ALBION PRIMARY SCHOOL

INSECTION REPORT

Principal: Mrs. Paulette Chedda
Board Chair: Rev. Khereen Wilson-Bailey

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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?

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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

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Profile

School's Demographics

School Code:	12001
Parish:	Manchester
Region:	5
Locale:	Urban
Day Structure:	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	130
Enrolment:	175
Attendance Rate:	86%
No. of Active Teachers:	6
Pupil-Teacher Ratio:	29:1
Multi-Grade:	No
Owned By:	United Church of Jamaica & Grand Cayman

Socio-economic Context

Albion Primary School is located in the constituency of Central Manchester in a small farming community about six kilometres from the town of Mandeville. The United Church in Jamaica and the Cayman Islands owns the school. It was founded in 1894 and the original building was used as a meetinghouse. The Ministry of Education, Youth and Information (MoEYI) and other charitable organizations to include a staffroom, bathrooms for staff and children, a tuck-shop and a library, undertook expansions to the building. The most recent addition is two new classrooms built in 2014. The school previously operated a shift system after students from May Day All Age and Secondary were relocated to boost the population to 342 in 1998. In December 2008, due to a decrease in student population and in the interest of students' safety, the shift system had to be discontinued. Students come from neighbouring districts such as Top Albion, Knockpatrick, Green Street, May Day, Barnstable, Inverness, Sharon and Cedar Grove and the community is predominantly poor. The parents are mainly casual workers with some being farmers and professionals. The Programme of Advancement Through Health and Education (PATH) assists over 60 per cent of the student population.

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Executive Summary

Overall effectiveness of the school

The overall effectiveness of Albion Primary is good

Overall, leadership and management is good

School leaders collaborate effectively to drive transformation processes in the school. The school's vision is widely communicated and forms the basis of the established goals and targets. Effective self-evaluation processes are executed in support of planning and operations, and good documentation and monitoring of the School Improvement Plan (SIP) have contributed greatly to the attainment of targets. The active Board monitors the school's operations and provides significant support to school processes. Good relationships and communication have been established and maintained with parents, community members and church organizations resulting in substantial benefits.

Overall, teaching in support of learning is good

Enthusiastic and dynamic teaching is observed as the teachers are confident, clear in their delivery, and are able to engage almost all of their students throughout the duration of the lessons. Most students benefit from the good use of a variety of strategies and appropriate resources, which positively impact teaching and learning. Assessment practices are well developed in this school, and the effective management of the data generated has ensured that decision making in developing most plans is data-driven. In almost all lessons, most students display a positive attitude toward learning. The lessons reflect appropriate components of research, real-life situations and collaboration resulting in overall good students' progress.

Overall, students' performance in English and mathematics is unsatisfactory

The schools' performance in the Grade Four Literacy Test (GFLT) met or exceeded expectations, while the Grade Six Achievement Test (GSAT) language arts and communication tasks fell below expectations over the review period 2013 to 2015. In addition, performance in the General Achievement in Numeracy (GAIN), as well as GSAT mathematics, fell below expectations over the review period.

Overall, students' progress in English and mathematics is good

Most students make good progress from their starting points in both English and mathematics. While there has been a significant improvement in the GFLT over the review period 2013 to 2015, progress in the GAIN and the GSAT level has not yet been sustained. Notwithstanding this, most students make good progress in English and mathematics lessons in topics, which are appropriate for the grades at which they are delivered.

Overall, students' personal and social development is satisfactory

Acceptable behaviours prevail throughout the school as most students demonstrate good attitudes towards classes and their learning. Most are well mannered and share good relationships with peers and members of staff. Most students are punctual for school and their attendance is commendable; the available data and the observations conducted

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support this finding. Most students, especially in the upper school are able to confidently articulate current issues relating to culture, religion and spirituality, economic, and the environment from an informed perspective.

Overall, the use of human and material resources is good

All members of the teaching staff are appropriately trained to deliver the curriculum. They are deployed efficiently so that the school receives maximum benefit. The available support staff is significantly utilized. The quality of their service is maintained by an effective training system, which is successful in building the capacity of staff in deficient areas. The school has adequate resources to support learning and there is an on-going effort to improve the quantity and quality of these.

Overall, provisions for the curriculum and enhancement programmes are good

Both the Revised Primary Curriculum (RPC) and the New Standards Curriculum (NSC) are employed at the school at the appropriate levels, and sufficient efforts are made to modify the curricula to satisfy the variety of students' needs. A wide-range of creative enhancement programmes introduced at the school, contribute to the personal development of students as part of the rebranding process. These programmes are well supported by students.

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

Provisions for safety and security at the school are adequate and despite concerns about the perimeter fence, a strong sense of security pervades the campus. Good provision for students' health and wellbeing are features of this school's operations. The nutritional and other needs are adequately satisfied from both the school's resources and the significant mobilization of external support.

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

- Documentation and record keeping
- The use of data to drive planning and implementation of school programmes
- Assessment practices
- Resources are available and used to enhance teaching and learning
- Provisions for health and wellbeing
- Enthusiastic and dynamic teaching

How effective is the school overall?
The overall effectiveness of the school is **good**

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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 good

School-based leadership and management is good

The school is led and managed by school leaders who effectively collaborate to drive transformation processes in the school. The Principal is visible, accommodating, and is effective in mobilizing external resources to benefit the school. The two senior teachers are experienced and effective, but their administrative duties are negatively impacted by their teaching responsibilities. There is a wide communication of the school's vision, which forms the basis of the school's goals and targets. There is significant emphasis on teaching and learning, guided by the Principal and supported by the senior staff. There is effective instructional supervision of teaching; for example, the vetting of lesson plans supported by evaluative comments. Also, common planning is conducted weekly and teachers are appraised annually. The Principal also conducts lesson observations and walkthroughs as a means of monitoring and assuring quality. The changing of the school's uniform is part of the effort to establish a new culture and identity; this reflects the developing ethos, which is being embraced by stakeholders. This is supported by the excellent relationships enjoyed by all and readily observed in practice. The Principal supported by the Board and her staff have implemented various guidelines including effective communication and creative programmes resulting in a well-managed school. Essential documents including Board, staff and financial records are generally well maintained. Most documents, which record plans and activities, are appropriately filed, stored, and available for review. The staff and students' files, cumulative, and other students' performance data are readily available on request.

Self-evaluation and school improvement planning is good

Very effective self-evaluation processes are executed in support of planning and operations. The students' assessment guidelines and staff appraisals are regularly administered using the established systems. Data from the examinations are consistently analysed mainly by the Principal, and the findings inform the school improvement plan (SIP). Consequently, many of the creative programmes introduced by the school are based on efforts to address the gaps identified. Also, parents are consulted and many are encouraged to express their views when decisions are being made by the school. For example, they were part of the decision to rebrand the school inclusive of changing the school's uniform and rules. The SIP is also informed by the school self-evaluation (SSE) and identifies reasonable priorities scheduled for completion. Some include improvement in students' attendance and enrolment; increased performance in GSAT to 67 per cent - all by 2018; improvement of safety, security and aesthetic appearance of the school; upgrade of the plant, and increase in attendance to Parent Teacher Association (PTA) meetings. The SIP also identifies the various tasks with details of cost, responsibilities, means of verification, and implementation schedule. There is a school monitoring plan and the progress is discussed at Board meetings. The periodic monitoring of the implementation of the plans has resulted in the successful completion of some. These include the improvement in academic performance,

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improvement in infrastructure, and attendance of students. However, a major upgrade of the school plant is still outstanding.

Governance is good

The Board is fully constituted with adequate representation from the United Church in Jamaica and the Cayman Islands. The Board meets once per term to fulfil its mandate and there are two active committees namely Finance and Personnel. The administrative duties of the Board are effectively executed including, checking the accounts, signing cheques, attending school events, and participating in devotional exercises. They also monitor the school's operations and provide significant support to school processes. The SIP is reviewed periodically and appropriate actions recommended as required. The Chairman's annual award presented to the 'Outstanding Parent of the Year' and the establishment of collaborations with other church institutions are other benefits the school enjoys. The Board exercises good principles of accountability; reasonable performance targets are agreed on and are monitored. The meetings of the Board address critical issues including finance, monitoring of the SIP, and review of the Principal's report. Also, all staff members including the Principal are appraised and their job descriptions are kept current. Most members, in particular, the Vice Chairman, are very familiar with the education process, are particularly knowledgeable about the school and are able to provide appropriate guidance.

Relationship with parents and the local community is good

Good relationships and communication have been established and maintained with parents, community members, and church organizations resulting in substantial benefits. Monthly general PTA meetings are convened; two progress reports are provided each year, and students' Grades 4 and 6 national assessment results are shared at PTA meetings. A parent conference is held annually to give parents the opportunity to collaborate with the school and regular fact-finding visits by parents are also accommodated and encouraged. The school also communicates with parents through letters, memorandum and telephone calls; and the calendar of events circulated in September provides parents with the schedule of important activities for the year. The good support provided by parents is channelled through the active PTA and their unscheduled visits. The PTA is a vibrant group and meetings are well attended. During the meetings, robust discussions about the programmes and activities are facilitated and the views of parents noted with some included in the revised school rules. Most parents provide good support for their children by providing the necessary tools for learning and supervising homework where possible. The establishment of strategic partnerships, which ultimately redound to the benefit of the school, is a feature of its operations; the school receives significant support, including contribution to infrastructural development and cash donations, are received. The church provides funding for programmes while the Kiwanis Club of Mandeville assists in the development of the library. The school also receives support from local partners such as Barita Investment Limited and Neil's Auto. An international partner namely, Oakhill School in the United States of America recently sponsored a trip for two senior staff members to their campus as part of a capacity-building venture; constructed a two-classroom block; and, donated 20 netbooks and a projector.

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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	**Good**
Self-evaluation and improvement planning	**Good**
Governance	**Good**
Relations with parents and community	**Good**

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is good

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

Almost all teachers demonstrate command of their subjects as they deliver accurate content confidently. For example, in a Grade 4 science lesson, the teacher provided an accurate definition of stimuli and details of the various functions of the nose. Enthusiastic and dynamic teaching is observed as the teachers are confident, clear in their delivery, and are able to engage almost all of their students throughout the duration of the lesson. In most lessons, teachers demonstrate that they know how best to teach their subjects. For instance, the use of a video presentation was observed in a Grade 4 science lesson on the functions of the nose; while, in a Grade 3 mathematics lesson on multiplication, students were placed in groups of two to develop their own problems on this operation; and, jingles were used to reinforce concepts in another Grade 3 mathematics lesson. Additionally, teachers monitor students while they work in order to clarify concepts that the students may not have fully grasped. Most teachers complete lesson evaluations well, but inconsistently. When these are done, they are reflective and guide subsequent lessons; for instance, in a Grade 2 mathematics lesson, students experienced difficulties in the previous lesson on sequencing numbers and so this topic was repeated. In addition, in most lessons, prior topics are recapitulated before introducing a new concept.

Teaching methods are good

Lessons are well planned and efficiently executed by almost all teachers. Lesson plans are written weekly and the 5E elements, which are aligned with the NSC, are evident in all plans. There is a smooth transition of activities in almost all lessons; in many of them, the activities are timed thus allowing the lessons to move at an acceptable pace. In a Grade 3 mathematics lesson, the teacher offered tokens as incentives for students to complete the exercise correctly and quickly. However, in a few instances, time is not well used, as was observed in a Grade 5 language arts lesson where the teacher spent much time to write on the chalkboard while the students sat idly. Most teachers employ a variety of strategies in the delivery of their lessons; for example, the games approach is used in a Grade 3 mathematics lesson on multiplication. Group collaboration, guided discussion, guided discovery, questioning, as well as demonstrations, are dominant features of most lessons observed. There is good interaction evident between teachers and students in most lessons as the teachers engage students in meaningful collaborative activities. These provide

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students with the opportunity to be active participants in their learning. Learning resources are well utilised in lesson delivery; these vary and include the use of technology, charts, handouts and textbooks. In many classes, the whiteboard is used effectively in the lesson. The varied activities employed in sharing information, the words of encouragement, applause, the motivational comments and stickers they place in students' workbook are means by which teachers are able to motivate their students.

Students' assessment is good

Assessment practices are well developed in this school. In all the lessons seen, teachers use a combination of seatwork, oral questioning, and demonstrations on the whiteboard. In addition to the assessment policy that is in place, all teachers are required to develop an assessment plan to reflect 60 per cent weighting for alternate assessment and 40 per cent for the written test. Alternate assessment includes projects, home assignment, reports, and group work inclusive of research topics. Teachers complete a table of specification prior to the administration of examinations, which senior teachers check. Tests are administered at the end of unit, end of term, and end of year. The grades from the alternate assessments and written tests are combined for the final grades. A comprehensive and neat marks register with students' profile is kept by each teacher, reflecting the marks earned by students from the previous term. Test results are analysed and used to develop interventions such as pull-outs, extra lessons and groups in the classes. In most lessons, the teachers correct students' work and provide some written and oral feedback to inform them and help them make improvements. Students' notebooks are frequently marked. Many teachers make some corrections and provide instructional comments in them, for example, 'Do corrections'.

Student learning is good

In almost all lessons, most students display a positive attitude toward learning. They come prepared with the relevant learning materials such as pens, pencils, textbooks, workbooks and ruler. They settle down quickly, share well in class discussions by asking questions and are eager to answer questions; for instance, in a Grade 2 integrated studies lesson on being polite. Most in a Grade 4 science lesson on the functions of the nose were attentive as their teacher carried out a demonstration. Most students are orderly as they raise their hands to answer questions and remain on task when these are assigned. Opportunities for the development of inquiry and research skills are evident through the projects and research topics that the students complete. In Grade 4, for example, students conducted research and constructed a model of a Taino village; and, completed a project on ethnic groups that have made valuable contributions to the Jamaican way of life. An example of the application of learning to new situations and real life was observed in a Grade 3 integrated studies lesson on providers of goods and services where the students had to identify workers for the different services. In all lessons, group collaboration is encouraged; students are encouraged to work together, share ideas and solve problems in their groups. For example, in a Grade 1 integrated studies lesson, students work in their groups to demonstrate how family members help each other. However, in a Grade 4 science lesson, individual efforts were pursued. In most lessons, higher order and critical thinking are encouraged. For example, in a Grade 1 mathematics lesson, after singing a song on the circle, the teacher asked the students to infer from the activity the focus for the lesson. In a Grade 4 language arts lesson on verb agreement, in doing the assigned task, students were required to give reasons for their answers.

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

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 Grade Four Literacy Test (GFLT) met or exceeded expectations, while the Grade Six Achievement Test (GSAT) language arts and communication tasks fell below expectations over the review period 2013 to 2015.

The school's GFLT mastery moved from a low of 74 per cent (17 of 23 students) in 2013 to peak at 95 per cent (21 of 22 students) in 2015. The school's mastery was on par with the national in 2013 but above in 2014 and 2015 by eight and ten percentage points respectively. The participation rate was lowest in 2015 (92 per cent).

The GSAT language arts average and communication tasks remained below the national averages throughout the period. An examination of the performance by gender revealed that the girls outperformed the boys in all years except 2015 when the boys' average was slightly higher in both subjects. The gap was widest at 14 percentage points for communication tasks in 2014. The number of students sitting GSAT language arts and communication tasks decreased from 26 in 2013 to 23 in 2015.

Students' performance in mathematics is unsatisfactory

The schools' performance in the General Achievement in Numeracy (GAIN), as well as GSAT mathematics, was not consistently at desired levels over the review period 2013 to 2015.

The school's performance in the GAIN declined marginally between 2013 and 2015 by two percentage points. In 2013, 13 of the 23 students (57 per cent) were successful in the test. However, the mastery fell to 55 per cent in 2015 when 12 of the 22 students attained mastery. The school's performance was above the national mastery in 2013 by one percentage point, but below by 11 and six percentage points in 2014 and 2015 respectively. The participation rate was lowest in 2015 (92 per cent).

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The school's GSAT mathematics average remained below the national average throughout the period. The widest deficit was 14 percentage points in 2015. Data shows that the boys outperformed the girls in 2013 and 2015, but the girls' average was higher in 2014 by 11 percentage points. The number of students sitting GSAT mathematics decreased from 26 in 2013 to 23 in 2015.

How well do the students perform in national and/or regional tests and assessments?	
Grades	**4&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 good

Students' progress in English is good

Twenty-four students entered the school in 2009. An average of 26 per cent of the students in this cohort was proficient in the literacy components (oral language, reading, writing and drawing) of the Grade One Individual Learning Profile (GOILP). In 2013, 74 per cent of the students attained mastery in the GFLT. In 2015, the average score in GSAT language arts was 48 per cent.

The school's GFLT mastery improved over the period 2013 and 2015 by 21 percentage points. The GSAT language arts average decreased slightly, while communication tasks increased over the period 2013 to 2015.

In lessons, many students show a good grasp of identification of words, some tenses and sentence writing in their attempts at responding to questions. For instance, in Grade 1, most students can recognise words ending with 'en' and 'in' orally, for example, 'ten' 'pen' 'sin' and 'bin' as they are required to place a letter before the given endings. In Grade 2 most students are recognizing words such as ball, marble and rice phonetically; these words were taken from the story selected for the lesson. In Grade 3, most students in their groups demonstrate the ability to select the correct preposition or write a sentence using one, which is recommended. In Grade 4, most students are able to apply the rule of verb agreement for collective nouns and indefinite pronouns. In Grade 5, many students are able to draw a representation of the appropriate outfit and write portions of a paragraph; most of which are well written. In Grade 6, most students can identify helping verbs such as 'am', 'was', 'be', 'being', 'are', 'is', 'was' and 'were'; they are able to use them comfortably in sentence construction. In addition, most are able to read a story titled "Different Culture" from which they identified words such as 'tradition', 'culture' and 'ethnicity'. Most use the vocabulary in sentence construction. A sampling of cumulative records indicates that boys make marginally better progress than girls across grades.

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Students' progress in mathematics is good

Twenty-five per cent of students in the 2009 Cohort were proficient in the number concepts component of the GOILP. In 2013, 57 per cent of the students attained mastery in the GAIN. In 2015, the average score in GSAT mathematics was 42 per cent.

The school's performance in the GAIN declined marginally between 2013 and 2015 by two percentage points. The school's GSAT mathematics average declined overall for the 2013 to 2015 period by nine percentage points.

In lessons, most students show a good grasp of the various concepts from numbers to factors, fractions, statistics, and word problems. In Grade 1, most students can identify shapes such as squares, rectangles, triangles and circles. In Grade 2, most students are able to arrange and sequence three-digit numbers in order, from smallest to largest; for example, 112, 161, 182, 216 and 241. In Grade 3, all groups use the grouping method to multiply two single digit numbers; for example, 3 x 6 = 18 and 5 x 3 = 15. Most Grade 4 students can rewrite worded problems as numerical statements; for example, if one ball costs $18, what is the cost of 4 similar balls? In addition, most students comfortably multiply two digits numbers such as 32 x 17. In Grade 5, most students identify ways of representing data such as graphs, tables and pie charts, and represent data on pictographs. In Grade 6 many students are able to divide the money into a given ratio, for example, $560.00 in the ratio 1:2:5. A review of internal assessment data indicates that boys recorded marginally better progress than girls.

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

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

Acceptable behaviours prevail throughout the school as most students demonstrate appropriate attitudes towards classes and their learning. Most are well mannered and share good relationships with peers and members of staff. They are also polite and extend courtesies to visitors. They are orderly; raise their hands to answer questions, and remain on task when these are assigned. Some students work unsupervised in the early morning sessions. However, acts of indiscipline are observed among some boys. Nevertheless, students are respectful to the staff, and the teachers show genuine care for students. Most

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students are organised and equipped for their lessons. Their commitment to learning is demonstrated in their preparedness and active participation during lessons.

Punctuality and attendance is satisfactory

Most students are punctual for school and their attendance is commendable. Over the last three years, the school has maintained an 86 per cent average attendance. In addition, during the period of inspection, some classes had a 100 per cent attendance. Most students are punctual for school. The transition periods are supported by an electronic bell system, which is utilized to ensure efficient transition and so maximize contact time. As such, almost all students respond promptly to the bell at the end of the break periods.

The civic understanding and spiritual awareness of the students are good

The civic and spiritual awareness of students at this school is commendable. Most students express pride in being Jamaicans as they boast of the unique culture reflected in our food, music, and dance. Murals of the National Heroes and the National Symbols are on the walls to heighten national awareness among students. They are aware of National Symbols and assume the appropriate posture when singing the National Anthem and reciting the National Pledge. They believe that Jamaica Day, Heroes' Day, Reggae Sumfest, the annual Denbigh Agricultural show and the Grand Gala are important aspects of celebrating Jamaica's culture. Senior students, particularly prefects, participate in voluntary service. For example, prefects assist with the orderly movement of students on the compound and with the monitoring the lunch line. Also, one student monitor was observed supervising word games as the teacher collects payment for lunch, in another example. Most students participate actively in devotional activities as they sing, recite Bible passages, and participate in prayers. Many students indicate that they attend church and they participate in a week of prayer under the theme 'Uniting our Communities'.

Students' economic awareness and understanding is good

Most students believe that Jamaica has financial challenges because they have to borrow money from the International Monetary Fund (IMF). Most express that individuals who work for money contribute to Jamaica's economy by paying income tax and General Consumption Tax (GCT). This income is used to feed prisoners, repair roads, build hospitals and pay for imports such as food, clothing, machinery, medicines and cars. Most students are aware that Jamaica exports goods such as yam, ginger, sugar and coffee. Some are of the view that the economy is growing because of the increase in construction, manufacturing and agriculture. They believe that working hard in school will help them towards their career goals so that they will be able to help their family and contribute to Jamaica by helping the poor and paying taxes. They are aware of the career they would like to pursue and the subjects that they need to help them achieve these goals. For example, most want to be teachers, lawyers, flight attendants, paediatricians and scientists; and, indicated that the country badly needs these services.

Students' environmental awareness and understanding is satisfactory

Most students are aware of some national and global environmental issues. They speak confidently about natural disasters such as hurricanes, earthquake, volcanoes and drought. Most are able to discuss the recent devastation of Haiti by Hurricane Matthew and explained that Jamaica barely escaped it. Many students believe that Jamaica and other countries of the world are being impacted by climate change. Some believe that the burning of garbage causes air pollution and contributes to the depletion of the ozone layer. The school's environment is generally clean and there are sufficient garbage receptacles. Most students

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are aware of the importance of keeping their environment clean; therefore, they refuse to litter the grounds. The school also participates in a 'Clean School Competition'. This encourages cleanliness and good environmental practices among students. Based on the possibility of flooding and health risk to community members, many students are of the view that it is vital that efforts be made to keep their community clean.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is good

The quality of human resources is satisfactory

All members of the teaching staff are appropriately trained to deliver the curriculum. In addition to diplomas in Primary Teacher Education, the seven teachers and the Principal have qualifications ranging from graduate to postgraduate degrees. Almost all teachers have Bachelor's Degrees with three, including the Principal, holding Master's Degrees. All teachers in Grades 1 to 3 also have degrees and set a firm foundation for the students. Also, a guidance counsellor is appropriately trained to execute her function at the school. The support staff comprises a cook, an assistant cook and a janitor; however, there are no security personnel on staff. The staff is provided with opportunities to participate in professional development training internally and externally. Training is conducted at least once each term and the internal workshops are based on the interest, needs and capabilities of the teachers. Teachers attending workshops externally are required to share information with their colleagues. Some of the topics addressed during professional development sessions include writing and comprehension for Grade 6 and Concrete-Representational-Abstract (CRA) Instructional Approach – an intervention for mathematics instruction. Also, the Digital Education Service partners to train teachers in the E-Learning course at no cost.

The use of human resources is good

The teaching staff is deployed based on their experience, interest and ability to deliver the curriculum to meet the needs of the students. For example, all teachers in the lower school

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are primary trained and have at least a Bachelor's Degree. Further, specialized support is provided by a guidance counsellor and a special education teacher. Almost all teachers attend school regularly and unexplained absences are rare. Teachers are also usually punctual to school and lessons and they make effective use of class time as they engage students for the duration of their lessons. Teachers' involvement in early work classes also facilitates early arrival. The support staff is efficient in the execution of their duties; for example, the cook and assistant along with one of the teachers, complete canteen and tuck shop duties within the time allotted for lunch and break periods. The school is kept clean by a part-time janitor who also helps to monitor the behaviour of students.

The quality and quantity of material is good

The school has adequate resources to support students' learning. The school's premises are appropriate in size and the buildings are sturdy and in good repair. The ground is paved with asphalt and there are some enclosed areas for school gardening. Classrooms are spacious and have adequate ventilation. There is an on-going upgrade of the facilities at the school was recently painted at a significant cost. However, the canteen and tuck shop are small; there is no playfield; and the leaking roof in the main building is the concern of many stakeholders. The school has a variety of technological resources including a projector, a laptop, six desktop computers, 20 netbooks and a multi-station printer. All classrooms are print-rich having numerous charts and mobiles displayed. There are learning corners for subjects such as mathematics, language arts, integrated studies as well as reading corners. There is a modern library facility with a variety of age-appropriate books. These are supported by a reliable wireless internet connection.

The use of material resources is good

The school's premises are effectively utilized to enhance students' learning. Both buildings are fully utilized to house the classrooms and other support areas including offices, special education room, tuck shop/canteen and the library. The walls on the compound display a variety of learning materials such as maps, tables and diagrams to reinforce concepts taught in the various classes. In addition, a wide range of resources is used to enhance lessons. These include charts, textbooks, manipulative, handouts, televisions, multimedia projectors, laptops, video games and notebooks. In many instances, charts that are on display in the classrooms are utilised during the delivery of the lesson; for instance, in Grade 4, a chart on verb agreement was used. The library is used for research, recreational reading, and the completion of assignments while the fences are used to display signs and motivational quotes such as "Peace every time and everywhere".

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	**Good**
Material resources – quality and quantity	**Good**
Use of material resources	**Good**

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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 good

Provisions for curriculum are good

Both the RPC and the NSC are used at the school at the relevant grades. The Principal and the senior teachers ensure that the curriculum is appropriately administered. A diagnostic test administered at the beginning of the school year identifies students' varying ability levels and the content is differentiated to meet their needs. Some curriculum topics, for example, 'Our Common Heritage', are taught at times which coincide with national events and celebrations. Field trips are sometimes implemented to enrich the curriculum. Significant programmes have been introduced and developed to enhance the academic performance of the students as well as to develop more rounded personalities. A mathematics coach who was available during 2015 to 2016 school term offered much support in lesson delivery and analysis of results hence contributing to Grade 4 numeracy improvement to 80 per cent in 2016. Other math interventions include team teaching; extracurricular activities such as the UWI Mathematical Olympiad; and efforts to focus on conceptual understanding, computational/procedural fluency, and problem-solving skills. Extra lessons are conducted early morning or after school at no cost to the students. Many students work unsupervised and this contributes to improved performance of students. There are also 'pull-out' programmes for Grades 4 – 6 and a special education class. Students in the latter were assessed at the Mico CARE Centre and are recruited from Grades 2 to 5. They remain until their performance improves. The performance of students in Grade 6 is monitored through contract letters with parents and an 'In-Reach Partners' programme where students provide peer support in small group activities

In all lessons observed, the topics are appropriate for the grade levels. The school satisfies the MoEYI regulations for the minimum allotment of five hours of English and mathematics instruction per week. Further, Grades 4 and 5 are allotted an additional 90 minutes for reading while Grade 6 students are involved in an additional two hours weekly. The range of subjects taught includes health and family life education (HFLE) which is taught at all grades for half hour each week, while civics/culture is taught in the upper school for half hour weekly. Aesthetic subjects include drama, musical expressions, visual arts, dance and movement. In the upper school, there is appropriate continuity and progression in mathematics. Particularly, in the examination grades, there is a clear indication that topics completed in the lower school are revised to ensure that students are provided with appropriate scaffolds prior to introducing more complex topics. For instance, topics such as multiplication and fractions are revised in Grade 4 and 6 respectively. Many of the assignments are marked throughout and no weakness is apparent. Cross-curricular links are evident in many lessons. For example, in the Grade 1 mathematics lesson, students are required to spell the names of shapes.

Enhancement programmes are good

Several clubs have been established at the school to enhance students' leadership skills, extend students' learning and provide students with opportunities to interact in supervised settings. These include 4H, Brownies, Cadet, Sports, Reading and Math. Students also participate in competitions such as the Junior International Debate and the NSWMA Clean School, for which they have won numerous trophies. Other creative interventions include,

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'Unity in Diversity' and 'Restorative Justice' programmes. These are timetabled for Thursday afternoons, which facilitates maximum uptake as all students are assigned to at least one club or society. Club activities are supervised by teachers and registers are kept for some, for example, the Math Club. There are productive links with the local community; for example, the school mobilizes the support of the Office of Disaster Preparedness and Emergency Management (ODPEM) and the Manchester Public Works Department (PWD) to address students on various ways of ensuring their safety. Additionally, resource persons from the community, for example, farmers, are invited to speak with the students. Also, representatives from the neighbouring university are invited to share on Careers' Day.

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

8) Student Safety, Security, Health and Wellbeing

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

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

Provisions for safety and security are satisfactory

Provisions for safety and security at the school are adequate, and despite concerns about the perimeter fence, a strong sense of security pervades the campus. There is a clearly defined boundary with good perimeter fencing; however, there some breaches which are currently being repaired. Almost all the windows and doors are grilled and the gas cylinder is encaged. The school also mobilizes support from a number of agencies including, ODPEM to guide the conduct of earthquake and fire drills and the Ministry of Health. Clear directions are provided in cases of emergency with the exits marked; the emergency assembly point is clearly marked; and out of bound signs are in place. Only one fire extinguisher is seen, and this is strategically placed close to the kitchen. The school does not employ the services of a watchman but grills, vigilant staff, and the community provide adequate protection to the premises. The school gate is kept closed throughout the day and student leaders monitor their younger peers; for example, a prefect was observed supervising the lunch lines. While repairs to the school building are kept current, the consensus is that either substantial repairs or replacement is required at the earliest.

Provisions for students' health and wellbeing are good

Good provisions for students' health and wellbeing are features of the schools' operations. There is a health policy in place and detailed guidelines are developed in consultation with the Ministry of Health. Also, visits of senior officers are recorded. In cases of illnesses or accidents, parents are contacted and students are taken to the Mandeville Hospital

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preferably by ambulance consistent with recommendations from the MoEYI. Further, the food handlers' permit for both the cook and her assistant are current; a small First Aid kit is kept in the staff room; food items are appropriately stored; and the kitchen has a meshed door and windows. Most students indicate that they love the school because of the loving and caring nature of the Principal and teachers. This is supported by the interactions observed on campus. There is an effective guidance programme, which includes timetabled sessions, individual and group counselling, and home visits as important deliverables. There are systems in place to address students' discipline and these are appropriately managed with the support of the staff and Board. For example, students are required to obtain bathroom passes from their teachers before they are allowed to leave the classroom. Two critical cases of indiscipline are being addressed since last year, but no exclusion has been recorded. The class teachers supported by the Guidance Counsellor compile and monitor attendance data; they refer the extreme cases to the Principal and home visits are conducted where necessary. The wellbeing of students is effectively addressed through a number of creative programmes. The school provides breakfast for 64 students in Grades 1 to 3; the 34 students currently participating in the PATH also receive lunch at a cost of $60.00 each.

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	**Good**

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Recommendations from the Previous Inspection

On September 14, 2011, the following recommendations were made:

1. The Ministry of Education should take immediate steps to provide adequate classroom space for students to alleviate the burden of uncomfortable classrooms with limited space, separated by chalkboards;

2. The Board should take a more proactive approach to the governance of the institution, set clear targets for students' academic attainment, and hold the Principal firmly accountable for achieving these targets; and

3. The Ministry of Education should equip the school with Literacy and Numeracy specialists to help achieve the vision.

4. The SMT should:
   a. Take immediate steps to collaborate with teachers to modify the curriculum to account for the deficiencies identified in all students at all levels, and design a specific programme that will address the poor performance of the boys; and
   b. Hold the teachers accountable for their performance as well as the lack of a variety of teaching methods in order to bring about greater levels of progress in students' performance.

5. The Principal should ensure that:
   a. The school develops a thorough and detailed assessment policy to guide diagnos of students' strengths and weaknesses as well as to ascertain their progress in mathematics and English as they move through the curriculum; and
   b. Rigorous measures are in place for adherence to the school's assessment policy in monitoring and evaluating the degree of progress made by each child.

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Recommendations

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

1. The Ministry of Education Youth and Information (MoEYI), prompted by the Board, should augment the staff to reflect the following:
   a. at least one full-time janitor; and,

   b. at least three watchmen to enhance security.

2. The Board, supported by the Principal and the MOEYI, should collaborate to ensure the timely execution of infrastructural improvements including:
   a. repairs to the main school building;

   b. acquisition of a suitable playfield; and,

   c. maintenance of the students' bathrooms

3. The Senior Management Team (SMT) should build capacity among teachers to reflect consistently on practice in a way that would improve the quality of their lesson evaluations.

4. The Principal supported by the PTA should implement strategies to increase the enrolment of students.

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

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Appendices

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Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	32

	English	Maths	Other
Number of lessons or part lessons observed **[Primary]**	10	8	14
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	8

Number of scheduled interviews completed with students	1

	Parents	Students	Teachers
Number of questionnaires returned and analysed			

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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.

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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
Senior leaders lack drive and do not enjoy the respect of significant numbers of staff and students 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 **Senior leaders exert little influence over the quality of teaching and learning. They might be complacent about the standards the students achieve** There is generally low morale among the staff and students **The school is poorly managed; its day to day operation is liable to frequent disruption**	**Senior leaders are not always visible around the school and do not exert sufficient authority over staff or students** The school lacks direction. Its aims are unclear and there is little sense of common purpose among the staff **Senior leaders devote too much time and effort to administrative tasks and focus insufficiently on the quality of teaching and learning** It is apparent that some members of the staff lack commitment to their work with students **Although it might operate smoothly most of the time, many of the school's management systems are**	**Senior leaders are visible around the school and have clear authority over staff and students** The school has stated aims, but it might but lacks strategies for the attainment of goals **Senior leaders make the achievement of high standards the focus of their work** Most members of staff have confidence in, and respond well to, the leadership of the school and are committed to their work with students **The school operates efficiently day to day**	**Senior leaders lead by example and exert a strong, positive influence on staff and students** They provide a clear sense of direction for the school and communicate effectively a common purpose **Senior leaders focus strongly on maintaining and improving student outcomes** Effective staff teams share responsibility and are accountable for ensuring high quality outcomes for students **The school's systems and processes are well thought-out and highly efficient**	**Senior leaders are respected by staff and students as highly effective and skilled professionals** They articulate a compelling vision of the school's ambitions for the future and how they will be achieved **Senior leaders exert a decisive influence in consistently promoting teaching and learning of high quality** Individuals and teams at all levels are deliberately empowered to innovate and take responsibility **The school is managed with flair and imagination in the interests of maximising opportunities for all students**

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

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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
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 The Board has little understanding of how it could hold the school's professional leaders accountable for its performance and spending	**The Board exerts little influence on the work of the school. It does little to support the efficient and effective management of the school** 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	**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** It receives from the Principal regular accounts of the quality of the school's work and of the impact of spending decisions	**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** 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	**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** It works highly successfully in support of the school's professional leaders, while holding them firmly to account for the school's performance

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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
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	**Communication with parents is insufficiently frequent and of poor quality, giving little information about children's progress and wellbeing**	**The school uses established and reliable means to communicate with parents. The school informs parents regularly on matters relating to their children**	**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**	**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**
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	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	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	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.	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
There are few, if any, productive links with organisations and agencies in the local community	**The school makes insufficient use of the resources offered in its local community and by outside agencies**	**There are some productive links with the local community and outside agencies, which produce additional resources and enrich the curriculum**	**The school has built a range of productive links with the local community and agencies, which enhance important aspects of the school's provision**	Parents are regularly consulted about the work of the school and views are influential
				The school enjoys highly productive links with external partners, which enhance and enrich students' educational opportunities

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

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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
Many lessons are poorly planned or not planned at all Many lessons are poorly organised and much time is wasted **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 **Very few learning resources are used, other than standard textbooks**	**Many lessons are planned without reference to clear learning objectives** Some lessons are poorly organised and some students waste time **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 **Many teachers use only a limited variety of learning resources and students are denied opportunities to make better progress as a result**	**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 **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 **Most teachers make adequate use of resources in addition to**	**Most lessons are planned according to clear learning objectives, which the students understand** Productive use is made of all the time available **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 **Most teachers are adept at**	**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 **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 **A wide range of learning resources is used to optimum**

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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
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 Record keeping is poor and the school undertakes little analysis of test and examination results **Most teachers make little or no use of assessment information to adjust their teaching**	**Assessment in many lessons is irregular and inconsistent. As a result many teachers do not have sufficient detailed knowledge of their students' progress** 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 **Students rarely evaluate their own and other's work. Few teachers use assessment information deliberately to assist their lesson planning so that**	**Most teachers regularly check their students' progress in lessons. As a result, most have some knowledge of individual students' strengths and weaknesses** The school keeps records of assessment and undertakes some analysis of test results to identify patterns of attainment **Many teachers use assessment information effectively when planning lessons and involve students in the assessment of their own and others' work** Most teachers provide students with regular oral	**Most teachers employ consistent and effective classroom assessment practices to develop thorough knowledge of their students' performance** Record keeping is thorough and organised well throughout the school. It tracks the progress of individual students against what is expected of them **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**	**Almost all teachers routinely assess what students know, understand and can do in relation to their capabilities** 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 **Students routinely use objective criteria to evaluate their own and each other's work** **Most teachers adjust their teaching to support students**

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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

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Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Students seldom make connections between what they study in different subjects. They rarely relate what they have learnt to their own lives outside school Many students are unable to work successfully with others in groups with a common purpose **Higher order and critical thinking play little part in students' experience of school**	themselves and choose and use resources independently **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** 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 **Students rarely exhibit the capacity to think critically**	others might lack motivation or might be easily distracted **Most students can connect new and previous learning in simple ways and can relate what they learn about in school to real life situations** Most students can work successfully in a group **Higher order and critical thinking are sometimes features of learning in homework and in many lessons**	ICT when appropriate **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.** Most students regularly collaborate productively with others in groups of different sizes, working for a variety of purposes **Higher order and critical thinking are developed in many lessons**	**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** All students work successfully with others as a matter of routine to produce presentations and rehearse arguments **Students think critically, justify their views and develop reasoning. They frame their own questions, seek answers and reach their own conclusions**

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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
The performance of most students is very low in comparison with the national average The performance of most students is very low in comparison with national and local targets **There are great disparities in the performance of different groups of students** The trend in student performance over the last three years shows serious decline	**The performance of many students is low in comparison with the national average** The performance of most students is low in comparison with national and local targets **There are significant differences between the performance of some different groups of students** There has been a significant decline in student performance over the last three years	**The students' performance is generally in line with the national average** The performance of most students is generally in line with national and local targets **The differences in performance between different groups of students are in line with those found in similar schools** The trend in student performance over the last three years is broadly in line with that in similar schools	**The performance of many students is high in relation to the national average** The performance of most students is high in comparison with national and local targets **There are no significant differences between the good performance of different groups of students** There has been a significant improvement in student performance over the last three years	**The performance of most students is very high in relation to the national average** The performance of most students is very high in comparison with national and local targets **The performance of different groups of students is consistently high** The trend in student performance over the last three years shows a very great degree of improvement (or the maintenance of exceptionally high standards)

FINAL

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
Most students are under-achieving and make almost no progress in relation to their starting points **There are great disparities in the progress made by different groups of students** There are great disparities in the progress students make in different targeted subjects	Many students are under-achieving and progress is unsatisfactory in relation to their starting points **There are significant differences in the progress made by some different groups of students** There are significant differences in the progress students make in different targeted subjects	Most students make satisfactory progress in relation to their starting points **The differences in the progress made by different groups of students are in line with those found in similar schools** The differences in the progress students make in different targeted subjects are in line with those found in similar schools	The progress of most students is good in relation to their starting points **There are no significant differences in the good progress made by different groups of students** There are no significant differences in the good progress students make in different targeted subjects	Almost all students achieve very well and make excellent progress and in relation to their starting points **The progress made by different groups of students is consistent and exceptionally good** The progress students make in different targeted subjects is consistent and exceptionally good

FINAL

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

FINAL

5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.3 Students' civic understanding and spiritual awareness

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

5.5. Environmental awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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
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 The school accepts little or no responsibility for the professional development of the staff	**The school lacks teaching and support staff with the knowledge and expertise required to deliver the curriculum in full. Some staff are inappropriately qualified** Opportunities for staff training are infrequent and unsystematic	**The school retains and deploys sufficient qualified teaching and support staff to deliver the curriculum and achieve at least satisfactory standards** The school enables most members of staff to take part in appropriate training activities to help develop their knowledge and skills	**The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable students to achieve good standards** The school provides a programme of training for staff at all levels, based on an accurate appreciation of professional learning needs	**The school has a full complement of well qualified teaching and support staff, enabling it to achieve the best standards possible for students** 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

FINAL

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

FINAL

6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

FINAL

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

FINAL

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
There are few enhancement activities and they are poorly planned Some are poorly organised and attended by few students **Very little use is made of resources or opportunities beyond the school**	**The school offers a few enhancement programmes and activities** Some are well attended, although they do not involve a high proportion of students **There are few opportunities to learn beyond the classroom**	**The curriculum is enriched by a limited range of enhancement programmes** Many are well organised and well attended **There are a few opportunities for students to learn within the local environment and community**	**The curriculum is appreciably enriched by a good range of enhancement programmes** They are well organised and well attended **There are regular opportunities for students to learn within the local environment and community**	**The curriculum is substantially enriched by a wide range of enhancement programmes** They are well organised, well attended and cater for the interests of most students **Regular planned opportunities exist for students to learn within the local environment and community or beyond**

FINAL

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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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
Most staff have poor relationships with most students Guidance and counselling arrangements are poor and the school is ineffective in responding to students´ needs **Punctuality and attendance poor and not acted on** Arrangements for the suspension and exclusion of students are poorly handled **There is little or no attempt to track the wellbeing of individual students**	**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 **Limited attention is paid to attendance and punctuality, which need improving** Arrangements for the suspension and exclusion of students are unsatisfactory **The school keeps only informal track of the wellbeing of individual students**	**Staff know students well. They show them respect and respond promptly to their personal needs** Students know they can trust and confide in staff **Suitable arrangements exist to promote punctuality and attendance** Arrangements for the suspension and exclusion of students are satisfactory. **The school keeps records of significant incidents that affect the wellbeing of individual students**	**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 **Procedures to address punctuality and attendance are good** Arrangements for the suspension and exclusion of students are well-handled **There are systems for tracking students' personal welfare and for supporting individuals and groups**	**Staff have very good relationships with all students**. Staff consistently provide well-judged advice and guidance **Procedures to address punctuality and attendance are very good** Arrangements for the suspension and exclusion of students are exceptionally well-handled. **There are well developed systems for tracking students´ personal welfare and for supporting individuals or groups**

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Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

Graph 1: Student Attainment in Grade Four Literacy Test (GFLT) 2010-2015

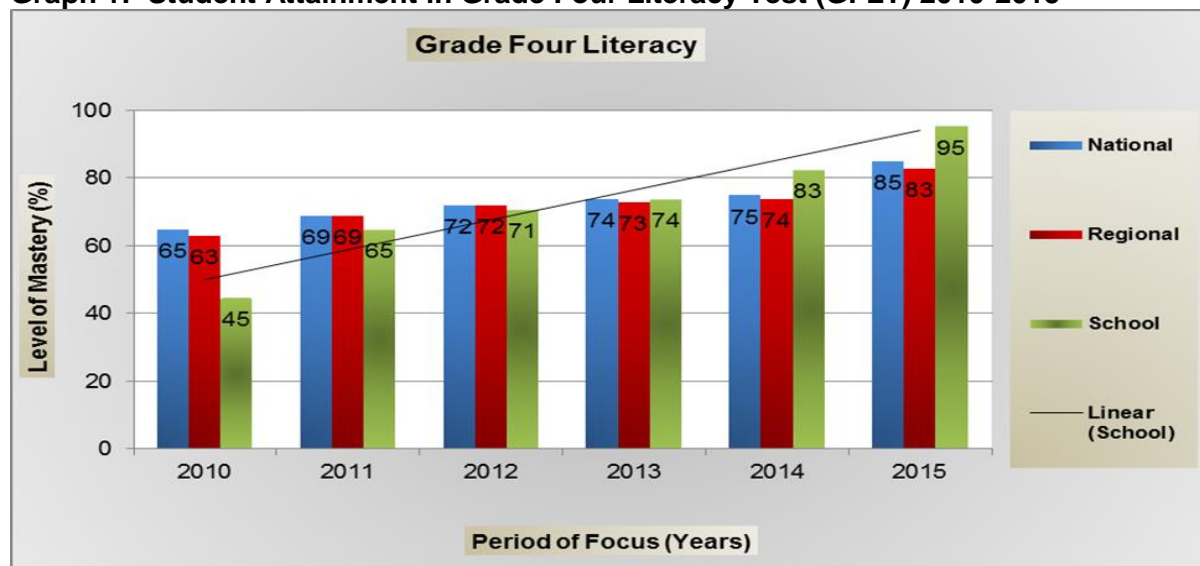**Table 1: Student Attainment in Grade Four Literacy Test (GFLT) 2010-2015**

Albion Primary					
Grade Four Literacy Test					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	24	22	**85**	**83**	**95**
2014	24	23	**75**	**74**	**83**
2013 (Cohort)	23	23	**74**	**73**	**74**
2012	26	24	**72**	**72**	**71**
2011	28	26	**69**	**69**	**65**
2010	23	29	**65**	**63**	**45**

* as at Census Day on October 12, 2015

The school's Grade Four Literacy Test mastery improved substantially throughout the 2010 to 2015 period, increasing overall by 50 percentage points. It moved from a low of 45 per cent (13 of 29 students) in 2010 to peak at 95 per cent (21 out of 22 students) in 2015. The school's mastery was below the national mastery from 2010 to 2012, on par in 2013 and above in 2014 and 2015. The deficit between the national mastery and the school's mastery was a maximum of 20 percentage points in 2010, while the surplus was a maximum of ten percentage points. The participation rate exceeded 91 per cent throughout the period.

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).*

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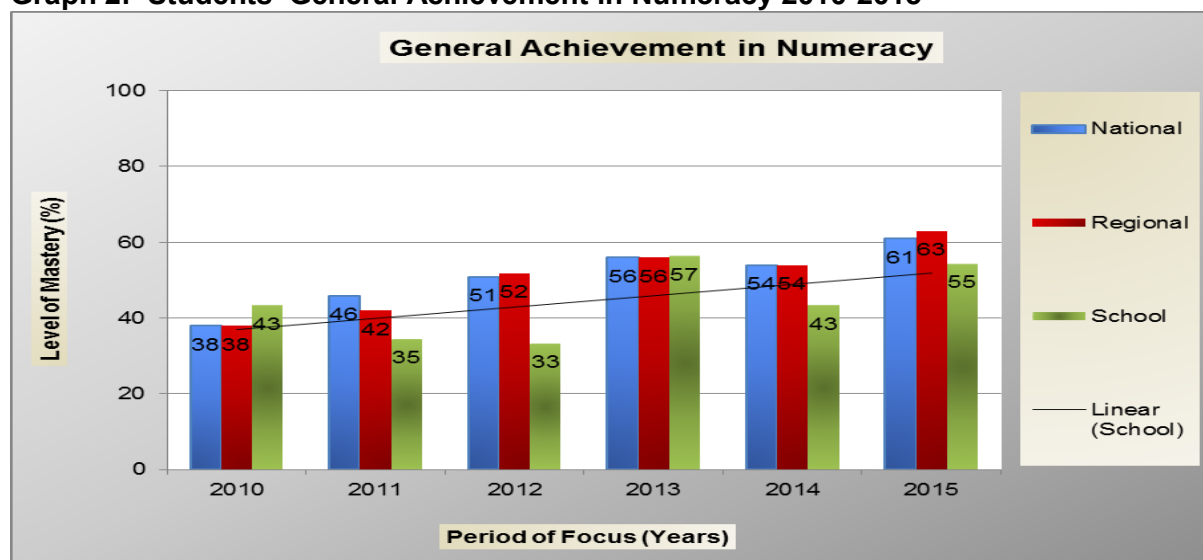
Graph 2: Students' General Achievement in Numeracy 2010-2015

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

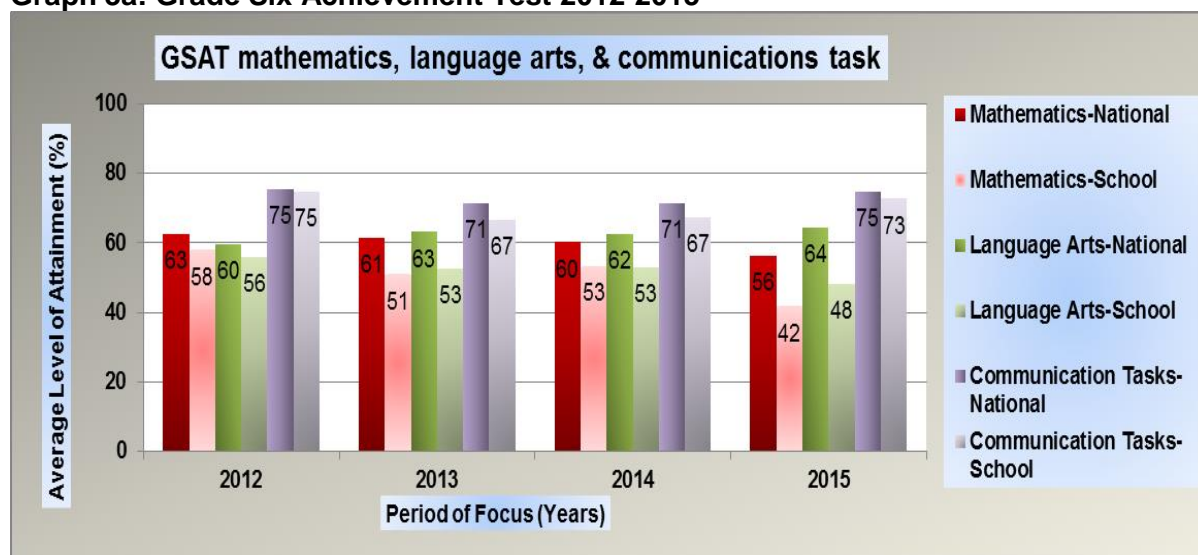| Albion Primary					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	24	22	**61**	**63**	**55**
2014	24	23	**54**	**54**	**43**
2013 (Cohort)	23	23	**56**	**55**	**57**
2012	26	24	**51**	**52**	**33**
2011	28	26	**46**	**42**	**35**
2010	23	23	**38**	**38**	**43**

* as at Census Day on October 12, 2015

There was an overall improvement in the school's GAIN mastery over the 2010 to 2015 period. It moved from 43 per cent (10 out of 23 students) in 2010 to 55 per cent (12 out of 22 students) in 2015. The lowest attainment for the period was 33 per cent (eight of 24 students) in 2012, while the 57 per cent (13 of 23 students) attained in 2013 was the school's peak performance. The school's mastery was below the national mastery in all years except 2010 and 2013, when it was above by five and one percentage point respectively. The participation rate was above 91 per cent throughout the period.

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 Albion 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 declined overall by 16 percentage points, moving from its peak of 58 per cent in 2012 to 42 per cent in 2015, the lowest of the period.

The language arts average decreased by eight percentage points overall, moving from a high of 56 per cent in 2012 to a low of 48 per cent in 2015.

For communication tasks, the average decreased marginally by two percentage points over the 2012 to 2015 period. In 2012, it was 75 per cent, the highest average for the period and fell to 73 per cent in 2015. The lowest point was 67 per cent in 2013 and 2014.

(See table 3).

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STUDENTS' ATTAINMENT

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

GSAT mathematics, language arts, & communication tasks (by Gender)
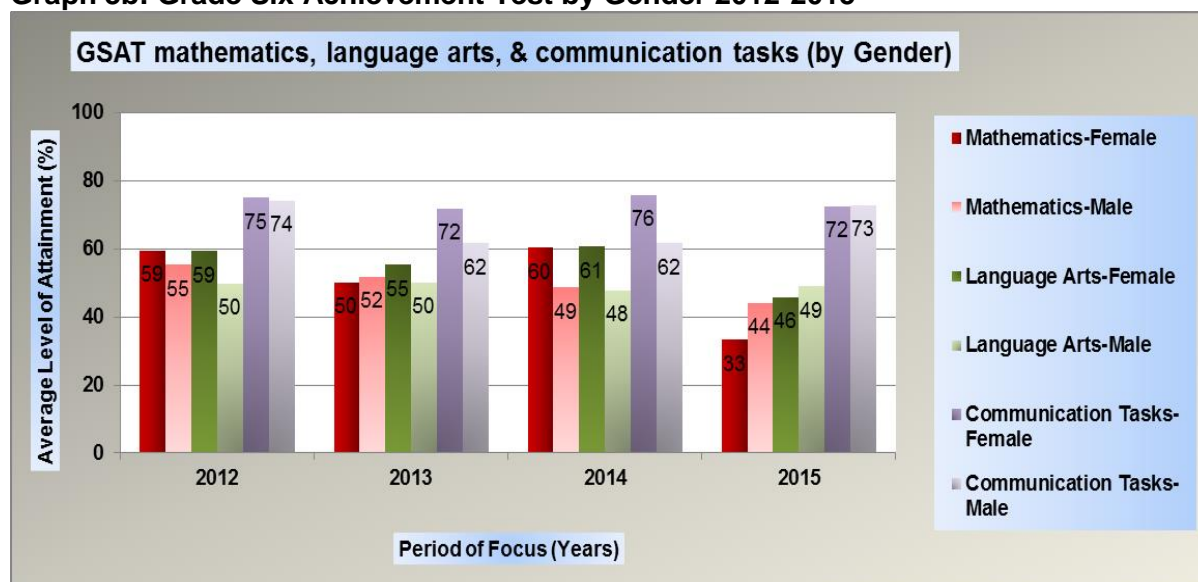
This graph illustrates the average performance of the students in Albion Primary in three of the five components of the GSAT over the last 4 years (2012-2015) by gender.

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

Data shows that for mathematics the girls outperformed the boys in 2012 and 2014, while the boys' average was higher than the girls' in 2013 and 2015. The girls' average exceeded the boys' in language arts and communication tasks in all years except 2015. The most noticeable margin was 13 percentage points in language arts in 2014.

(See table 3).

Table 3: Grade Six Achievement Test 2012-2015

Albion Primary			
2015 (Cohort data)			
Assessment	Candidates	**2015 Averages**	
GSAT Mathematics	Sitting	National	School
	23	**56**	**42**
Female	5	**58**	**33**
Male	18	**54**	**44**
GSAT Language Arts	Sitting	National	School
	23	**64**	**48**
Female	5	**68**	**46**
Male	18	**61**	**49**
GSAT Communication Task	Sitting	National	School
	23	**75**	**73**
Female	5	**77**	**72**
Male	18	**72**	**73**
2014			
Assessment	Candidates	**2014 Averages**	
GSAT Mathematics	Sitting	National	School
	25	**60**	**53**
Female	10	**62**	**60**
Male	15	**58**	**49**
GSAT Language Arts	Sitting	National	School
	25	**62**	**53**
Female	10	**66**	**61**
Male	15	**59**	**48**
GSAT Communication Task	Sitting	National	School
	25	**71**	**67**
Female	10	**74**	**76**
Male	15	**68**	**62**
2013			
Assessment	Candidates	**2013 Averages**	
GSAT Mathematics	Sitting	National	School
	26	**61**	**51**
Female	13	**64**	**50**
Male	13	**59**	**52**
GSAT Language Arts	Sitting	National	School
	26	**63**	**53**
Female	13	**67**	**55**
Male	13	**59**	**50**
GSAT Communication Task	Sitting	National	School
	26	**71**	**67**
Female	13	**75**	**72**
Male	13	**67**	**62**

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2012			
Assessment	Candidates	**2012 Averages**	
GSAT Mathematics	Sitting	National	School
	25	**63**	**58**
Female	16	**65**	**59**
Male	9	**60**	**55**
GSAT Language Arts	Sitting	National	School
	25	**60**	**56**
Female	16	**63**	**59**
Male	9	**56**	**50**
GSAT Communication Task	Sitting	National	School
	25	**75**	**75**
Female	16	**78**	**75**
Male	9	**72**	**74**

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STUDENTS' PROGRESS

Students' Starting Point

Graph 4: Grade One Individual Learning Profile-2009

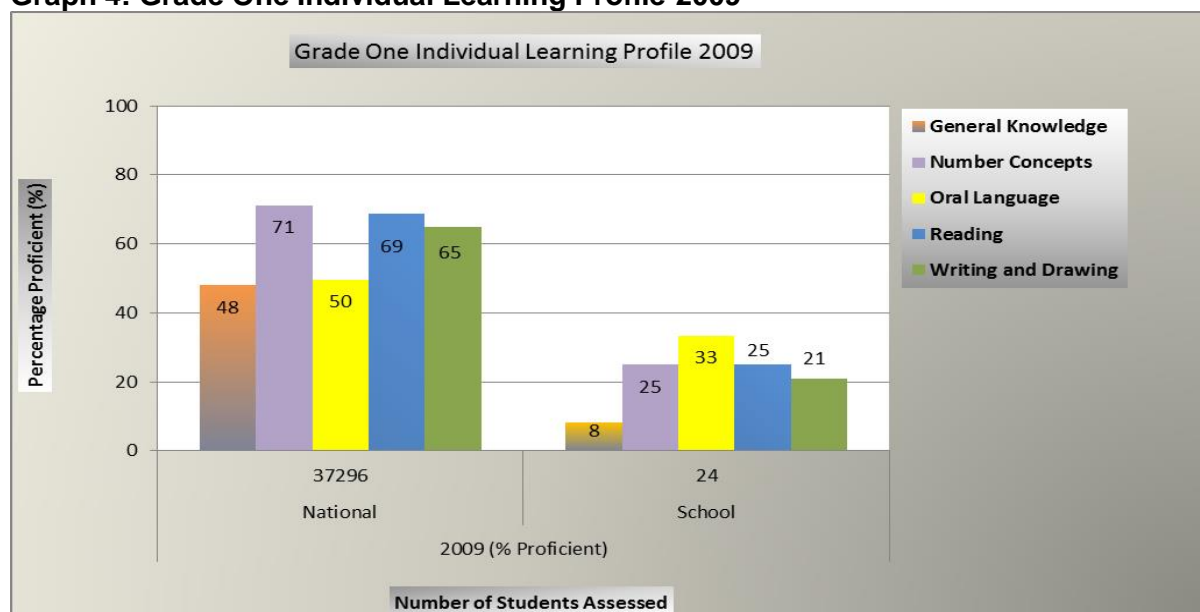Grade One Individual Learning Profile 2009

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	24	8	25	33	25	21

Twenty-four students entered Albion Primary in 2009. The proficiency levels of these new entrants were below the national proficiency levels in all components.

Data revealed that the highest proficiency level was in oral language (eight students) while the lowest proficiency level was recorded in general knowledge when only two of the 24 students were proficient; seven were assessed as **beginning**, 11 as **developing** and four as **not yet**.

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STUDENTS' PROGRESS

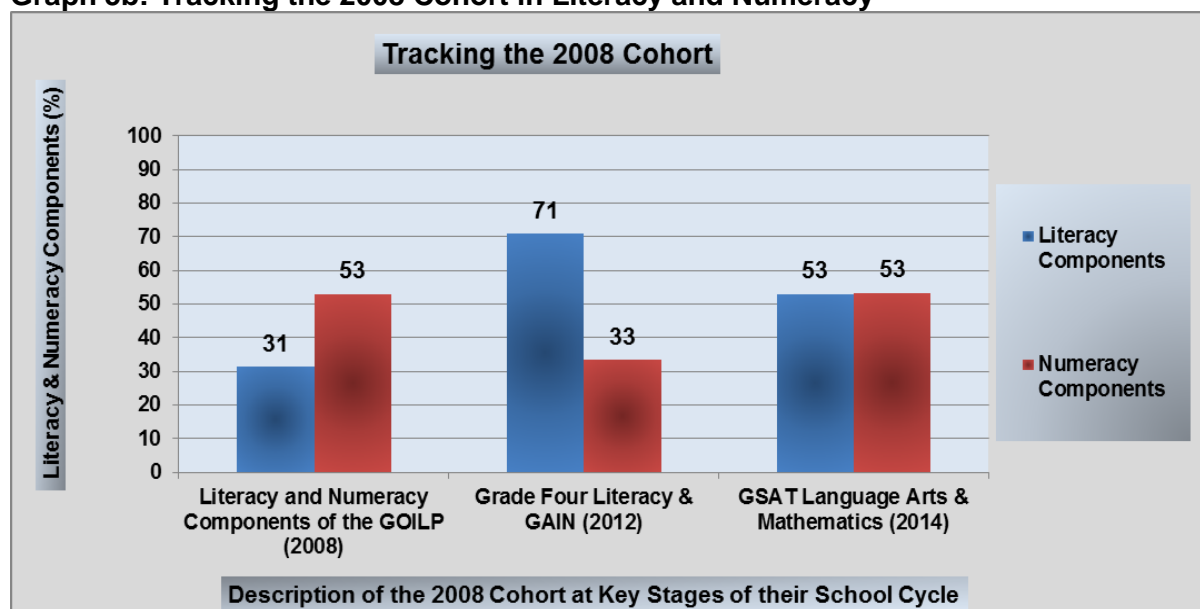**Graph 5a: Tracking the 2009 Cohort in Literacy and Numeracy**
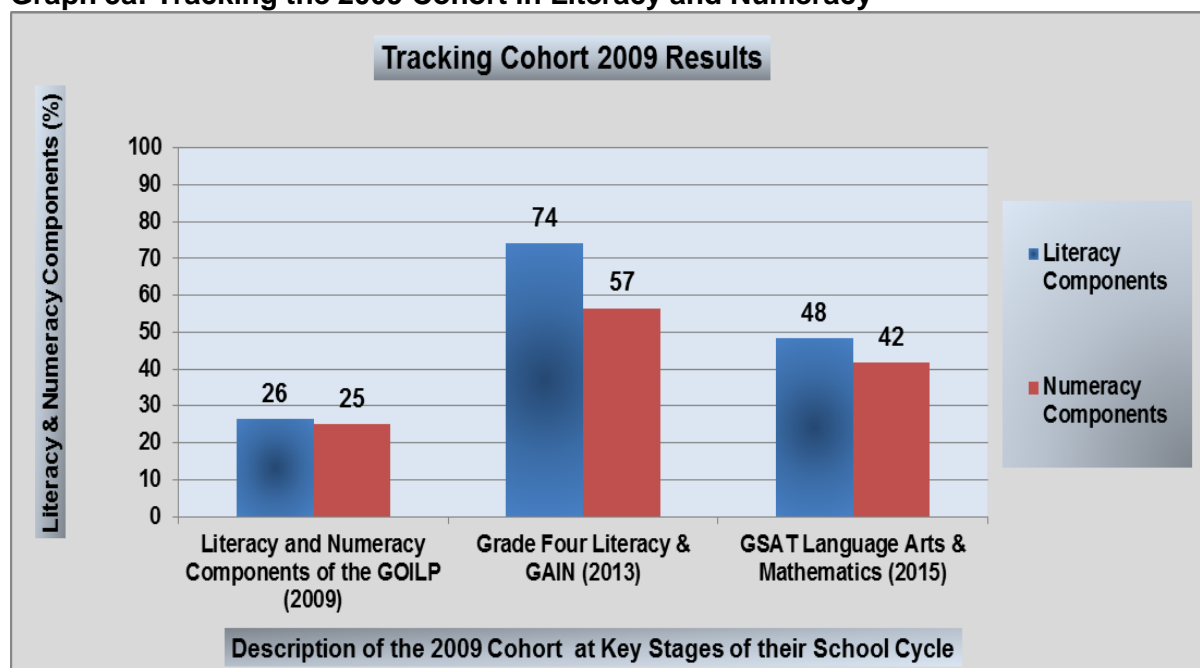
This graph tracks the performance of the **2009 Cohort** of students entering Albion Primary. It shows their **proficiency levels** in the 2009 GOILP *(literacy and numeracy components)*, their GFLT and GAIN **mastery levels** in 2013, and their GSAT language arts and mathematics **averages** for 2015.

An average of 26 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, 74 per cent of the students attained mastery in the GFLT. In 2015 the average score in GSAT language arts was 48 per cent.

Twenty-five per cent of students in the **2009 Cohort** were proficient in the number concepts component of the 2009 GOILP. In 2013, 57 per cent of the students attained mastery in the GAIN. In 2015 the average score in GSAT mathematics was 42 per cent.

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STUDENTS' PROGRESS

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

This graph tracks the performance of the **2008 Cohort** of students entering Albion 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 31 per cent of the students in the **2008 Cohort** was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the 2009 GOILP. In 2012, 71 per cent of the students attained mastery in the GFLT. In 2014 the average score in GSAT language arts was 53 per cent.

Fifty-three per cent of students in the **2008 Cohort** were proficient in the number concepts component of the 2008 GOILP. In 2012, 33 per cent of the students attained mastery in the GAIN. In 2014 the average score in GSAT mathematics was 53 per cent.

STUDENTS' PROGRESS

Graph 6a: Tracking progress of the School over time 2010-2015
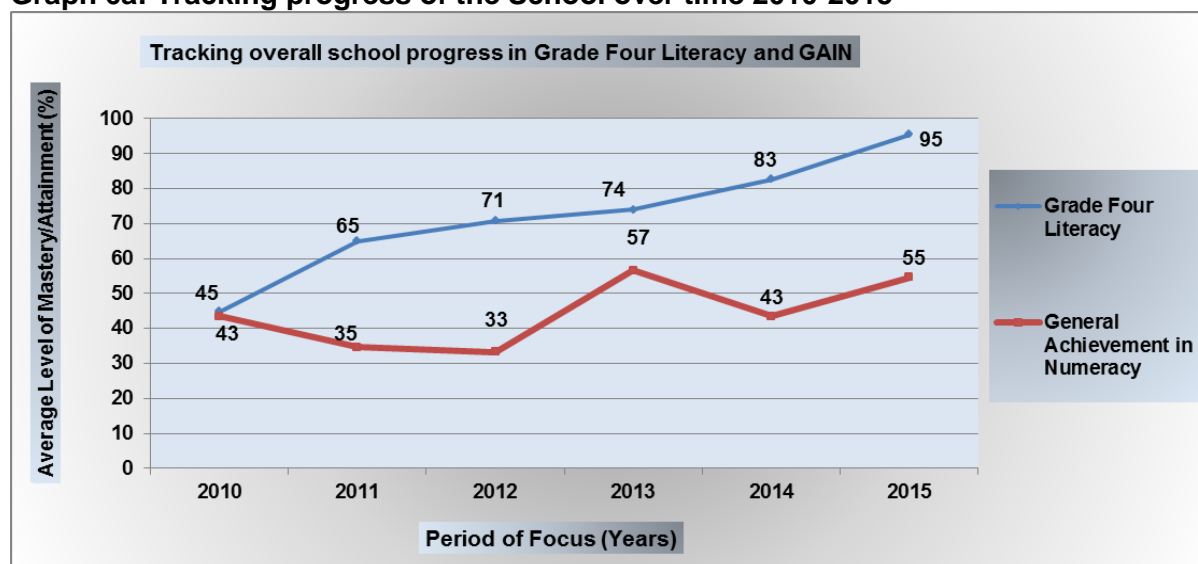
The school's Grade Four Literacy Test and GAIN mastery increased overall over the 2010 to 2015 period. Both the GFLT and GAIN mastery were close in 2010, however, the GAIN mastery remained below the GFLT mastery throughout the period under review.

Graph 6b: Tracking School's Progress from 2012-2015
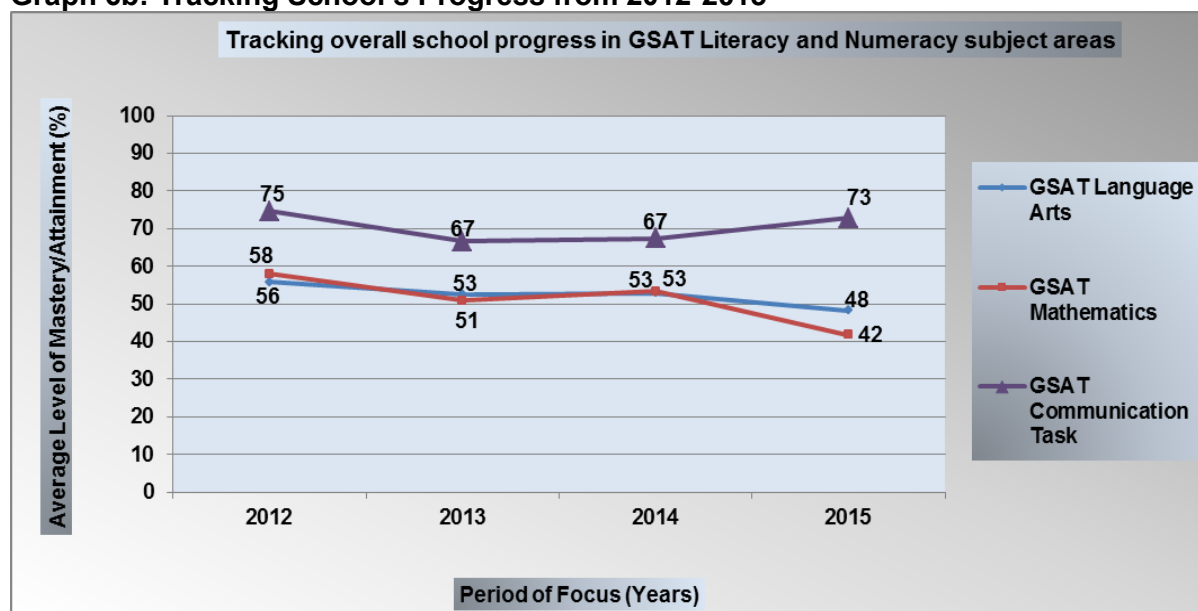
The school's averages for the three components declined overall for the 2012 to 2015 period. The mathematics and language arts averages were very close between 2012 and 2014, but they remained below communication tasks throughout the period.

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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 $^2/_5$ expressed as a percentage equals (2/5) x 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

National Education Inspectorate
School Inspection Report –
Albion Primary

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