers' lesson plans, which may suggest how infrequently they are taught. In the main, the school adheres to the different strands for language arts and mathematics and teachers generally use the MoEYI's curriculum guides to derive their units and lesson topics with integration being attempted primarily in the earlier grades.

Enhancement programmes are satisfactory

The school involves the students in activities and events that provide outlets for their talents and opportunities for additional learning. There is a regime of early work for students who are at school before the devotional exercise. Extra lessons are also held, though primarily for the students who are sitting external assessments; weaker students are generally given extra lessons for a half an hour from Monday to Wednesday. In addition, the school has the 4H, Environmental and Math Clubs in place. The Jamaica Cultural Development Commission (JCDC) speech competition has been entered in the past and the school's boys' choir has participated in a competition at a neighbouring school. The students have also participated in the Literacy Expo held at Goodwill Primary and they did well. The school's last girls' day activity was a trip to Swamp Safari. Other activities have been had in the past and have been discontinued for various reasons, including the literacy pull-out intervention sessions that were discontinued upon the departure of the Peace Corps volunteer.

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

Even though the school compound is largely open, there is concern about the safety and security of all stakeholders and as such there are plans to have the premises fenced. In the interim, the movement of the students is restricted and they are not allowed on the road until the end of the day. The school also ensures that at least one fire extinguisher is in place. And there are signs along the stairs that join the two levels of the building. Even so, the school's emergency preparedness and response plan has some key areas that are incomplete. Emergency response procedures are not regularly rehearsed so that both teachers and students will know how to respond in such an event. Nonetheless, most students highlight that they feel safe at school.

Provisions for students' health and wellbeing are satisfactory

There are provisions in place to secure the health and wellbeing of the students. With regard to their nutritional needs, the school makes an arrangement with a provider in the absence of a canteen to have breakfast and lunch available to the students. The 45 students who are

registered on the PATH, as well as about fifteen others who are deemed to be in need, are provided with lunches free of cost. The school also ensures that the facilities are maintained in sanitary conditions and as such, there is adequate water storage and the bathrooms are kept clean. The school calls the parents when the students fall ill or if they need to go to the doctor/hospital. Minor cases are referred to the nearby Adelphi Clinic or children may be taken to the Cornwall Regional Hospital in more serious cases. Further, the system of rules and discipline is considered good in the school. Some students consider the rules to be fair but alternative sanctions are not yet a regular part of the school's culture. Some students noted that they are beaten by their teacher and one student was slapped in the presence of an inspector. Suspensions and exclusion are few and far between with only two suspensions occurring in the last three years. Guidance and counselling support for students is provided by Guidance Counsellors from nearby schools and more serious cases are referred to the Child Guidance Clinic.

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

Recommendations from the Previous Inspection on March 16, 2012:

1. The Principal supported by the Board should:
 - a. Take immediate steps to provide canteen services within the school.
 - b. Secure the school and members of the school community by erecting a fence and adopting the MoEYI's safety and security policy guidelines.
2. The Principal and teachers should coordinate strategies to help improve the methods of instruction so that students' attainment in English and mathematics will improve.
3. Teachers should incorporate more activities in their lessons to allow students to be creative and involved in their learning.

Recommendations

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

1. The Education Officer should work more closely with the leadership to improve the capacity of all the teachers to plan and deliver effective mathematics lessons.
2. The Board and the school's leadership should continue to seek the relevant support for the refurbishing of the canteen.
3. The Principal should draft and implement an assessment policy to improve the overall ability of the school to track the students' performance and progress.
4. All teachers should boost their reflection on lessons in order to strengthen their lesson planning and follow up.

Further Action

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



Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	30
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	11	10	9
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]	--	--	--

Number of scheduled interviews completed with members of staff, governing body and parents	3
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Number of scheduled interviews completed with students	2
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>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</p>	<p>Senior leaders are visible around the school and have clear authority over staff and students</p> <p>The school has stated aims, but it might but lacks strategies for the attainment of goals</p> <p>Senior leaders make the achievement of high standards the focus of their work</p> <p>Most members of staff have confidence in, and respond well to, the leadership of the school and are committed to their work with students</p> <p>The school operates efficiently day to day</p>	<p>Senior leaders lead by example and exert a strong, positive influence on staff and students</p> <p>They provide a clear sense of direction for the school and communicate effectively a common purpose</p> <p>Senior leaders focus strongly on maintaining and improving student outcomes</p> <p>Effective staff teams share responsibility and are accountable for ensuring high quality outcomes for students</p> <p>The school's systems and processes are well thought-out and highly efficient</p>	<p>Senior leaders are respected by staff and students as highly effective and skilled professionals</p> <p>They articulate a compelling vision of the school's ambitions for the future and how they will be achieved</p> <p>Senior leaders exert a decisive influence in consistently promoting teaching and learning of high quality</p> <p>Individuals and teams at all levels are deliberately empowered to innovate and take responsibility</p> <p>The school is managed with flair and imagination in the interests of maximising opportunities for all students</p>

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

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</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>

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

1.3 Governance

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<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 Relations with parents and the local community

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>There is inadequate communication with parents. Arrangements for reporting on students' progress are poor, and parents are not sure how well their children are doing at school</p> <p>Parents are not encouraged to play their part as active partners in their children's education. Parents are unwelcome at the school and their views are seldom sought</p> <p>There are few, if any, productive links with organisations and agencies in 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 to teach them

Key strands

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

Short descriptions to illustrate the five-point scale:

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

2.2 Teaching methods

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

2.3 Assessment

Key strands

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

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<p>Few teachers undertake assessment regularly as an element in their teaching. Assessment is mainly restricted to formal tests. As a result, many teachers have only sketchy knowledge of their students' strengths and weaknesses</p> <p>Record keeping is poor and the school undertakes little analysis of test and examination results</p> <p>Most teachers make little or no use of assessment information to adjust their teaching</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</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</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</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</p>

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

2.4 Student learning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
<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>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>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>ICT when appropriate</p> <p>Most can make clear connections between what they have learnt at different times and in different contexts. They can effectively communicate what they have learnt to others.</p> <p>Most students regularly collaborate productively with others in groups of different sizes, working for a variety of purposes</p> <p>Higher order and critical thinking are developed in many lessons</p>	<p>The questions they ask show that they are making connections between new learning and what they already know. They apply skills, knowledge and understanding confidently and accurately in new contexts, tackling real life problems</p> <p>All students work successfully with others as a matter of routine to produce presentations and rehearse arguments</p> <p>Students think critically, justify their views and develop reasoning. They frame their own questions, seek answers and reach their own conclusions</p>

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

5.1 Students' behaviour and attitudes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

6.1. Human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.2 Use of human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

7.2 Enhancement Programmes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

8.2 Health and wellbeing

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

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

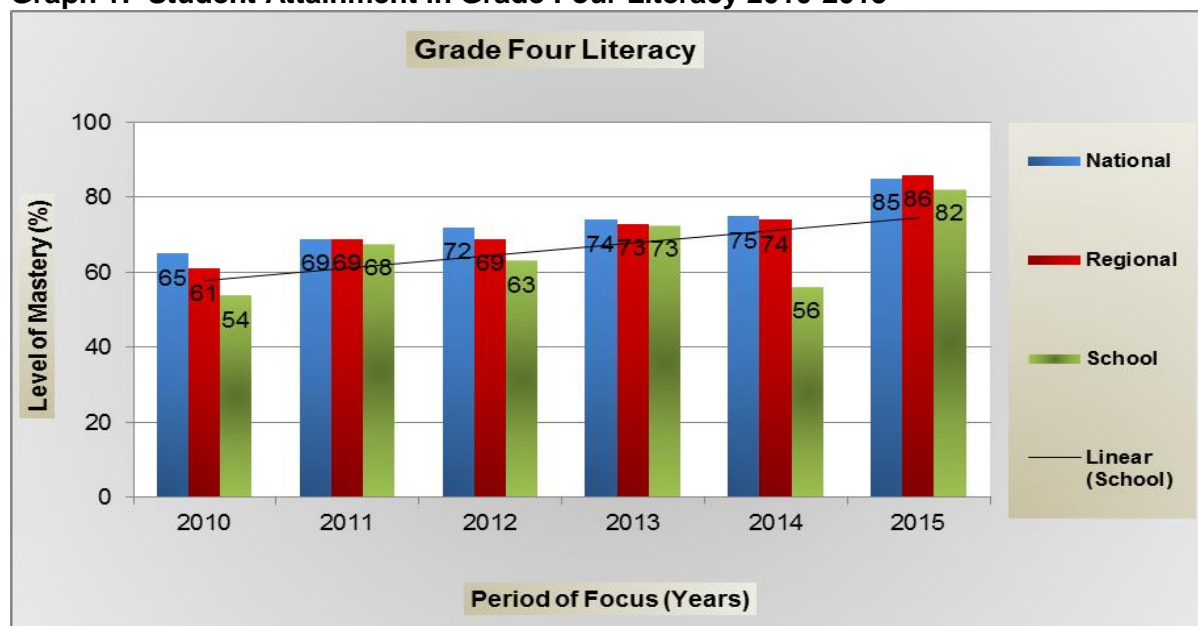


Table 1: Student Attainment in Grade Four Literacy 2010-2015

Adelphi Primary					
Grade Four Literacy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	15	17	85	86	82
2014	17	16	75	74	56
2013 (Cohort)	11	11	74	73	73
2012	19	19	72	69	63
2011	33	31	69	69	68
2010	25	26	65	61	54

* as at Census Day on October 12, 2015

The school's Grade Four Literacy mastery improved for the 2010/2015 period, increasing overall by 28 percentage points. It was lowest in 2010 at 54 per cent when 14 out of the 26 students mastered the test. However, by 2015, the mastery was 82 per cent (14 out of 17 students). In spite of the improvement, the school's mastery remained below the national mastery over the period and the widest deficit was 19 percentage points in 2014. The participation rate did not fall below 94 per cent.

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

STUDENTS' ATTAINMENT

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

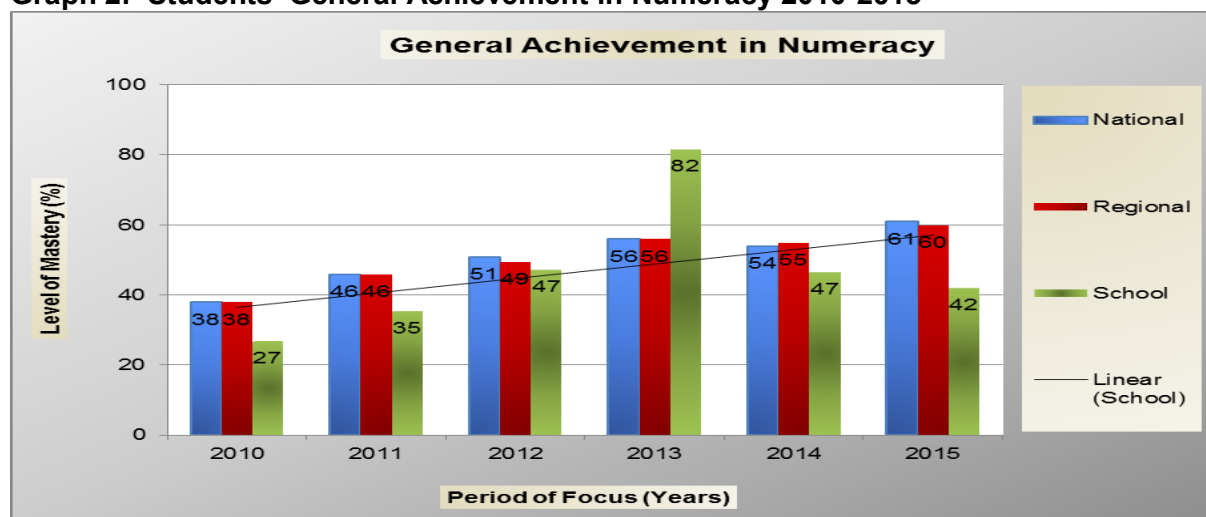


Table 2: Students' General Achievement in Numeracy 2010-2015

Adelphi Primary					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	15	19	61	60	42
2014	17	15	54	55	47
2013 (Cohort)	11	11	56	55	82
2012	19	19	51	49	47
2011	33	31	46	46	35
2010	25	26	38	38	27

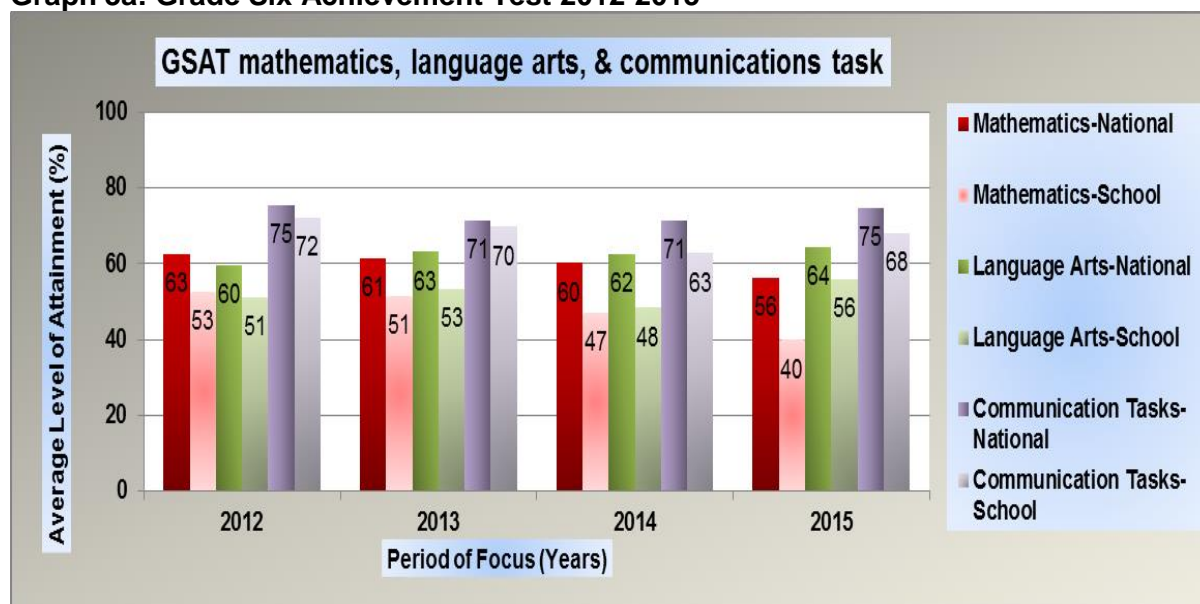
* as at Census Day on October 12, 2015

There was an overall improvement in the school's mastery over the 2010/2015 period. The lowest mastery was attained in 2010 when only seven out of the 26 students who sat the test were successful. Between 2010 and 2013, the mastery increased by 55 percentage points, peaking at 82 per cent (nine out of 11 students). There was a 40 percentage point decline between 2013 and 2015. However, the mastery (42 per cent) remained above the 2010 mastery by 15 percentage points. In this year eight out of 19 students attained mastery. The school's performance remained below national mastery throughout the period except in 2013 when the surplus was 26 percentage points. The participation rate was lowest in 2014 (88 per cent).

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

STUDENTS' ATTAINMENT

Graph 3a: Grade Six Achievement Test 2012-2015



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

School's performance against the national average

The school's averages for the three subjects were all below the national averages throughout the period.

School's performance by subjects

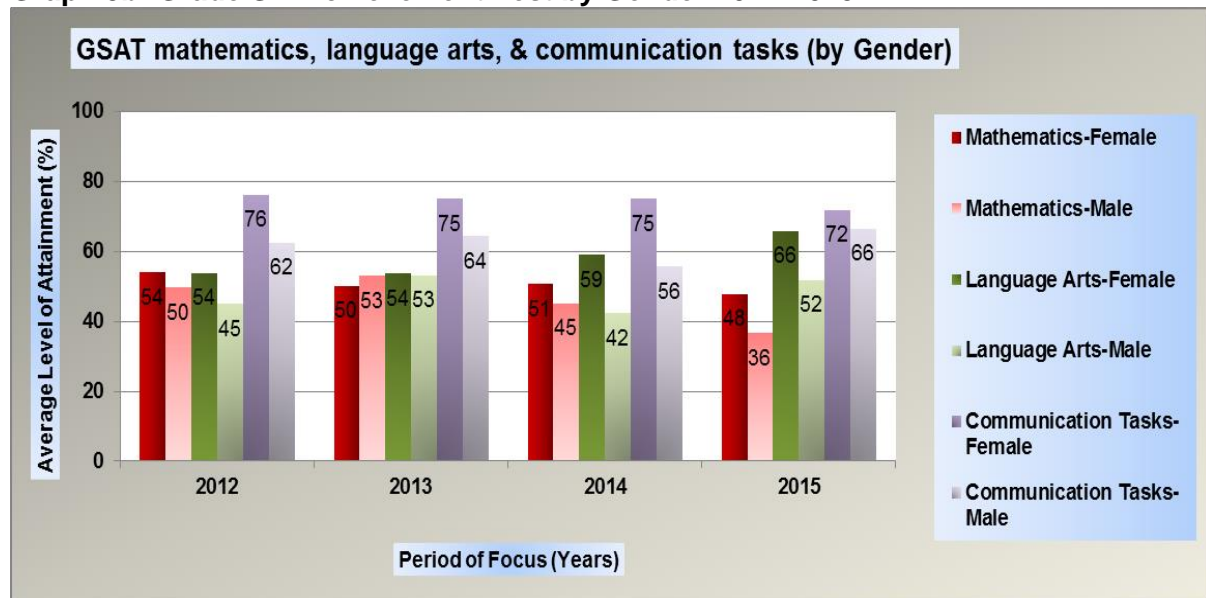
The mathematics average decreased overall by 13 percentage points, moving from a high of 53 per cent in 2012 to 40 per cent in 2015 when it was lowest.

The language arts average increased slightly by five percentage points overall, moving from 51 per cent in 2012 to peak at 56 per cent in 2015. It was lowest in 2014 (48 per cent).

For communication tasks, the average decreased overall by four percentage points from its peak of 72 per cent in 2012 to 68 per cent in 2015. The lowest point was 63 per cent in 2014.

STUDENTS' ATTAINMENT

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



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

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

Data shows that the girls outperformed the boys in all three subjects throughout the period with the exception of mathematics in 2013 in which the boys were three percentage points ahead of the girls.

Table 3: Grade Six Achievement Test 2012-2015

Adelphi Primary			
2015 (Cohort data)			
Assessment	Candidates	2014 Averages	
	Sitting	National	School
GSAT Mathematics	10	56	40
Female	3	58	48
Male	7	54	36
GSAT Language Arts	Sitting	National	School
	10	64	56
Female	3	68	66
Male	7	61	52
GSAT Communication Task	Sitting	National	School
	10	75	68
Female	3	77	72
Male	7	72	66
2014			
Assessment	Candidates	2014 Averages	
	Sitting	National	School
GSAT Mathematics	19	60	47
Female	7	62	51
Male	12	58	45
GSAT Language Arts	Sitting	National	School
	19	62	48
Female	7	66	59
Male	12	59	42
GSAT Communication Task	Sitting	National	School
	19	71	63
Female	7	74	75
Male	12	68	56
2013			
Assessment	Candidates	2013 Averages	
	Sitting	National	School
GSAT Mathematics	28	61	51
Female	14	64	50
Male	14	59	53
GSAT Language Arts	Sitting	National	School
	28	63	53
Female	14	67	54
Male	14	59	53
GSAT Communication Task	Sitting	National	School
	28	71	70
Female	14	75	75
Male	14	67	64

2012			
Assessment	Candidates	2012 Averages	
	Sitting	National	School
GSAT Mathematics	20	63	53
Female	14	65	54
Male	6	60	50
GSAT Language Arts	20	60	51
Female	14	63	54
Male	6	56	45
GSAT Communication Task	20	75	72
Female	14	78	76
Male	6	72	62

STUDENTS' PROGRESS

Students' Starting Point

Graph 4: Grade One Individual Learning Profile-2009

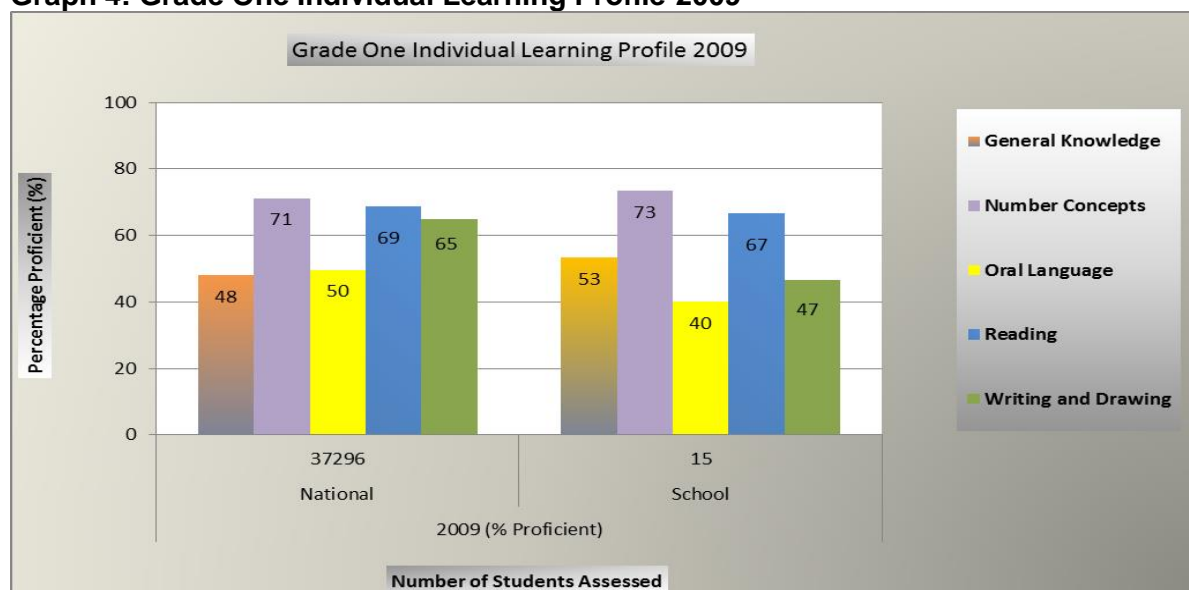


Table 4: Grade One Individual Learning Profile-2009

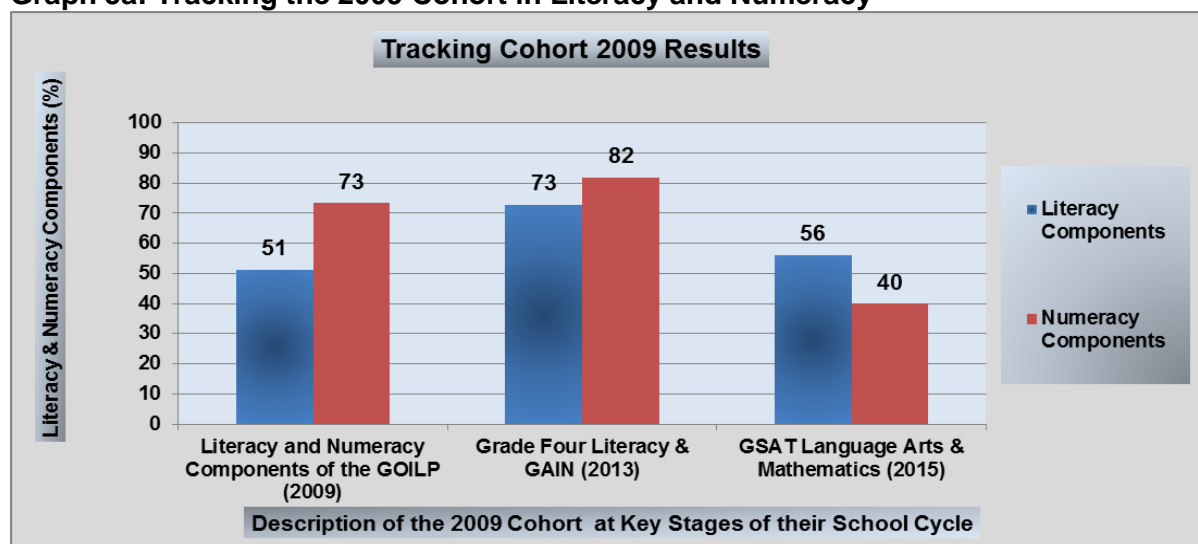
Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2009 (Cohort)	National	37296	48	71	50	69	65
	School	15	53	73	40	67	47

Fifteen students entered Adelphi Primary in 2009. The proficiency levels of these new entrants were below the national proficiency levels for oral language, reading and writing and drawing but above for number concepts and general knowledge.

Data revealed that the highest proficiency level was in number concepts (11 out of the 15 students) while the lowest proficiency level was recorded in oral language (six students).

STUDENTS' PROGRESS

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



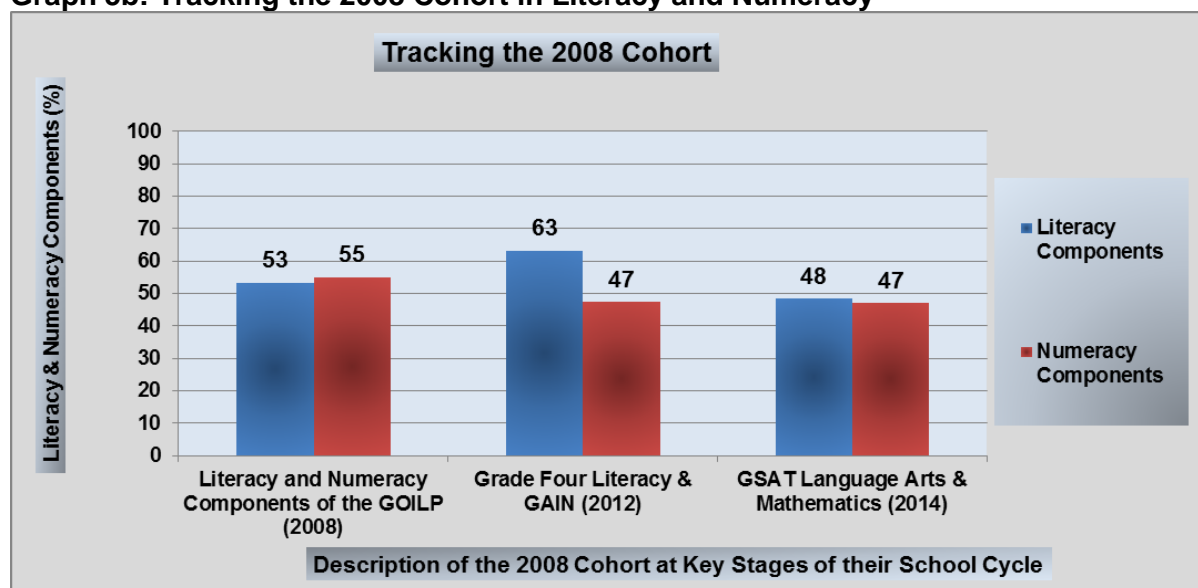
This graph tracks the performance of the **2009 Cohort** of students entering Adelphi Primary. It shows their **proficiency levels** in the 2009 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2013, and their GSAT language arts and mathematics **averages** for 2015.

An average of 51 per cent of the students in the **2009 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2009 GOILP. In 2013, 73 per cent of the students attained mastery in the GFLT. In 2015 the average score in GSAT language arts was 56 per cent.

Seventy-three per cent of students in the **2009 Cohort** were proficient in the number concepts component of the 2009 GOILP. In 2013, 82 per cent of the students attained mastery in the GAIN. In 2015 the average score in GSAT mathematics was 40 per cent.

STUDENTS' PROGRESS

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



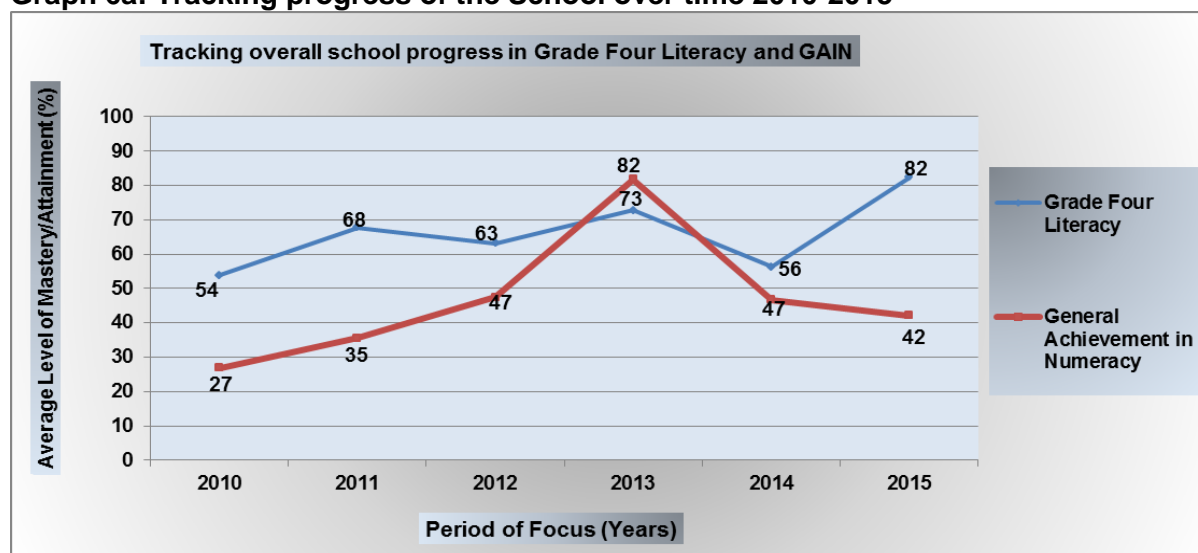
This graph tracks the performance of the **2008 Cohort** of students entering Adelphi Primary. It shows their **proficiency levels** in the 2008 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2012, and their GSAT language arts and mathematics **averages** for 2014.

An average of fifty-three per cent of the students in the **2008 Cohort** were found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2009 GOILP. In 2012, 63 per cent of the students attained mastery in the GFLT. In 2014 the average score in GSAT language arts was 48 per cent.

Fifty-five per cent of students in the **2008 Cohort** were proficient in the number concepts component of the 2008 GOILP. In 2012, 47 per cent of the students attained mastery in the GAIN. In 2014 the average score in GSAT mathematics was 47 per cent.

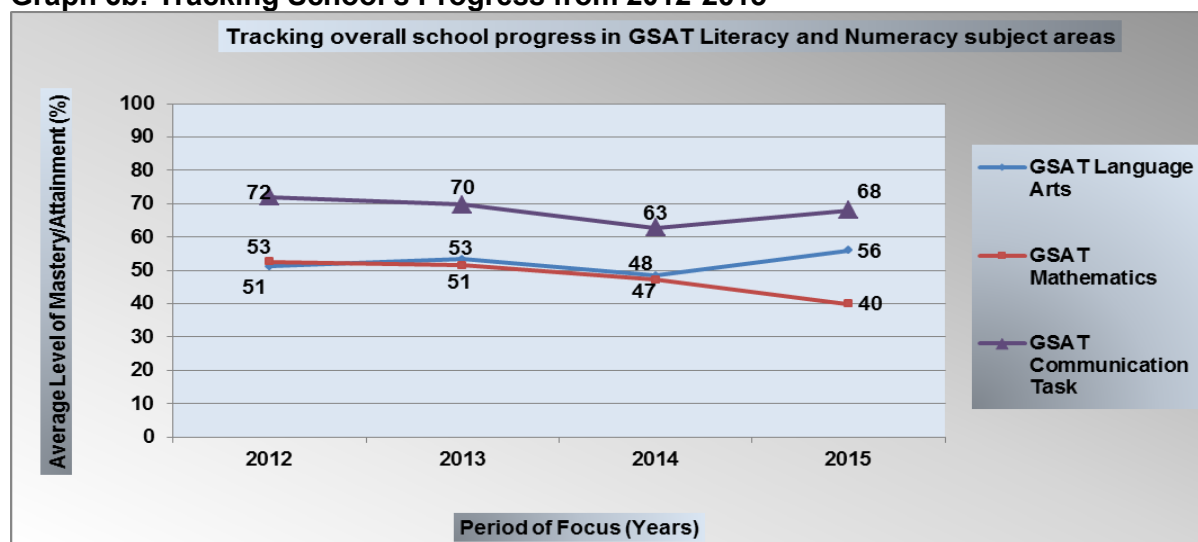
STUDENTS' PROGRESS

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



The school's Grade Four Literacy and GAIN mastery increased overall over the 2010 to 2015 period. The GAIN mastery was below the GFLT mastery throughout the period except in 2013 when it was above.

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



The school's averages for mathematics and communication tasks declined while language arts improved overall for the 2012/15 period. The mathematics and language arts averages were both below communication tasks throughout the period and were close between 2012 and 2014.

Appendix 4 – Stakeholder’s Survey Responses



National Education Inspectorate (NEI) Survey Responses from **Parents**

A total of **33** parents from **Adelphi Primary** responded to the Parents Questionnaire administered by the National Education Inspectorate.

A summary of the responses is provided below:

School Environment	Percent Responses*		
	Agree	Disagree	Dont Know
1. Provides a safe environment for him/her to grow and learn	93.9%	3.0%	
2. Is parent friendly and makes me feel welcome	81.8%	0.0%	12.1%
3. Shows care and concern for my child	97.0%	3.0%	
School Culture			
4. Sets high standards for academic success	87.9%	0.0%	6.1%
5. Sets high standards for personal success	87.9%	3.0%	3.0%
6. Uses students' grades / marks to update its academic programmes	72.7%	3.0%	18.2%
School Support Services			
7. Provides me with information about my child's progress in the subject areas	87.9%	12.1%	
8. Helps me understand how my child can do better at school	97.0%	3.0%	
9. Has enough teaching materials and resources	63.6%	18.2%	9.1%
10. Offers many activities such as clubs and sports	72.7%	9.1%	12.1%
Learning and Teaching			
11. Prepares my child well for the next phase of his/her schooling	84.8%	9.1%	3.0%
12. Acts fairly when punishing him/her	60.6%	15.2%	21.2%
13. Overall, is helping my child to learn	93.9%	0.0%	

* Percentages do not include non-response

Parents attendance at PTA meetings

Never Once a month Once a term Once a year

Reasons why parents enjoy attending PTA meet

- a. They learn about plans to improve the school
- b. Their child's teachers are always present and they can raise their concerns with them
- c. They can interact with the principal, teacher and other parents
- d. They learn about how to improve their skills as a parent

Percent agreement



National Education Inspectorate (NEI)

Survey Responses from Primary Level Students

A total of **23** primary level students from **Adelphi Primary** responded to the Primary Students Questionnaire administered by the National Education Inspectorate. A summary of the responses is provided below:

School Environment	Percent Responses*		
	Yes	Sometimes	No
1. I feel safe at school	56.5%	43.5%	0.0%
2. My belongings are safe and secure at my school	13.0%	39.1%	47.8%
3. My classroom is comfortable	56.5%	43.5%	
4. It is easy for physically disabled children to move around on the premises	4.3%	13.0%	82.6%
School Support Services			
5. I get opportunities to use a computer at my school	8.7%	34.8%	56.5%
6. The canteen/tuck shop at my school provides nutritious meals	43.5%	43.5%	13.0%
7. I am able to find a club/sport that I am interested in and can join	65.2%	30.4%	
8. There are many books in the school library	78.3%	4.3%	13.0%
School Culture			
9. My principal and teachers treat me with respect	47.8%	43.5%	8.7%
10. Other students treat me with respect	91.3%	8.7%	
Learning and Teaching			
11. When I make mistakes my teacher helps me to correct them	65.2%	30.4%	
12. I can ask questions in class if I don't understand something	91.3%	8.7%	
13. My teacher always marks my homework	52.2%	47.8%	
14. I learn in all my lessons	78.3%	21.7%	

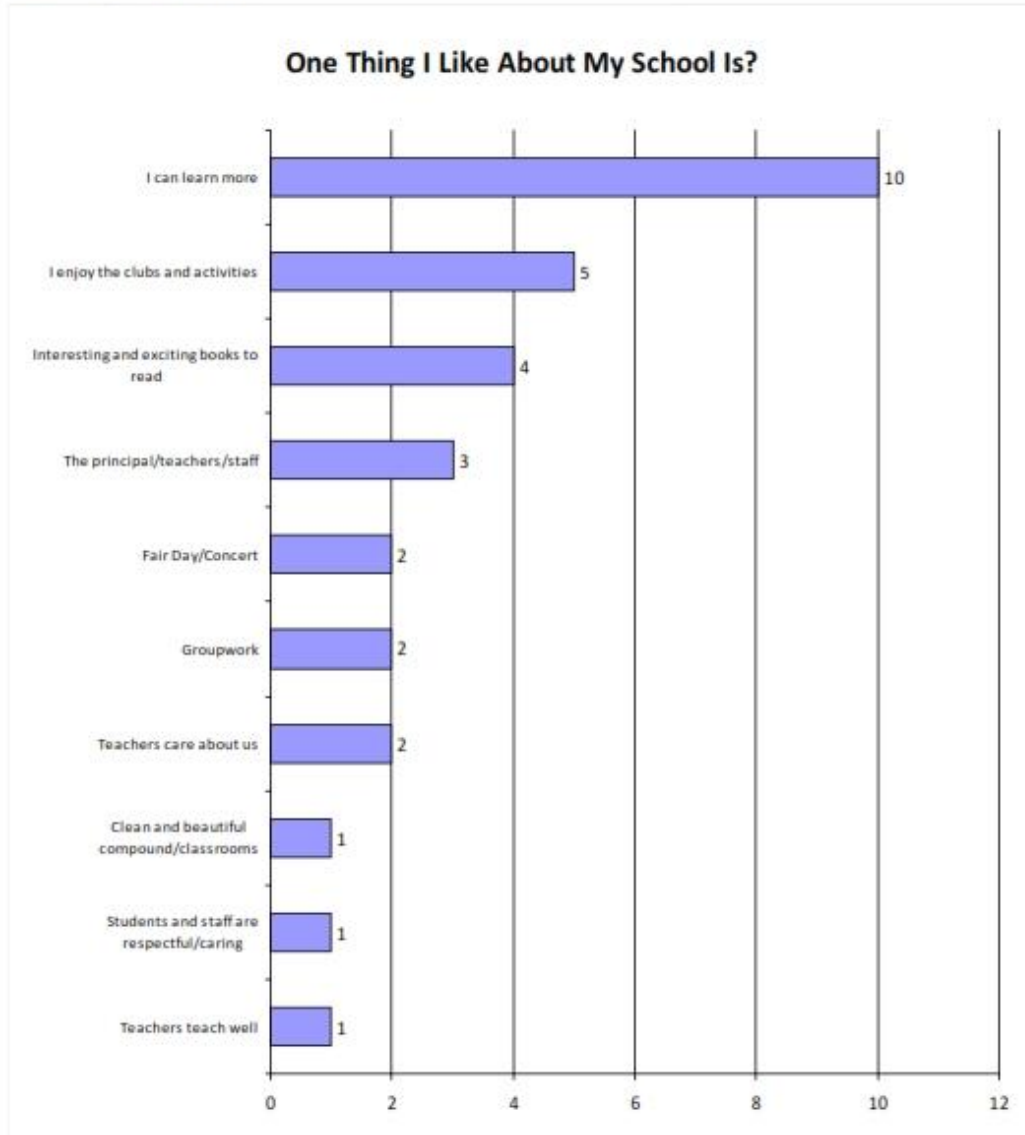
* Percentages do not include non-response



National Education Inspectorate (NEI)

Coded Qualitative Responses from **Primary Level Students**

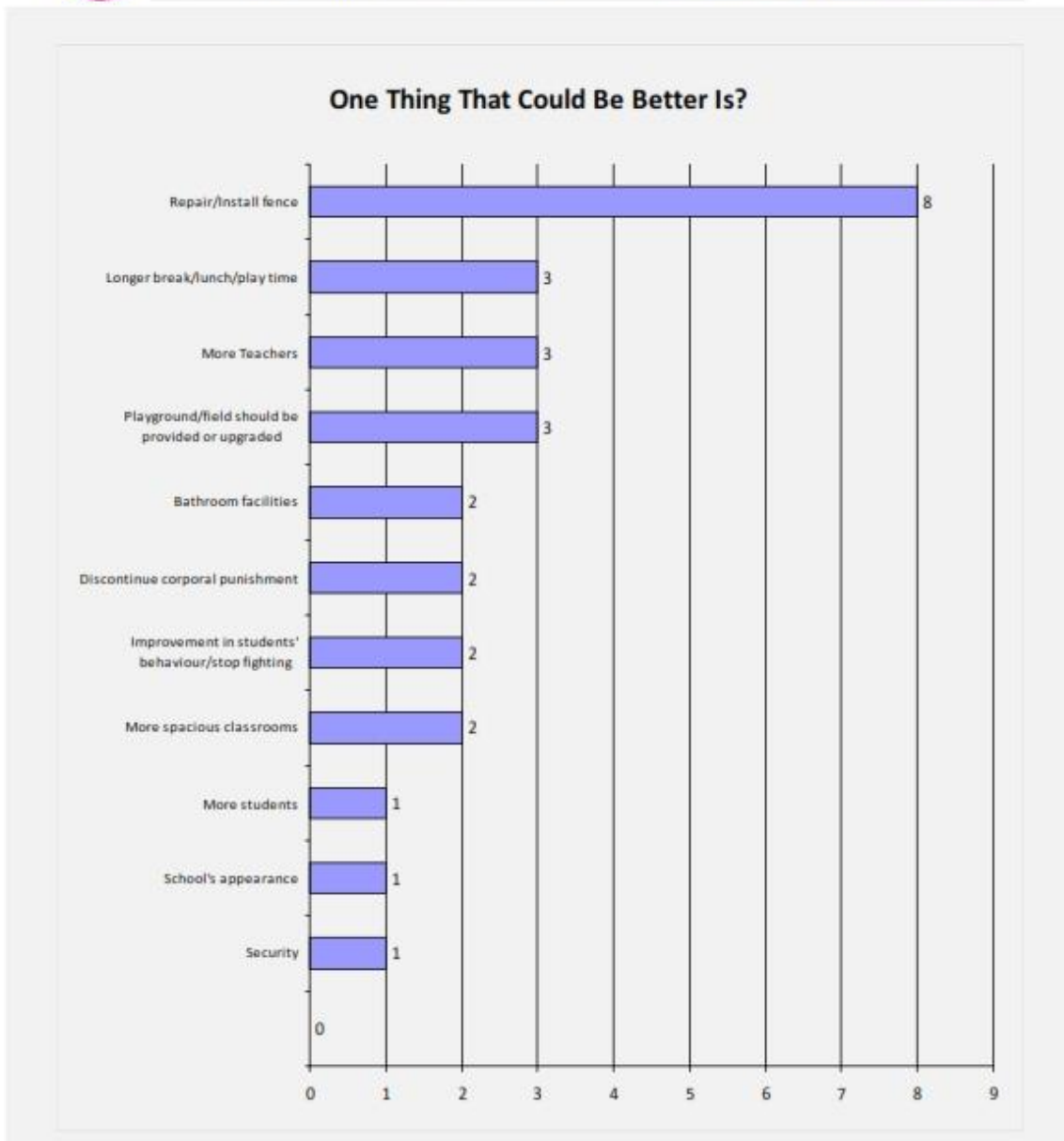
08001 Adelphi Primary





National Education Inspectorate (NEI)

Coded Qualitative Responses from **Primary Level Students**



08001



National Education Inspectorate (NEI) Survey Responses from Teachers

A total of **3** teachers from **Adelphi Primary** responded to the Teachers Questionnaire administered by the National Education Inspectorate. A summary of the responses is provided below:

School Environment	Percent Responses*	
	Agree	Disagree
2. I am valued as a teacher	33.3%	66.7%
12. I would recommend this school as a good place to work	66.7%	33.3%
16. This school is a safe place in which to work	100.0%	0.0%
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	33.3%	66.7%
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	66.7%	33.3%
4. At this school, expectations are high that students will do well academically	66.7%	33.3%
5. At this school, expectations are high that students will do well socially.	66.7%	33.3%
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	66.7%	33.3%
7. I am confident working with students who are mentally challenged	66.7%	33.3%
8. I am confident working with students who are behaviourally challenged	0.0%	100.0%
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 2009 cohort entering grade one are expected to complete grade six in 2015.

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

1. Grade One Individual Learning Profile (2008 and 2009). Student Assessment Unit, Ministry of Education, Youth and Information
2. Grade Four Literacy Test and General Achievement in Numeracy Results (2010-2015). Student Assessment Unit, Ministry of Education, Youth and Information
3. Grade Six Achievement Test (2012-2015). Student Assessment Unit, Ministry of Education, Youth and Information
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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