



ALSTON PRIMARY AND INFANT SCHOOL

INSPECTION REPORT

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National Education Inspectorate
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FINAL

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Introduction

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

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

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

Key Questions

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

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

The Five-point Scale

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

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

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

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

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

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

Consistency in terminology

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

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

Profile

School's Demographics

School Code:	13004
Parish:	Clarendon
Region:	6
Locale:	Urban
Day Structure	Whole Day
Population Composition:	Co-educational
Size:	Class I
Capacity:	190
Enrolment:	95
Attendance Rate:	77%
# of Active Teachers:	4
Pupil-Teacher Ratio:	24:1
Multi-Grade:	Yes
Owned By:	Anglican

Socio-economic Context

The Alston Primary and Infant School, formerly called Alston Elementary school was established over 90 years ago by the Anglicans. This school is located in the deep rural farming district of Top Alston, North Western Clarendon approximately eight miles from Christiana and seven miles from Spalding - the two nearest rural towns.

The community is sparsely populated with most persons being farmers and many others who are unemployed. Those who have become employable have migrated to other places and the population size has remained largely unchanged due to low birth rates. The community consists mostly of persons of low socio-economic background. This, along with poor road conditions, limited housing, low employment opportunities, and inadequate transportation has negatively impacted enrolment growth. The low educational level of most of the parents has also impacted student performance as many parents are unable to assist their children with homework. The financial capability of some parents is also a cause for concern as most are unable to equip their children with basic educational requirements. There are 28 students enrolled in the Programme of Advancement Through Health and Education (PATH).

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Alston Primary is satisfactory

Overall, leadership and management is unsatisfactory

The school leaders have not demonstrated the capacity to harness the available human and material resources in order to elevate the school to its full potential. As such, there are demonstrable weaknesses in critical areas such as documentation, school improvement planning, and instructional supervision. Despite this, most teachers are committed to ensuring that students receive quality instruction. The Board, although lacking in strategic leadership, supports school processes to the extent of its capability. Satisfactory communication is established by the school with parents and beneficial links are made with members of the local community from whom a considerable amount of donations are received.

Overall, teaching in support of learning is satisfactory

Despite weaknesses in instructional supervision, the teachers provide adequate support for students' learning. They are all knowledgeable in the subject content and in many instances, demonstrate the ability to teach lesson concepts effectively. In most instances, strategies are employed that enhance participation and stimulate students' interest in lessons. During almost all lessons, there is continuous assessment through oral questioning and seat work. Most students display a positive attitude towards their work and are able to associate real-life experiences with new learning.

Overall, students' performance in English and mathematics is good

The school's performance in the Grade Four Literacy Test (GFLT) and the General Achievement in Numeracy (GAIN) were well above the national averages during the 2013 to 2015 review period. The Grade Six Achievement Test (GSAT) averages for English subjects and mathematics were also above national averages during the review period, except for 2014 when the communication tasks average was two points below.

Overall, students' progress in English and mathematics is satisfactory

Many students make incremental progress over time and in relation to their starting points. In lessons, many make adequate progress and demonstrate competence in English and mathematics concepts.

Overall, students' personal and social development is satisfactory

Overall, most students' behaviour and attitudes are good. Most are polite and courteous in their interactions with their teachers and peers. While most students are punctual for school, the average attendance rate of 77 per cent is below expected standards. Many students demonstrate an appreciation for civic, spiritual, economic and environmental matters that are appropriate to their age and grade-levels. However, they are not sufficiently aware of regional and international issues.

Overall, the use of human and material resources is satisfactory

The school has adequate teachers as the staff establishment is consistent with the students' enrolment. And, although two of the four staff members are secondary trained, teachers are satisfactorily deployed to support students' high performance in national examinations. There is adequate building space and material resources in support of the enrolment and the available resources are adequately used.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The school uses the New Standards Curriculum (NSC) as well as the Revised Primary Curriculum (RPC) which are consistently modified to meet the needs of students. An adequate range of extra-curricular activities provides varied opportunities for the students to develop academically, physically and socially.

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

Provisions for students' safety and security do not adequately address potential issues that could likely affect stakeholders, and there are concerns about the quality of monitoring and maintenance of the school grounds. However, basic provisions for students' health and wellbeing are in place.

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

- Most students behave well in class and around the school compound
- Parental and community support is evident
- Good performances in national examinations

How effective is the school overall?
The overall effectiveness of the school is satisfactory

Findings of School Inspection

1) School Leadership and Management

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

Overall, leadership and management is unsatisfactory

School-based leadership and management is unsatisfactory

The school's leaders are ineffective and do not demonstrate the interest, enthusiasm and organization skills required to drive school improvement. Despite the inadequacy of efforts, policy documents outlining procedures to guide lesson planning and assessment provide some support for teaching and learning. Daily lesson plans are written and submitted weekly and students' work are adequately assessed. Good interpersonal relationships among all stakeholders are a feature of this school as all strive to cooperate and be supportive. Most teachers are dedicated and usually go beyond the call of duty as they provide extra classes and camps at no cost to the students. The school, however, is not well managed; some key documents and policy guidelines are inadequate; systems of accountability are not effective, and the data management system is inefficiently managed. In addition, school leaders do not always follow the required protocol in carrying out their duties. For instance, they engaged the services of a clerical assistant without the requisite referral to the Board. Furthermore, the organization of documents is poor and retrieval is difficult. This is especially true for teachers' files, Board minutes and financial records.

Self-evaluation and school improvement planning is unsatisfactory

The school's self-assessment and school improvement planning processes are inadequate. While documents regarding the student assessment system and School Self-Evaluation (SSE) are completed, the staff appraisal documents are incomplete, and the School Improvement Plan (SIP) is out-dated. Many discussions are held with parents; however, there are inadequate avenues for them to share their views for school improvement in general, as much of the focus is on students' performance. Nevertheless, the views of most stakeholders are considered when identifying priorities for improvement. These include recruitment of a Principal, construction of a proper perimeter fence, addressing termite infestation of the building and furniture, demolition of old buildings and capacity building of staff. There is no documented evidence of an effective plan to address these priorities except for appeals to the Ministry of Education, Youth and Information (MoEYI) and a few private companies for assistance. However, some of these plans including the replacement of pit latrines and improvement in water supply have been successfully implemented.

Governance is unsatisfactory

The Board executes some functions and supports school processes to the extent of its capability. It is, however, not strategic as its efforts are mainly routine. For instance, while the Board's term ends in March 2017, it is still not fully constituted; only four members consistently attend meetings; the minutes seen reflect limited business conducted by the Board and there is no evidence that it meets as the regulations require. Nevertheless, the Board Chairman gives much support to the school; he visits regularly, review operations,

sign cheques, and prepares his correspondences. Also, other members provide some support and attend functions. The Board members are known to the staff based on their satisfactory level of involvement. Also, two of the four Board members are teachers and as such are familiar with education policies and the school.

Relationship with parents and the local community is satisfactory

The school maintains satisfactory communication with parents through phone calls and text messages. Parents receive annual reports of their children's progress, and the Acting Principal addresses concerns at the Parent Teacher Association (PTA) meetings, which are held twice per term. Also, parents are informed about school activities through the calendar of events. While there is limited financial support from parents, many provide voluntary work at school activities. For example, the PTA president assists in the canteen from time to time. There are many discussions with the parents and they are generally pleased with the progress that students are making. Beneficial links are made with members of the local community from whom a considerable amount of donations is received. For instance, past students donate food and clothes, and the Member of Parliament donate trophies for Sports Day. Other donations include a bathroom block from Food for the Poor and water tanks from Jamaica National Building Society.

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	Unsatisfactory
Self-evaluation and improvement planning	Unsatisfactory
Governance	Unsatisfactory
Relations with parents and community	Satisfactory

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

All teachers have adequate content knowledge as they present accurate information in lessons and are confident in their delivery of the curriculum. In many instances, teachers show their ability to teach lesson concepts effectively using songs and jingles to stimulate students' engagement. For example, in a Grade 1 and 2 integrated studies lesson on the topic 'Feelings', the teacher engaged students in singing 'If you're happy and you know it' at the start of the lesson. In many instances, teachers reflect by reviewing previous lesson concepts, primarily at the beginning of the lesson, and mainly during lesson delivery to take corrective actions if necessary. However, there is no evidence that lesson evaluations are written to guide teachers' planning for students who may not have understood concepts in previous lessons.

Teaching methods are satisfactory

In most instances, teachers are prepared for their lessons with fairly well-developed plans that integrate the 5E format of lesson delivery. Some, however, are lacking in detail and as a consequence, these lessons are unstructured and ineffective. The pace of most lessons is satisfactory; adequate curriculum content is covered during the allotted time, and many students are kept on task during lessons. While lecture and questioning are the dominant strategies used in the upper grades, most teachers integrate other appropriate strategies including, group work, discussions, brainstorming and the discovery method. An example of brainstorming was observed in a Grade 1 and 2 integrated studies lesson on 'Feelings' where students were asked to suggest a definition of the topic. These strategies enhance participation and stimulate students' interest in lessons. There are quality interactions between students and teachers during discussions in lessons as most teachers accommodate questions from the students. There is an effective use of available resources to enhance teaching and learning. In a Grade 4 language arts lesson, for example, an animated YouTube video was used to introduce the concept of homophones which generated interest in the topic. Also, in a Grade 5 and 6 social studies lesson, the students used the globe to explore how the Earth's rotation results in seasons. In this instance, visual stimulation served to enhance the lesson delivery. In most instances, teachers routinely motivate students with praise, encouraging words, and applause.

Students' assessment is satisfactory

Although there is no documented assessment policy, there are established procedures and practices in place to guide the frequency, format and weighting of assessment tasks. During almost all lessons, there is continuous assessment through oral questioning and seat work. In many cases, teachers review individual work during the class as seen in a Grade 5 mathematics lesson. In addition to end of unit, mid-term and end of term tests, alternate assessments such as projects, portfolios and homework are also administered to provide opportunities for students to demonstrate their understanding of concepts. This is weighted at 20 per cent of the final grade. Test results are regularly entered into the marks registers by all teachers to facilitate the tracking of students' progress. There is little evidence, however, to indicate how the marks are utilized to inform teaching and learning. In many classes, the teachers monitor the students as they work and provide oral feedback to them to guide the improvement and development of skills.

Student learning is satisfactory

Most students display a positive attitude towards their work. They are attentive as they listen to their teachers; they follow the instructions given, and participate effectively by answering questions and sharing activities. In some of the lower grades, all students utilise supplementary readers while the teacher carries out administrative duties. Students' inquiry and research skills are not adequately developed. However, evidence of research skills was seen in a Grade 4 classroom where there was a display of students' work featuring a model of an Arawak village. Many students are able to associate real-life experiences with new learning. For example, in a Grade 3 integrated studies lesson, many students are aware of social graces such as respect, how to behave in public, and what to do before eating. Satisfactory collaborative skills are seen across the school as some group work is utilised in most lessons as well as team games in physical education. Higher order and critical thinking skills are not adequately developed as there is greater emphasis on lower level skills such as recall and comprehension.

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

3) Students' Academic Performance

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

Overall, students' performance in national tests is good

Students' performance in English is good

The school's performance in the Grade Four Literacy Test (GFLT) and the Grade Six Achievement Test (GSAT) language arts exceeded expectations throughout the period, while the communication tasks did not meet expectations in all years of the period 2013 to 2015.

The school achieved full mastery in the GFLT throughout the review period 2013 to 2015. The number of students attaining GFLT mastery increased steadily; five, six and seven in 2013, 2014 and 2015, respectively. The school's mastery remained above the national mastery throughout the period with a maximum surplus of 26 percentage points in 2013. The participation rate was lowest in 2013 at 83 per cent.

The school's averages in the GSAT language arts were above national averages throughout the review period 2013 to 2015. However, in 2014, the school attained an average of 69 per cent in the communication tasks, which was just two percentage points below the national average. The widest gap in performance was 12 percentage points in communication tasks in 2013 when it was above the national average. An examination of the performance by gender revealed that the girls outperformed the boys in communication tasks throughout the period, while the girls outperformed the boys in language arts in all years except 2013. The widest deficit was 36 percentage points for language arts in 2015. The number of students sitting GSAT language arts and communication tasks increased overall from six in 2013 to eight in 2015.

Students' performance in mathematics is good

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

The school's performance in the GAIN was above the national mastery in each year of the 2013 to 2015 period. The widest deficit between the school's performance and national

mastery was 44 percentage points in 2013. The participation rate was lowest in 2013 at 83 per cent.

The school's GSAT mathematics average remained above the national average for the 2013 to 2015 review period. The widest deficit was 20 percentage points in 2013. Data shows that the boys performed better than the girls did in all years except 2015 when the girls' average was 30 percentage points higher (the widest gap for the period). The number of students sitting GSAT mathematics increased overall from six in 2013 to eight in 2015.

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

4) Students' Academic Progress

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

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

Students' progress in English is satisfactory

Eight students entered the school in 2009. An average of 75 per cent of the cohort was found to be proficient in the literacy components (oral language, reading, writing and drawing) of the Grade One Individual Learning Profile (GOILP). In 2013, all the students attained mastery in the GFLT. In 2015, the average score in GSAT language arts was 75 per cent.

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

In English lessons, many students make adequate progress and demonstrate competence in basic topics such as tenses, opposites, and homophones. In Grade 1 and 2, most students are able to identify adjectives and use them in sentences. In Grade 3, most students, mainly girls, are able to do syllabic recognition of given words orally. In Grade 4, most students are able to give the meaning of homophones such as air and ear as well as three and tree. Most students in Grades 5 are able to give the opposite of hate, bad, slow, and hard. In Grade 6, many students are able to write sentences relating to paragraphs.

Students' progress in mathematics is satisfactory

Eighty-eight per cent of students in the 2009 cohort were proficient in the number concepts component of the GOILP. In 2013, all the students attained mastery in the GAIN. In 2015, the average score in GSAT mathematics was 75 per cent.

The school's mastery in the GAIN decreased between 2013 and 2015 but remained well above national levels. Performance in GSAT mathematics decreased overall for the period 2013 to 2015.

In lessons, many students make adequate progress and demonstrate an understanding of basic concepts including subtraction, ordinal numbers and estimation. In Grade 1 and 2, most students are able to identify ordinal numbers accurately, such as first and fifth. In Grade 3, some students understand the concept of estimation and can apply this to the addition of numbers. Many students in Grade 4 are able to identify the different scales such as spring and balance. In Grade 5 and 6, many Grade 5 students can subtract monetary values such as $\$300 - \$245.30 = \$54.70$; and many Grade 6 students are able to calculate the diameter and circumference of a circle given its radius.

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

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall students' personal and social development is satisfactory

The students' behaviours and attitudes are good

Overall, most students are well behaved and many are prepared for their lessons. Most are polite and courteous in their interactions with their teachers and peers. For instance, most students extend simple courtesies such as good morning and good afternoon. Additionally, most students display a positive attitude towards their school work. For example, most were orderly and raised their hands to be recognised by their teachers to answer questions, and were attentive as they listened to their teachers. Most students are eager to share in the class activities. In most instances, students are well prepared for class with their required resources such as pencils, notebooks and textbooks.

Punctuality and attendance is unsatisfactory

The school's average attendance rate of 77 is below expected standards. However, in the lessons observed, most students were present and very few arrived after devotions. The bell is generally rung on time, contributing to the improvement of transition after breaks. However, in a few instances, valuable time is lost during class transitions as some students engage in play.

The civic understanding and spiritual awareness of the students are satisfactory

Many students demonstrate a basic awareness of national identity, culture and civic responsibilities. There are murals of the National Heroes and Symbols on the walls of the school compound to heighten students' awareness of their national identity. Many students demonstrate satisfactory awareness of local traditions and culture. Many also demonstrate awareness of civic responsibility such as the importance of attending school and participating in co-curricular activities. Of note, most students recognise the importance of devotional exercises and posture attitudes of reverence during devotional activities. Some students have responsibilities such as prefects from Grade 5 and 6, head boy and girl and class monitors. They help to maintain discipline in the absence of teachers and monitor the younger students outside. Most students share in the devotion conducted by the teacher; they sing, read the scriptures and pray.

Students' economic awareness and understanding is unsatisfactory

Some students demonstrate satisfactory awareness of Jamaica's contribution to regional and global development. A few students are able to cite examples of Jamaica's contribution to regional development. While some students are able to state the contributions they would like to make to Jamaica's development, many students demonstrate little understanding of economic issues. For instance, most students are unable to explain how taxes benefit the economy.

Students' environmental awareness and understanding is satisfactory

Many students are knowledgeable of environmental issues and the impact of man's actions on the environment. Most are able to state examples of poor waste disposal practices and the impact such as flooding and the spread of diseases. Aspects of the curriculum also address these issues with much focus on the local environment. Students' knowledge of regional and international environmental problems is limited. However, most students demonstrate care of their surroundings as the school compound is fairly clean and garbage is disposed of appropriately in the receptacles provided.

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

6) Use of Human and Material Resources

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

Overall, the use of human and material resources is satisfactory

The quality of human resources is satisfactory

The school has adequate teachers as the staff establishment is consistent with the students' enrolment. There are four teachers on staff inclusive of the Principal. Two teachers are primary trained and others are secondary trained, with all being exposed to on-going internal and external training relevant to the grade level they teach. The school's support staff includes janitor, cooks and watchmen.

The use of human resources is satisfactory

Although two members of staff are secondary trained, teachers are satisfactorily deployed and contributing to the students' good performance in national examinations. The Acting Principal is assigned to Grade 3, and when she is conducting her administrative duties, the students lose valuable contact time. In most instances, teachers attend school regularly and arrive before the start of the school day. Six watchmen work on shifts from Monday to Friday and on weekends to ensure the security of the school. The janitor maintains a clean school environment while the cook ably prepares lunches for students and staff.

The quality and quantity of material is satisfactory

There is adequate building space in support of the enrolment. All classrooms and support areas are conveniently housed in the single school building. There are ornamental plants in the schoolyard to add to the ambience of the compound and there are concrete seats for students outside. There is a new bathroom block which has replaced the pit latrines. However, the school building and some of the desks and tables are infested with termites resulting in a shortage of classroom furniture. The partitions between classes do not reach the ceiling and in many cases, the noise level from adjacent classes impact negatively on lesson delivery. However, there are some charts on display in classrooms with much more mobiles and manipulatives in the lower grades. There are learning corners for subject areas such as language arts, science, and integrated studies. The inventory log shows 27 computers which are not working and 27 desks and chairs that are in a state of disrepair.

The use of material resources is satisfactory

The available resources are well used. The school building, which accommodates two infant classes, is used mainly for teaching and learning. The school's premises are also used as a polling station during elections, as a shelter by the Office of Disaster Preparedness and Emergency Management (ODPEM), and for meetings by the Empower Women Movement. There is commendable use of teaching resources as teachers make use of what is available. Teachers use their homemade charts and MoEYI textbooks to enhance their lessons. However, the absence of internet connection and working computers affect the use of technology in lessons.

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

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The National Standards Curriculum (NSC) is used at Grades 1 and 4 and the Revised Primary Curriculum (RPC) is used at Grades 2, 3, 5 and 6. There is collaborative planning in common planning time, during which all teachers deliberate on the best resources and strategies to employ that will enable students to grasp specific concepts. Teachers also modify the curriculum at the grade level, guided by the needs of the students. In addition, satisfactory differentiation is seen as Grade 5 and Grade 6 students are taught separately by the same teacher. Teachers offer extra lessons and study camps for students in order to enrich their understanding and strengthen their skills, particularly in preparation for examinations. There are adequate provisions on the timetable for language arts and mathematics, which are taught daily throughout the school. Civics, health and family life education (HFLE), and physical education provide balance in the curricular offerings, particularly at the upper grades. In most classes, the curriculum content is appropriate for the grade level; lesson objectives are attainable, and the activities are relevant to the concepts taught. In a few instances, cross-curricular links were evident; for example, in the Grade 1 and 2 mathematics lesson, the concept of ordinal numbers was conveyed through physical education activities while students drew on their language arts skills when they write numerals in words.

Enhancement programmes are satisfactory

Overall, the school offers many enhancement programmes and activities to enrich the curriculum. These include the Brownies, Troop, District Association Sports, Spelling Bee, Builders' Club, and Reading Club. There is also Reading Ladder and Read Out Day where the boys read to the school inclusive of parents. The Brownies and some students camp at different schools including Moravia Primary. Clubs are scheduled on the timetable for Friday afternoons to enhance attendance. Field trips and cultural activities such as the annual Jamaica Day celebration also enhance the curriculum. The weekly devotions conducted by

members of the Full Truth Church of God also helps to strengthen students' spiritual awareness.

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

8) Student Safety, Security, Health and Wellbeing

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

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

Provisions for safety and security are unsatisfactory

The safety and security policy document that guides the action of stakeholders in the event of such emergencies does not adequately address possible safety issues that could likely arise on the school grounds. Also, there are concerns about the quality of monitoring and maintenance of the school grounds. These include the lack of a clear evacuation route to the assembly point, infrequency of fire drills, unavailability of serviced fire extinguishers, steep terrain to which students are largely exposed and unsecured abandoned buildings adjacent to the school. Despite these challenges, security provisions have been implemented as there are six watchmen who work on shift to ensure the security of the school; the gas cylinder is stored in a grilled cage outside of the canteen; and security signs such as 'Out of Bounds' and 'Do not climb trees' adequately warn students of potential danger.

Provisions for students' health and wellbeing are satisfactory

Basic provisions for students' health and wellbeing are in place. Students' health is given due attention as they are required to complete the necessary screening prior to admission to the school. In cases of accident or illness, students are taken to nearby health facilities in Spalding. There are positive relationships among students, teachers and Principal, which contributes to a relaxed school environment. And, while there is no guidance counsellor, teachers through the HFLE curriculum provide some service in this regard. All teachers contribute to the management of discipline and most students are punctual and attend school fairly regularly. While there is a critical incident log, it is not currently in use. There are 28 students on PATH who are provided with lunch at a reduced cost. Free lunch is also given to some students who are not on PATH. Students also benefit from items donated by stakeholders.

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

Recommendations from the Previous Inspection on September 19, 2012:

1. The Principal should:
 - a. Institute a robust document management system and ensure that data is used to drive instruction and intervention in various subject areas;
 - b. Rigorously assess the problems affecting students' performance in mathematics and English in national tests and plan effective programmes to remedy the weaknesses identified; and
 - c. Build the support of parents in students' learning.
2. The Principal and teachers should seek support in developing the competence in:
 - a. Modifying the curriculum for multi-grade teaching;
 - b. Managing and organizing the multi-grade classroom; and
 - c. Planning assessments for the multi-grade classroom.
3. The Ministry of Education, through the Technical Services Unit and the National Education Trust (NET) should, in the shortest possible time, investigate the possibility of erecting security fencing to the back and sides of the compound and installing water closets.

Recommendations

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

1. The MoEYI through the relevant agencies should:
 - a. provide opportunities to strengthen the school's leadership and management team through capacity building in the area of strategic leadership especially in planning and implementation;
 - b. fast track the appointment of a Principal;
 - c. complete the perimeter fence to support the safety and security of staff and students;
 - d. address the termite infestation of the entire school;
 - e. improve the partitions to reduce the level of interference in lesson delivery;
 - f. demolish the abandoned buildings which pose a safety risk for students; and,
 - g. appoint a functional school Board and engage members in training opportunities with a focus on strategic leadership.
2. The Principal and senior teacher should:
 - a. ensure the consistent evaluation of lessons indicating the remedial actions which are required;
 - b. implement a comprehensive safety and security policy as well as health and wellbeing policy; and,
 - c. implement a structured and organised literacy and numeracy programme to further enhance students' performance on national assessments, especially in mathematics.

Further Action

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



Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

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

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	22
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	05	06	11
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	04
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Number of scheduled interviews completed with students	1
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	Parents	Students	Teachers
Number of questionnaires returned and analysed	-	-	-

Appendix 2 - Inspection Indicators

Inspection indicators serve a number of purposes:

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

Inspection Indicators

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

1.1 School-based leadership and management

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

1.2 Self-evaluation and improvement planning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

1.3 Governance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

1.4 Relations with parents and the local community

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

2.2 Teaching methods

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

2.3 Assessment

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

2.4 Student learning

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

5.1 Students' behaviour and attitudes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.2 Punctuality and Attendance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.4 Students' economic awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

5.5. Environmental awareness and understanding

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

6.1. Human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.2 Use of human resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.3 Material resources – Quality and Quantity

Key strands

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

Short descriptions to illustrate the five-point scale:

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

6.4 Use of material resources

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

7.1 Relevance

Key strands

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

Short descriptions to illustrate the five-point scale:

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

7.2 Enhancement Programmes

Key strands

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

Short descriptions to illustrate the five-point scale:

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

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

8.1 Safety and security

Key strands

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

Short descriptions to illustrate the five-point scale:

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

8.2 Health and wellbeing

Key strands

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

Short descriptions to illustrate the five-point scale:

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

Appendix 3 - National Test Data

STUDENTS' ATTAINMENT

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

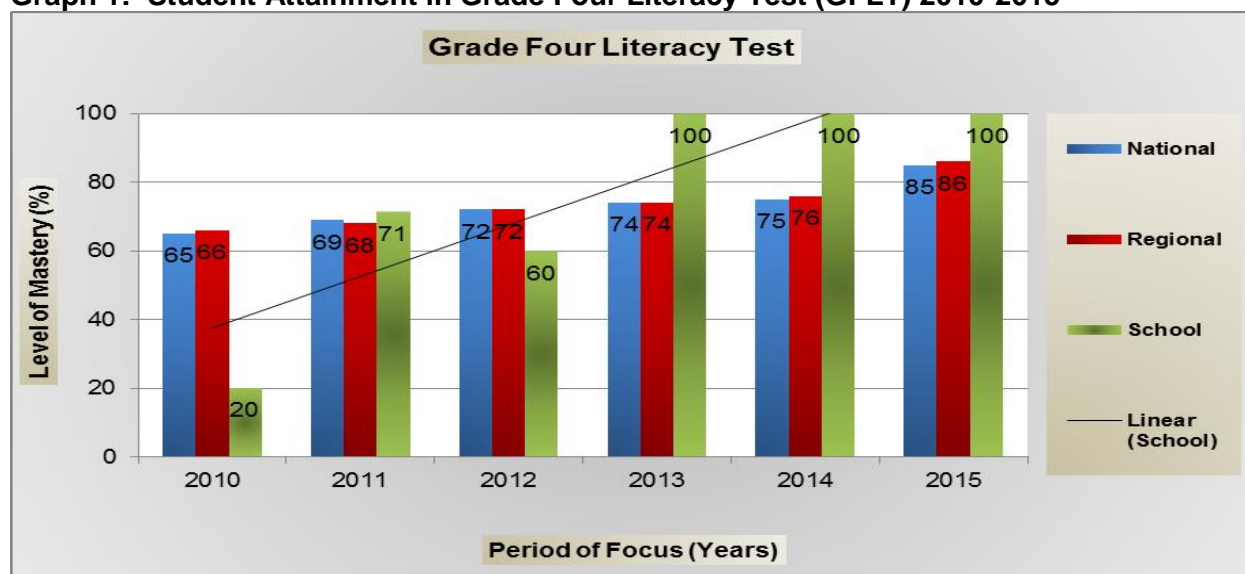


Table 1: Student Attainment in Grade Four Literacy Test (GFLT) 2010-2015

Alston Primary and Infant					
Grade Four Literacy Test					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	5	7	85	86	100
2014	6	6	75	76	100
2013 (Cohort)	6	5	74	74	100
2012	5	5	72	72	60
2011	7	7	69	68	71
2010	8	5	65	66	20

* as at Census Day on October 12, 2015

The school's Grade Four Literacy Test mastery increased considerably over the 2010 to 2015 period. It improved by 80 percentage points, moving up from a low of 20 per cent (one of five students) in 2010 to 100 per cent in 2013 when the five students who sat the test attained mastery. The school's mastery remained constant between 2013 and 2015. The school's performance was above the national performance in all years except in 2010 and 2012, when it was below by 45 and 12 percentage points respectively. The highest surplus was 26 percentage points in 2013. The participation rate was lowest in 2010 (63 per cent).

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

STUDENTS' ATTAINMENT

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

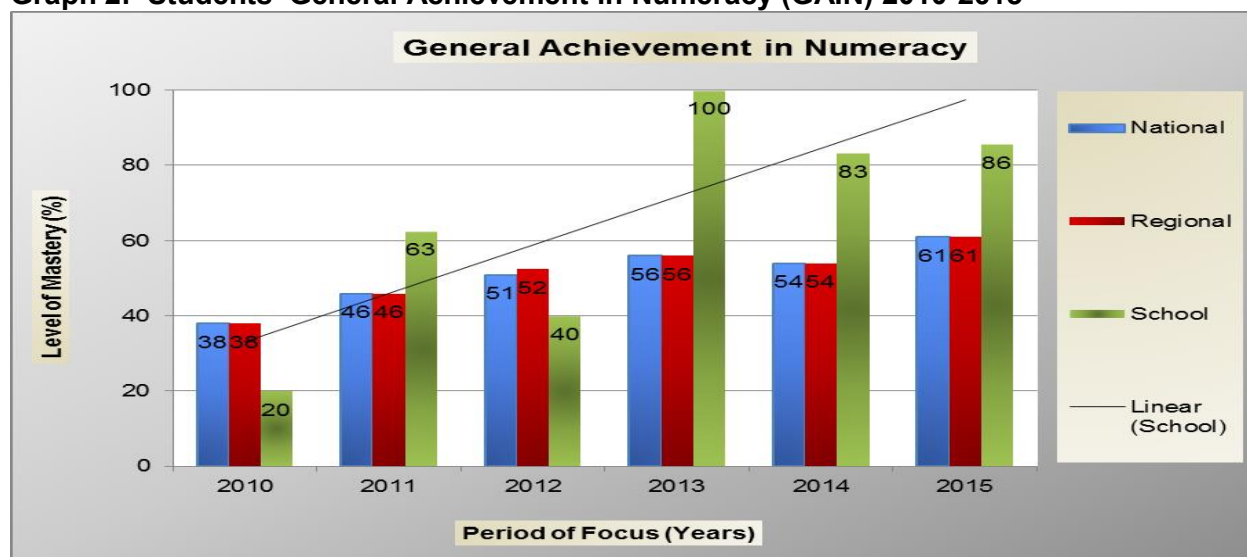


Table 2: Students' General Achievement in Numeracy (GAIN) 2010-2015

Alston Primary and Infant					
General Achievement in Numeracy					
Assessment Year	Candidates		Percentage Mastery		
	Grade Four Cohort*	Sitting	National	Regional	School
2015	5	7	61	61	86
2014	6	6	54	54	83
2013 (Cohort)	6	5	56	56	100
2012	5	5	51	52	40
2011	7	8	46	46	63
2010	8	5	38	38	20

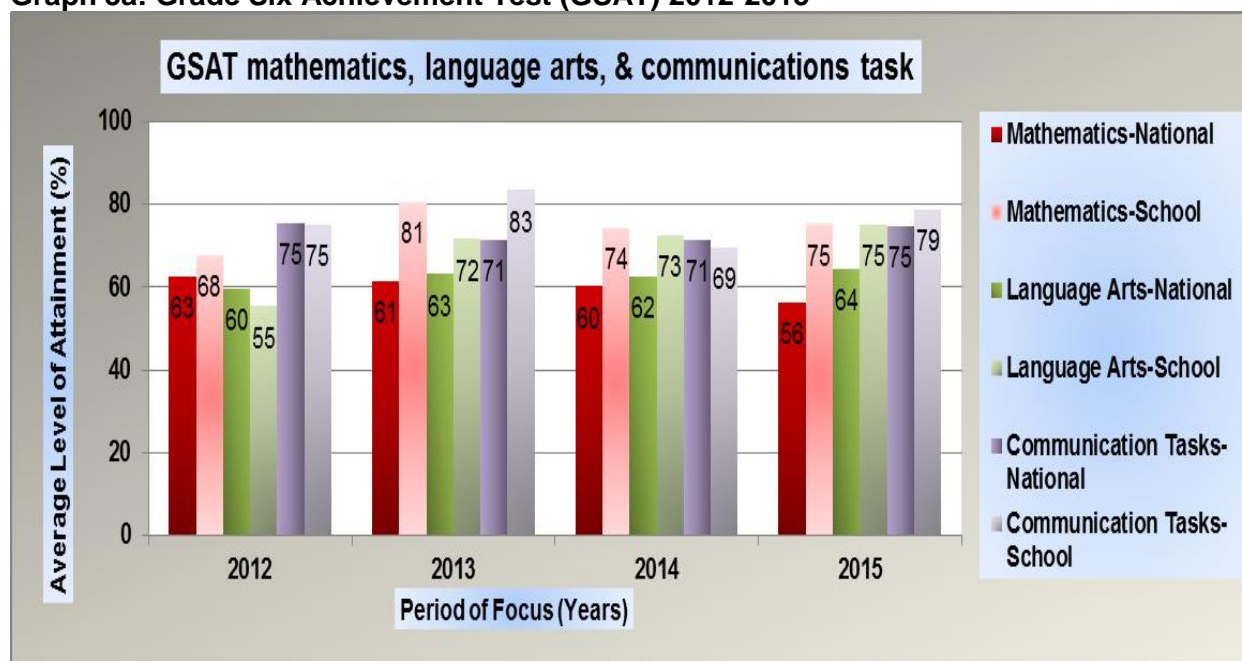
* as at Census Day on October 12, 2015

The school's mastery increased considerably between 2010 and 2015. There was an 80 percentage point improvement in the GAIN mastery from 20 per cent in 2010 to 100 per cent in 2013. Despite a 14 percentage point decline between 2013 and 2015, the school's mastery improved overall for the period. The school's performance was above the national performance in all years except 2010 and 2012 when it was below by 18 and 11 percentage points respectively. The widest surplus was 44 percentage points in 2013. The participation rate was lowest in 2010 (63 per cent).

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

STUDENTS' ATTAINMENT

Graph 3a: Grade Six Achievement Test (GSAT) 2012-2015



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

School's performance against the national average

The school's averages were above the national average in mathematics and language arts in all years except in 2012 when language arts was below by five percentage points. The communication tasks average was on par with the national in 2012, above in 2013 and 2015, and below in 2014.

School's performance by subjects

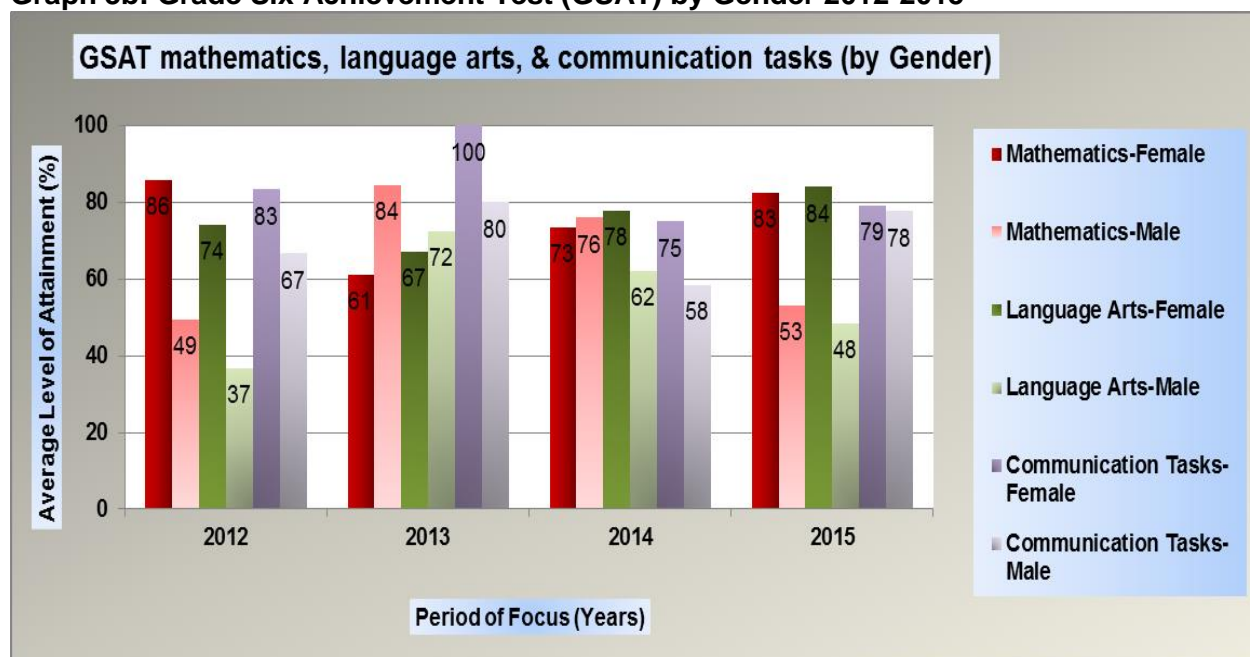
The mathematics average increased overall, rising by seven percentage points from a low of 68 per cent in 2012 to 75 per cent in 2015. It peaked at 81 per cent in 2013.

There was an overall increase in the language arts average from a low of 55 per cent in 2012 to peak at 75 per cent in 2015.

For communication tasks, the average increased overall by four percentage points from 75 per cent in 2012 to 79 per cent in 2015. The lowest average for the period was 69 per cent in 2014.

STUDENTS' ATTAINMENT

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



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

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

Data shows that the girls outperformed the boys in all three subjects in 2012 and 2015. In 2013, the boys' average exceeded the girls' in mathematics and language arts. The girls outperformed the boys in language arts and communication tasks in 2014. The performance gaps were narrowest in 2013, while the widest gap (37 percentage points) was in mathematics and language arts in 2012.

STUDENTS' ATTAINMENT

Table 3: Grade Six Achievement Test (GSAT) 2012-2015

Alston Primary and Infant			
2015 (Cohort data)			
Assessment	Candidates	2015 Averages	
GSAT Mathematics	Sitting	National	School
	8	56	75
Female	6	58	83
Male	2	54	53
GSAT Language Arts	Sitting	National	School
	8	64	75
Female	6	68	84
Male	2	61	48
GSAT Communication Task	Sitting	National	School
	8	75	79
Female	6	77	79
Male	2	72	78
2014			
Assessment	Candidates	2014 Averages	
GSAT Mathematics	Sitting	National	School
	3	60	74
Female	2	62	73
Male	1	58	76
GSAT Language Arts	Sitting	National	School
	3	62	73
Female	2	66	78
Male	1	59	62
GSAT Communication Task	Sitting	National	School
	3	71	69
Female	2	74	75
Male	1	68	58
2013			
Assessment	Candidates	2013 Averages	
GSAT Mathematics	Sitting	National	School
	6	61	81
Female	1	64	61
Male	5	59	84
GSAT Language Arts	Sitting	National	School
	6	63	72
Female	1	67	67
Male	5	59	72
GSAT Communication Task	Sitting	National	School
	6	71	83
Female	1	75	100
Male	5	67	80

2012			
Assessment	Candidates	2012 Averages	
GSAT Mathematics	Sitting	National	School
	4	63	68
	Female	2	65
	Male	2	60
GSAT Language Arts	Sitting	National	School
	4	60	55
	Female	2	63
	Male	2	56
GSAT Communication Task	Sitting	National	School
	4	75	75
	Female	2	78
	Male	2	72

STUDENTS' PROGRESS

Students' Starting Point

Graph 4: Grade One Individual Learning Profile (GOILP)-2009

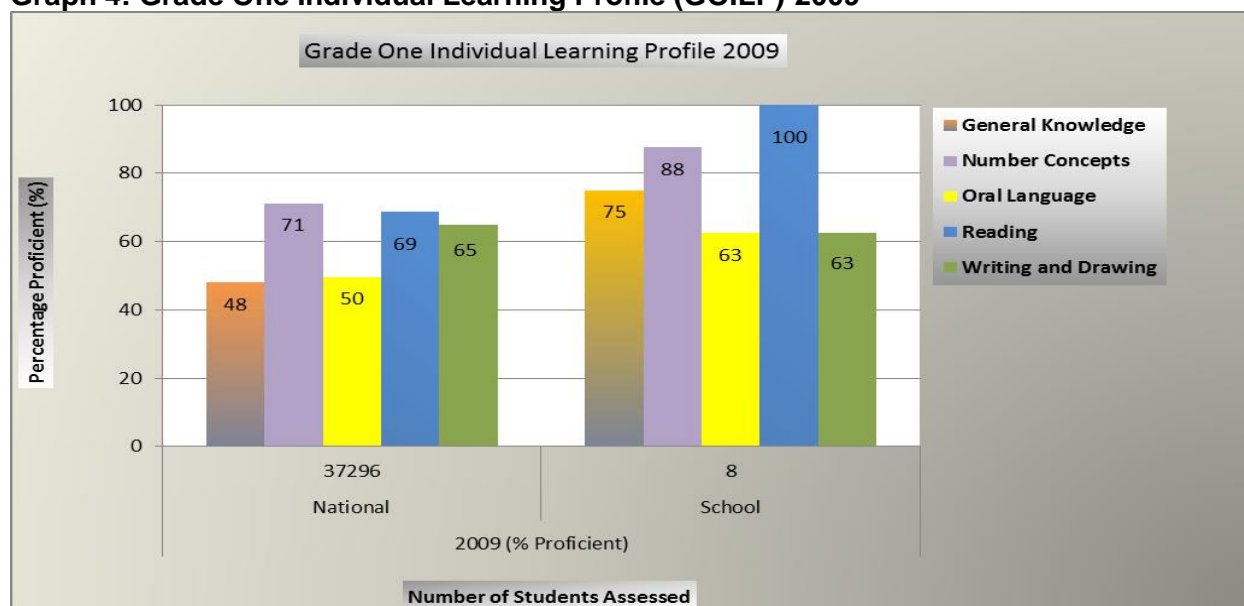


Table 4: Grade One Individual Learning Profile (GOILP)-2009

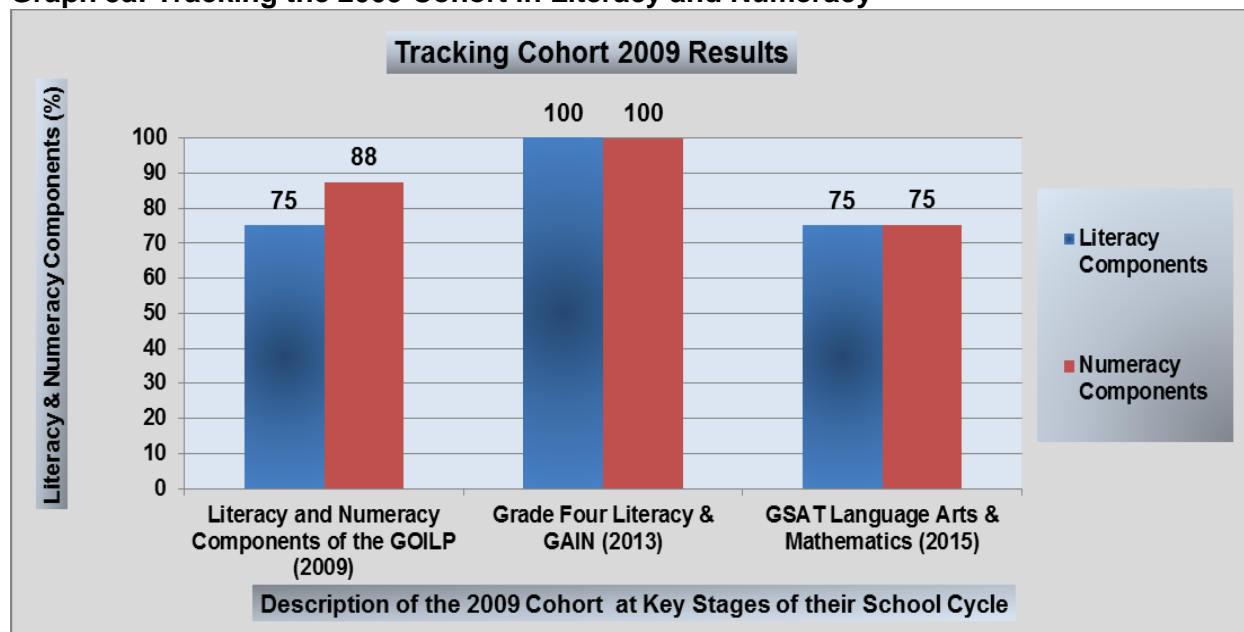
Grade One Individual Learning Profile		Number of Students Assessed	Percentage of students proficient in each sub-test				
			General Knowledge	Number Concepts	Oral Language	Reading	Writing and Drawing
2009 (Cohort)	National	37296	48	71	50	69	65
	School	8	75	88	63	100	63

Eight students entered Alston Primary and Infant in 2009. The proficiency levels of these new entrants were above the national proficiency levels in all components except writing and drawing.

Data showed that highest proficiency level was in reading (eight students) while the lowest proficiency was shown in oral language, as well as writing and drawing (five of the eight students).

STUDENTS' PROGRESS

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



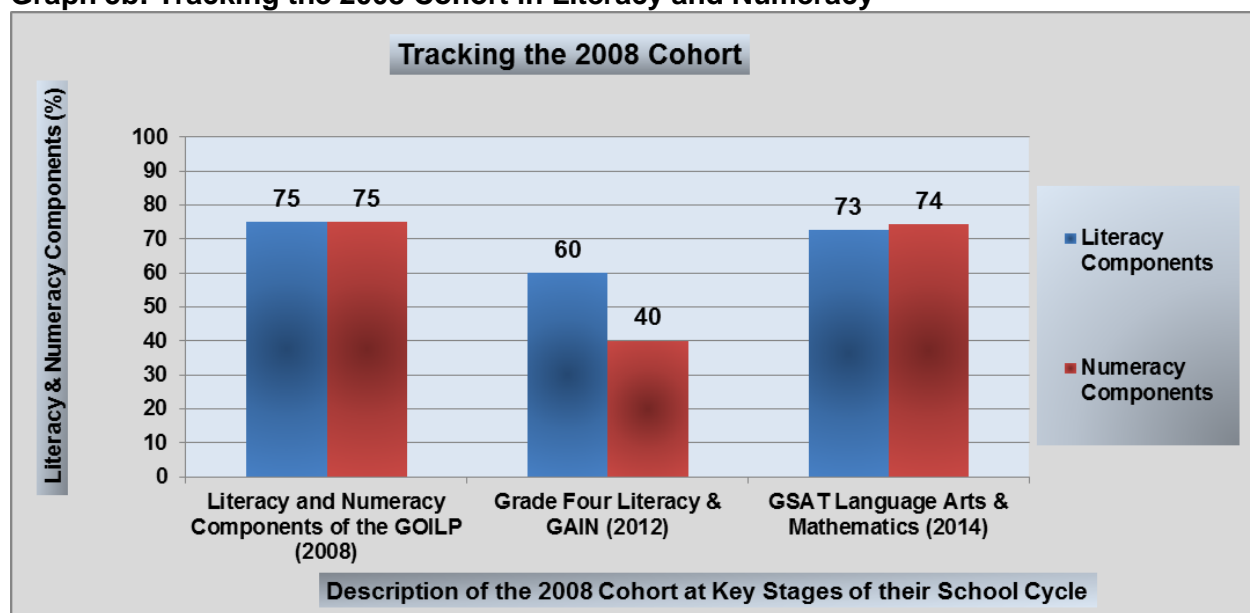
This graph tracks the performance of the **2009 Cohort** of students entering Alston Primary and Infant. It shows their **proficiency levels** in the 2009 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2013, and their GSAT language arts and mathematics **averages**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

An average of 75 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, all the students attained mastery in the GFLT. In 2015 the average score in GSAT language arts was 75 per cent.

Eighty-eight per cent of students in the **2009 Cohort** were proficient in the number concepts component of the 2009 GOILP. In 2013, all the students attained mastery in the GAIN. In 2015 the average score in GSAT mathematics was 75 per cent.

STUDENTS' PROGRESS

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



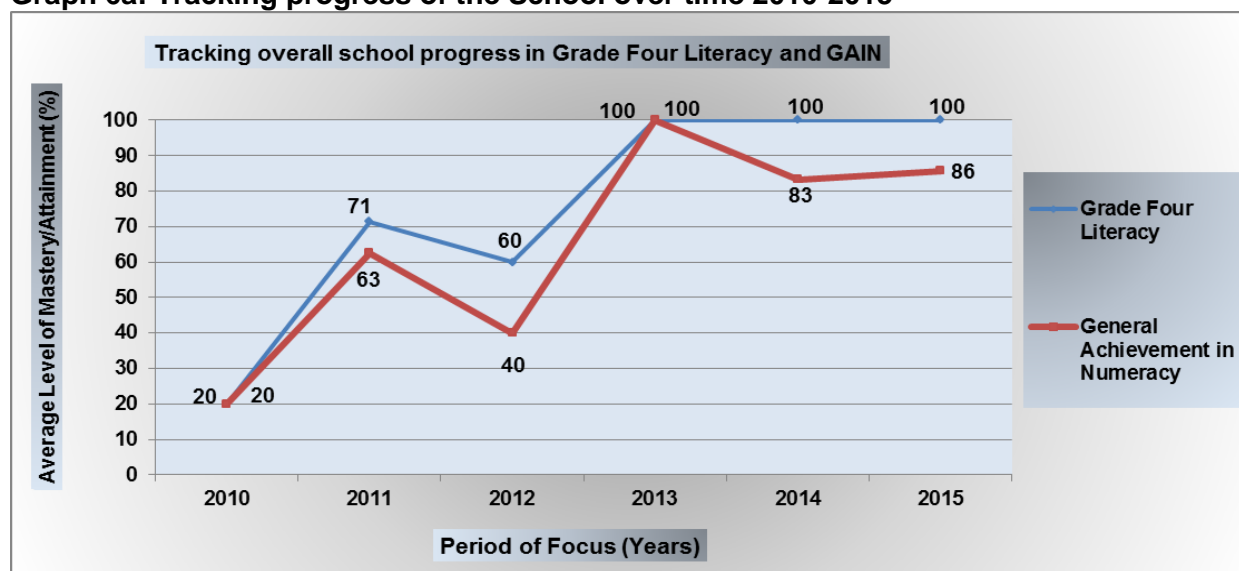
This graph tracks the performance of the **2008 Cohort** of students entering Alston Primary and Infant. It shows their **proficiency levels** in the 2008 GOILP (*literacy and numeracy components*), their GFLT and GAIN **mastery levels** in 2012, and their GSAT language arts and mathematics **averages**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

An average of 75 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 2008 GOILP. In 2012, 60 per cent of the students attained mastery in the GFLT. In 2014 the average score in GSAT language arts was 73 per cent.

Seventy-five per cent of students in the **2008 Cohort** were proficient in the number concepts component of the 2008 GOILP. In 2012, 40 per cent of the students attained mastery in the GAIN. In 2014 the average score in GSAT mathematics was 74 per cent.

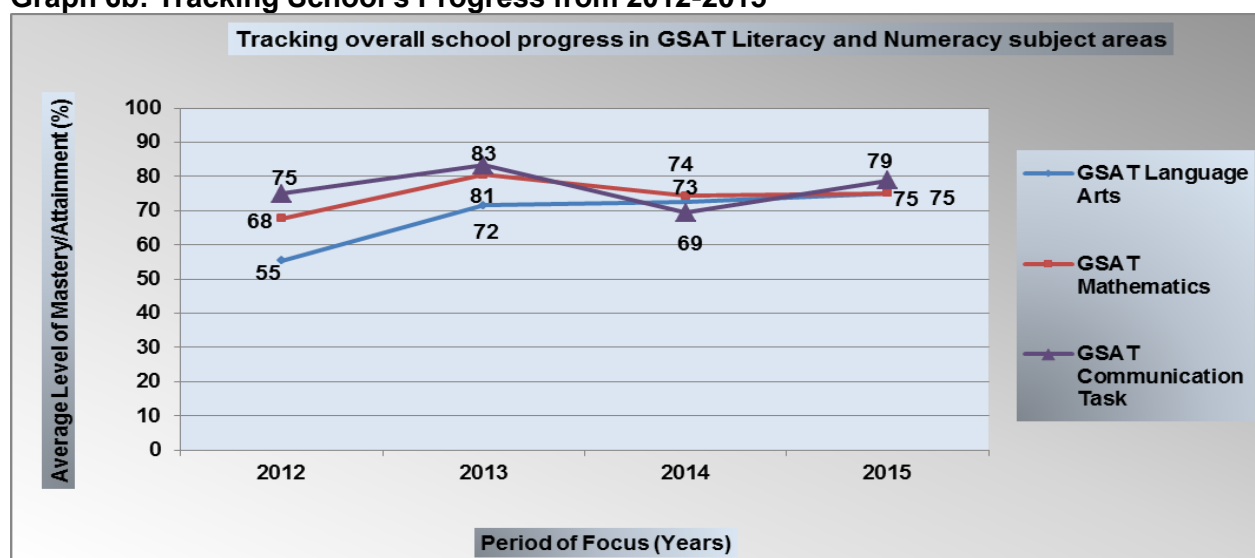
STUDENTS' PROGRESS

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



The school's Grade Four Literacy and GAIN mastery both improved overall over the 2010 to 2015 period. The GAIN mastery was below the Literacy mastery in all years except in 2010 and 2013, when they were both on par.

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



The school's performance in all three components improved overall for the 2012 to 2015 period. The communication tasks average was above mathematics and language arts in all years except 2013 when it was below both.

Definitions:

- Cohort:** A specific group of students who are expected to move through the education system during a particular time span. For example, the 2009 cohort entering grade one are expected to complete grade six in 2015.
- Percentage:** The expression of a fraction into 100 equal parts. It is calculated by multiplying the fraction by 100. For example $\frac{2}{5}$ expressed as a percentage equals $(\frac{2}{5}) \times 100 = 40$ per cent.
- Percentage Point:** The unit for the arithmetic difference between two percentages. For example, 20 per cent is lower than 45 per cent by 25 percentage points.
- Trend:** The pattern observed or general tendency of a series of data points over time. There must be at least three (3) consecutive years of data before a trend can be established.

List of Acronyms:

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

Sources

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